

Approved at Mtg #2  
May 3, 2022

**2022 – 2023 Faculty Senate**  
**Meeting # 1**

Tuesday, April 26, 2022, 4:30 pm – 5:00 pm  
Zoom only

**Present:** Ahmadzadeh, Chapman, Fairley, Feeney, Fuerst, Gauthier, Haltinner, Hickman, Hoffmann, Hunter, Justwan, Torrey Lawrence (w/o vote), Long, Murphy, Paul, Quinnett, Raney, Rashed, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Silsby, Thorne

**Absent:** Dahlquist, Mittelstaedt, Roberson, Wargo

**Call to Order:** Provost Lawrence called the meeting to order at 4:31 pm.

Per FSH 1580 IV, the purpose of this meeting is to nominate candidates for the offices of chair and vice chair of the 2022-23 Faculty Senate. No other official business is conducted at this meeting.

For each of the two offices, nominations were collected by secret ballot and the nominees declared whether they accepted or declined the nomination.

Elections will be held by secret ballot at the second meeting of the 2022-23 Senate, Tuesday May 3, 3:30 pm. Before voting begins for each office, additional nominations may be made for that office.

**Adjournment:**

Provost Lawrence adjourned the meeting at 4:50 pm.

Respectfully Submitted,

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

**New Business:**

No new business was raised.

**Adjournment:**

The agenda being completed, Chair Meeuf adjourned the meeting at 4:20pm.

Respectfully Submitted,

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

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 1

Tuesday, April 26, 2022, at 4:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
- III. Consent Agenda (Vote)
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports (Vote)
- VII. Other Announcements and Communications
- VIII. Special Orders
  - Nomination of Chair
  - Nomination of Vice-Chair
- IX. New Business
- X. Adjournment

**2022 – 2023 Faculty Senate**  
**Meeting # 2**

Approved at Mtg #3  
September 6, 2022

Tuesday, May 3, 2022, 3:30 pm – 5:00 pm  
Zoom only

**Present:** Ahmadzadeh, Chapman, Fairley, Feeney, Fuerst, Gauthier, Haltinner, Hickman, Hoffmann, Hunter, Justwan, Torrey Lawrence (w/o vote), Long, Mittelstaedt, Murphy, Quinnett, Raney, Rashed, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Schwarzlaender, Silsby, Thorne, Wargo

**Absent:** Dahlquist, Hoffmann, Raney (excused).

**Call to Order:** Provost Lawrence called the meeting to order at 3:30 pm.

Per FSH 1580 IV, the purpose of this meeting is to elect the chair and the vice chair of the 2022-23 Faculty Senate. No other official business is conducted at this meeting.

Provost Lawrence asked if there were additional nominations for either office. There were none. The candidates who accepted the nomination last Tuesday, April 26, will run for office.

Each candidate gave a statement about themselves and their leadership philosophy and answered questions from the senators.

Elections were held by secret ballot and in accordance with the procedures described in FSH 1580 IV-2.

Provost Lawrence announced the results:

- 2022-23 Senate Chair: Kelly Quinnett
- 2022-23 Senate Vice Chair: Erin Chapman

**Adjournment:**

Provost Lawrence adjourned the meeting at 4:26 pm.

Respectfully Submitted,

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

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 2

Tuesday, May 3, 2022, at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #1 April 26, 2022, **Attach #1**
- III. Consent Agenda (Vote)
  - N/A
- IV. Chair's Report
  - N/A
- V. Provost's Report
  - N/A
- VI. Committee Reports (Vote)
  - N/A
- VII. Other Announcements and Communications
  - N/A
- VIII. Special Orders
  - Voting of Chair
  - Voting of Vice-Chair
- IX. New Business
  - N/A
- X. Adjournment

Attachments:

- **Attach #1:** Minutes #1 April, 26

**2022 – 2023 Faculty Senate – Pending Approval**

**Meeting # 1**

Tuesday, April 26, 2022, 4:30 pm – 5:00 pm

Zoom only

**Present:** Ahmadzadeh, Chapman, Fairley, Feeney, Fuerst, Gauthier, Haltinner, Hickman, Hoffmann, Hunter, Justwan, Torrey Lawrence (w/o vote), Long, Murphy, Paul, Quinnett, Raney, Rashed, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Silsby, Thorne

**Absent:** Dahlquist, Mittelstaedt, Roberson, Wargo

**Call to Order:** Provost Lawrence called the meeting to order at 4:31 pm.

Per FSH 1580 IV, the purpose of this meeting is to nominate candidates for the offices of chair and vice chair of the 2022-23 Faculty Senate. No other official business is conducted at this meeting.

For each of the two offices, nominations were collected by secret ballot and the nominees declared whether they accepted or declined the nomination.

Elections will be held by secret ballot at the second meeting of the 2022-23 Senate, Tuesday May 3, 3:30 pm. Before voting begins for each office, additional nominations may be made for that office.

**Adjournment:**

Provost Lawrence adjourned the meeting at 4:50 pm.

Respectfully Submitted,

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

**2022 – 2023 Faculty Senate – Pending Approval**  
**Meeting # 3**

Approved at Mtg. #4  
September 13, 2022

Tuesday, September 6, 2022, 3:30 pm – 5:00 pm  
Zoom only

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

**Absent:** Kindall, Kolok (excused)

**Guests:** Brandi Terwilliger, Sydney Freeman, Jr., Mario Pile

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

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #2 May 3, 2022 – Attach. #1  
The minutes of 2022-23 Meeting #2 were approved as distributed.  
Minutes of the 2022-23 Meeting #1 April 26, 2022 – Attach. #2  
The minutes of 2022-23 Meeting #1 were approved as distributed.  
Minutes of the 2021-22 Meeting #28 April 26, 2022 – Attach. #3  
The minutes of 2022-23 Meeting #28 were approved as distributed.

**Consent Agenda:**

- Sabbatical Leave Committee Recommendations – Attach #4  
There were no requests for discussion. The Sabbatical Leave Committee Recommendations were approved by unanimous consent.

**Chair's Report:**

- Senators were invited to add preferred names and pronouns, if desired, and the college they represent.
- A new practice during 2022-23 Senate meetings called "Our shared success stories." Every Tuesday, one senator will take 1 minute to share and celebrate a success story about themselves or other members of their department/college. Senator Amin Ahmadzadeh was asked to share at the next meeting. Perhaps people can take this practice to their programs or classes.
- 2022-23 Senate priorities: Kristin Haltinner kindly shared a very good list from CLASS which was discussed and prioritized at the recent Senate Retreat. The top priorities are: non-tenure-track faculty and instructor compensation and support; faculty retention and recruiting; faculty contracts, with a special focus on spread pay. More information will be brought to senate concerning plans for tackling some of these important needs/issues.
- The first university faculty meeting will take place on 9/19 at 3pm – International Ballroom, Pitman Center, and *via* zoom. A reception will follow at the Pitman Center.
- Updates on the Anti-Bullying Policy. This is still in its middle phase. Although it was noticed that the proposed policy is covered in FSH 3910,3920, 3940, there are gaps regarding a pathway for reporting. A vandal care report about an employee's conduct could be a possible solution. More

to come on this from Vice Provost Kelly-Riley. Thanks to Kristin Haltinner for taking the lead on this important issue and its advocacy, and to Diane Kelly-Riley.

- Annual Employee Training – due November 18 – opened September 1. Graduate students need to complete the training as well.
- Vice Chair Erin Chapman was asked to provide updates on Paid Parental Leave (PPL), Student Feedback on Teaching Effectiveness (SFTE) – currently Student Evaluation of Teaching (SET) – and more.
  - PPL is moving along. A draft from Brandi Terwilliger should be ready soon.
  - SFTE: Phase 1 is wrapping up – the policy and related forms are ready to go. The proposal encountered a hurdle with the new committee in FSH 1640 to handle faculty appeals regarding SFTE. More to come. Phase 2 will address how SFTE is used in promotion and tenure.
- The Department of Family and Consumer Science( FCS) is celebrating its 120<sup>th</sup> Anniversary with events on September 16 and 17. <https://www.uidaho.edu/cals/family-and-consumer-sciences/news/120-year>
- The Women Center is celebrating its 50<sup>th</sup> anniversary! It is one of the oldest in the country that’s in existence. <https://www.uidaho.edu/womens-center/events/50th-anniversary>
- In recognition of Suicide Awareness Day: *Every Brilliant Thing* in collaboration with the UI Recreation and Well Being, Sept 10, 7:30 in the Forge Theatre [uidaho.edu/theatretix](http://uidaho.edu/theatretix)
- A Hiroshima survivor, author and activist is the keynote of a four-day event to better understand the broad implications of atomic warfare, hosted by the University of Idaho. [Remembering Hiroshima](#) is Monday to Thursday, Sept. 12-15, on the Moscow campus and features a variety of speakers and events, all free and open to the public.

#### **Provost’s Report:**

- Enrollment update: At the 10<sup>th</sup> day, numbers were up by 2.7% overall. This is great news.
- Financial health of the institution: See email from September 2 from President Green and Vice President Foisy.
- The legislature met on September 1 for a one-day special session. Nothing is certain at this point on how the extra funds will be allocated. Hundreds of million dollars will go towards education, with a large part to K-12. More information will come as it becomes available, but there won’t be much to report until the legislature meets again in January or February.
- Following up on an initial conversation at the Senate retreat, Provost Lawrence gathered some history on “spread pay.” More to come.
- Ombuds search update: possibly some news in a few weeks. In the meantime, a temporary Ombuds can still provide assistance. <https://www.uidaho.edu/governance/faculty-staff/ombuds>  
College of Law: The 2022 Bellwood Memorial Lecture features US Solicitor General Elizabeth Barchas Prelogar. <https://www.uidaho.edu/law/news/upcoming-events/bellwood>

#### **Discussion:**

There was a brief follow-up discussion on the enrollment update. Provost Lawrence confirmed that the 2.7% increase is an overall increase compared to the same point in time last year. This number is likely to change quickly, especially when dual-credit data come in.

#### **Committee Reports:**

- FSH 6440 Persons with Acquired Immune Deficiency Syndrome (AIDS) (vote) – Brandi Terwilliger, Attach. #5



This proposal is part of a broader review of HR policies. External health consultant and our legal team have recommended to remove this policy. Like for any infectious disease, we will follow CDC guidelines. Our infectious disease response team is ready to act should this become a bigger issue. In summary, the recommendation is that the policy should be removed and handled more broadly.

Discussion:

In response to a question about procedures moving forward, Brandi reiterated that the university will follow the Health Department and CDC guidelines. Should there be an outbreak in this area, we will adopt the same processes as for any infectious disease.

Vote: 22/22 in favor; 0/22 against. Motion passes.

**Other Announcements and Communications:**

- Mario Pile, Director of the Black/African American Cultural Center, Office of Equity and Diversity.

Mario gave a brief overview of his background and expertise. He then proceeded to talk about efforts and available resources directed at retention of Black and African American students, who drop at the alarming rate of 65% to 75%.

**Discussion:**

There was a question about the level of support provided by SEM. Mario noted that, at this time, he is the only one at the Center, thus collaboration is essential to his work. Mario reaches out to those students whose names he receives and tries to get them to visit the Center. When doing so, it is important to apply sensitivity.

In response to a question, Mario clarified that, at this time, only undergraduate students are included in the population the Center hopes to reach out to, but that can evolve to include graduate students as well.

Senators expressed appreciation for Mario's work and look forward to collaborations to help create pathways for students to become acquainted with Mario's role. Mario Pile can be contacted at [mpile@uidaho.edu](mailto:mpile@uidaho.edu).

- Enabling Mid-Career Faculty to Thrive – Presentation by Sydney Freeman, Jr., Professor, College of Education, Health & Human Sciences, Attach #6

After providing some information about himself and his professional background, Sidney proceeded to a presentation (slides attached to the Binder for this meeting) focused on mid-career faculty experience. He addressed the importance of equitable and just promotion policies and required bias training for promotion committees.

**Discussion:**

The follow-up discussion indicated support for Sydney's ideas and the need to make some changes, including a mental shift, and required training for all evaluating committees. Provost Lawrence, although supportive of the idea, noted that it would be very hard to implement. Suggestion from the Secretary: perhaps these training sessions could be offered regularly so that faculty have some flexibility on when to take them. Certificates would be awarded to employees who have completed the training.

**New Business:**

- A senator heard that students were disenrolled in large enrollment courses by the Registrar for not attending, apparently without warning or notification. The Provost was not aware of this potential issue. Registrar Lindsey Brown noted that there is a policy that allows instructors to drop students for non-attendance within a specified time at the beginning of a semester. She is happy to address any problems which may arise.
- APM 30.16: On behalf of their constituents, a senator brought up the APM 30.16 Hardware Purchasing Policy recently communicated to all employees. Some faculty view it as a violation of the new SBOE policy on Academic Freedom. Another concern about the same policy is that the costs are not competitive. A senator reported that they could have purchased the same system for half the cost charged by IT. This is a significant budget hit.
- International Travel: Insurance coverage for international travel is recommended but it has to come out of the traveler's pocket. We should be allowed to use our budgets to cover this insurance.

Discussion on the above issues will continue.

**Adjournment:**

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

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 3

Tuesday, September 6, 2022, at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #2 May 3, 2022, **Attach #1**
  - Minutes of the 2022-2023 Faculty Senate Meeting #1 April 26, 2022, **Attach #2**
  - Minutes of the 2021-2022 Faculty Senate Meeting #28 April 26, 2022, **Attach #3**
- III. Consent Agenda (Vote)
  - Sabbatical Leave Committee Recommendations **Attach #4**
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports (Vote)
  - FSH 6440 Persons with Acquired Immune Deficiency Syndrome (AIDS) (vote); Brandi Terwilliger **Attach #5**
- VII. Other Announcements and Communications
  - Black/African American Cultural Center – Presentation by Mario Pile, Director, Office of Equity and Diversity
  - Enabling Mid-Career Faculty to Thrive - Presentation by Sydney Freeman, Professor, College of Education, Health & Human Sciences **Attach #6**
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach #1:** Mtg #2 Minutes
- **Attach #2:** Mtg #1
- **Attach #3:** Mtg #28 Minutes
- **Attach #4:** Sabbatical Leave
- **Attach #5:** FSH 6440
- **Attach #6:** Enabling Mid-Career Faculty to Thrive

Attach #1

**2022 – 2023 Faculty Senate – Pending Approval**

**Meeting # 2**

Tuesday, May 3, 2022, 3:30 pm – 5:00 pm

Zoom only

**Present:** Ahmadzadeh, Chapman, Fairley, Feeney, Fuerst, Gauthier, Haltinner, Hickman, Hoffmann, Hunter, Justwan, Torrey Lawrence (w/o vote), Long, Mittelstaedt, Murphy, Quinnett, Raney, Rashed, Rinker, Roberson, Sammaruca (w/o vote), Schiele, Schwarzlaender, Silsby, Thorne, Wargo

**Absent:** Dahlquist, Hoffmann, Raney (excused).

**Call to Order:** Provost Lawrence called the meeting to order at 3:30 pm.

Per FSH 1580 IV, the purpose of this meeting is to elect the chair and the vice chair of the 2022-23 Faculty Senate. No other official business is conducted at this meeting.

Provost Lawrence asked if there were additional nominations for either office. There were none. The candidates who accepted the nomination last Tuesday, April 26, will run for office.

Each candidate gave a statement about themselves and their leadership philosophy and answered questions from the senators.

Elections were held by secret ballot and in accordance with the procedures described in FSH 1580 IV-2.

Provost Lawrence announced the results:

- 2022-23 Senate Chair: Kelly Quinnett
- 2022-23 Senate Vice Chair: Erin Chapman

**Adjournment:**

Provost Lawrence adjourned the meeting at 4:26 pm.

Respectfully Submitted,

Francesca Sammaruca

Secretary of the University Faculty & Secretary to Faculty Senate

Attach #2

**2022 – 2023 Faculty Senate – Pending Approval**

**Meeting # 1**

Tuesday, April 26, 2022, 4:30 pm – 5:00 pm

Zoom only

**Present:** Ahmadzadeh, Chapman, Fairley, Feeney, Fuerst, Gauthier, Haltinner, Hickman, Hoffmann, Hunter, Justwan, Torrey Lawrence (w/o vote), Long, Murphy, Quinnett, Raney, Rashed, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Silsby, Thorne

**Absent:** Dahlquist, Mittelstaedt, Roberson, Wargo

**Call to Order:** Provost Lawrence called the meeting to order at 4:31 pm.

Per FSH 1580 IV, the purpose of this meeting is to nominate candidates for the offices of chair and vice chair of the 2022-23 Faculty Senate. No other official business is conducted at this meeting.

For each office, nominations were collected by secret ballot and the nominees declared whether they accepted or declined the nomination. One of the nominees for the position of chair was absent. They will be asked whether they accept the nomination.

Elections will be held by secret ballot at the second meeting of the 2022-23 Senate, Tuesday May 3, 3:30 pm. Before voting begins, additional nominations may be made for each office.

**Adjournment:**

Provost Lawrence adjourned the meeting at 4:50 pm.

Respectfully Submitted,

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

**2021 – 2022 Faculty Senate – Pending Approval**

**Meeting # 28**

Tuesday, April 26, 2022, 3:30 pm – 4:30 pm

Zoom only

**Present:** Becker, Bridges, Chapman, Dahlquist, Fairley, Gauthier, Hickman, Hoffmann, Torrey Lawrence (w/o vote), Lee-Painter, McIntosh, Meeuf (Chair), Mittelstaedt, Ogborn, Paul, Quinnett, Rashed, Rinker, Roberson, Rose, Sammarruca (w/o vote), Schiele, A. Smith (Vice Chair), R. Smith, Schwarzlaender, Tenuto, Thorne

**Absent:** Ahmadzadeh (excused), Mittelstaedt, Kindall, Wargo

**Also present:** Matt Powell (alternate for Ahmadzadeh)

**Guests:** Chantal Vella

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

**Approval of Minutes (vote):**

Minutes of the 2021-22 Meeting #27 – Attach. #1

The minutes of 2021-22 Meeting #27 were approved as distributed.

**Chair's Report:**

- Reminder that today's meeting will end by 4:30 so that the 2022-23 Senate can meet to collect leadership nominations.
- Because we are concluding our business items at today's meeting, there will be no meeting of the 2021-22 Faculty Senate next Thursday, May 3. However, the 2022-23 Senate will meet at 3:30 to vote on next year's leadership.
- Please remember to attend the May 4 University Faculty Meeting at 2:30 on Zoom.
- As this will be our final meeting of the 2021-22 Senate, I wanted to conclude by thanking you all for your tremendous service to the institution and to your colleagues. We've had great discussions on topics that matter to faculty, and we have been productive in advancing new policies and initiatives to improve the University of Idaho. In addition to our role in vetting and approving new curricular changes and providing advice to the administration, this year we tackled some serious business, much of which will head to the UFM next week.
- We continued the hard work of former chair Barb Kirchmeier and Senator Rochelle Smith in approving the new Affinity Group policy that supports university employees.
- We endorsed the new State Board of Education policy on academic rights and responsibilities and then moved to adopt this new policy as our own at the University of Idaho, establishing a far clearer and comprehensive set of standards around academic freedom in these challenging times.
- In coordination with the Provost's office and our Faculty Affairs Committee, we substantially updated and improved our promotion and tenure processes and procedures.
- Our Senate Subcommittee on Paid Parental Leave has helped move our institution to the brink of a new and more robust policy supporting employees. While this work is not yet done, the advocacy of the subcommittee and of Senate with our partners in Staff Council has been vital to this process.
- We passed new policy protecting faculty safety in the classroom, which will head to the UFM next week.

- Our Senate Subcommittee on Student Evaluation of Teaching has developed a much-improved format for how we collect meaningful and fair data around teaching. This work is not yet completed, but we are well on our way to a January 1 implementation of this new system, which will be finalized by next year's Senate.
- Perhaps most importantly, we have been the voice for faculty on campus on important matters facing our institution.
- Thank you so much for all your hard work this year. Thanks to those who, like me, are finishing our Senate terms and passing the baton to others. And thanks to those who are continuing to serve next year and will continue our important work.

#### **Provost's Report:**

- The Advancement Gala on the 14<sup>th</sup> in Boise was a great success. Our main donors are enthusiastic and supportive of what we are doing.
- A two-day meeting with SBOE on our campus – Wednesday and Thursday of last week – went very well. We provided information and gave tours. There was good vibe and they are very supportive of the current direction of UI.
- The Uldaho Bound event was also a success, with 400 students and thousands of visitors.
- Our numbers for the Fall are good, for both applications and admissions. Applications are up by 34% as compared to the same time last year.
- The Undergraduate Research Symposium was inspiring. Congratulations to those who were involved.
- Yesterday's Awards Ceremony was a success. This is the first time we recognized faculty and staff together to celebrate *employees*. Congratulations to the award recipients!
- The Athena Awards event is tonight at 5 pm at the IUCC Arena. It's open to all.
- Wednesday, April 26 is Administrative Professionals' Day. Let's take the opportunity to thank the people in these roles.
- The Engineering Expo is this Friday. Thousands of students are expected to be on campus.
- Graduation: there will be two commencement ceremonies on the Moscow campus on May 14. Coeur d'Alene is joining us in Moscow. Graduation ceremonies for Boise and Idaho Falls will be on May 17 and May 18, respectively. Everyone is strongly encouraged to attend!  
<https://www.uidaho.edu/events/commencement/spring>
- University Ombuds Laura Smythe is leaving the university. We are grateful for her contribution. News about a search will be communicated.
- Gwen Gorzelsky has been named Vice Provost for Academic Initiatives. She will begin July 1.
- Searches for deans of COE and EHHS, and Director of the CDA Center, are ongoing: more information to come.
- Thanks to Russ and Alistair for an impressive year of shared governance! Special thanks to Russ for his great leadership!

#### **Discussion:**

In response to a question, Provost Lawrence provided information on how the CEC funds, about \$5.5M, are being broken down (the numbers need to be confirmed). First priority items are: faculty promotion; bringing staff wages to a minimum of \$15 per hour; meeting federal minimum compensation for some exempt positions (a relatively small amount compared to the first two); TA stipends. The amount of funds invested in each of the first two categories is approximately the same. Of the remaining funds, some will be divided about between an automatic 2% raise for employees who have met expectations (there are also some requirements on the hiring date), and salary raises for employees who are below 80% of their market rate. About \$1M will be used for

merit raises. This is done according to FSH 3420 Faculty Salaries, last amended in 2019. The same policy is being used for staff as well.

#### **Committee Reports:**

- FSH 1420 University Administration – Chantal Vella, Attach. #2  
This proposal from Faculty Affairs is part of a reorganization of FSH 1420, 1460, 1520, 1540, and 4120, the goal of which is to consolidate all university faculty meeting procedures into FSH 1540 Standing Rules of the University Faculty, all catalog change procedures into FSH 4120 Catalog Change Procedures, and all university-wide policy change procedures into FSH 1460 University-wide Policy Process.

##### Discussion:

In response to a question concerning practices in the College of Law, Provost Lawrence noted the reference to college bylaws on the proposed FSH 1420 A-1.a, p.4 of the attached redline.

Vote: 18/19 in favor; 1/19 against. Motion passes.

- FSH 1567 University Deletion Appointment of Administrators with Academic Rank – Chantal Vella, Attach. #3  
The content of this policy will be moved to FSH 1420 to resolve a partial redundancy. There were no questions.

Vote: 20/20 in favor. Motion passes.

- FSH 4120 Catalog Change Procedure – Russ Meeuf, Attach. #4  
This is part of a reorganization of FSH 1420, 1460, 1520, 1540, and 4120, the goal of which is to consolidate all university faculty meeting procedures into FSH 1540 Standing Rules of the University Faculty, all catalog change procedures into FSH 4120 Catalog Change Procedures, and all university-wide policy change procedures into FSH 1460 University-wide Policy Process. This revision moves catalog change procedures from FSH 1540 into this policy and streamlines and simplifies the curricular approval processes while maintaining appropriate levels of transparency and shared governance. These changes will reduce administrative workload and allow for more flexibility in approving curricular change and additions. Changes are minor for items in Group A, which are part of routine changes. Presently, after going through unit, college, and UCC approval pipeline, they go in a General Curriculum Report to be looked over, and potentially challenged, by the faculty. Historically, this channel has hardly ever been utilized. With the proposed changes, transparency is moved to the front of the pipeline by sending regular communications to all faculty at least 48 hours prior to the meeting about what's happening at the next UCC meeting. A petition process is still in place: if, within 7 days after UCC approval, 5 faculty sign a petition to challenge the approval, the catalog item will go before Faculty Senate. Otherwise, it moves directly to the Registrar's Office. Changes are more substantive for items in Groups B and C. The first part of the process is the same as for Group A items (including the up-front communications), up to UCC approval. These items go next to Senate and, if approved by Senate, move forward to implementation without having to wait for the next UFM unless within 7 days from Senate approval, 10 faculty sign a petition to discuss the item at the next UFM. Finally, there are "Other Catalog Changes," namely items not of curricular nature, such as admission standards. For those, the procedures remain essentially unchanged. Note the "Interim Catalog Changes," modeled on the previously approved "Interim



Policy Changes.” Those come into play if we need to implement a catalog change quickly. This change is temporary and will go through the regular channels.

Discussion:

There were no questions from the floor. The Provost commented on the benefits of the new, streamlined and time-saving, procedures. Chair Meeuf shared two questions he received from former senator Charles Tibbles. One was a clarification on the communication timeline – is it 48 hours or two business days? Chair Meeuf confirmed that it is 48 hours, which allows more flexibility. The other question concerned whether those communications should go to just faculty or also to staff who operate in an academic capacity. Chair Meeuf noted that the policy is about what must be done and does not preclude the operational practice to inform other interested individuals as appropriate.

Chair Meeuf called for a motion to approve FSH 4120 Catalog Change Procedure. So moved and seconded (Lee-Painter/A. Smith).

Vote: 20/20 in favor. Motion passes.

**Other Announcements and Communications:**

- APM 60.02 Purchasing Criteria – Attach. #5

**New Business:**

The Secretary is confident that the new senate/leadership will pick up the unfinished items, where people have invested so much time, effort, and passion.

**Adjournment:**

The agenda being completed, Provost Lawrence adjourned the meeting at 4:15pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate



# University of Idaho

## POLICY COVER SHEET

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

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

**Chapter & Title:** FSH 6440 Persons with Acquired Immune Deficiency Syndrome (AIDS)

**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](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu) respectively.

\*Note: If revision/deletion request original document from [apm@uidaho.edu](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu), all changes must be made using "track changes."

**Originator(s):**

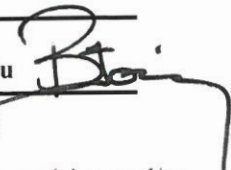
(Please see FSH 1460 C)

**Telephone & Email:**

Brandi Terwilliger  
Name \_\_\_\_\_ Date \_\_\_\_\_  
885-3008 brandit@uidaho.edu

**Policy Sponsor:** (If different than originator.)

**Telephone & Email:**

Brian Foisy  
Name \_\_\_\_\_ Date \_\_\_\_\_  
885-7590 brianfoisy@uidaho.edu 

**Reviewed by General Counsel**  Yes  No Name & Date: Kim Rytter on 4/11/2022

**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.  
Delete – no longer necessary

**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.

If not a minor amendment forward to: \_\_\_\_\_

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

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

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

Track # \_\_\_\_\_  
Date Rec.: \_\_\_\_\_  
Posted: t-sheet \_\_\_\_\_  
h/c \_\_\_\_\_  
web \_\_\_\_\_  
Register: \_\_\_\_\_  
(Office Use Only)

6440

**PERSONS WITH ACQUIRED  
IMMUNE DEFICIENCY SYNDROME (AIDS)**

**OWNER:**

Human Resources Director  
Brandi Terwilliger  
[brandit@uidaho.edu](mailto:brandit@uidaho.edu)

**LAST REVISION:** 2009 (editorial)

**CONTENTS:**

- A. Introduction
- B. Objectives
- C. Policies
- D. Procedures

**A. INTRODUCTION.**

**A-1.** AIDS (acquired immune deficiency syndrome) is a serious public health problem. Although information about AIDS is incomplete, authoritative medical opinion holds that it is not readily communicable through casual contact and that it does not constitute an unmanageable health risk in a normal academic or employment setting. Conducting effective AIDS education programs is thought to be the best way for colleges and universities to provide a safe and healthful environment.

**A-2.** Recognized health organizations have urged institutions not to adopt rigid policies concerning persons with AIDS or AIDS-related conditions. Instead, they have suggested adopting guidelines for responding to each case as appropriate.

**A-3.** Accordingly, the following objectives, policies, and procedures—consistent with UI's mission—have regents' approval as guidelines for responding to genuine health concerns.

**B. OBJECTIVES.** The objectives of this policy are to:

**B-1.** Recognize that AIDS is a serious public health problem that requires UI's attention and the commitment of expertise and resources.

**B-2.** Provide for a consistent approach that is appropriate to UI's mission and in line with authoritative medical opinion.

**B-3.** Provide a positive context for educating all segments of the UI community about AIDS.

**B-4.** Guarantee that the treatment of persons exposed to AIDS is medically sound, fair, and, most important, humane.

**C. POLICIES.**

**UI FACULTY-STAFF HANDBOOK**  
Chapter VI: OTHER GENERAL INSTITUTIONAL POLICIES  
Section 6440: Persons with Acquired Immune Deficiency Syndrome (AIDS)

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~~C-1. Because AIDS does not pose an unmanageable health risk in a normal academic or employment setting, members of the UI community infected with the virus, including faculty and staff members, students, and visitors, have free and normal access to UI activities, programs, and services unless medical authorities deem otherwise to protect either the affected person(s) or the public (see D-3).~~

~~C-2. Each case is handled objectively, but with sensitivity, and decisions are based on the most up-to-date medical and health information available.~~

~~C-3. UI personnel take great care to comply with laws protecting the identities of persons infected with this disease.~~

~~C-4. The university promotes an awareness of how AIDS is transmitted so that members of the academic community can learn to curb its spread.~~

**D. PROCEDURES.**

~~D-1. In accordance with its functions—teaching, research, and service—UI personnel and resources are made readily available to minimize the spread of this disease. The educational program includes the most current and accurate information about AIDS.~~

~~D-2. University officials will not routinely ask students to respond to personal questions about the existence of HIV infection. However, students with HIV infection, like students with any other immune system disorder, are encouraged and expected to so inform the director of student health in order to enable the institution to provide them with proper medical care, support, counseling, and education. Like any other medical information, this will be handled in a strictly confidential manner.~~

~~D-3. Although not under obligation to disclose existence of HIV infection to institutional officials, persons with HIV virus are expected to understand the mechanisms whereby the virus may be transmitted and to avoid activities which may infect others. Idaho Code 39-608 provides penalties for knowingly engaging in activities which have a high probability of transmitting infection.~~

~~D-4. All federal, state, and UI requirements relating to individual privacy and the confidentiality of records are strictly adhered to in the case of a student or employee infected by the AIDS virus. Violations of the foregoing may be cause for disciplinary action. In addition, as recommended by the American College Health Association, student health care providers carefully weigh whether they should include information about the existence of AIDS, ARC [aids related complex], or a positive HTLV-III antibody test in a medical record except as necessary to evaluate an illness or by the prior consent of the patient.~~

**Version History:**

~~Amended June 2009. Editorial changes.~~

~~Amended February 2007. Revised section D to reflect current policy.~~

~~Amended July 2006. Substantial revisions to reflect updated health policies and understanding of HIV/AIDS.~~

~~Adopted July 1996.~~

Attach #6



University  
of Idaho

# ENABLING MID-CAREER FACULTY TO THRIVE

SYDNEY FREEMAN, JR., PH.D., CFD, COI  
PROFESSOR  
COLLEGE OF EDUCATION, HEALTH, &  
HUMAN SCIENCES

# **INTRODUCTION & PERSONAL BACKGROUND**

- I 8th year at UI.**
- I 1st African American (Descendant of Slaves) male to earn the rank of Full Professor at UI.**
- I Certified Faculty Developer (CFD) & Certified Online Instructor (COI).**
- I Previously Served as Director of a Teaching and Learning Center at Tuskegee University.**
- I Written over extensively on faculty issues (20+ peer-reviewed articles).**
- I Served on UI campus-wide Faculty Affairs committee.**
- I Chaired EHHS Faculty Affairs committee.**

# WHY AM I HERE?

## PROBLEM: LACK OF MID-CAREER FACULTY SUPPORT

### *Mid-career Faculty Experience:*

- I** Malaise after earning promotion and tenure.
- I** Increase service and administrative assignments.
- I** Faculty of Color & Women are often unspokenly expected to provide invisible labor (i.e., engaging in more service responsibilities).
- I** Lack of clarity regarding expectations for promotion Full Professor.



# **3 THINGS THE UI FACULTY SENATE CAN DO TO SUPPORT MID- CAREER FACULTY**

**#1**

**Commit and act to ensure that promotion policies are not only fair, but equitable and just—centering the needs of the marginalized and underrepresented.**

**#2**

**Address the culture of the institution and academic departments to minimize bias across all levels of the promotion process.**

**#3**

**Require bias training for all who engage in promotion and advancement review processes.**

# #1 EQUITABLE & JUST PROMOTION POLICIES

- I Mental shift:** The institution should provide as much support as possible to facilitate mid-career faculty advancement.
- I Mental shift:** Expectations for promotion should be clear at all levels and there should be limited guess work.
- I Mental Shift:** Expand notions of what perceived as quality and excellence (i.e., types of publications).

## #2 ADDRESS BIAS IN PROMOTION PROCESS

- I** Make clear that inclusive promotion practices does not lead to lowering academic standards.
- I** Identify, where applicable, clear criteria for promotion, including the number of publications, types of journals, what constitutes service and so forth.
- I** Account for and give weight to public scholarship and the invisible labor that underrepresented and female faculty often engage in.
- I** Wisely select who participates on promotion committees.
- I** Create the expectation that all tenure track faculty can become a full professor.

## **#3 REQUIRE BIAS TRAINING**

**Ensure such training focuses directly on the issue of bias in evaluations and other career-advancement practices, including the language used during related closed-door discussions.**

# RESOURCES

CHAMBERS, C. & FREEMAN, JR. S. (2020). TO BE YOUNG, GIFTED, AND BLACK: THE RELATIONSHIP BETWEEN AGE AND RACE IN EARNING FULL PROFESSORSHIPS. REVIEW OF HIGHER EDUCATION, 43(3), 811-836. [HTTPS://MUSE.JHU.EDU/ARTICLE/751558](https://muse.jhu.edu/article/751558)

FREEMAN, JR., S. (AUGUST 19, 2022) STOP BLAMING FACULTY OF COLOR. INSIDE HIGHER EDUCATION. [HTTPS://WWW.INSIDEHIGHERED.COM/ADVICE/2022/08/19/COLLEGES-MUST-DO-MUCH-MORE-ADVANCE-FACULTY-COLOR-OPINION](https://www.insidehighered.com/advice/2022/08/19/colleges-must-do-much-more-advance-faculty-color-opinion)

FREEMAN, JR. S. & BAKER, V. (JULY 22, 2022). REVOLUTIONIZING PROMOTION TO FULL PROFESSOR. INSIDE HIGHER EDUCATION. [HTTPS://WWW.INSIDEHIGHERED.COM/ADVICE/2022/07/22/ACADEME-SHOULD-REVISE-PROMOTION-PROCESS-FULL-PROFESSOR-OPINION#.YURDQ4EJNCB.LINK](https://www.insidehighered.com/advice/2022/07/22/academe-should-revise-promotion-process-full-professor-opinion#.YURDQ4EJNCB.LINK)

FREEMAN, JR. S. & PERNA, V. (JULY 8, 2022). ENABLING MIDCAREER FACULTY OF COLOR TO THRIVE. INSIDE HIGHER EDUCATION. [HTTPS://WWW.INSIDEHIGHERED.COM/ADVICE/2022/07/08/PROVIDING-MIDCAREER-FACULTY-COLOR-SUPPORT-THEY-NEED-OPINION#.YUREE\\_HDPK9.LINK](https://www.insidehighered.com/advice/2022/07/08/providing-midcareer-faculty-color-support-they-need-opinion#.YUREE_HDPK9.LINK)

FREEMAN, S., JR., & CHAMBERS, C.R. (2021). RECOMMENDATIONS FOR FULL PROFESSORSHIP PATHWAYS: UNDERSTANDINGS FROM THE LIVED EXPERIENCES OF BLACK FACULTY AT PWIS WHO ROSE TO THE RANK OF FULL BEFORE AGE 45. JOURNAL OF NEGRO EDUCATION 90(4), 483-495. [HTTPS://DRIVE.GOOGLE.COM/FILE/D/1Y92IGAFJJOWFFGCBA2NLZKXICQZAINTN/VIEW?USP=SHARING](https://drive.google.com/file/d/1Y92IGAFJJOWFFGCBA2NLZKXICQZAINTN/view?usp=sharing)

MCNAUGHTON, J., THACKER, R., EICKE, D. & FREEMAN, JR. S., (2021). COMMITTED TO THEIR CRAFT: UNDERSTANDING THE RELATIONSHIP BETWEEN JOB CRAFTING AND WORK COMMITMENT AMONG FACULTY. HIGHER EDUCATION QUARTERLY. P. 1-24 [HTTPS://DOI.ORG/10.1111/HEQU.12293](https://doi.org/10.1111/HEQU.12293)

MCNAUGHTON, J., THACKER, R., EICKE, D. & FREEMAN, JR. S., (2021). TRUST AND SELF-DETERMINATION: UNDERSTANDING THE ROLE OF FACULTY EMPOWERMENT AND JOB SATISFACTION. JOURNAL OF HIGHER EDUCATION. P. 1-24 [HTTPS://DOI.ORG/10.1080/00221546.2021.1935601](https://doi.org/10.1080/00221546.2021.1935601)

**2022 – 2023 Faculty Senate – Pending Approval** Approved at Mtg #5  
Meeting # 4 September 20, 2022

Tuesday, September 13, 2022, 3:30 pm – 5:00 pm  
Zoom only

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

**Absent:** Kindall

**Guests/Speakers:** Ann Abbott, Diane Kelly-Riley, Barb Kirchmeier, Brian Smentkowski

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

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #3 September 6, 2022 – Attach. #1

The cited date of September 1 for the opening of the Employee Training may not be accurate. If so, the correct date will be included in the Talking Points.

Secretary Sammarruca detected and will correct an error in the list of attending senators.

**Chair's Report:**

- Chair Quinnett turned the floor over to Vice Chair Chapman regarding vacant senator seats at university-level committees and Paid Parental Leave (PPL).
  - The following committees have openings to be filled by senators: University Budget and Finance Committee (UBHC); Campus Planning Advisory Committee; Faculty and Staff Policy Group; Grievance Committee for Student Employees. Senators are encouraged to volunteer and seek interested faculty from their colleges. (Senator Long volunteered to take the open seat at UBFC. Thanks, Jerry!)
  - PPL: Vice Chair Chapman summarized the status of the PPL policy. The policy is currently with General Counsel with whom Brandi Terwilliger will meet on Friday to review. From there it will go to Vice President Foisy and then Diane Whitney, followed by reviews from all stakeholders and interested groups. At that point, it will be forwarded to Faculty Senate and Staff Council. The timeline is tight if the target date for implementation of January 1, 2023, is to be met.
- “Our Shared Success Stories” first honored Senator is Amin Ahmadzadeh, from Animal Veterinary and Food Sciences. Amin has a minute to share and then will pick the senator for next week. Amin’s position was established by Idaho legislators in 1999 for the purpose of developing a dairy science program. Like every success, it was a team effort. Currently, the dairy science program is nationally competitive – they won the first place five times, and twice the second place, in a national competition in dairy management where over 30 universities compete. The students in the program are very successful in the dairy industry. The next senator to share a success story will be Jerry Fairley.
- The concern raised at the last meeting about the fact that international travel insurance cannot be purchased *via* budgets has been sent to the Faculty and Staff Policy Group. The chair, Scott Nash, will take this on with the committee.

- Follow up to Dr. Freeman and Mr. Mario Pile's visit. We are brainstorming on ways that units can require implicit bias training for hiring, 3<sup>rd</sup> year review, and T/P committees. Perhaps this can happen via unit bylaws or revising FSH 1620. Erin Chapman, Brian Smentkowski and Chair Quinnett are researching trainings to test and then make available to units. All this is in progress, and there is more to come.
- Update on the APM 30.16 implementation. FSL have tasked the ITS Committee to research this issue so that we can better understand all concerns. Eric Mittelstaedt and Jerry Fairley are helping with this. Eric has created questions to send out to constituents for polling.
- A survey shared by Vice President Dan Ewart on Nov 29, 2021, asking for feedback on ways that ITS could improve support, did not gather enough feedback. Vice President Ewart is already working on another survey with Institutional Research, which we he would send directly to us to share with our constituents. Addressing a question, Chair Quinnett clarified that the survey from IT and the one from Faculty Senate are two distinct surveys and the latter will originate from Senate.
- Senators will receive a link to the draft of the White Paper on Sustainability for discussion next Tuesday. Please read this in order to have a good discussion with the team, including President Green. Addressing a request from a senator, Chair provided some context for the White Paper, which is presently in the phase of collecting feedback. Provost Lawrence will address the question in the Provost's report.

#### **Provost's Report:**

Sustainability: Last Fall, the President assembled a large working group with broad participation (internal, external, faculty, staff, industry partners), led by Dennis Becker, Dean of the College of Natural Resources, and Lee Espey, Director of Finance and Administration. The paper is very broad and there will be a call for broad feedback. After changes and revisions, the group will finalize it and send it to Scott Green. In response to a question, Provost Lawrence said that there is no specific date yet for the start of recycling.

- 
- Most recently, the Magic Valley Working Group (chaired by deans Parrella and Quinlan) was launched to explore possibilities for a property in the Twin Falls / Rupert area, originally part of the CAFÉ project.
- Concerns raised last week about students being dropped from classes for non-attendance: those individual circumstances have been clarified. The Registrar's Office has added additional language to the directions on the webpage.
- U of I ranking by US News and World Reports is improving! We are number 176 nationally (from 179 last year) and number 26 in best value schools in the nation – number two in best value public universities and number one in the West. The university has also received recognition for working with veterans, social mobility, engineering, and business.
- The keynote address of the four-day event [Remembering Hiroshima](#) is Wednesday, September 14, at 4 p.m., International Ballroom, Pitman Center.
- Katy Benoit Campus Safety Awareness keynote address: Thursday, September 15, at 7 p.m., Pitman Center.
- Oktoberfest Tap the Keg event: Dan O'Brien Track and Field Complex, Friday, September 16, at 3:30 – 8:30 p.m.
- Saturday: First Home Game!
- UFM #1: Monday, September 19, in person. Zoom option available for off-campus participants. Reception will follow. Please remember to RSVP.

### Other Policy Business:

- FSH 4990 Academic Regalia (vote) – Lindsey Brown, Attach. #2  
This is being removed from FSH because it is not a policy by the standards set in FSH 1460. Moved/seconded (Ahmadzadeh /Long) to approve this change.  
Vote: 22/22 in favor; 0/22 against. Motion passes.
- APM 45.02 Sponsored Projects Proposal Preparation and Authorization.  
Although APM policies are an informational item that do not require Senate approval, they typically come to Senate for feedback and discussion. Concerns were raised about the Limited Submissions section of the policy. FSL is reaching out to Sarah Martonick to talk about the senators' concerns.

### Other Announcements and Communications:

- Non-Tenure Track Faculty and Instructor Support Panel/Open Forum – Ann Abbott (Program Director, Mathematics & Statistical Science), Diane Kelly-Riley (Vice Provost for Faculty), Barb Kirchmeier (Senior Instructor, English), Brian Smentkowski (Director, Center for Excellence in Teaching & Learning).

Barb and Ann shared their experience and challenges as non-tenure-track (NTT) faculty. Those include: a relatively low pay, roles which do not align with the prescriptions FSH 1565 D-1, concerns about being active in shared governance without protection from tenure. In some units, the number of instructors, senior instructors, and lecturers, is larger than what is allowed in FSH 1565. When moved from temporary lecturer to an instructor line, they were given no credit towards tenure and promotion from past services.

Generally, the NTT panelists said they do not feel appropriately valued as members of the institution. For instance, even though qualified, they are not eligible to be on graduate committees. A panelist described the insecurity of being on a year-by-year contract, not knowing whether they will be teaching the curriculum they have worked hard to develop.

Brian Smentkowski acknowledged with gratitude the invisible labor from our NTT faculty and instructors, which must be brought to the surface. When working with Ann, Barb, and other NTT faculty, he heard great ideas and innovation. Although most commonly associated with teaching and learning, CETL is a comprehensive faculty development and mentoring center. Brian proceeded to emphasize the paramount importance of mentoring in the context of these conversations. We need to work towards changing the culture – moving to a more inclusive language is an important part of the process. The stories shared by our colleagues are unsettling, but we must focus on the potential for action. Brian's role includes helping people become better mentors. Engaging in relationships is key to meaningful mentoring. 'Mentoring constellations' and in-group support help create a sense of community and communicate effectively across differences. We must respect and support the diversity and accomplishments of all faculty, regardless of rank and position definitions in order to establish a broad academic community.

Vice Provost for faculty Kelly-Riley started with a review of FSH 1565 D, <https://www.uidaho.edu/governance/policy/policies/fsh/1/1565#d>, where eight categories of faculty are listed, many of which are of NTT nature but all of which provide similar protection.



She noted that there are language issues in FSH, as some definitions are different than those adopted by most universities in the country. An example is FSH 1565 F, which defines adjunct and affiliate faculty. Temporary faculty (FSH 1565 G) have short-term appointments, typically renewable. This category is further subdivided in four groups.

There is protection for all tenure-track and NTT faculty, see <https://www.uidaho.edu/governance/policy/policies/fsh/3/3900>.

The same notification timeline, when a position is not renewed, applies to all.

NTT faculty play a significant role at the institution – delivering instruction, developing curriculum through service work, participating in extension or outreach programs, and more.

We are trying to support all faculty, for instance through CETL. The U of I has an institutional subscription to Academic Impressions, an online platform that promotes professional development. Also, faculty who are not eligible for tenure may be eligible for promotion, a process through which their contribution is recognized,

<https://www.uidaho.edu/governance/policy/policies/fsh/3/3500>.

**Discussion:**

Short-term appointments are problematic, especially for units who hire regularly on a short-term basis. Temporary instructors in between contracts lose access to all university systems and facilities as well as health insurance. About ten years ago policy changes were made to address multiple temporary appointments by allowing them for no more than three semesters.

A Senator brought up the need for more clarity in policy. If people are academically qualified to serve on a graduate committee, they should be allowed to. Regrouping categories of faculty as currently done in FSH does not differentiate by their degrees or academic credentials. Furthermore, some disciplines do not have a doctoral degree.

Vice Provost Kelly-Riley noted that positions are configured by a department or college based on their needs. The people who end up in those positions may have additional qualifications, but that doesn't change the scope of the position. She agrees that better definitions/distinctions may be helpful.

Vice Chair Chapman: Faculty Senate supports fostering of a better sense of community for everyone.

**New Business:**

- A Senator pointed out that preferred names do not necessarily transfer from system to system and wondered whether this problem can be fixed. Registrar Lindsey Brown will look into it.

**Adjournment:**

The agenda being completed, Chair Quinnett adjourned the meeting at 5:05pm.

Respectfully Submitted,

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

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 4

Tuesday, September 13, 2022, at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #3 September 6, 2022, Attach #1
- III. Consent Agenda (Vote)
  - Approval of University committee appointments
- IV. Chair's Report
- V. Provost's Report
- VI. Other Policy Business
  - FSH 4990 Academic Regalia (vote); Lindsey Brown Attach #2
  - \*APM 45.02 Sponsored Projects Proposal Preparation and Authorization Attach #3
- VII. Other Announcements and Communications
  - Non-Tenure Track Faculty and Instructor Support Panel/Open Forum – Ann Abbott (Program Director, Mathematics & Statistical Science), Diane Kelly-Riley (Vice Provost for Faculty), Barb Kirchmeier (Senior Instructor, English), Brian Smentkowski (Director, Center for Excellence in Teaching & Learning)
- VIII. New Business
- IX. Adjournment

Attachments:

- Attach #1: Mtg #3 Minutes
- Attach #2: FSH 4990
- Attach #3: APM 45.02

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

**2022 – 2023 Faculty Senate – Pending Approval**

**Meeting # 3**

Tuesday, September 6, 2022, 3:30 pm – 5:00 pm

Zoom only

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

**Absent:** Kolok (excused), Dahlquist, Feeney

**Guests:** Brandi Terwilliger, Sydney Freeman, Jr., Mario Pile

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

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #2 May 3, 2022 – Attach. #1

The minutes of 2022-23 Meeting #2 were approved as distributed.

Minutes of the 2022-23 Meeting #1 April 26, 2022 – Attach. #2

The minutes of 2022-23 Meeting #1 were approved as distributed.

Minutes of the 2021-22 Meeting #28 April 26, 2022 – Attach. #3

The minutes of 2022-23 Meeting #28 were approved as distributed.

**Consent Agenda:**

- Sabbatical Leave Committee Recommendations – Attach #4  
There were no requests for discussion. The Sabbatical Leave Committee Recommendations were approved by unanimous consent.

**Chair's Report:**

- Senators were invited to add preferred names and pronouns, if desired, and the college they represent.
- A new practice during 2022-23 Senate meetings called "Our shared success stories." Every Tuesday, one senator will take 1 minute to share and celebrate a success story about themselves or other members of their department/college. Senator Amin Ahmadzadeh was asked to share at the next meeting. Perhaps people can take this practice to their programs or classes.
- 2022-23 Senate priorities: Kristin Haltinner kindly shared a very good list from CLASS which was discussed and prioritized at the recent Senate Retreat. The top priorities are: non-tenure-track faculty and instructor compensation and support; faculty retention and recruiting; faculty contracts, with a special focus on spread pay. More information will be brought to senate concerning plans for tackling some of these important needs/issues.
- The first university faculty meeting will take place on 9/19 at 3pm – International Ballroom, Pitman Center, and *via* zoom. A reception will follow at the Pitman Center.
- Updates on the Anti-Bullying Policy. This is still in its middle phase. Although it was noticed that the proposed policy is covered in FSH 3910,3920, 3940, there are gaps regarding a pathway for reporting. A vandal care report about an employee's conduct could be a possible solution. More

to come on this from Vice Provost Kelly-Riley. Thanks to Kristin Haltinner for taking the lead on this important issue and its advocacy, and to Diane Kelly-Riley.

- Annual Employee Training – due November 18 – opened September 1. Graduate students need to complete the training as well.
- Vice Chair Erin Chapman was asked to provide updates on Paid Parental Leave (PPL), Student Feedback on Teaching Effectiveness (SFTE) – currently Student Evaluation of Teaching (SET) – and more.
  - PPL is moving along. A draft from Brandi Terwilliger should be ready soon.
  - SFTE: Phase 1 is wrapping up – the policy and related forms are ready to go. The proposal encountered a hurdle with the new committee in FSH 1640 to handle faculty appeals regarding SFTE. More to come. Phase 2 will address how SFTE is used in promotion and tenure.
- The Department of Family and Consumer Science( FCS) is celebrating its 120<sup>th</sup> Anniversary with events on September 16 and 17. <https://www.uidaho.edu/cals/family-and-consumer-sciences/news/120-year>
- The Women Center is celebrating its 50<sup>th</sup> anniversary! It is one of the oldest in the country that’s in existence. <https://www.uidaho.edu/womens-center/events/50th-anniversary>
- In recognition of Suicide Awareness Day: *Every Brilliant Thing* in collaboration with the UI Recreation and Well Being, Sept 10, 7:30 in the Forge Theatre [uidaho.edu/theatretix](http://uidaho.edu/theatretix)
- A Hiroshima survivor, author and activist is the keynote of a four-day event to better understand the broad implications of atomic warfare, hosted by the University of Idaho. [Remembering Hiroshima](#) is Monday to Thursday, Sept. 12-15, on the Moscow campus and features a variety of speakers and events, all free and open to the public.

#### **Provost’s Report:**

- Enrollment update: At the 10<sup>th</sup> day, numbers were up by 2.7% overall. This is great news.
- Financial health of the institution: See email from September 2 from President Green and Vice President Foisy.
- The legislature met on September 1 for a one-day special session. Nothing is certain at this point on how the extra funds will be allocated. Hundreds of million dollars will go towards education, with a large part to K-12. More information will come as it becomes available, but there won’t be much to report until the legislature meets again in January or February.
- Following up on an initial conversation at the Senate retreat, Provost Lawrence gathered some history on “spread pay.” More to come.
- Ombuds search update: possibly some news in a few weeks. In the meantime, a temporary Ombuds can still provide assistance. <https://www.uidaho.edu/governance/faculty-staff/ombuds>  
College of Law: The 2022 Bellwood Memorial Lecture features US Solicitor General Elizabeth Barchas Prelogar. <https://www.uidaho.edu/law/news/upcoming-events/bellwood>

#### **Discussion:**

There was a brief follow-up discussion on the enrollment update. Provost Lawrence confirmed that the 2.7% increase is an overall increase compared to the same point in time last year. This number is likely to change quickly, especially when dual-credit data come in.

#### **Committee Reports:**

- FSH 6440 Persons with Acquired Immune Deficiency Syndrome (AIDS) (vote) – Brandi Terwilliger, Attach. #5

This proposal is part of a broader review of HR policies. External health consultant and our legal team have recommended to remove this policy. Like for any infectious disease, we will follow CDC guidelines. Our infectious disease response team is ready to act should this become a bigger issue. In summary, the recommendation is that the policy should be removed and handled more broadly.

**Discussion:**

In response to a question about procedures moving forward, Brandi reiterated that the university will follow the Health Department and CDC guidelines. Should there be an outbreak in this area, we will adopt the same processes as for any infectious disease.

Vote: 22/22 in favor; 0/22 against. Motion passes.

**Other Announcements and Communications:**

- Mario Pile, Director of the Black/African American Cultural Center, Office of Equity and Diversity.

Mario gave a brief overview of his background and expertise. He then proceeded to talk about efforts and available resources directed at retention of Black and African American students, who drop at the alarming rate of 65% to 75%.

**Discussion:**

There was a question about the level of support provided by SEM. Mario noted that, at this time, he is the only one at the Center, thus collaboration is essential to his work. Mario reaches out to those students whose names he receives and tries to get them to visit the Center. When doing so, it is important to apply sensitivity.

In response to a question, Mario clarified that, at this time, only undergraduate students are included in the population the Center hopes to reach out to, but that can evolve to include graduate students as well.

Senators expressed appreciation for Mario's work and look forward to collaborations to help create pathways for students to become acquainted with Mario's role. Mario Pile can be contacted at [mpile@uidaho.edu](mailto:mpile@uidaho.edu).

- Enabling Mid-Career Faculty to Thrive – Presentation by Sydney Freeman, Jr., Professor, College of Education, Health & Human Sciences, Attach #6

After providing some information about himself and his professional background, Sidney proceeded to a presentation (slides attached to the Binder for this meeting) focused on mid-career faculty experience. He addressed the importance of equitable and just promotion policies and required bias training for promotion committees.

**Discussion:**

The follow-up discussion indicated support for Sydney's ideas and the need to make some changes, including a mental shift, and required training for all evaluating committees. Provost Lawrence, although supportive of the idea, noted that it would be very hard to implement. Suggestion from the Secretary: perhaps these training sessions could be offered regularly so that faculty have some flexibility on when to take them. Certificates would be awarded to employees who have completed the training.

**New Business:**

- A senator heard that students were disenrolled in large enrollment courses by the Registrar for not attending, apparently without warning or notification. The Provost was not aware of this potential issue. Registrar Lindsey Brown noted that there is a policy that allows instructors to drop students for non-attendance within a specified time at the beginning of a semester. She is happy to address any problems which may arise.
- APM 30.16: On behalf of their constituents, a senator brought up the APM 30.16 Hardware Purchasing Policy recently communicated to all employees. Some faculty view it as a violation of the new SBOE policy on Academic Freedom. Another concern about the same policy is that the costs are not competitive. A senator reported that they could have purchased the same system for half the cost charged by IT. This is a significant budget hit.
- International Travel: Insurance coverage for international travel is recommended but it has to come out of the traveler's pocket. We should be allowed to use our budgets to cover this insurance.

Discussion on the above issues will continue.

**Adjournment:**

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

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate



## POLICY COVER SHEET

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**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title:

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title: **FSH 4990 ACADEMIC REGALIA**

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

**Originator: Lindsey Brown, Registrar/Policy Owner**

**Policy Sponsor, if different from Originator:**

**Reviewed by General Counsel**      X Yes No    Name & Date: Kent Nelson 5/15/20

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

Policy does not meet FSH 1460 criteria for university-wide policy. Content will be maintained on Academic Regalia Section of the Registrar’s website.

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 H) unless otherwise specified.

4990

**ACADEMIC REGALIA**

**OWNER**

Registrar  
Lindsey Brown  
[registrar@uidaho.edu](mailto:registrar@uidaho.edu)

**LAST REVISION:** August 2010

**CONTENTS:**

- A. Origin
- B. The Gown
- C. The Cap
- D. The Hood
- E. The Mace
- F. The Medallion
- G. Honor Cords
- H. Academic Costume Now Worn Infrequently
- I. Illustration

**A. ORIGIN.** The colorful and distinctive garb conspicuous at commencement ceremonies had its origin in the High Middle Ages, 12th and 13th centuries, when the university itself came into being. The nascent universities grew up in the shadow of the church—they obtained papal charters, most of the knowledge they disseminated was theological or ecclesiastical, and their scholars and pupils were largely clerks, i.e., clerics or aspiring clerics. It should not be surprising, therefore, that the cap, gown, and hood grew out of the clerical dress of that period.

**B. THE GOWN.**

**B-1. Standardization.** Our academic gown can be traced back to the Council of Oxford in 1222. There Stephen Langton, perhaps England's greatest medieval archbishop, decreed that all clergy within his jurisdiction should wear the *cappa clausa*, a closed, flowing gown then in lay fashion. He wanted to bring some conformity to the Province of Canterbury. Because Oxford and Cambridge were within the province, the clerks at both institutions complied with the decree. Over the years English clergy turned to other styles, but the clerks, compelled by stringent statutes, held to the *cappa clausa*, and it eventually became exclusively academic.

**B-2. American Practice.** The *cappa clausa*, only slightly modified, crossed the Atlantic with the colonists and served as the norm at Harvard, William and Mary, and all American colleges and universities founded in the two centuries thereafter. During the latter part of the 19th century, however, the styles of academic gowns proliferated, prompting representative trustees from interested institutions to convene in 1895 at Columbia University. They repeated the role of Archbishop Langton and issued formal standards that have stood with little change to the present.

**B-3. The Interecollegiate Bureau's Code.** An outgrowth of the conference was the establishment of a body that, in 1902, came to be known as the Interecollegiate Bureau of Academic Costume. The bureau's standards, somewhat revised with the cooperation of the American Council on Education in 1932 and subsequently, provided that all caps and gowns were black. The intercollegiate code also standardized, on the basis of practice at Oxford and Cambridge, the cut of the various kinds of gowns—bachelor's, master's, and doctor's.

**a.** A bachelor's gown falls in a straight line and has full bias-cut, pointed sleeves.

**b.** A master's gown is similar to a bachelor's, except that it has long closed sleeves with the opening at the wrist



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(the extended portions of the sleeves used to be handy receptacles for handkerchiefs, snacks, and the like). Until recently, the long sleeves on a master's gown had the opening at the elbow.

e. A doctor's gown has bell-shaped sleeves, velvet panels down the front and around the neck of the gown, and three velvet bars on each sleeve.

#### **B-4. Unique Doctoral Gowns.**

a. During its first century, UI followed the intercollegiate code exactly, but not all schools in the United States and Canada did so, particularly when it came to doctoral gowns. For instance, instead of black, the doctoral robe proper to the University of Chicago is maroon (with black velvet); Harvard's is crimson (also with black velvet); Yale's is blue; Princeton's is black with orange; and those of Columbia and the University of British Columbia are different shades of light purple.

b. UI has adopted a doctoral gown of its own, which was worn for the first time at the centennial commencement (1989). It is silver, and the panels and sleeve bars are of black velvet outlined in antique gold.

**C. THE CAP.** In comparison to the gown, the mortarboard is relatively young. It descends from a favorite headdress of the medieval laity, the *pileus*, a close-fitting felt cap that was adopted by the Church in 1311 and became typical at the universities.

**C-1.** Two varieties of the *pileus* survive: Cambridge and Oxford versions. The Cambridge tradition results in a beret-like "softcap" that probably gives a better idea of the 14th-century *pileus* than its more common rival, the Oxford cap or mortarboard, notorious for its intractability in any kind of breeze.

**C-2.** Foreign universities, however, may sport even more exotic and less practical caps: a French graduate's cap looks something like a chef's hat, and in Spain a woman graduate wears headgear resembling a Tiffany lampshade, a blue satin bowl covered with tiny glass beads.

**C-3. The Tassel.** The intercollegiate code does not specify the position of the tassel fastened to the middle of the top of the mortarboard. However, numerous institutions have adopted the practice, during commencement ceremonies, of having candidates for degrees wear the tassels on the right front side before degrees are conferred and shift them to the left at the moment when degrees are awarded to them. This custom is in some respects a substitute for individual hooding. At UI, candidates do not move their tassels from right to left in unison during the ceremony, but it is generally recognized here that degree recipients wear the tassel on the front left side after the degrees are conferred. The code specifies that the tassel is black or the color of the wearer's branch of learning; a doctor's tassel may have gold threads.

#### **D. THE HOOD.**

**D-1. Style and Sizes.** The most colorful and distinctive element of academic garb is the hood (see figure 1 on page 5). Another medieval relic, it descended from cowls worn by monks to ward off cold drafts in English monasteries. (They would, therefore, not be without use on occasion in northern Idaho.) The cowl, worn over a short cape or scarf, tippet, had a "tail," *liripipe*. One pulled the hood over the head and then wrapped the tail around the neck to secure the hood. At some point the *tippet* and hood merged into a single unit while the *liripipe* evolved into the funnel-shaped ending of the hood. The shorter, three-foot bachelor's hood is rarely seen today; master's hoods are three and one-half feet; and doctoral hoods are four feet and have panels at the side.

**D-2. Significance of Colors.** The intercollegiate code provides that a hood should be lined with the official colors of the institution conferring the degree, and the lining is worn exposed; hence, UI hoods are lined with silver and gold. The same code provides that the hood should be trimmed—bound or edged—with the color indicating the branch of learning to which the degree pertains. The trim is two inches, three inches, and five inches wide for the bachelor's, master's, and doctor's degrees, respectively. The colors associated with the different subjects are: Agriculture, Maize; Family and Consumer Sciences, Maroon; Architecture, Violet; Journalism, Crimson; Arts, Letters, Humanities, White; Law, Purple; Business, Drab; Library, Science, Lemon; Dentistry, Lilac; Medicine, Green;

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Economics, Copper; Music, Pink; Education, Light Blue; Nursing, Apricot; Engineering, Orange; Pharmacy, Olive Green; Fine Arts, Brown; Philosophy, Dark Blue; Forestry, Russet; Physical Education, Sage Green; Public Administration, Peacock Blue; Speech, Silver Gray; Public Health, Salmon Pink; Theology, Scarlet; Science, Golden Yellow; Veterinary Science, Gray; Social Work, Citron.

**E. THE MACE.**

~~E-1. The mace in medieval times was a weapon, a heavy staff or club made wholly or partly from metal and used for breaking armor. Particularly in France in the 13th century when the king's bodyguard carried it, the mace acquired a ceremonial function as a symbol of all kinds of secular authority.~~

~~E-2. The Senate and House of Representatives of the United States, the British Parliament, and many other governmental and academic bodies have ceremonial maces. In the U.S. Congress, its symbolism is strong enough that merely placing it in front of the offending member brings order to the chamber. It even worked in 1890 when a hotheaded representative from Georgia pulled a knife on a fellow congressman.~~

~~E-3. It is the custom at some universities for the mace bearer to lead the procession on ceremonial occasions. Where there is no such tradition, the mace—the ensign of authority—may be carried by the chief marshal, who organizes the procession; however, instead of the mace, the marshal customarily carries a baton.~~

~~E-4. UI's mace, also used for the first time at the centennial commencement, is 32 inches long, made of walnut, and encircled with bands of Idaho gold and silver in which Idaho garnets and opals have been set. The head is embellished with silver and gold representations of camas plants and syringa flowers (see figure 2 on page 5). The chair of UI's Faculty Senate, the marshal of the academic procession, carries the mace in the American tradition, at a 45-degree angle across the chest (in England the bearer carries it over the shoulder).~~

**F. THE MEDALLION.** UI's medallion (see figure 3 on page 5) was created by Idaho artists George and Macky Roberts. Its base is a three and a half inch disc of pure Idaho silver. Mounted on the base is a disc of native jasper, and on that is a sterling silver sunburst. Inside the sunburst is a modification of the Chinese character meaning "mountain," which features three upward-pointing prongs. Over the center prong is a gold inlay—thus symbolizing "Light on the Mountain." The heavy medallion is worn suspended from a collar woven of Idaho wool, some of which is dyed with dahlia flowers to match the jasper and some of which is from a black sheep; between wearings it is kept in a cedar box. It was first used in 1965 at the inauguration of Ernest Hartung, UI's 12th president, and is now a regular element of the president's academic attire.

**G. HONOR CORDS.** Reminiscent of the cleric's stole, UI students graduating with honors wear colored cords around the neck and hanging loosely down the front. The gold cord identifies those graduating *summa cum laude* (with highest distinction); silver, *magna cum laude* (with great distinction); and bronze, *cum laude* (with distinction). The Honor Society of Phi Kappa Phi provides these cords. Students wear honor cords only at the commencement at which the honors are awarded; the cords are not a permanent part of their academic regalia.

**H. ACADEMIC COSTUME NOW WORN INFREQUENTLY.**

~~H-1. In the United States before the Civil War, most professors and students wore caps and gowns daily to classes. In England, the faculty and students wore gowns until well after the Second World War. Faculty members in England still lecture in gowns, and students wear them for their final examinations and in certain other formal situations. In America, however, during the latter half of the 19th century, the custom of daily wear disappeared.~~

~~H-2. At the University of Idaho, with the exception of graduates being commissioned in the Armed Forces, participants in the procession at commencement wear academic garb. It is also *de rigueur* at presidential inaugurations and other ceremonial events. The centuries-old pageantry and the display of these ancient and colorful symbols make us aware of the heritage this university shares with its sister institutions and of UI's common bond with them—dedication to freedom of inquiry and to exploring and expanding the frontiers of knowledge.~~

**Version History:**

**UI FACULTY-STAFF HANDBOOK**  
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Section 4990: Academic Regalia

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~~Amended August 2010. Updated language, other minor editorial changes.~~

~~Adopted June 1988.~~

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Figure 1

Figure 2

Figure 3



## POLICY COVER SHEET

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**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title:

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title: **APM 45.02 Sponsored Projects Proposal Preparation and Authorization**

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

**Originator: Deb Shaver**

**Policy Sponsor, if different from Originator: Sarah Martonick**

**Reviewed by General Counsel**      XYes \_\_\_No    Name & Date: Manisha Wilson, 7/8/22

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.  
**Updated references for our modified ERA systems (EIPRS to VERAS and Cayuse to VERAS) and added limited submission competition information from Research and Faculty Development team.** Comprehensive policy review.

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

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.  
None – this is the only UI policy on proposal submission.

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.

## 45.02 – Sponsored Projects Proposal Preparation and Authorization

January 3, 2012

**A. Purpose.** The purpose of this policy is to ensure the orderly administration of sponsored project proposals and compliance with applicable laws and regulations. The policy contains the procedure applicable to sponsored project proposals.

**B. Scope.** This policy applies to all UI employees anyone submitting sponsored project proposals that would be awarded to the university if funded.

### AC. Definitions

**AC-1. Principal Investigator.** ~~The person taking primary responsibility and oversight of a sponsored project is known as the Principal Investigator (PI).~~ Before submitting a proposal or accepting an award please the PI should review the [Roles and Responsibilities Page](#) for an understanding of the responsibilities associated with being a PI. (See [APM 45.22](#) for University eligibility requirements for Principal Investigators.) ~~[ed. 2-19]~~

**AC-2. Grant Administrator (GA).** ~~Each unit has a person designated as a grant administrator, who that may also work with the PI on proposal preparation.~~ In particular, a GA often assists PIs with the preparation of salary and fringe benefit calculations, and calculations and determining budget estimates.

**BD. Policy.** ~~A sponsored project proposal is a written presentation of the research, scholarly or creative activity proposed to be accomplished during a given time period and that is being requested to may potentially be funded by an entity external to the University of Idaho (the sponsor).~~ At a minimum, a proposal should include an outline of the scope of work to be performed or the tasks to be accomplished, and a budget breakdown explaining how the requested funding will be spent towards accomplishing the scope of work. The Director of the Office of Sponsored Programs (OSP), or her/his/their designated representative, is the only person authorized to accept external funding on behalf of the University, and University and is also the final approver prior to submission of the proposal to the sponsor.

**BD-1. Authorized Organizational Representatives and Signatures Approvals Required Roles and Responsibilities; Required Approvals.** ~~All personnel associated with specific grants, contracts and agreements to the University of Idaho need to should have an understanding of their respective roles and responsibilities. Before submitting a proposal or accepting an award, please review the [Roles and Responsibilities Page](#) and contact OSP if you have questions about any of the items listed. All proposals shall must be reviewed and approved in the University of Idaho Electronic Research Administration (ERA) system by the unit administrator, college dean, and Director of OSP prior to submission to the sponsoring agency.~~ ~~[ed. 2-19]~~

### CE. Processes and Procedures.

**CE-1. Funding Opportunities.** ~~The Research and Faculty Development (RFD) team helps University of Idaho faculty find funding for their research and scholarly activities. RFD provides resources and services to find and enhance the competitiveness of proposals across all disciplines. Web links to funding opportunities may be found at the Office of Research and Economic Development (ORED) website. Additional assistance may be found on the OSP website in the FAQ page links found under the "Submit a Proposal" tab. Granting agencies usually have specific grant application instructions, identifying required information and/or application formats to be used. Such instructions may be labeled as Request for Proposal (RFP), Funding Opportunity Announcement (FOA), Broad Agency Announcement (BAA), Request for Quote (RFQ), or Grant Proposal Guide (GPG), etc.~~

**EE-1.a. Limited Submissions.** For some funding opportunities, the funding agency restricts the number of applications an institution is allowed to submit. These are referred to as limited submission (LS) funding opportunities. The Research and Faculty Development (RFD) LS team has established processes for selecting the proposal(s) that will be submitted by the University of Idaho in response to these opportunities. The process typically includes a two-step submission process to the RFD team, as follows: The first step is for a PI to submit a Notice of Intent (NOI) to indicate interest in the program, followed by the submission of a ~~c~~Concept ~~p~~Paper, which will undergo internal review when the number of NOIs exceeds the number of submissions allowed by the sponsor or to enhance proposal competitiveness for strategic funding opportunities. The internal review committee ~~will~~may be comprised of faculty, administrators, and/or staff, as appropriate, who are familiar with the sponsor or the LS program. PIs will then be notified of the outcome of this internal review process, and whether or not they have been awarded the approval to submit a full proposal to the external sponsor. ~~Once approved to move forward, LS submissions are prepared, approved, and submitted through VERAS as per the Proposal Preparation guidance below.~~

**E-1.b2. Notification Required if Funding Opportunity Declined.** Due to the competitiveness of limited submission funding opportunities at UI, a PI who is awarded the opportunity to submit a proposal to an external sponsor but declines to do so must notify the Research and Faculty Development (RFD) team within one week following receipt of the internal award notification. A PI who fails to submit a full proposal by the external deadline without timely notice to the RFD team shall be ineligible to ~~te~~ apply to all internal limited submission funding opportunities for one calendar year from receipt of the internal award notification.

**EE-2. Proposal Preparation.** Once a funding source has been identified, the PI prepares a proposal (following specific sponsor guidelines, if provided) in the University's Electronic Research Administration (eERA) system. The PI develops a scope of work, a budget sufficient to accomplish the proposed work, and a budget narrative. Additional items to be considered during proposal development may include:

- The involvement of human subjects or experimental animals (see FSH 5200 and FSH 1640.54, APM 45.01)
- The use of biohazards/recombinant DNA/radiation/select agents/toxins (see FSH 1640.14, APM 35.11)
- Conflict of interest and financial disclosure (see FSH 6240, 5600, and 3170)
- Cost share/matching (see APM 45.08)
- Foreign researchers and consultants ~~(see APM 45.18)~~
- Export controls (see APM 45.19)
- Intellectual property (see FSH 5300 ~~& FSH 5400~~)
- Program income (see APM 45.13)
- Publication restrictions
- Capital projects

Information concerning these topics and links to other useful sites may be found on the OSP Website. Note that some sub-sets of pre-proposals (white paper, preliminary proposal, etc.) may also require input to the eERA system for review and approval.

~~CE-3. Budget Development.~~ The PI creates a list of the personnel, equipment, travel, subcontract, participant support and other direct cost needs for the entire project, including costs to be covered by mandatory cost share and any anticipated program income, ~~e.g. e.g.,~~ such as conference fees revenue. Appropriate facilities and administrative (F&A) costs (see FSH 5100 J and APM 45.10) are then added to arrive at the total project costs. ~~OSP has developed a budget template with built-in calculations to assist the PI that can be found at [www.uidaho.edu/research/faculty/resourcesesp/forms](http://www.uidaho.edu/research/faculty/resourcesesp/forms).~~

~~CE-4. Facilities and Administrative (F&A) Costs.~~ The University negotiates different rates for F&A cost reimbursement based on a variety of factors including, but not limited to, whether the sponsoring agency is a Federal agency, the type of work being done (research, instruction, public service/outreach/other), the location of the work being performed (at on- or off-campus facilities), and whether the sponsor is an industry partner (the university cannot accept limited rates from industry partners). ~~The federal government and the University negotiate different rates for F&A cost reimbursement based on both the type of work being done (research, instruction, public service/outreach/other) and where the majority of the work is being performed (at on- or off-campus facilities), as well as the type of sponsor (the university cannot accept limited rates from industry partners).~~ Limitations imposed by the sponsoring agency to established F&A rates must be part of their published policy and provided in writing prior to proposal submission (see FSH 5100 J-1).

If no formal sponsor policy exists, only the Vice President for Research and Economic Development (VPRED), or his or her their delegate, may grant a waiver for a reduction in the F&A rate charged. ~~Information concerning F&A costs and links to other useful sites including current F&A rates can be found in the [Indirect \(F&A\) Costs FAQ](#), APM 45.10, and FSH 5100.~~

~~CE-5. Cost Sharing.~~ When the University bears a portion of the cost of a sponsored project, it is considered cost sharing or matching. These costs, and mm must be included in the budget development process. ~~Cost sharing may be mandatory (required by the sponsor) or voluntary (where no such requirement exists).~~ Because cost sharing has programmatic, administrative ~~administrative,~~ and financial consequences for the University, it is typically not allowed unless required by the sponsor. ~~Special circumstances may exist in which a waiver may be obtained from the VPRED (or his/her delegate) or designee.~~ See APM 45.08 and the [Proposal Considerations FAQ](#) for more information.

~~CE-6. Electronic Proposal.~~ ~~OSP has entered into an agreement for the use of Cayuse424 proposal development software, which a PI may use to download and develop most Grants.gov and NSF Fastlane proposal opportunities. This system-to-system submission portal greatly reduces the chance of Grants.gov proposals being rejected due to missing information, forms, or fields. A link to Cayuse424, as well as instructions and training, can be found off the [OSP home page](#) and/or at [www.uidaho.edu/osp/training](http://www.uidaho.edu/osp/training).~~

~~CE-67. Electronic Internal Proposal Routing System (EIPRS)~~ Vandals Electronic Research Administration System (VERAS). All proposals must be reviewed and approved at a minimum by the PI's unit administrator, college dean, and OSP prior to submission to the agency. ~~The University's electronic routing system for approvals, EIPRS~~ VERAS, allows the PI to provide all of the documentation necessary for review by the appropriate University personnel. The EIPRS-VERAS login link can be found on the OSP home page. ~~An OSP Sponsored Programs Administrator (SPA) can assist with general questions, or FAQs and a link to training can be found on the [OSP website](#). All proposals must be present in the eERA system and any agency submission portal (when applicable) and in final form at least four full business days prior to the submission deadline. See the [OSP website](#) for details.~~



**~~CE-78~~. Proposal Submission** If a proposal is being mailed, ~~emailed~~, or transmitted to the agency in a manner that does not require a secure login from an Authorized Organizational Representative, it is considered a hardcopy submission and proposal submission is the responsibility of the PI after all necessary approvals have been obtained.

For proposals submitted through an external electronic system, such as NSF FastlaneResearch.gov, eRA Commons, ~~or~~ NASA NSPIRES, etc., the PI is responsible for uploading proposal materials for OSP review. The PI is also responsible for completing and uploading any attachments to GrantsGrants.gov files ~~(including Cayuse424) in VERAS~~. Once all files have been uploaded, the information in EIPRS-VERAS is complete, and all internal approvals have been completed/received, the PI works with an SPA for final submission to the sponsor. OSP is responsible for final submission of proposals that require an Authorized Organizational Representative login. See the [Completing Proposal FAQ](#) on the OSP website for further information.

**~~DE~~. Contact Information** For information and help in preparing and submitting proposals to external funding agencies please contact the Office of Sponsored Programs at 208-885-6651, or [osp@uidaho.edu](mailto:osp@uidaho.edu), [preaward@uidaho.edu](mailto:preaward@uidaho.edu), or <http://www.uidaho.edu/osp>.

**2022 – 2023 Faculty Senate – ~~Pending Approval~~**  
**Meeting # 5**

Tuesday, September 20, 2022, 3:30 pm – 5:00 pm  
Zoom only

Approved at Meeting #6  
September 27, 2022

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

**Guests/Speakers:** Dennis Becker, Sarah Dawson, Lee Espey, Chandra Ford, Scott Green

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

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #4 September 13, 2022 – Attach. #1

The minutes of the 2022-23 Meeting #4 September 13, 2022 were approved as distributed.

**Consent Agenda:**

- Approval of University Committee Appointments – Attach. #2  
There was no request to take this item out of the consent agenda for discussion. The University Committee Appointments from the Committee on Committees stand approved by unanimous consent.  
Some discussion followed about the large number of vacancies in the committee rosters. This is mostly due to the fact that people withdrew from previously assigned appointments or declined to fill vacant positions. A memo to all faculty from Faculty Senate with the list of vacancies will be helpful.

**Chair's Report:**

- This week, Jerry Fairley presents one of "Our shared success stories." The Geology program at the University of Idaho has been engaged with local companies to connect students with internships and prepare them for career opportunities in the earth and environmental sciences, with special emphasis on careers of importance to the State of Idaho. For the past three years we have partnered with Hecla Mining to offer weekend workshops to teach core logging, which is a fundamental skill for geologists entering the mining profession. This fall, we are expanding the program to include a hands-on introduction to underground geological mapping. During and after the Second World War, Silver Valley high school students were trained in the Sierra Silver Mine to meet the need for trained mining professionals in the Silver Valley and elsewhere. In collaboration with Hecla Mining and the owners of the Sierra Silver Mine, we are offering a weekend experience, patterned after the WWII-era "underground school," to train geologists for careers in an area that is critical for Idaho's economy.
- The Borah Foundation and Committee are proud to announce the 75th annual Borah Symposium. This year's symposium will take place September 22, 27, and 28. The theme of this year's event is Human Rights. All events will be held in the Pitman Center.
- The VandalStar Advisory Board is looking for members and hopes to get a representative from Faculty Senate. The purpose of the advisory board is to provide updates on VandalStar priorities

and to seek out member feedback on current and future student retention initiatives in the program. The VandalStar Advisory Board will take the place of the previous VandalStar Implementation Committee and will include a meeting in the fall and spring semesters. VandalStar encourages membership from diverse units and branch campuses. If you are interested in joining, please contact [VandalStar@UIdaho.edu](mailto:VandalStar@UIdaho.edu).

- Senate Leadership wishes to form a task force to address the needs of, and support for, non-tenure-track faculty. Volunteers are needed! Senator Florian Justwan will be happy to serve on the task force and to seek other interested people among his constituents. Senator Jerry Long volunteered to join the task force.
- The annual required employee training has a new due date of December 8.
- Update on the APM 45.02: we received a copy of the former version – see, in particular, the paragraph E 1.b.- *Notification required if funding is denied*. Please take a look at the revised version, which will be in next week’s binder for discussion. The softer language should alleviate the concerns.
- A friendly reminder to the senators to distribute the weekly talking points to their constituents.
- Homecoming is next week! Parade on Saturday, October 1 at 12:30PM, and the game will be at 6PM.

Discussion:

A Senator shared that many of their constituents are frustrated about the training – possibly because it is time-consuming (4-5 hours) and all parts are required every year. The Provost suggested to collect those complaints and have a discussion.

**Provost’s Report:**

- The Provost thanked everyone for participating in the well-attended first University Faculty Meeting (UFM) of 2022-23.
- There was a follow-up discussion to a question about the recycling timeline raised at the last faculty senate meeting: the goal was to start in fall 2022, but negotiations with outside partners are taking much longer than expected. The new timeline is January 2023.
- Borah events: <https://uidaho.edu/class/2022-fall>
- The on-campus vaccine clinics are available again. This is a partnership between our Vandal Health Clinic and Rite Aid has been extremely helpful. <https://www.uidaho.edu/vandal-health-clinic/coronavirus/vaccine>

Discussion:

A Senator inquired about the reasons for the hybrid form of UFM. Provost Lawrence replied that the intention was to give people the opportunity to meet in person, especially new faculty. We expect future meetings to be on Zoom.

There was a brief discussion about the current status of the university’s “vigilance” with regard to COVID. Provost Lawrence responded that the status is the same as at the beginning of the semester. There is not much to report at this time.

**Other Policy Business:**

- APM 30.14 Cyber Incident Reporting and Response – informational item.  
No discussion.

### Other Announcements and Communications:

- Sustainability White Paper – Dennis Becker, Sarah Dawson, Lee Espey, Chandra Ford, Scott Green

Each member of the visiting team talked about their expertise and role in the project. They introduced the process, starting with the charge from President Green and the fundamental goals that drove the creation of this group in fall 2021. The guests reviewed the paper structure, which is subdivided in five main sections: 1. The Case for Sustainability; 2. Academic and Research; Offerings; 3. Operations and Facilities; 4. Sustainability Culture; 5. Governance and Data Management. A detailed description of every aspect – motivations, membership and procedures, recommendations for each of the four sections, and more – can be found in Attachment #4 of this meeting’s binder. Please also visit

<https://www.uidaho.edu/president/university-working-groups/sustainability>.

The project is currently in a preliminary, input-gathering phase. President Green and the other members of the team are here today mostly to get feedback and suggestions from Senate. They invited questions and comments.

#### Discussion:

Concerns were expressed about the academic sector of sustainability, which is a crucial aspect in an academic institution. Who takes leadership and responsibility for that? The team agreed on the importance of academics. On the other hand, this is a very broad and complex project, and not all aspects could be fully addressed during this phase.

The discussion moved to human resources sustainability. In particular, it was noted that streamlining approval processes promotes efficiency and thus sustainability. Further, insufficient staff means available staff are overloaded, which is not sustainable in the long term.

The comments above were echoed by another Senator, who also had a question about data and the need to establish benchmarks/metrics to assess whether we are achieving our goals. It was explained that, for the time being, the group is establishing a very basic baseline. Later, assessment and evaluations will be considered as well.

The discussion moved on to how to create a culture of social sustainability. Some Senators brought up the workload on adjunct faculty as something to address within the framework of sustainability. The team reiterated that, due to the complexity of their task, the Working Group was not able to cover everything. President Green added that too many goals and metrics may end up diluting the efforts to accomplish a task. The Working Group will address other aspects as well, but they need momentum and feedback on what they are doing at this time.

A Senator noted that the definition of sustainability adopted by the United Nations – on which the white paper is based – places a major emphasis on the humankind aspect of sustainability. Thus, he encourages the group to keep human and social sustainability at the forefront of their plans. Furthermore, with a broader understanding of sustainability, we can leverage the skill set of our peers on campus who do social sustainability work in their research or outreach efforts.

A suggestion to address, at least in part, some of the concerns about human and social sustainability: certificates need a curriculum. Through the development of that curriculum, we can provide a broader view of sustainability, thus facilitating a mental shift and cultural changes.

Chair Quinnett expressed deep gratitude to the team for their work and for coming to Senate.

**New Business:**

There was none.

**Adjournment:**

The agenda being completed, Chair Quinnett adjourned the meeting at 4:57pm.

Respectfully Submitted,

Francesca Sammarruca

Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 5

Tuesday, September 20, 2022 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #4 September 13, 2022 **Attach. #1**
- III. Consent Agenda (Vote)
  - Approval of University Committee Appointments **Attach. #2**
- IV. Chair's Report
- V. Provost's Report
- VI. Other Policy Business
  - \*APM 30.14 Cyber Incident Reporting and Response **Attach. #3**
- VII. Other Announcements and Communications
  - Sustainability White Paper – Presentation by Dennis Becker (Dean, College of Natural Resources), Sarah Dawson (University Sustainability Director), Lee Espey (Division Operations Officer, DFA), Chandra Ford (Office of the President and Center Executive Officer, Boise and Southwestern Idaho), Scott Green (President) **Attach. #4**
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1:** Mtg #4 Minutes
- **Attach. #2:** University Committee Appointments
- **Attach. #3:** APM 30.14
- **Attach. #4:** Sustainability White Paper

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

**2022 – 2023 Faculty Senate – Pending Approval**

**Meeting # 4**

Tuesday, September 13, 2022, 3:30 pm – 5:00 pm

Zoom only

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

**Absent:** Kindall

**Guests/Speakers:** Ann Abbott, Diane Kelly-Riley, Barb Kirchmeier, Brian Smentkowski

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

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #3 September 6, 2022 – Attach. #1

The cited date of September 1 for the opening of the Employee Training may not be accurate. If so, the correct date will be included in the Talking Points.

Secretary Sammarruca detected and will correct an error in the list of attending senators.

**Chair's Report:**

- Chair Quinnett turned the floor over to Vice Chair Chapman regarding vacant senator seats at university-level committees and Paid Parental Leave (PPL).
  - The following committees have openings to be filled by senators: University Budget and Finance Committee (UBHC); Campus Planning Advisory Committee; Faculty and Staff Policy Group; Grievance Committee for Student Employees. Senators are encouraged to volunteer and seek interested faculty from their colleges. (Senator Long volunteered to take the open seat at UBFC. Thanks, Jerry!)
  - PPL: Vice Chair Chapman summarized the status of the PPL policy. The policy is currently with General Counsel with whom Brandi Terwilliger will meet on Friday to review. From there it will go to Vice President Foisy and then Diane Whitney, followed by reviews from all stakeholders and interested groups. At that point, it will be forwarded to Faculty Senate and Staff Council. The timeline is tight if the target date for implementation of January 1, 2023, is to be met.
- “Our Shared Success Stories” first honored Senator is Amin Ahmadzadeh, from Animal Veterinary and Food Sciences. Amin has a minute to share and then will pick the senator for next week. Amin’s position was established by Idaho legislators in 1999 for the purpose of developing a dairy science program. Like every success, it was a team effort. Currently, the dairy science program is nationally competitive – they won the first place five times, and twice the second place, in a national competition in dairy management where over 30 universities compete. The students in the program are very successful in the dairy industry. The next senator to share a success story will be Jerry Fairley.
- The concern raised at the last meeting about the fact that international travel insurance cannot be purchased *via* budgets has been sent to the Faculty and Staff Policy Group. The chair, Scott Nash, will take this on with the committee.

- Follow up to Dr. Freeman and Mr. Mario Pile's visit. We are brainstorming on ways that units can require implicit bias training for hiring, 3<sup>rd</sup> year review, and T/P committees. Perhaps this can happen via unit bylaws or revising FSH 1620. Erin Chapman, Brian Smentkowski and Chair Quinnett are researching trainings to test and then make available to units. All this is in progress, and there is more to come.
- Update on the APM 30.16 implementation. FSL have tasked the ITS Committee to research this issue so that we can better understand all concerns. Eric Mittelstaedt and Jerry Fairley are helping with this. Eric has created questions to send out to constituents for polling.
- A survey shared by Vice President Dan Ewart on Nov 29, 2021, asking for feedback on ways that ITS could improve support, did not gather enough feedback. Vice President Ewart is already working on another survey with Institutional Research, which we he would send directly to us to share with our constituents. Addressing a question, Chair Quinnett clarified that the survey from IT and the one from Faculty Senate are two distinct surveys and the latter will originate from Senate.
- Senators will receive a link to the draft of the White Paper on Sustainability for discussion next Tuesday. Please read this in order to have a good discussion with the team, including President Green. Addressing a request from a senator, Chair provided some context for the White Paper, which is presently in the phase of collecting feedback. Provost Lawrence will address the question in the Provost's report.

#### **Provost's Report:**

Sustainability: Last Fall, the President assembled a large working group with broad participation (internal, external, faculty, staff, industry partners), led by Dennis Becker, Dean of the College of Natural Resources, and Lee Espey, Director of Finance and Administration. The paper is very broad and there will be a call for broad feedback. After changes and revisions, the group will finalize it and send it to Scott Green. In response to a question, Provost Lawrence said that there is no specific date yet for the start of recycling.

- 
- Most recently, the Magic Valley Working Group (chaired by deans Parrella and Quinlan) was launched to explore possibilities for a property in the Twin Falls / Rupert area, originally part of the CAFÉ project.
- Concerns raised last week about students being dropped from classes for non-attendance: those individual circumstances have been clarified. The Registrar's Office has added additional language to the directions on the webpage.
- U of I ranking by US News and World Reports is improving! We are number 176 nationally (from 179 last year) and number 26 in best value schools in the nation – number two in best value public universities and number one in the West. The university has also received recognition for working with veterans, social mobility, engineering, and business.
- The keynote address of the four-day event [Remembering Hiroshima](#) is Wednesday, September 14, at 4 p.m., International Ballroom, Pitman Center.
- Katy Benoit Campus Safety Awareness keynote address: Thursday, September 15, at 7 p.m., Pitman Center.
- Oktoberfest Tap the Keg event: Dan O'Brien Track and Field Complex, Friday, September 16, at 3:30 – 8:30 p.m.
- Saturday: First Home Game!
- UFM #1: Monday, September 19, in person. Zoom option available for off-campus participants. Reception will follow. Please remember to RSVP.



**Other Policy Business:**

- FSH 4990 Academic Regalia (vote) – Lindsey Brown, Attach. #2  
This is being removed from FSH because it is not a policy by the standards set in FSH 1460. Moved/seconded (Ahmadzadeh /Long) to approve this change.  
Vote: 22/22 in favor; 0/22 against. Motion passes.
- APM 45.02 Sponsored Projects Proposal Preparation and Authorization.  
Although APM policies are an informational item that do not require Senate approval, they typically come to Senate for feedback and discussion. Concerns were raised about the Limited Submissions section of the policy. FSL is reaching out to Sarah Martonick to talk about the senators' concerns.

**Other Announcements and Communications:**

- Non-Tenure Track Faculty and Instructor Support Panel/Open Forum – Ann Abbott (Program Director, Mathematics & Statistical Science), Diane Kelly-Riley (Vice Provost for Faculty), Barb Kirchmeier (Senior Instructor, English), Brian Smentkowski (Director, Center for Excellence in Teaching & Learning).

Barb and Ann shared their experience and challenges as non-tenure-track (NTT) faculty. Those include: a relatively low pay, roles which do not align with the prescriptions FSH 1565 D-1, concerns about being active in shared governance without protection from tenure. In some units, the number of instructors, senior instructors, and lecturers, is larger than what is allowed in FSH 1565. When moved from temporary lecturer to an instructor line, they were given no credit towards tenure and promotion from past services.

Generally, the NTT panelists said they do not feel appropriately valued as members of the institution. For instance, even though qualified, they are not eligible to be on graduate committees. A panelist described the insecurity of being on a year-by-year contract, not knowing whether they will be teaching the curriculum they have worked hard to develop.

Brian Smentkowski acknowledged with gratitude the invisible labor from our NTT faculty and instructors, which must be brought to the surface. When working with Ann, Barb, and other NTT faculty, he heard great ideas and innovation. Although most commonly associated with teaching and learning, CETL is a comprehensive faculty development and mentoring center. Brian proceeded to emphasize the paramount importance of mentoring in the context of these conversations. We need to work towards changing the culture – moving to a more inclusive language is an important part of the process. The stories shared by our colleagues are unsettling, but we must focus on the potential for action. Brian's role includes helping people become better mentors. Engaging in relationships is key to meaningful mentoring. 'Mentoring constellations' and in-group support help create a sense of community and communicate effectively across differences. We must respect and support the diversity and accomplishments of all faculty, regardless of rank and position definitions in order to establish a broad academic community.

Vice Provost for faculty Kelly-Riley started with a review of FSH 1565 D, <https://www.uidaho.edu/governance/policy/policies/fsh/1/1565#d>, where eight categories of faculty are listed, many of which are of NTT nature but all of which provide similar protection.

She noted that there are language issues in FSH, as some definitions are different than those adopted by most universities in the country. An example is FSH 1565 F, which defines adjunct and affiliate faculty. Temporary faculty (FSH 1565 G) have short-term appointments, typically renewable. This category is further subdivided in four groups.

There is protection for all tenure-track and NTT faculty, see <https://www.uidaho.edu/governance/policy/policies/fsh/3/3900>.

The same notification timeline, when a position is not renewed, applies to all. NTT faculty play a significant role at the institution – delivering instruction, developing curriculum through service work, participating in extension or outreach programs, and more. We are trying to support all faculty, for instance through CETL. The U of I has an institutional subscription to Academic Impressions, an online platform that promotes professional development. Also, faculty who are not eligible for tenure may be eligible for promotion, a process through which their contribution is recognized, <https://www.uidaho.edu/governance/policy/policies/fsh/3/3500>.

**Discussion:**

Short-term appointments are problematic, especially for units who hire regularly on a short-term basis. Temporary instructors in between contracts lose access to all university systems and facilities as well as health insurance. About ten years ago policy changes were made to address multiple temporary appointments by allowing them for no more than three semesters.

A Senator brought up the need for more clarity in policy. If people are academically qualified to serve on a graduate committee, they should be allowed to. Regrouping categories of faculty as currently done in FSH does not differentiate by their degrees or academic credentials. Furthermore, some disciplines do not have a doctoral degree.

Vice Provost Kelly-Riley noted that positions are configured by a department or college based on their needs. The people who end up in those positions may have additional qualifications, but that doesn't change the scope of the position. She agrees that better definitions/distinctions may be helpful.

Vice Chair Chapman: Faculty Senate supports fostering of a better sense of community for everyone.

**New Business:**

- A Senator pointed out that preferred names do not necessarily transfer from system to system and wondered whether this problem can be fixed. Registrar Lindsey Brown will look into it.

**Adjournment:**

The agenda being completed, Chair Quinnett adjourned the meeting at 5:05pm.

Respectfully Submitted,

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

Committee	Employee Type	Committee Designation	Last name	First Name	Last Yr. of Term
Academic Hearing Board	Faculty	Chair	Sweet	Dawn	2022-23
Academic Hearing Board	Faculty/Administrator	Administrator	McGuire	Michelle	2022-23
Academic Hearing Board	Faculty		Holyoke	Laura	2024-25
Academic Hearing Board	Faculty		Turpin	Zach	2023-24
Academic Hearing Board	Faculty		Abbott	Ann	2024-25
Academic Petitions Committee	Faculty/Associate Dean	Associate Dean/Chair	Running	Kristina	2022-23
Academic Petitions Committee	Faculty/Alternate	Alternate	Attebury	Ramirose	2024-25
Academic Petitions Committee	Faculty		Baggs	Belle	2023-24
Academic Petitions Committee	Registrar or Designee	w/o vote	Brown	Lindsey	N/A
Academic Petitions Committee	Faculty/CTC		Kitzrow	Martha	2023-24
Academic Petitions Committee	Faculty/Alternate/Associate Dean	Alternate			
Academic Petitions Committee	Faculty		Ludwig	Chris	2022-23
Academic Petitions Committee	Faculty/Alternate/Associate Dean	Alternate	Neilsen	Mark	2022-23
Academic Petitions Committee	Faculty/Alternate	Alternate	Rinker	Bob	2022-23
Academic Petitions Committee	Faculty/Associate Dean	Associate Dean			
Academic Petitions Committee	Faculty/Alternate/CTC	Alternate			
Administrative Hearing Board	Faculty	Chair	Swenson	Matthew	2023-24
Administrative Hearing Board	Registrar or Designee	Ex Officio	Hubbard	Dwaine	N/A
Administrative Hearing Board	Student Accounts Manager or Designee	Ex Officio	Shoop	Delora	N/A
Administrative Hearing Board	Faculty				
Administrative Hearing Board	Staff		Harner	Arch	2023-24
Administrative Hearing Board	Student		Loffer	Peyton	2022-23
Administrative Hearing Board	Faculty/Law				2024-25
Administrative Hearing Board	Faculty		Williams	Chris	2023-24
Admissions Committee	Director Counseling & Testing Center or Designee		Nash	Trisha	N/A

Admissions Committee	Director of Admissions or Designee	w/o vote	Goodwin	Melissa	N/A
Admissions Committee	Faculty	Chair	Kumar	Vikas	2022-23
Admissions Committee	Faculty				
Admissions Committee	Faculty		Levan	Krissi	2022-23
Admissions Committee	Faculty		Li	Feng	2022-23
Admissions Committee	Faculty		Manker	Gretchen	2024-25
Admissions Committee	Faculty/ALCP		Gilbert	Laurel	2022-23
Admissions Committee	Faculty/Alternate	Alternate Appt by Chair			
Admissions Committee	Faculty/Alternate	Alternate Appt by Chair			
Admissions Committee	Faculty/Alternate	Alternate Appt by Chair	Schwarzlaender	Mark	2022-23
Admissions Committee	Faculty/Alternate	Alternate Appt by Chair	Wilson	Miranda	2022-23
Admissions Committee	Faculty/Alternate	Alternate Appt by Chair			
Admissions Committee	Professional Advisor	w/o vote	Alderete	Paul	N/A
Admissions Committee	Student Support Services designee	w/o vote	Dulin	Brian	N/A
Admissions Committee	Student Support Programs (optional)	w/o vote			
Admissions Committee	Office of Multicultural Affaris	w/o vote	Martinez	Jesse	2024-25
Admissions Committee	Ubuntu Chair or Designee				
Americans with Disabilities Act Advisory Committee	Center for Disability Access and Resources or Designee		Voss	Cory	N/A
Americans with Disabilities Act Advisory Committee	Director Counseling & Testing or Designee		Kaley	Rheanna	N/A
Americans with Disabilities Act Advisory Committee	Director of the OCRI or Designee		Agidius	Erin	N/A

Americans with Disabilities Act Advisory Committee	Staff		Feldman	Amber	2024-25
Americans with Disabilities Act Advisory Committee	Faculty/Library		Doney	Jylisa	2022-23
Americans with Disabilities Act Advisory Committee	ITS Director or Designee		English	Tom	N/A
Americans with Disabilities Act Advisory Committee	Faculty/Disability experience knowledge	Boise, Chair	Gunder	Jessica	2022-23
Americans with Disabilities Act Advisory Committee	Student/Graduate		Hughes	Catherine	2022-23
Americans with Disabilities Act Advisory Committee	Faculty/Academic Administrator		Eichner	Katrina	2024-25
Americans with Disabilities Act Advisory Committee	Director of Housing and Residence Life		Kanikkeberg	DeeDee	N/A
Americans with Disabilities Act Advisory Committee	Staff		Taylor	Amy	2024-25
Americans with Disabilities Act Advisory Committee	Public Safety & Security or Designee	w/o vote	Lovell	Bruce	N/A
Americans with Disabilities Act Advisory Committee	Center on Disabilities and Human Development	w/o vote	Mitchell	Gwen	N/A
Americans with Disabilities Act Advisory Committee	Facilities Director or Designee		Pankopf	Ray	N/A
Americans with Disabilities Act Advisory Committee	Parking & Transportation Services	w/o vote	Schwartz	Nik	N/A
Americans with Disabilities Act Advisory Committee	Executive Director for Human Resources or Designee		Schumaker	Robin	N/A
Americans with Disabilities Act Advisory Committee	General Counsel Representative	w/o vote	Tomlin	Erin	N/A
Americans with Disabilities Act Advisory Committee	Student/Undergraduate		Crowley	Owen	2022-23
Institutional Animal Care and Use Committee	Members placed by ORED; post roster online				
Institutional Biosafety Committee	Members placed by ORED; post roster online				

Borah Foundation Committee	Faculty	Chair	Gottwald	Dave	2023-24
Borah Foundation Committee	Associate Director of the Martin Institute	w/o vote	Afatchao	Kodjotse	N/A
Borah Foundation Committee	Faculty		Blevins	Katie	2022-23
Borah Foundation Committee	Faculty		Roberson	Dakota	2023-24
Borah Foundation Committee	Student		DesRosier	Milana	2022-23
Borah Foundation Committee	Student		Mills	Shaelyn	2022-23
Borah Foundation Committee	Faculty		Heeran	Geoffery	2022-23
Borah Foundation Committee	Student		Colter	Joseph	2022-23
Borah Foundation Committee	Faculty		Prorak	Diane	2023-24
Borah Foundation Committee	Staff		Salsbury	Lysa	2024-25
Borah Foundation Committee	Staff				
Borah Foundation Committee	Student		Sherman	Jared	2022-23
Borah Foundation Committee	Faculty		Roy	Alyson	2023-24
University Budget & Finance Committee	Budget Office Representative	Ex Officio/N on-voting	Mahoney	Trina	N/A
University Budget & Finance Committee	Faculty/At-Large		Fuerst	Peter	2022-23
University Budget & Finance Committee	Faculty/CAA				
University Budget & Finance Committee	Faculty/CALS		West	Andy	2024-25
University Budget & Finance Committee	Faculty/CBE		Chen	Linda	2023-24
University Budget & Finance Committee	Faculty/CEHHS		Billing	Carol	2022-23
University Budget & Finance Committee	Faculty/CLASS		Dreikosen	Jesse	2022-23
University Budget & Finance Committee	Faculty/CNR				
University Budget & Finance Committee	Faculty/COS		Love	Renee	2022-23

University Budget & Finance Committee	Faculty/ENGR		Shrestha	Dev	2022-23
University Budget & Finance Committee	Faculty/LAW	Chair	McIntosh	Deb	2022-24
University Budget & Finance Committee	Faculty/Senate Member		Long	Jerry	2024-25
University Budget & Finance Committee	Provost & Executive Vice President	Ex Officio/Non-voting	Lawrence	Torrey	N/A
University Budget & Finance Committee	Staff/Academic Affairs		Buchert	Charity	2024-25
University Budget & Finance Committee	Staff/Advancement		Hyvonen	Clark	2024-25
University Budget & Finance Committee	Staff/Finance & Administration		Miller	Lisa	2022-23
University Budget & Finance Committee	Staff/ITS		Amos	Teresa	2024-25
University Budget & Finance Committee	Staff/ORED		Noble	Tami	2022-23
University Budget & Finance Committee	Student/ASUI		Ertel	Teddy	2022-23
University Budget & Finance Committee	Student/Graduate/GPSA		Sone	Bronte	2022-23
University Budget & Finance Committee	Student/Law/SBA				
University Budget & Finance Committee	Vice President of Finance	Ex Officio/Non-voting	Foisy	Brian R.	N/A
Campus Planning Advisory Committee	Faculty		Cronan	Daniel	2022-23
Campus Planning Advisory Committee	Student		Schoo	Blake	2022-23

Campus Planning Advisory Committee	Vice President for Information Technology (CIO)		Ewart	Daniel	N/A
Campus Planning Advisory Committee	Vice President for Finance and Administration or Designee		Salisbury	Kim	N/A
Campus Planning Advisory Committee	Assistant Vice President for Facilities		Vineyard	Rusty	N/A
Campus Planning Advisory Committee	Faculty Senate				
Campus Planning Advisory Committee	Faculty Senate				
Campus Planning Advisory Committee	Faculty		Perret	Robert	2024-25
Campus Planning Advisory Committee	Faculty		Skibiel	Amy	2022-23
Campus Planning Advisory Committee	Coordinator for CDAR or designee		Voss	Cory	N/A
Campus Planning Advisory Committee	Staff		Matson	Eric	2024-25
Campus Planning Advisory Committee	Faculty		Wolbrecht	Eric	2023-24
Classified Position Appeal Board	Classified Staff		Coulter	Mandi	2024-25
Classified Position Appeal Board	Faculty/Administrator		Becker	Hydee	2022-23
Classified Position Appeal Board	Classified Staff		Hammes	Michael	2022-23
Classified Position Appeal Board	Classified Staff/Supervisor		Jameson	Arlette	2023-24
Classified Position Appeal Board	Faculty/Administrator		Johnson	Robin	2023-24
Classified Position Appeal Board	Classified Staff		Mazzocco	Patrick	2023-24
Classified Position Appeal Board	Director of Employment Services	w/o vote	Terwilliger	Brandi	N/A
Commencement Committee	Faculty	Chair	Nielsen	Richard	2022-23
Commencement Committee	Registrar		Brown	Lindsey	N/A
Commencement Committee	Faculty		Chung	Yunhyung	2022-23
Commencement Committee	Faculty		Egan	Catherine	2022-23
Commencement Committee	Faculty		Barannyk	Lyudmyla	2024-25
Commencement Committee	Faculty		Smith	Bill	2023-24



<b>Commencement Committee</b>	Honors Student				
<b>Committee on Committees</b>	Vice Chair/Fac Senate	<b>Chair</b>	Chapman	Erin	2022-23
<b>Committee on Committees</b>	Staff Council Elections Chair				
<b>Committee on Committees</b>	Student/ASUI President or Designee		McClain	Tanner	2022-23
<b>Committee on Committees</b>	Faculty		Noguera	Magdy	2023-24
<b>Committee on Committees</b>	Faculty		Powell	Madison	2023-24
<b>Committee on Committees</b>	Faculty		Alessa	Lilian	2024-25
<b>Committee on Committees</b>	Faculty		Campbell	Sarah	2024-25
<b>Committee on Committees</b>	Faculty Secretary	w/o vote	Sammarruca	Francesca	N/A
<b>Committee on Committees</b>	Faculty		Blaine	Anna	2024-25
<b>Committee on Committees</b>	Faculty		Vos	Jaap	2022-23
<b>Dismissal Hearings Committee</b>	Faculty	<b>Chair</b>	Schwarzlaender	Mark	2023-24
<b>Dismissal Hearings Committee</b>	Faculty/Administrator/Alternate		Barton	Ben	2023-24
<b>Dismissal Hearings Committee</b>	Faculty		Spear	Rhett	2024-25
<b>Dismissal Hearings Committee</b>	Faculty/Administrator/Alternate		Hubbs	Graham	2023-24
<b>Dismissal Hearings Committee</b>	Faculty/Alternate		Kern	Anne	2023-24
<b>Dismissal Hearings Committee</b>	Faculty/Administrator/Alternate		Aleksandra	Hollingshead	2024-25
<b>Dismissal Hearings Committee</b>	Faculty/Alternate		Pilgeram	Ryanne	2024-25
<b>Dismissal Hearings Committee</b>	Faculty/Alternate		Patterson	Ronald	2022-23
<b>Dismissal Hearings Committee</b>	Faculty/Administrator		Quinlan	Sean	2022-23
<b>Dismissal Hearings Committee</b>	Faculty/Alternate		Dublin	Merritt	2024-25
<b>Dismissal Hearings Committee</b>	Faculty		Raney	Taylor	2023-24
<b>Dismissal Hearings Committee</b>	Faculty				
<b>Dismissal Hearings Committee</b>	Faculty/Alternate		Ball	Katherine	2024-25
<b>Dismissal Hearings Committee</b>	Faculty/Alternate		Warren	William	2023-24
<b>Instructional Space Committee</b>	Registrar or Designee	<b>Chair</b>	Stubbs	Steve	N/A
<b>Instructional Space Committee</b>	Faculty		Sonnichsen	Mike	2024-25
<b>Instructional Space Committee</b>	Facilities		Clarkson	Stephanie	N/A
<b>Instructional Space Committee</b>	Representative		Habib	Douglas	N/A
<b>Instructional Space Committee</b>	Student/ASUI Representative		Carranza	Daniela	2022-23
<b>Instructional Space Committee</b>	Purchasing Representative		McIlroy	Julia	N/A
<b>Instructional Space Committee</b>	Registrar Office Representative		Miller	Tammy	N/A
<b>Instructional Space Committee</b>	Faculty		Locke	Kenneth	2024-25

Instructional Space Committee	Director of General Education	Ex Officio/Non-voting	Panttaja	Dean	N/A
Instructional Space Committee	Faculty		Hubbs	Graham	2024-25
Instructional Space Committee	Student/ASUI Representative		Khetan	Saloni	2022-23
Instructional Space Committee	Information Technology Representative		Schmidt	Ken	N/A
Instructional Space Committee	Facilities		Vineyard	Rusty	N/A
Faculty and Staff Policy Group	Staff		Jones	Lisa	2023-24
Faculty and Staff Policy Group	Faculty		Nash	Scott	2022-23
Faculty and Staff Policy Group	Staff		Agidius	Erin	2024-25
Faculty and Staff Policy Group	Faculty Secretary	Ex Officio	Sammarruca	Francesca	N/A
Faculty and Staff Policy Group	Faculty/Senate Member				
Faculty and Staff Policy Group	Policy Coordinator or Designee	Ex Officio	Whitney	Diane	N/A
Faculty and Staff Policy Group	Faculty		Nelson	Sarah	2024-25
Faculty and Staff Policy Group	Staff/Council Member				
Faculty Affairs Committee	Faculty	Chair	Pilgeram	Ryanne	2022-23
Faculty Affairs Committee	Faculty		Adjesiwor	Albert	2023-24
Faculty Affairs Committee	Faculty		Durgesh	Vihab	2023-24
Faculty Affairs Committee	Faculty		Gessler	Paul	2024-25
Faculty Affairs Committee	Vice Provost for Faculty	Ex Officio/Non-voting	Kelly-Riley	Diane	N/A
Faculty Affairs Committee	Faculty/Department Chair				
Faculty Affairs Committee	Faculty/Department Chair		MacDonald	Tara	2023-24
Faculty Affairs Committee	Faculty		Manrique Hoyos	Carolina	2023-24
Faculty Affairs Committee	Faculty Secretary	Ex Officio/Non-voting	Sammarruca	Francesca	N/A
Faculty Affairs Committee	Faculty		Gunder	Jessica	2024-25
Faculty Affairs Committee	Faculty		Blevins	Kathryn	2024-25
Faculty Appeals Hearing Board	Faculty	Chair	Ramirez	Stefanie	2024-25
Faculty Appeals Hearing Board	Faculty/Off Campus/Alternate	Boise	Walsh	Olga	2024-25
Faculty Appeals Hearing Board	Faculty/Off Campus/Alternate	Boise	Sanders	Shaakirrah	2023-24

Faculty Appeals Hearing Board	Faculty/Off Campus/Alternate	Twin Falls	Chahine	Mireille	2022-23
Faculty Appeals Hearing Board	Faculty		Folwell	Annette	2023-24
Faculty Appeals Hearing Board	Faculty		Hu	Xiao	2022-23
Faculty Appeals Hearing Board	Faculty		Maas	Alex	2024-25
Faculty Appeals Hearing Board	Faculty		Stanley	Jessica	2022-23
Faculty Appeals Hearing Board	Faculty/Alternate				
Faculty Appeals Hearing Board	Faculty/Alternate		Dong	Hanwen	2023-24
Faculty Appeals Hearing Board	Faculty/Alternate				
Faculty Appeals Hearing Board	Faculty/Alternate				
Faculty Appeals Hearing Board	Faculty/Department Chair		Smith	Alistair	2024-25
Faculty Appeals Hearing Board	Faculty/Department Chair/Alternate		Barton	Ben	2022-23
Faculty Appeals Hearing Board	Faculty/Department Chair/Alternate				
Arts Committee	Faculty	Chair	Nomee	Shaina	2023-24
Arts Committee	Moscow Arts Commission Art Director or Designee	Ex Officio/Non-voting	Cherry	Megan	N/A
Arts Committee	Faculty		Popova	Inna	2024-25
Arts Committee	Administrator/Designated by the President	Ex Officio/Non-voting	Corry	Shauna	N/A
Arts Committee	Staff		Francetich	Omni	2022-23
Arts Committee	Faculty		Gosse	Johanna	2023-24
Arts Committee	Student/ASUI Fine Arts Committee when possible		Schoo	Blake	2022-23
Arts Committee	Facilities Management	Ex Officio/Non-voting	Pankopf	Raymond M.	N/A
Arts Committee	Faculty		Klement	David	2024-25
Arts Committee	Faculty		Turner-Rahman	Gregory	2024-25
Arts Committee	Director University Galleries or Designee	Ex Officio/Non-voting			N/A
Arts Committee	Student		Rode	Katie	2022-23

Grievance Committee for Student Employees	Student		Smith	Martha	2022-23
Grievance Committee for Student Employees	Staff/Council Member		Noble	Tami	2024-25
Grievance Committee for Student Employees	Student		Nguyen	Kayla	2022-23
Grievance Committee for Student Employees	Faculty/Senate Member				
Grievance Committee for Student Employees	Student		Hiria	James	2022-23
Honors Program Committee	Director of University Honors Program	w/o vote	Reineke	Sandra	N/A
Honors Program Committee	Faculty	Chair	Larti	Eneida	2022-23
Honors Program Committee	Faculty		Hunter	Ben	2024-25
Honors Program Committee	Faculty		Chen	Shiyi	2022-23
Honors Program Committee	Faculty		McCullough	Michael	2022-23
Honors Program Committee	Faculty		Woo	Alexander	2022-23
Honors Program Committee	Faculty	Boise			
Honors Program Committee	Academic Dean (annual appointment)				
Honors Program Committee	Program Advisor of University Honors Program	Secretary - w/o Vote			N/A
Honors Program Committee	Designee				
Institutional Review Board	Members placed by ORED; post roster online				
Information Technology Committee	Faculty	Chair	Liao	Haifeng Felix	2022-23
Information Technology Committee	Vice President for Research or Designee	w/o vote	Harner	Archibald	N/A
Information Technology Committee	Registrar or Designee	w/o vote	Miller	Tammy	N/A
Information Technology Committee	Vice President for Finance and Administration or Designee	w/o vote			
Information Technology Committee	Vice President for Digital Learning or Designee	w/o vote			

Information Technology Committee	Vice President for Information Technology or Designee	w/o vote	Amos	Teresa	N/A
Information Technology Committee	Director of CETL or Designee		Smentowski	Brian	N/A
Information Technology Committee	Faculty		Turner-Rahman	Gregory	2024-25
Information Technology Committee	Faculty		Woolley	Darryl	2024-25
Information Technology Committee	Faculty		Johnston	Jason	2022-23
Information Technology Committee	Faculty		Shih	Ting-Yen	2024-25
Information Technology Committee	Faculty/Library		Williamson	Evan	2022-23
Information Technology Committee	Faculty/Off Campus		Godfrey	Bruce	2024-25
Information Technology Committee	Student Computing Advisory Committee or Designee				
Intellectual Property Committee	Faculty	Chair	Sielert	Vanessa	2022-23
Intellectual Property Committee	Faculty		Alessa	Lilian	2022-23
Intellectual Property Committee	Faculty/Alternate				
Intellectual Property Committee	Faculty		Maughan	Michael	2023-24
Intellectual Property Committee	Faculty				
Intellectual Property Committee	Faculty/Alternate				
Intellectual Property Committee	Director of Tech Transfer or Designee	w/o vote	Tamsen	Jeremy	N/A
Intellectual Property Committee	Faculty/Department Chair		Waits	Lisette	2022-23
Ubuntu	Coordinator of Student Support Services or Designee	Ex Officio/Non-voting	Myers	John	N/A
Ubuntu	Director CDAR or Designee	Ex Officio/Non-voting			N/A

Ubuntu	Director Multicultural Affairs or Designee	Ex Officio/N on-voting	Martinez	Jesse	N/A
Ubuntu	Director of International Programs or Designee	Ex Officio/N on-voting	Ota-Kotner	Adriana	N/A
Ubuntu	Director of the Native American Student Center Or Designee	Ex Officio/N on-voting	Samuels	Sydel	N/A
Ubuntu	Director Women's Center or Designee	Ex Officio/N on-voting	Moody	Jeana	N/A
Ubuntu	Diversity & Human Rights Chief Diversity Officer	Ex Officio/N on-voting	Bisbee	Yolanda	N/A
Ubuntu	Faculty / Chair	<b>Chair</b>	Kayler	Zach	2022-23
Ubuntu	Faculty				
Ubuntu	Faculty		Hollingshead	Aleksandra	2024-25
Ubuntu	Faculty		Soria	Krista	2022-23
Ubuntu	Human Resources Representative	Ex Officio/N on-voting	Terwilliger	Brandi	N/A
Ubuntu	LGBTQA Coordinator or Designee	Ex Officio/N on-voting	Keleher	Julia	N/A
Ubuntu	Staff				
Ubuntu	Staff/Council Member				
Ubuntu	ASUI Director of Diversity Affairs or Designee	Ex Officio/N on-voting	Suaste	Natalie	2022-23
Ubuntu	Student/Graduate		Rode	Abbey	2022-23
Ubuntu	Student/Undergraduate		Carranza	Daniel	2022-23

Library Affairs Committee	Faculty/Library	Chair	Seiferle-Valencia	Marco	?
Library Affairs Committee	Faculty/Humanities		Bilderback	Barry	2023-24
Library Affairs Committee	Student/Undergraduate		Ertel	Teddy	2022-23
Library Affairs Committee	Dean Library Services	w/o vote	Hunter	Ben	N/A
Library Affairs Committee	Faculty/Sciences		Hedman	Matthew	2024-25
Library Affairs Committee	Faculty		Nelson	Andrew	2022-23
Library Affairs Committee	Faculty/Social Sciences				
Library Affairs Committee	Student/Graduate		Jones	Sterling	2022-23
Officer Education Committee	Faculty	Chair	Jones	Patrick	2022-23
Officer Education Committee	Head of Aerospace Studies (WSU)		Jeffers	Nickolas	N/A
Officer Education Committee	Faculty		Baumann	Diane	2023-24
Officer Education Committee	Vice Provost for Academic Affairs or or Designee	Ex Officio	Kelly-Riley	Diane	N/A
Officer Education Committee	Head of Naval Science		Lockard	Price	N/A
Officer Education Committee	Faculty		Bauscher	Rich	2024-25
Officer Education Committee	Head of Military Science		Warren	Ross	N/A
Officer Education Committee	Student		Trachimowicz	Nathanial	2022-23
Officer Education Committee	Student/ROTC				
Parking Committee	Staff	Chair	English	Tom	2022-23
Parking Committee	Staff		Bogar	Ashley	2024-25
Parking Committee	Parking Coordinator	w/o vote	Schwartz	Nikolas	N/A
Parking Committee	Staff		Knickerbocker	Beth	2023-24
Parking Committee	Student		Crowley	Owen	2022-23
Parking Committee	Student		Young	Lauren	2022-23
Parking Committee	Faculty		Ekins	James	2024-25
Parking Committee	Faculty		McBrayer	Markie	2024-25
Parking Committee	Faculty		Xing	Tao	2023-24
Radiation Safety Committee	Faculty/Technical		Cole	Doug	2023-24
Radiation Safety Committee	Director of EHS and Radiation Safety Officer	Secretary	Abd El-Fatah	Samir I.	N/A
Radiation Safety Committee	Faculty/Technical		Ahmadzadeh	Amin	2023-24
Radiation Safety Committee	Faculty/Technical		Cassel	Elizabeth	2022-23
Radiation Safety Committee	Faculty/Technical, Dean or Dept. Chair		Fairly	Jerry	2023-24
Radiation Safety Committee	Faculty/Technical		Fortunato	Elizabeth	2022-23

Radiation Safety Committee	Faculty/Technical		Hong	Zonglie	2023-24
Radiation Safety Committee	Faculty/Technical		Stoian	Sebastian	2024-25
Radiation Safety Committee	Faculty/Technical	Chair	Williams	Tom	2022-23
Radiation Safety Committee	Faculty/Technical		Xiao	Fangming	2024-25
Sabbatical Leave Evaluation Committee	Faculty/Natural Science	Chair	Rezamand	Pedram	2022-23
Sabbatical Leave Evaluation Committee	Faculty		Charit	Indrajit	2022-23
Sabbatical Leave Evaluation Committee	Faculty		Vella	Chantal	2024-25
Sabbatical Leave Evaluation Committee	Vice Provost of Academic Affairs or Designee	w/o vote	Kelly-Riley	Diane	N/A
Sabbatical Leave Evaluation Committee	Faculty/Humanities		Teague	Alexandra	2023-24
Sabbatical Leave Evaluation Committee	Faculty/Social Sciences		Thorsteinson	Todd	2023-24
Safety and Loss-Control Committee	Asstistant VP of Facilities or Designee		Vineyard	Rusty	N/A
Safety and Loss-Control Committee	Commander, Moscow Police Department	Ex Officio/Non-voting	Berrett	Tyson	N/A
Safety and Loss-Control Committee	Director of Environmental Health & Safety	Ex Officio/Non-voting	Shahat	Samir	N/A
Safety and Loss-Control Committee	Director of Student Health Services or Designee		Huffman	Debbie	N/A
Safety and Loss-Control Committee	Director of University Residences or Designee		Kanikkeberg	DeeDee	N/A
Safety and Loss-Control Committee	Event Support Services		Ketchie	Kevin	N/A
Safety and Loss-Control Committee	Faculty/CAA		Sini	Rafaella	2023-24



Safety and Loss-Control Committee	Faculty/CALS		Kim	Jang Ho	2023-24
Safety and Loss-Control Committee	Faculty/CBE		Stone	Robert	2023-24
Safety and Loss-Control Committee	Faculty/CEHHS		Pomerantz	Kirsten	2024-25
Safety and Loss-Control Committee	Faculty/CLASS		Jones	Patrick	2024-25
Safety and Loss-Control Committee	Faculty/CNR		Cal	Lili	2024-25
Safety and Loss-Control Committee	Faculty/COS				
Safety and Loss-Control Committee	Faculty/ENGR		Mirkouei	Amin	2024-25
Safety and Loss-Control Committee	Faculty/LAW		Murphy	Tim	2024-25
Safety and Loss-Control Committee	Faculty/Library	Chair	Perret	Robert	2023-24
Safety and Loss-Control Committee	Information Technology Representative		Prescott	Jerilyn	
Safety and Loss-Control Committee	Occupational Safety Specialist	Ex Officio/Non-voting	Ewart	Char	N/A
Safety and Loss-Control Committee	Research & Economic Development		Harner	Archibald	N/A
Safety and Loss-Control Committee	Risk Manager or Designee		Spink	Nancy	N/A
Safety and Loss-Control Committee	Senior Human Resources Executive or Designee		Lindquist	Steven	N/A
Safety and Loss-Control Committee	Staff Council Representative				
Safety and Loss-Control Committee	Student/Graduate				

<b>Safety and Loss-Control Committee</b>	Student/Undergraduate		Trachimowicz	Nathanial	2022-23
<b>Scientific Misconduct Committee</b>	Faculty/Tenured	<b>Chair</b>	Hubbs	Graham	2022-23
<b>Scientific Misconduct Committee</b>	Faculty/Tenured		Kobziar	Leda	
<b>Scientific Misconduct Committee</b>	Faculty/Tenured		Datta	Somantika	2023-24
<b>Scientific Misconduct Committee</b>	Faculty/Tenured		Waits	Lisette	
<b>Scientific Misconduct Committee</b>	Faculty/Tenured		Kassem	Emad	2023-24
<b>Scientific Misconduct Committee</b>	Faculty/Tenured				
<b>Scientific Misconduct Committee</b>	Faculty/Tenured - Alternate				
<b>Scientific Misconduct Committee</b>	Faculty/Tenured - Alternate		Freeman	Sydney	2024-25
<b>Scientific Misconduct Committee</b>	Faculty/Tenured - Alternate				
<b>University Staff Compensation Committee</b>	Vice President Finance & Administration	Ex Officio/Non-voting	Salisbury	Kim	N/A
<b>University Staff Compensation Committee</b>	Senior Executive of Human Resources	Ex Officio/Non-voting	Terwilliger	Brandi	N/A
<b>University Staff Compensation Committee</b>	Staff/Off-Campus	Idaho Falls	Moore	Sara	2023-24
<b>University Staff Compensation Committee</b>	Staff/Off-Campus	Kimberly Research	Albright	Theresa	2024-25
<b>University Staff Compensation Committee</b>	Staff	Staff Counsel / Chair	Francetich	Omni	2023-24
<b>University Staff Compensation Committee</b>	Staff		Mattoon	Michele	2024-25
<b>University Staff Compensation Committee</b>	Staff		Anderson	Eric	2023-24
<b>University Staff Compensation Committee</b>	Staff		Baillargeon-Hauck	Jennifer	2022-23
<b>University Staff Compensation Committee</b>	Staff		Feldman	Amber	2022-23

University Staff Compensation Committee	Staff		Keim	Elissa	2023-24
University Staff Compensation Committee	Staff		Lunt	Marty	2022-23
Student Conduct Board	Faculty	<b>Chair</b>	Scheef	Andrew	2022-23
Student Conduct Board	Staff		Barber	Mathew	2023-24
Student Conduct Board	Student/Graduate		Acevedo	Adamarie	2022-23
Student Conduct Board	Faculty				
Student Conduct Board	Staff		Feldman	Amber	2022-23
Student Conduct Board	Student		Smith	Martha	2022-23
Student Conduct Board	Faculty		Hansen	Robert	2022-23
Student Conduct Board	Faculty		Gottwald	Dave	2024-25
Student Conduct Board	Student		Torres	Bre	2022-23
Student Conduct Board	Staff				
Student Conduct Board	Faculty		Popova	Inna	2024-25
Student Conduct Board	Staff		Kearney	Darren	2022-23
Student Conduct Board	Student		Trachimowicz	Nathanial	2022-23
Student Conduct Board	Student		Sherman	Jared	2022-23
Student Conduct Board	Faculty		McDunn	Benjamin	2023-24
Student Conduct Board	Faculty		Schab	Aaron	2022-23
Student Conduct Board	Staff		Sheikh	Mahmood	2023-24
Student Conduct Board	Staff				
Student Conduct Board	Staff		Smith	Jen	2023-24
Student Conduct Board	Student/Law				
Student Conduct Board	Student		Guerro	Hector	2022-23
Student Financial Aid Committee	Faculty	<b>Chair</b>			
Student Financial Aid Committee	Director Designee	w/o vote	Arevalos	Evelina	N/A
Student Financial Aid Committee	Director of Student Financial Aid	w/o vote	Croyle	Randi	N/A
Student Financial Aid Committee	Faculty		Kersten	Michael	2022-23
Student Financial Aid Committee	Student		Ertel	Teddy	2022-23
Student Financial Aid Committee	Faculty		Mai	Nhu	2023-24
Student Financial Aid Committee	Faculty		Pula	Kacy	2024-25
Student Financial Aid Committee	Student		Carranza	Daniela	2022-23

Student Financial Aid Committee	Student Support Staff Representative	w/o vote			N/A
Student Financial Aid Committee	Faculty	Idaho Falls			
University Teaching Committee	Faculty	Chair	Halverson	Rachel	2023-24
University Teaching Committee	Faculty		Eveleth	Daniel	2022-23
University Teaching Committee	Faculty		Cronan	Dan	2024-25
University Teaching Committee	Faculty		Sharma	Bal Krishna	2024-25
University Teaching Committee	Associate Dean		Kitchel	Allen	2023-24
University Teaching Committee	Representative	w/o vote	Mahuron	Sara	N/A
University Teaching Committee	Director of General Education		Panttaja	Dean	N/A
University Teaching Committee	Director of CETL or Designee	w/o vote	Smentowski	Brian	N/A
University Teaching Committee	Student/Graduate or Undergraduate		Ropski	Beth	2022-23
University Teaching Committee	Faculty		Thiele	Mark	2023-24
University Teaching Committee	Faculty		Tsao	Ling-Ling	2023-24
University Advising Committee	Faculty	Chair	Doumit	Stacey	2022-23
University Advising Committee	Executive Director of Student Success Initiatives or Designee		Lebreau	Jennifer	N/A
University Advising Committee	Academic Advisor				
University Advising Committee	Associate Dean		Craig	Traci	2023-24
University Advising Committee	Faculty		Ely	Rob	2022-23
University Advising Committee	Faculty		He	Bingjun	2022-23
University Advising Committee	Faculty		Kolpan	Katharine	2022-23
University Advising Committee	Faculty		Lynch	Laurel	2023-24
University Advising Committee	Student/Undergraduate		Hiria	James	2022-23
University Advising Committee	Student/Undergraduate		Rode	Katie	2022-23
University Advising Committee	Associate Director for Advising		Bertlin	Shawna	2022-23
University Committee for General Education	Asst. Director of Institutional Research and Assess. or Designee	w/o vote	Mahuron	Sara	N/A
University Committee for General Education	CLASS Dean or Designee	w/o vote	Quinlan	Sean	N/A
University Committee for General Education	COS Dean or Designee	w/o vote	Nielsen	Mark	N/A
University Committee for General Education	Director of Academic Advising or Designee	w/o vote	Bertlin	Shawna	N/A

University Committee for General Education	Director of General Education	w/o vote	Panttaja	Dean	N/A
University Committee for General Education	Faculty/CAA				
University Committee for General Education	Faculty/CALS		Chapman	Erin	2022-23
University Committee for General Education	Faculty/CBE				
University Committee for General Education	Faculty/CEHHS				
University Committee for General Education	Faculty/CNR	Chair	Goebel	Charles	2023-24
University Committee for General Education	Faculty/ENGR				
University Committee for General Education	Faculty/Library				
University Committee for General Education	Faculty/SBOE GEM - Humanistic & Artistic				
University Committee for General Education	Faculty/SBOE GEM - Mathematical		Abbott	Ann	2024-25
University Committee for General Education	Faculty/SBOE GEM - Oral Comm.		Carter	Diane	2024-25
University Committee for General Education	Faculty/SBOE GEM - Scientific		Williams	Tom	2022-23
University Committee for General Education	Faculty/SBOE GEM - Social & Behavioral		Thorne	Deborah	2022-23
University Committee for General Education	Faculty/SBOE GEM - Written Comm.		Ritcher	Jamaica	2023-24
University Committee for General Education	Registrar or Designee	w/o vote	Frost	Rebecca	N/A
University Committee for General Education	Student/Undergraduate		Torres	Bre	2022-23

University Committee for General Education	Student/Undergraduate				
University Assessment and Accreditation Committee	Associate Director of Assessment and Accreditation	ex officio/Non-voting	Mahuron	Sara	--
University Assessment and Accreditation Committee	Office of Equity, Diversity, and Inclusion Representative	ex officio/Non-voting	Hollingshead	Alexsandra	--
University Assessment and Accreditation Committee	Faculty/CAA				
University Assessment and Accreditation Committee	Faculty/CALS		Doumitt	Matthew	2023-24
University Assessment and Accreditation Committee	Faculty/CBE		Chen	Linda	2023-24
University Assessment and Accreditation Committee	Faculty/CLASS	<b>Chair</b>	Kirchmeier	Barbara	2023-24
University Assessment and Accreditation Committee	Faculty/CNR		Shook	Steven	2023-24
University Assessment and Accreditation Committee	Faculty/COS		Staben	Chuck	2023-24
University Assessment and Accreditation Committee	Faculty/EHHS				
University Assessment and Accreditation Committee	Faculty/Engineering		Crepeau	John	2023-24
University Assessment and Accreditation Committee	Faculty/Graduate Studies		McMurtry	Jerry	2023-24
University Assessment and Accreditation Committee	Faculty/Law		Murphy	Tim	2023-24
University Assessment and Accreditation Committee	Faculty/Library		Attebury	Rami	
University Assessment and Accreditation Committee	Recorder, Office of Assessment and Accreditation	ex officio/Non-voting			--

University Assessment and Accreditation Committee	Strategic Enrollment Management Representative	ex officio/Non-voting			--
University Assessment and Accreditation Committee	Student Affairs Representative	ex officio/Non-voting	O'Neal	Shawn	--
University Assessment and Accreditation Committee	Vice Provost of Academic Initiatives or Designee	ex officio/Non-voting			--
University Curriculum Committee	Director of General Education	w/o vote	Panttaja	Dean	N/A
University Curriculum Committee	Faculty Secretary or Designee	w/o vote	Sammarruca	Francesca	N/A
University Curriculum Committee	Faculty/At-Large		Hanley	Kalynn	2022-23
University Curriculum Committee	Faculty/CAA				
University Curriculum Committee	Faculty/CALS		Chapman	Erin	2024-25
University Curriculum Committee	Faculty/CBE		McCollough	Mike	2022-23
University Curriculum Committee	Faculty/CEHHS				
University Curriculum Committee	Faculty/CLASS		Howerton	Kyle	2024-25
University Curriculum Committee	Faculty/CNR	Chair	Shook	Steven	2024-25
University Curriculum Committee	Faculty/COS		Love	Renee	2023-24
University Curriculum Committee	Faculty/ENGR		Kassem	Emad	2023-24
University Curriculum Committee	Faculty/LAW		Long	Jerry	2024-25
University Curriculum Committee	Faculty/Library		Dong	Hanwen	2023-24
University Curriculum Committee	Registrar or Designee	w/o vote	Brown	Lindsey	N/A
University Curriculum Committee	Student/Graduate		Harrison	Georgia	2022-23
University Curriculum Committee	Student/Undergraduate/Upper Division		Sherman	Jared	2022-23
University Curriculum Committee	Student/Undergraduate/Upper Division		Guerro	Hector	2022-23
University Curriculum Committee	Vice Provost Academic Initiatives or Designee	w/o vote			
University Multi-Campus Communications Committee	Faculty Secretary	Chair	Sammarruca	Francesca	N/A
University Multi-Campus Communications Committee	Faculty/Boise		Cannon	John	2022-23
University Multi-Campus Communications Committee	Faculty/CDA		Ekins	James	2022-23

University Multi-Campus Communications Committee	Chief Information Officer or Designee	w/o vote	Amos	Teresa	N/A
University Multi-Campus Communications Committee	Faculty/Twin Falls		Glaze	Benton	2022-23
University Multi-Campus Communications Committee	Faculty/Alternate/Twin Falls		Hatzenbuehler	Patrick	2022-23
University Multi-Campus Communications Committee	Faculty/Idaho Falls				
University Multi-Campus Communications Committee	Faculty/Moscow		Kirchmeier	Barbara	2023-24
University Multi-Campus Communications Committee	Faculty/Alternate/Moscow		Ekins	Jim	2024-25
University Multi-Campus Communications Committee	Faculty/Alternate/Idaho Falls		Ostrom	Lee	2023-24
University Multi-Campus Communications Committee	Faculty/Alternate/Boise		Rumel	John	2022-23
University Multi-Campus Communications Committee	Faculty/Alternate/CDA		Wargo	Liz	2023-24
University Security & Compliance Committee	Executive Director Public Safety & Security	<b>Chair</b>			
University Security & Compliance Committee	Title IX Coordinator		Agidius	Erin	N/A
University Security & Compliance Committee	Faculty		Balembe	Onesmo	2022-23
University Security & Compliance Committee	Moscow Police Department Representative		Berrett	Tyson	N/A
University Security & Compliance Committee	General Counsel Representative	w/o vote	Craig	Jim	N/A
University Security & Compliance Committee	EHS Safety Specialist		Daniels	Kelvin	N/A
University Security & Compliance Committee	Dean of Students		Eckles	Blaine	N/A







## POLICY COVER SHEET

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

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

**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title:

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title: **APM 30.14 - Cyber Incident Reporting and Response**

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

**Originator:** Teresa Amos

**Policy Sponsor, if different from Originator:** Dan Ewart

**Reviewed by General Counsel**      X Yes   No   Name & Date: Kent Nelson 9/13/22

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.  
This policy was updated to reflect current cyber security practices required HIPAA, NIST, and by ever changing cyber security threat faced by the university.
- 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.  
APM 30.14 will be replaced upon approval of this revision.
- 4. Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

## APM 30.14 Cyber Incident Reporting and Response

### Contents:

- A. Purpose
- B. Scope
- C. Definitions
- D. Policy
- E. Non-Compliance
- F. Exceptions
- G. Contact Information
- H. References

### A. Purpose

The university is obligated to protect the confidentiality, integrity, and availability of information in its care. Unauthorized access to certain types of information may obligate the university to individual, university, state, federal, and contractual investigative and reporting requirements and result in fines and reputational impact.

Timely response to reported and detected incidents is critical to prevent adverse effects to individuals, to meet external reporting requirements, and to protect the university mission and reputation.

This policy establishes individual responsibility in reporting incidents, and the university responsibility to plan, respond, and escalate, in accordance with our legal and contractual requirements.

### B. Scope

This policy applies to all technology resources, including information systems, institutional data, and networks and any person or device that gains access to these systems or data, regardless of affiliation, location, funding source, or contract status.

### C. Definitions

**C-1. Computer Security Incident Response Team (CSIRT):** A function of the Information Security Office responsible for receiving, reviewing, and coordinating the response to computer security incident reports and activity involving university technology resources.

**C-2. Data breach:** Per Idaho Code § 28-51-104, a “breach of the security of the system,” referred to in this policy as a “data breach,” means “the illegal acquisition of unencrypted computerized data that materially compromises the security,

confidentiality, or integrity of personal information for one (1) or more persons maintained by an agency, individual, or commercial entity.”

**C-3. Incident Response Plan:** Also known as the Technology Security Incident Response Plan, or “IR Plan,” is the required documentation in support of this policy which addresses specific procedures and details for handling incident response, consistent with applicable laws.

**C-4. Security Event:** A security event is the discovery of any piece of information that could indicate the actual or potential threat to data or systems.

**C-5. Security Incident:** A security incident is a security event that indicates the present or imminent threat to the confidentiality, integrity, or availability of university technology resources, or violations of security policy or standards.

**C-6. University Data:** Data in any format, collected, developed, maintained, or managed by or on behalf of the university, or within scope of university activities. (See also APM 30.11)

## **D. Policy**

**D-1. Reporting incidents.** Any actual or suspected security incidents or events must be reported immediately to the Information Security Office through one of the following designated channels:

- Report through [OIT Support Portal](#)
- Email to [security@uidaho.edu](mailto:security@uidaho.edu)
- Phone to 208-885-1060
- Report through anonymous reporting hotline and other reporting methods via the [Idaho State Board of Education](#)

**D-2. Reporting incident response requirements.** All members of the university community establishing relationships with entities or handling data with unique incident response reporting requirements must report those requirements to the Information Security Office for inclusion in the Incident Response plan.

**D-3. Registering systems and applications.** All devices using university networks must be registered in the OIT Network Management System and contact information must be kept current. Cloud applications and vendors must be registered with the OIT Application Portfolio and updated when changes occur.

**D-4. CSIRT membership.** The CSIRT is composed of the Chief Information Security Officer (CISO) and their designated incident handler staff, and representation from the Office of General Counsel, Risk Management, Human Resources, Public Safety and Security, and University Communications. Other members and subject matter experts may be requested by the CISO or designated by the Vice President for Information Technology/CIO and approved as part of the Incident Response plan, or on an as-needed basis.

- D-5. **Investigations.** The CSIRT, under direction of the CISO, is authorized to:
- a. Monitor all relevant technology resources and information to correlate and detect events and determine whether an incident has occurred.
  - b. Activate the incident response plan and direct the analysis, containment, recovery, and remediation of an incident.
  - c. Expedite changes to information systems when necessary to respond to or prevent an incident. This may include proactive measures to disable accounts, networks, devices, integrations, or other resources.
  - d. In cooperation with General Counsel, report incidents to required third parties when required by state, federal, or contractual requirements, or to activate cyber liability coverage.
  - e. Track and document incidents using a standard taxonomy for security incidents.
  - f. Coordinate with law enforcement, government agencies, peer CSIRTs, and relevant Information Sharing and Analysis Centers (ISACs) in the identification and investigation of security incidents. The CSIRT is authorized to share external threat and incident information with these organizations that does not identify individuals, or as otherwise approved by General Counsel or related data owners.

D-6. **Disclosure.** Public disclosure of a data breach must be reviewed and approved by the VP for IT/CIO in consultation with General Counsel, University Communications, and other relevant university stakeholders.

D-7. **Plan requirements.** The OIT Information Security Office is responsible for coordinating the U of I Technology Security Incident Response Plan (IR plan), keeping the contact and subject matter expert list updated, and testing and exercising the plan at least annually.

## E. Noncompliance

Noncompliance with this policy may result, depending upon the nature of the noncompliance, in the user's account or access being suspended to U of I technology resources as stated in Section B.3 of APM 30.12 ([Acceptable Use of Technology](#)).

## F. Exceptions

Requests for exceptions to this policy may be submitted [through the OIT Support Portal](#). The U of I Chief Information Security Officer will assess the risk and make a recommendation to the U of I Vice President for Information Technology and Chief Information Officer.

## G. Contact Information

The OIT Information Security Office can assist with questions regarding this policy and related standards and the plan. Questions should be submitted through the [OIT Support Portal](#).

## H. References

NIST SP800-61 Rev. 2

HIPAA 45 CFR § 164.308(a)(6)

Idaho Code - §§ 28-51-104, 105, 106, 107

Idaho Technology Authority [P4110](#)

APM 30.11 – Data Classifications and Standards

APM 30.12 – Acceptable Use Policy

UI Privacy Statement

# SUSTAINABILITY WORKING GROUP:

## *Sustainable Solutions for our University and for our State*



### EXECUTIVE SUMMARY

The purpose of this white paper is to begin the transformation of our institution into an entity that espouses sustainable solutions in all that we do. This includes enriching course offerings and research with an increased focus on sustainability, providing access to the understanding and pursuit of sustainability to all students, and improving financial and operational efficiency to embody the values of sustainability in our daily actions. A sustainably built environment and sustainable business practices are not only compatible with our Land Grant mission, they are fundamental to our success. These commitments and the fulfillment of the recommendations herein will be the brand that defines our leadership in sustainability.

### Charge from President Green

President Scott Green formed the Sustainability Working Group in Fall 2021 to develop and recommend a strategic approach to enable the University of Idaho to become known for sustainability. To this end, the working group's output is focused on 1) making a case for sustainability that distinguishes the university from our peers, 2) recommendations for our academic and research programs, 3) recommendations for university operations and facilities, 4) integrating sustainability into the cultural fabric of the university, and 5) establishing governance and program expectations to ensure accountability towards desired progress. These recommendations serve to challenge the university community to execute our strategic desire to be known for sustainability.

The working group intends for this white paper to be used as a road map for subsequent development of a university-wide Sustainability Action Plan or equivalent to guide related actions and accountability. A healthy, and indeed desired, tension exists between immediate action and long-term planning. As such, the recommendations herein focus both on actions that could be taken immediately to demonstrate our commitment to sustainability and longer-term considerations to ensure ongoing commitment by leadership and the university community. The group's deliberations were guided by the Sustainable Development Goals which are a collection of 17 interlinked global goals designed to be a "blueprint to achieve a better and more sustainable future for all". The SDGs were set up in 2015 by the United Nations General Assembly and are intended to be achieved by 2030.

### Working Group Members and Procedures

Comprised of dedicated alumni partners, state and regional stakeholders, and university staff and faculty (see Appendix A), the Sustainability Working Group met several times to form the recommendations in this white paper. Members were selected for their individual positions at the university, industry expertise, or experiences working on issues of sustainability in the region or globally.

In November 2021, the Sustainability Working Group broke into subcommittees to tackle major components of the whitepaper. Two surveys were administered during the spring of 2022 to establish a preliminary inventory of sustainability courses and inventory of faculty research. These inventories will serve as a baseline to coordinate immediate actions, and to build upon our campus-wide sustainability reporting efforts.

## SECTION 1:

### THE CASE FOR SUSTAINABILITY

As a University of Idaho core value, we strive to instill a philosophy of sustainability in how we teach, learn, conduct research, and live within our university community. But we have not done so consistently, nor have we sought to capitalize on or distinguish ourselves from peer institutions in this work. To better operationalize sustainability in the context of the University of Idaho, we offer the following principles to represent our orientation toward sustainability, which guided the working group's recommendations:

- Sustainability permeates all that we do and is therefore the responsibility of all students, faculty, and staff at the University of Idaho.
- Every student shall have an opportunity to obtain sustainability credentials.
- Immersive experiences that integrate education, training, research, operations, and practice shall drive sustainability innovation at the University of Idaho.
- Institutional investments shall seek to balance social, environmental, and economic goals.
- Responsibility for sustainable actions and innovation resides in the shared governance of students, faculty, and staff in partnership with community, government, and industry partners and constituents.
- Innovation in sustainability is driven by diversity of thought and ideas generated by inclusive dialogue with individuals from different backgrounds and experiences.

The University of Idaho has made various commitments to these principles over the previous decades, including the 2010 Climate Action Plan, participation in institutional STARS (Sustainability Tracking Assessment & Rating System) reporting, and a commitment to building with sustainable products. We now strive to make these commitments central to our integrated operations and educational mission. To this end, **affirming the University's commitment to sustainability is the working group's most important recommendation.**

Affirmation comes in various forms, but it must create an imperative that drives action for years to come. It must demonstrate a level of investment appropriate to the scope of activities that reflects our strategic desire to be known for sustainability. It must make a difference in our daily actions on our university campuses, field stations, and centers throughout the state. The affirmation of goals as defined in a Sustainability Action Plan shall lead the university toward more sustainable practices by establishing clear outcomes and accountability for goals. These goals, boldly stated, shall be a rallying cry to guide University of Idaho actions:

#### **Recommendation 1.1:**

The University of Idaho shall develop a 10-year sustainability action plan, or equivalent, by the end of 2023 to guide actions toward accomplishing our university sustainability goals.

#### **Recommendation 1.2:**

Goals and implementation actions seek to balance social, environmental, and economic principles outlined in the United Nations 17 Sustainable Development Goals and the STARS (Sustainability Tracking, Assessment & Rating System) framework.

## SECTION 2:

### ACADEMIC AND RESEARCH OFFERINGS

#### Academic Opportunities

An underlying principle adopted by the Sustainable Working Group is that every student at the University of Idaho shall have access to sustainability credentials. These credentials, which could be in the form of certificates, degrees or experiential opportunities, allow students to engage in meaningful training and to promote their skills to eventual employers. These credentials may be voluntarily acquired through programs already available at the university or new ones to be developed. The most important aspect of these opportunities, however, is that they be available through every college and potentially every degree program at the University of Idaho, and offered in a manner that students could mix and match courses tailored to their interests and career ambitions. For



instance, students interested in sustainable food systems could combine coursework in food and nutrition with agronomy and nonprofit management. This “stacking” of credits shall be available across degree programs and academic colleges to encourage students to tailor their skillset to their personal aspirations.

### **Recommendation 2.1:**

Each college makes available a minimum of 12 undergraduate course credits that qualify for a sustainability certificate at the University of Idaho.

#### **IMPLEMENTATION AND ACTIONS:**

- Certificates are preferred over academic minors to maximize opportunities to mix and match coursework across degree programs; required university common core offerings such as ISEM (Integrated Seminar) could be considered but have proven difficult to sustain.
- Faculty establish a process to create and certify which courses meet sustainability criteria to be approved by the University Curriculum Committee (UCC). The Registrar would then designate these courses in the course catalog to help promote and to track progress toward degree completion.
- Faculty establish qualifying course credits for experiential training opportunities such as study abroad, approved internships, documented volunteerism, research experiences, and senior design project work.
- Identify opportunities to leverage UI Extension Centers and campuses to offer continuing education and sustainability courses to non-traditional audiences.
- As necessary, the Provost Office or designee works with the Director of Sustainability and university leadership to ensure academic program offerings are integrated with university and college goals.

#### **TIMELINE AND PRIORITY:**

- For immediate consideration, faculty form an inclusive working group to formally develop a university-wide sustainability certificate. The working group reports to the President’s Sustainability Counsel, or equivalent, as discussed in Section 5.
- UCC course approval is required by Fall 2023 to begin enrolling students for Fall 2024.

### **Recommendation 2.2:**

Graduate degree programs make available graduate course credits that qualify for a sustainability certificate at the University of Idaho.

#### **IMPLEMENTATION AND ACTIONS:**

- Similar to an undergraduate certificate, criteria are needed to designate graduate sustainability courses and track progress towards degree completion. Faculty will also need to determine the number of credits required.
- As necessary, the Dean of the College of Graduate Studies or designee works with the Director of Sustainability and university leadership to ensure academic offerings are integrated with university and graduate program goals.

#### **TIMELINE AND PRIORITY:**

- For immediate consideration, graduate faculty work with the College of Graduate Study to form an inclusive working group to formally develop graduate-equivalent sustainability certificate.

### **Recommendation 2.3:**

As opportunities allow, establish certificates in related areas of study like energy or water systems that complement sustainability goals and that serve more specific disciplinary needs.

#### **IMPLEMENTATION AND ACTIONS:**

- The proposed Global Energy Systems Program would offer students a cross-disciplinary perspective of energy systems, including sustainable energy transitions and other linkages to the university-wide sustainability certificate.
- A stand-alone energy or water certificate, separate from the university-wide sustainability certificate, would allow greater specialization in those areas.
- Employ the same procedures for establishing course certification and degree tracking for the university-wide sustainability certificate.
- Conduct recurring inventory of qualifying courses specific to complementary certificates.

#### **TIMELINE AND PRIORITY:**

- The proposed Global Energy Systems Program requires a dedicated group of faculty to establish curriculum needs, which could be convened during the 2022-2023 academic year.

### **Recommendation 2.4:**

Conduct an inventory of existing undergraduate and graduate courses meeting faculty-established criteria for sustainability.

#### **IMPLEMENTATION AND ACTIONS:**

- Faculty establish criteria for courses to be designated as meeting the sustainability goals outlined in the United National 17 Sustainable Development Goals, or as determined by faculty.
- Conduct recurring inventory of undergraduate and graduate courses to facilitate student pursuit of certificates and for STARS reporting.
- Establish a student portal to easily identify and enroll in designated sustainability courses.
- Use inventory and web portal to promote the sustainability certificate to existing and prospective students.

#### **TIMELINE AND PRIORITY:**

- Initial inventory of courses was conducted during the Spring of 2022 using a voluntary survey tool that yielded marginal results for the purpose of planning.
- Protocols for future inventories are needed for complete and efficient data collection.

### **Recommendation 2.5:**

Integrate sustainability experiential learning opportunities into academic disciplines.

#### **IMPLEMENTATION & ACTIONS:**

- Faculty establish criteria to designate experiential learning opportunities in each academic college.
- Consider hosting a Student Sustainability Expo to highlight academic and research achievement in sustainability.
- Engage with government, non-profit, and industry to sponsor and provide experiential opportunities. Entities like Idaho National Laboratory provide opportunities for student internships that are experiential in nature and focused on sustainability in a manner that amplifies UI and INL objectives.
- Institutionalize job and internship opportunities through events like the Student Sustainability Expo and annual career fairs.

#### **TIMELINE AND PRIORITY:**

- An inventory of current experiential learning opportunities should be included in the Course Catalog and university web portal highlighting these opportunities.
- Sustainability leadership should curate and develop external sustainability partners beginning in FY23.

## **Academic Portfolio and Research Productivity**

Development of intellectually-vibrant areas of academic focus will provide distinctive, meaningful educational opportunities to undergraduate and graduate students, as well as develop and disseminate the new knowledge necessary to address global sustainability challenges. To that end, it is important for the university to define its academic portfolio of sustainability expertise and identify areas where it has, or will develop, the necessary faculty expertise to be a national or international leader. There is also an opportunity to deploy our research expertise to aid in the design and implementation of sustainability actions within the university and its operations. Utilizing our internal expertise may also provide graduate and undergraduate research opportunities to further distinguish ourselves from our peers. In short, research is a building block for our success.

### **Recommendation 2.6:**

Establish a sustainability academic portfolio execution group to develop an enterprise-wide view of our sustainability portfolio and a strategy for development or maintenance of expertise in this portfolio. The group should also track and make recommendations for investment in faculty development and research on sustainability topics, including deployment of research to guide implementation of on-campus actions.

#### **IMPLEMENTATION AND ACTIONS:**

- The academic portfolio execution group could be led by the Sustainability Director (or a committee of deans or the Provost), with representation from across academic colleges, research institutions and centers, and ORED.
- Engage industry and agency partners to help define and coordinate sustainability research with business and agency needs.

#### **TIMELINE AND PRIORITY:**

- Initial inventory of university research was conducted during the Spring of 2022 using a voluntary survey tool that yielded marginal results for the purpose of planning. Protocols for future inventories are needed for complete and efficient data collection.

### **Recommendation 2.7:**

Integrate research on sustainability with actions that enhance student experiential opportunities, inform facility operations, and is coordinated with the development and maintenance of data systems and monitoring.

#### **IMPLEMENTATION AND ACTIONS:**

- Convene operational leadership and faculty researching sustainability to align catalogue and assess opportunities to marry operational needs and opportunities with course work, research, and experiential learning goals.
- Develop a process for requests for research support for operational projects and requests to research operations.
- Pilot the collaborative research in recycling, utilities, and dining operations where opportunities are known.

#### **TIMELINE AND PRIORITY:**

- Convene group and conduct a needs and opportunities assessment in FY23.

### **Recommendation 2.8:**

Integrate sustainability research into the university capital campaign.

#### **IMPLEMENTATION AND ACTIONS:**

- Define sustainability goals and focus in terms of relationships to research in Land Grant-mission-focused areas of natural resource management, agriculture, engineering, and science.
- Develop campaign approach and assets around sustainability research focus.
- Cultivate relationships and donors interested in sustainability research in specific areas of study
- Develop a strategy in conjunction with the University Sustainability Director and ORED for ongoing engagement.

#### **TIMELINE AND PRIORITY:**

- This approach should be part of the overall sustainability messaging in the capital campaign. Partnerships with both STEM and non-STEM colleges will determine research priorities for investment and campaign focus. All of the colleges need to be involved – and the university’s sustainability portfolio will be entirely dependent on what faculty expertise exists or is developed in those colleges.

## **SECTION 3:**

### **UNIVERSITY OPERATIONS AND FACILITIES**

#### **Energy Efficiency and Production and Water Use**

The path to sustainable energy production and water use follows a multi-pronged approach balanced with financial goals: 1) partner for funding and project planning and delivery measure and track ongoing production and use, 2) establish transparent data systems and goals, 3) implement technologies contributing to meeting those goals, and 4) engage the university community across campuses, field stations, and centers. To foster innovation and ensure sustainable funding for the infrastructure needed, partnerships with private industry and government will be essential.

### **Recommendation 3.1:**

Convene a resource management leadership team on an ongoing basis comprised of relevant university, community, and industry partners to develop and achieve sustainability goals for energy production and water use on university campuses, field stations, and centers.

#### **IMPLEMENTATION AND ACTIONS:**

- Include relevant university utility providers (SPUPI, McKinstry, Avista, Idaho Power), industry partners (INL, SEL, INW), local government representatives (Moscow, Coeur d’Alene, Boise, Idaho Falls), and UI facilities and infrastructure staff.
- Prioritize design of system solutions to long-standing water and energy problems that demonstrate university leadership in innovation among our peers.
- Seek funding and/or financing relationships with industry partners, utility providers, and government entities to execute sustainability projects.
- Deliver sustainable energy and water infrastructure projects that are innovative in design, delivery, and function while contributing to our sustainability goals.

#### **TIMELINE AND PRIORITY:**

- This advisory group should be convened during Fall 2022.
- The team shall be charged with seeking funding and prioritizing project implementation in conjunction with state and federal funding cycles and capital improvements related to our utility P3 agreement.

### **Recommendation 3.2:**

Measure and track energy and water systems performance and utilization.

#### **IMPLEMENTATION AND ACTIONS:**

- Install energy and water use meters in primary buildings to track usage and inform building and system level decisions.
- Develop a database and dashboard reporting system to track, visualize, and publish energy use/production, water use, and conservation effort data.
- Promote and share these data and reporting systems with students, staff, faculty, and the community to promote dialogue and innovation.
- Provide access to operational data for student recruitment, instruction, and research needs.

#### **TIMELINE AND PRIORITY:**

- Metering infrastructure projects should be proposed for immediate development and implementation in 2023.
- Database and dashboard development may occur concurrently for a simultaneous go-live with the meters.
- Information from meters will be essential for establishing accurate, achievable goals for the Sustainability Action Plan.

### **Recommendation 3.3:**

Utilize the Sustainability Action Plan to guide University of Idaho decision making and tradeoff analysis for investments in energy and water infrastructure and efficiency gains.

#### **IMPLEMENTATION AND ACTIONS:**

- Perform economic, environmental, and social impact studies for the achievement of carbon neutrality goals and contributing incremental targets. These studies will help evaluate potential projects and solutions for achieving overall goals.

- Set incremental energy and water targets associated with measurable outcomes resulting from projects that reduce carbon emissions or water consumption, prioritize renewable energy over fossil fuels, reduce overall consumption at university campuses, and move the university towards energy independence.

#### **TIMELINE AND PRIORITY:**

- Impact studies for the achievement of incremental targets and our overarching carbon neutrality goals should commence immediately in Fall of 2022 as this information will be essential to the design of a Sustainability Action Plan.
- Upon completion of the university's Sustainability Action Plan, utility capital projects may be designed to achieve individual metrics.

### **Recommendation 3.4:**

Deliver sustainable infrastructure projects that maximize tradeoffs of costs, resource utilization, and efficiency. Both tried and true solutions, as well as innovative ideas should be explored.

#### **IMPLEMENTATION & ACTIONS:**

- Energy independence and carbon neutrality goals shall be pursued through a combination of:
  - » Efficiency measures like microgrids, building management systems, building envelope modifications that reduce energy loss, and space planning.
  - » Renewable energy sources like solar, wind, biomass, green hydrogen, and geothermal.
  - » Electrification of buildings and vehicles.
- Water efficiency goals should be pursued by:
  - » Reducing consumption and waste through low-flow fixtures and replacing aging infrastructure such as irrigation systems.

#### **TIMELINE AND PRIORITY:**

- This work will be continuous.
- Projects with immediate and known impacts, such as building envelope improvements, space planning, and low-flow fixtures, should be prioritized for quick development and implementation.
- Larger systemic projects, such as microgrids and innovative renewable energy sources, will require more foresight and planning.

## Waste Management

The University of Idaho generates more than 500 tons of solid waste annually, including over 200 tons of food waste. Much of this waste can be reused at the university or within the community, reduced through behavioral interventions, or recycled by creating collection systems, aligning financial incentives, and engaging individuals in adopting sustainable behaviors. The City of Moscow's Climate Action Plan supports the expansion of recycling in the community.

### **Recommendation 3.5:**

Reconstitute a Moscow campus recycling program.

#### **IMPLEMENTATION AND ACTIONS:**

- Partner with the City of Moscow, Inland North Waste, and the university community to design recycling programs and internal workflows that leverage the regions' existing infrastructure and recycling systems.
- Design recycling programs tailored towards student living groups, academic areas, staff facilities and public event spaces, using diverse means to collect information to understand individual and group behaviors.
- Hire dedicated recycling staff.

#### **TIMELINE AND PRIORITY:**

- Pilot a recycling program in Summer 2022 and relaunch indoor recycling during the Fall 2022 semester.
- Initiate study and analysis of individual and group behaviors through partnership with university research faculty.

### **Recommendation 3.6:**

Research and implement technology and systems to reduce and reuse food waste.

#### **IMPLEMENTATION AND ACTIONS:**

- Develop a process to donate non-spoiled food from residential and retail dining locations to community groups.
- Foster collaboration between Idaho Eats and Vandal Food Pantry allowing unspoiled food to be used by campus community members.
- Offer residential students the opportunity to donate a portion of their unused meal plan each year.
- Collect all compostable items from the residential and retail dining location for use in a large-scale composting program.
- Install digestors for composting and diversion of food waste.

#### **TIMELINE AND PRIORITY:**

- Policy and operational changes that divert unspoiled food to those in need should be prioritized.
- Research and grant writing for composting and digestors should commence in FY23 through partnerships with Idaho Eats, the City of Moscow, and Inland North Waste.

### **Recommendation 3.7:**

Establish procurement standards by which to reduce or eliminate single-use plastic on campus in dining services, vending, and research labs.

#### **IMPLEMENTATION AND ACTIONS:**

- Collaborate with Idaho Eats to provide reusable to-go food containers for campus residential and retail dining locations.
- Replace all single-use straws/cutlery at campus dining locations with compostable or reusable products.
- Add water bottle fill stations in each building.

#### **TIMELINE AND PRIORITY:**

- Procurement standards will need to coexist with current and future contracts with Idaho Eats, Coca-Cola, and other partners.
- Efforts to convey university goals and look for common solutions with our partners should begin immediately.

## SECTION 4:

### UNIVERSITY SUSTAINABLE SOLUTIONS CULTURE

The University of Idaho exists for our students, and it is their motivation to sustain an environment that drives our resolve to do better. Our students' actions and leadership define and guide these efforts, which reflect their diverse backgrounds and experiences. In this regard, innovation in sustainability is driven by the diversity of thought generated by our students. Similarly, staff and faculty are leaders and examples to our students. Together our actions and behaviors will define the culture of sustainability for future Vandals. Student, staff, and faculty engagement through visibility, awareness, daily actions, and volunteerism can promote culture change at the institutional level and behavior change at the personal level to perpetuate these efforts.

### **Recommendation 4.1:**

Promote visibility of and access to sustainability data for instructional, research, and informational purposes for the student body, employees, and the community.

#### **IMPLEMENTATION & ACTIONS:**

- Create systems (that include participation from students, staff, and faculty) to collect and measure data.
- Create public-facing dashboards to track and compare operational and research sustainability data. Align data and metrics to the Sustainability Action Plan, or equivalent. Make these data available through a university website, such as a sustainability resource center.
- Grant access for students and faculty to sustainability data through Institutional Research.
- Develop self-guided tours and other informative media that highlight sustainable aspects of campus to students, employees, and visitors.
- Integrate prominent sustainability investments and initiatives into campus recruitment and orientation efforts.
- Continue to implement actions even where data are not readily available. Not all actions require data, and some outcomes will take time to measure and accomplish.

#### **TIMELINE AND PRIORITY:**

- Establish a repository of existing utility meters and available data in 2023. Update as metering is added.
- Develop dashboards in 2024 and launch access in FY25.
- Publish annual updates on a regular cycle and highlight continuous access to data through dashboards.

### **Recommendation 4.2:**

Develop and implement a sustainability communications and marketing strategy that is externally facing for student and employee recruitment, and internally facing to improve adoption of sustainability practices and learning.

#### **IMPLEMENTATION & ACTIONS:**

- Integrate sustainability marketing into current marketing plans.
- Develop a communications plan for university sustainability efforts.

- Promote sustainability academic offerings through SEM and the colleges.

#### **TIMELINE AND PRIORITY:**

- Engage with UCM in FY23 to develop a sustainability marketing plan aligned with the CAP, the implementation of strategic operational improvements, and the launch of the sustainability certificate.

### **Recommendation 4.3:**

Recognize and celebrate operational, environmental, and social excellence in sustainability.

#### **IMPLEMENTATION & ACTIONS:**

- Develop annual Sustainability Excellence Awards with a ceremony and awards for students, staff, and faculty based on specific criteria that builds upon previous efforts at the university.
- Highlight sustainability in the arts and humanities by placing sustainability-focused artwork across our campuses and centers, presenting sustainability writing in university press, and periodically hosting sustainability concerts and film festivals.
- Prizes may include scholarship, research awards, or operating funds to implement ideas or institutionalize and promote sustainability work. Selected entries may be implemented by the operational units responsible for the day-to-day work effected.
- Align honors and other academic recognition related to the sustainability certificate and degrees.

#### **TIMELINE AND PRIORITY:**

- The Sustainability Excellence Awards can be launched in conjunction with the Sustainability Action Plan rollout at the end of 2023, with the first awards ceremony in April or May of 2024 coinciding with the end of spring semester.

### **Recommendation 4.4:**

Establish programs and incentives to promote personal responsibility and volunteerism for sustainability among students, staff, and faculty.

#### **IMPLEMENTATION & ACTIONS:**

- Design and implement a 'Vandal Green' sustainability engagement platform and app to help students implement sustainable actions relevant to campus life and reward them for impact with Vandal Store gift cards, charitable donations, shared savings, or sustainability tools.

- Create a student sustainability ambassador program to promote sustainable behaviors and literacy among students and in the community through a campus sustainability orientation, sustainability tours for current and prospective students, and local school outreach.
- Create green certifications for offices, classrooms, and events to encourage unit and individual behaviors and ensure a collective awareness of environmental, social, and financial impact.
- Encourage sustainability advocacy within shared governance.

**TIMELINE AND PRIORITY:**

- Resource needs and an implementation plan for ‘Vandal Green’ should be developed in FY23 for a launch in tandem with the Sustainability Action Plan as behavior change and engagement will aid in accomplishing sustainability goals.
- The student sustainability ambassador program can be implemented in FY23 through the ASUI Sustainability Center and Center for Volunteerism and Social Action with goals and programs developing through student prioritization and initiative.
- Green certifications should be aligned with the Sustainability Action Plan, STARS, Sustainable Development goals established at the end of 2023.

**Recommendation 4.5:**

Institutionalize sustainability employment and internship opportunities through long-term partnerships with employers seeking sustainability professionals to help them achieve their goals.

**IMPLEMENTATION & ACTIONS:**

- Identify industry partner organizations working in sustainability in Idaho and the region.
- Develop criteria that may include the commitment to hire University of Idaho graduates, placement programs, investment in student recruitment, fast-tracked interview processes during, and direct hiring.
- Establish job and internship pipelines through events like the Student Sustainability Expo and annual career fairs. Advertising those jobs and internships through a clearing house would increase access for students and help promote awareness.
- Establish mentorship programs for students with industry partners and their employees.

**TIMELINE & PRIORITY:**

- Efforts to create employment pipelines should begin in conjunction with the capital campaign highlighting sustainability in FY23.
- This should be integrated into a student life-cycle approach to engagement that starts with recruitment and continues through successful degree completion, employment, and professional contributions to the university.

**SECTION 5:**

**GOVERNANCE AND DATA MANAGEMENT**

**Governance**

Responsibility for sustainable actions and innovation at the University of Idaho resides in the shared governance of students, faculty, and staff in partnership with community, government, and industry partners and constituents. An effective governance model in this regard is consistent with current university leadership structures while allowing flexible multi-disciplinary teams coming together to tackle challenges and opportunities that span multiple units, divisions, or colleges. Effective governance also includes clear accountability for actions, which falls to those assigned to lead these endeavors. To that end, it is important to focus on specific measurable goals that can be reasonably achieved.

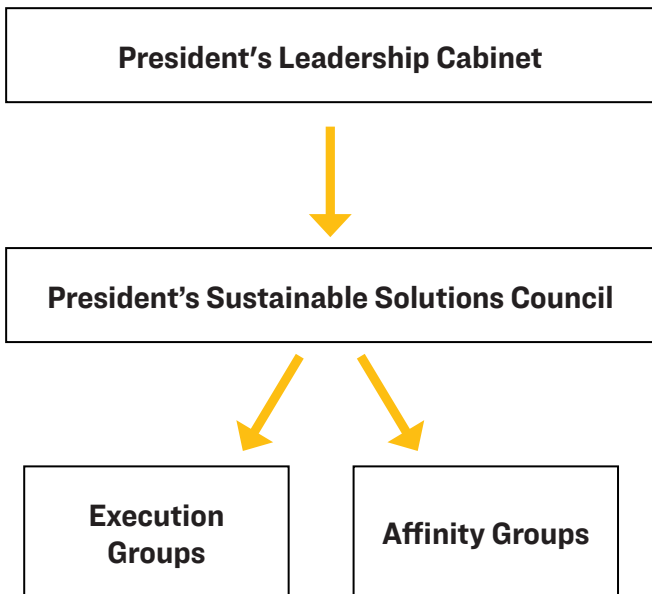
To foster collaboration among units, colleges, and other groups affecting sustainability at the university, and to promote innovation in our actions, related governance shall encourage collaborative structures that reinforce existing as well as desired future actions. Efforts to achieve our sustainability goals must remain flexible to accommodate differences in programs and locations but must also be scalable over time to include all university campuses, field stations, and regional centers. Our efforts must also promote the sharing of ideas across units and facilitate cross-functional engagement.

**Recommendation 5.1:**

Establish a sustainability governance structure with clear accountability for actions that is compatible with existing university structures and that utilizes functional roles to provide scalable and continuous support for innovation.

**IMPLEMENTATION AND ACTIONS:**

- Define the functional roles and responsibilities of university employees and students to promote sustainability governance across the university. This structure may be comprised of the following or similar groupings to promote accountability and action:
  - » **President’s Sustainability Council**, or similar body, shall provide feedback and guidance to the Presidents’ Leadership Cabinet, and shall be comprised of university leaders who represent operations, academics, research, and student affairs. The council shall be chaired by the University Director of Sustainability. The council’s primary functions shall be to set goals, prioritize actions, monitor, and evaluate progress, and make recommendations pertaining to the alignment of resources.
  - » **Execution Groups** shall be comprised of students and employees charged by university leadership to design and implement priority projects, track performance, and engage stakeholders.
  - » **Affinity Groups** shall be comprised of students, faculty, and staff to support university functions. These are the employees and other constituents who carry out the specific functions of the university to support direct and indirect activities related to sustainability.



**Recommendation 5.2:**

Hire a University Director of Sustainability to oversee the design and coordination of sustainability initiatives at the University of Idaho.

**IMPLEMENTATION AND ACTIONS:**

- The Director may be a member of the President’s Leadership Cabinet and have direct input on investments and initiatives related to sustainability at all university campuses, field stations, and regional centers.
- The Director reports to the President of the University of Idaho to ensure sustainability initiatives are integrated into all levels of university functions.
- The Director shall guide a reimagined sustainability umbrella organization in its functions, advise college units and operations across the university, and is responsible for representing sustainability interests and perspectives in operations, academics, research, and student affairs.

**TIMELINE AND PRIORITY:**

- Hiring a University Director of Sustainability is a high priority to ensure timely design and coordination of actions, including development of a Sustainability Action Plan to guide university functions and investments.

**Recommendation 5.3:**

Reimagine the University of Idaho’s sustainability organization to serve as the hub of sustainability interest and umbrella organization for sustainability leadership and efforts across the university.

**IMPLEMENTATION AND ACTIONS:**

- The reimagined sustainability organization shall be supervised by the University Director of Sustainability.
- The new organization would serve the functions of engagement, promotion, education, and support practices for sustainability, including 1) data gathering and validation, 2) establish best practices for data collection and sharing, 3) host design contests and events to identify ideas and promote innovation, and 4) engage in efforts to educate and encourage dialogue among students, faculty, and staff, 5) establish and nurture relationships with contributors, supporters, donors, and partners who can provide additional time, talent, and financial support for university sustainability efforts.
- A new structure may require additional staff and faculty positions to support the initiative.



**TIME AND PRIORITY:**

- Upon hire, the University Director of Sustainability should prioritize engagement with key internal stakeholders to reimagine a new sustainability organization.
- This should be a high priority to structure and support critical milestones such as the Sustainability Action Plan.

**Recommendation 5.4:**

Engage a dynamic group of contributors, supporters, and partners from industry, the community, alumni, students, staff, and faculty who wish to contribute time, talent, and treasure towards sustainability efforts.

**IMPLEMENTATION AND ACTIONS:**

- Define specific ways of engaging through volunteering, mentorship, partnerships, and financial contributions.
- The University Sustainability Director and the Vice President for Development should determine key approaches to engagement, participation, and recognition for contributions.

**TIME AND PRIORITY:**

- This work should be ongoing and should be developed prior to launching phases of the capital campaign focused on sustainability.

## Data Management

Key to the success of proposed sustainability initiatives is the annual collection and organization of monitoring data to inform decisions and investment priorities. These data must be readily available and transparent to the university community to promote integrated evaluation across areas, instill confidence in decisions, and encourage ongoing improvement. Data collection and management should follow internationally recognized standards for sustainability. A focus on STARS for alignment with higher education, industry, government, and non-profit partners can create structures for flexibility in analysis, comparison, and reporting. Successful program management involves the proper investment in data collection and reporting systems.

**Recommendation 5.5:**

Establish a data repository of university sustainability metrics to monitor progress towards institutional goals.

**IMPLEMENTATION AND ACTIONS:**

- The President's Sustainability Council, or similar body, shall identify key sustainability metrics to be collected annually to inform university decisions.
- The Council, in consultation with the requisite working groups, establish practices for standardized data collection and measurement of key indicators, priorities for which data to be collected, and reporting to the Presidents' Leadership Council.
- These data shall be collected in conjunction with the STARS reporting system and the 17 Sustainable Development Goal.
- The repository shall be made available, as appropriate, through a web dashboard to university employees and students. Sensitive or confidential information shall be password protected and available to relevant employees.
- Data collection shall encompass academic programming, research, and student and employ engagement related to sustainability across all university campuses, field stations, and regional centers.

**TIME AND PRIORITY:**

- Reporting for STARS should move to an annual cycle and the university should prioritize systems for reporting these metrics first.

**Recommendation 5.6:**

Align monitoring and reporting with the Sustainability Tracking, Assessment & Rating System (STARS) and the 17 Sustainable Development Goals.

**IMPLEMENTATION AND ACTIONS:**

- Create processes and institutional means to establish a clear baseline inventory by area.
- Determine frequency of data collection according to the type of reporting needed (e.g., monthly building energy and water consumption, annual food waste reduction).
- Annually compare the University of Idaho STARS rating relative to our established peers.

**TIME AND PRIORITY:**

- STARS reporting is already being done. The university should prioritize annual reporting and create structures and data collection processes to support that work with increased frequency of reporting.
- Research and data collection related to a subset of the 17 Sustainable Development Goals may commence immediately and be conducted through an annual process along with STARS. Of the 17 goals, it is recommended we initially focus on a few to chart some early success.

- Report on the 17 Sustainable Development Goals should be developed in coordination with industry and government partners so as to align with their priorities and leverage their data collection and reporting mechanisms.
- Once structures and reporting methodologies are in place, they should be rolled out to the greater campus community in manner that allows for easy self-reporting from across the university community.

## SUMMARY:

The University of Idaho is poised for innovation in economic, social, and environmental sustainability in all that we do. The steps to being known for sustainability made definitive in this document lay the groundwork for an all-encompassing sustainability initiative that will transform the educational and research landscape of the university. The implementation of this roadmap by the University Sustainability Director and a robust cross-functional team we take our current offerings and processes to the next level. This work will commence with the development of a Sustainability Action Plan to translate aspiration into action. The University of Idaho will be known for our actions and the impact they have on those we serve.

## APPENDIX A:

### Sustainability Working Group

**Chandra Zenner Ford**, Executive Sponsor  
*Office of the President & Center Executive Officer*

**Dennis Becker**, Co-Chair  
*Dean, College of Natural Resources*

**Lee Espey**, Co-Chair  
*Division Operations Officer for Finance and Administration*

**Olivia Wiebe**  
*Sustainability Center Coordinator*

**Clara Abplanalp**  
*Student*

**Ian Glasgow**  
*Student*

**Olivia Niemi**  
*Student*

**Madison Dougherty**  
*Student*

**Damon Woods**  
*Interim Program Director, Integrated Design Lab*

**Matthew Doumit**  
*Associate Dean, College of Agricultural and Life Sciences*

**Cathy Roheim**  
*Senior Associate Dean, College of Agricultural and Life Sciences*

**Yvonne Sertich**  
*Executive Director, Executive Education*

**Jennifer Ladino**  
*Faculty*

**Jeremy Mutart**  
*Supervisor, Surplus and Solid Waste*

**Scott Slovic**  
*Faculty*

**Timothy Link**  
*Faculty*

**Jerry Fairley**  
*Faculty*

**Patricia Colberg**  
*Interim Associate Dean, College of Engineering*

**Amin Mirkouei**  
*Faculty*

**Dylan Hedden-Nicely**  
*Faculty*

**Brad Ritts**  
*Senior Associate Vice President, Office of Research and Economic Development*

**John Barnhart**  
*Senior Director, Marketing and Creative Services*

**Todd Combs**  
*Associate Laboratory Director for Energy and Environment Science and Technology, Idaho National Laboratory*

**Byron Flynn**  
*Technical Solution Director, General Electric Renewable Energy (Retired)*

**Victor Borque**  
*Vice President of Business Development North America, Sacyr CEO, Sacyr Plenary Utility Partners Idaho LLC*

**Heather Druffel**  
*Policy and Engagement Specialist, Manulife*

**Chris Meyer**  
*Director of Education, Coeur d'Alene Tribe*

**Ben McLuen**  
*Associate Vice President, Development and University Advancement*

**Erik Elordi**  
*Director of Campus Services, Auxiliary Services*

**Brett Dumas**  
*Director of Environmental Affairs, Idaho Power*

**Kyle Nagy**  
*Superintendent & Sandpoint Orchard Operations Manager, CALS*

## APPENDIX B:

### RECYCLING MARKETING PLAN

*University of Idaho Recycling Initiative  
Vandals Recycle*

**AKA:** Recycling Reboot

**PROJECT / CAMPAIGN NAME:** Think Recycle

**CAMPAIGN TYPE:** Awareness & Engagement

**CONTACT:** Cynthia Barnhart | cbarnhart@uidaho.edu  
John Barnhart | jbarhart@uidaho.edu

**SPONSORING UNIT:** UCM/PRES BUDGET: Marketing  
Designs and Collateral +/-35K

#### Project Overview & Description

The university cares about sustainability and being that the concept is embedded in our mission and values, sustainability is a presidential focus.

#### ONE OF OUR VALUES

The University of Idaho is committed to sustainability and responsible stewardship of the natural environment. This is embodied in our values and expressed in our mission statement.

“Sustainability- We embrace our personal and social obligation to ensure the sustainability of our future. For this community, ensuring a sustainable healthy lifestyle is part of a comprehensive desire to acknowledge stewardship of the natural environment to human interactions and well-being.”

It is our responsibility to ensure a sustainable, healthy environment for the benefit of current and future community members. In alignment with our values, the University of Idaho is reintroducing recycling to our campus after deliberations with students, the Sustainability Working Group, and President Green. Recycling upholds the value of environmental stewardship and encourages responsible waste management, something that all campus community members can help us achieve. Recycling allows us to divert materials from landfills while reducing the need to extract, refine, and process raw materials for new products. This process can decrease air and water pollution and decrease greenhouse gas emissions that are released during raw material processing. The recycling program will be introduced and maintained through a phased approach, eventually moving to an approach that emphasizes a reduction in the overall amount of waste produced by our community.

#### Phase 1 (Fall 2022)

Indoor Recycling on Moscow Campus

- Single-stream
- Accept only materials accepted by Inland North Waste
- Estimated annual waste diversion = 100 tons
- Centralized collection points on Moscow campus
- Internal collection by U of I custodial staff (single-stream, one collection area per floor, dedicated staff, process)
- Contract with the City of Moscow
- Inland North Waste collection at each building
- Bi-weekly collection
- Collocated with other solid waste collections totes
- Recycling Kickoff Event – First day of class
- Milestone Recycling Celebration April 22, 2023
- Earth Day

#### Phase 2 (Spring 2023)

Exterior Recycling and Outside Events

#### Phase 3 (Ongoing)

Ongoing Education and Other Site

#### TARGET MARKET & AUDIENCE

Employees and Students on the University of Idaho Moscow campus

#### OBJECTIVES

To promote awareness of the recycling program and responsible waste management, integrate recycling into campus culture, and educate our students, staff, and faculty how to recycle in Moscow and on campus.

#### KEY PERFORMANCE INDICATORS

Key performance indicators are hard to quantify because there is not a benchmark for success, however it is prudent to celebrate success:

- Student Participation Rates: The % of the student population living on campus that have requested recycling bins.
- Employee Participation Rates: How do we measure this? Survey
- Annual Waste Diversion Rate: Pounds or tons recycled
- Recycling Contamination Rate: % of materials in recycling bins contaminated

## **CONNECTION TO STRATEGIC PLAN**

To review strategic plan, visit:

<http://www.uidaho.edu/provost/strategic-plan>.

**Goal 1:** Innovate

**Goal 2:** Engage

**Goal 3:** Transform

**Goal 4:** Cultivate

## **Education and Engagement – UCM/ Student Sustainability Cooperative/ Building Services/DFA**

### **Marketing and awareness campaign**

- UCM - Lead
- Student Sustainability Cooperative/Building Services/DFA – Content

### **Undergraduate and graduate recruiting**

- Student Sustainability Cooperative – Lead in partnership with SEM

### **Undergraduate and graduate Uldaho Bound**

- Student Sustainability Cooperative

### **Undergraduate and graduate orientation**

- Student Sustainability Cooperative

### **Recycling guide in welcome packets**

- UCM – Design and creation
- Student Sustainability Cooperative/Building Services/DFA – Content

### **Recycling ambassadors for the first few weeks of each semester**

- Student Sustainability Cooperative

### **Recycling guides by bins**

- UCM – Design and creation
- Student Sustainability Cooperative/Building Services/DFA – Content

### **Engagement with RAs**

- Student Sustainability Cooperative/Building Services/DFA

### **Meetings with departments and building users and engagement with existing recycling committees in specific buildings**

- Student Sustainability Cooperative/Building Services/DFA

## **Vandal Green platform**

- Student Sustainability Cooperative

## **Live diversion dashboard online and on TVs showing the total amount of waste diverted from the landfill through recycling**

- Student Sustainability Cooperative/Building Service/DFA in coordination with Institutional Research
- UCM to support design

## **Palousa Fest**

- Student Sustainability Cooperative
- Use UCM recycling assets

## **Marketing and Awareness Campaign Overview**

UCM will facilitate the marketing campaign and outreach for the Recycling Reboot, AKA Vandals Recycle. The marketing and communications plan will interest employees and students to engage with the campaign by meeting the audience where they are. Not a discussion about whether or not to recycle, but rather a bright, forward-thinking message about working together, being conscientious about the rules, and encouraging everyone to do their part to make the University of Idaho the place we are all proud of. Avoiding conversations around whether or not to recycle by covering the message with so much information on **how** and **where** to recycle, that the inclination to recycle proliferates because of ease of use and clarity of goal. UCM will market the program by doing the following:

- Broad Outreach for Employees and Students
- In-Person & Zoom Workshop Events(Focus on the how)
- FAQs
- Social Marketing on Brand and College Channels
- Campus Digital Marketing (flatscreens, websites)
- Email- campus-wide and audience focused
- Selecting specific “Days” and “Events” to communicate messaging throughout the phases – Look for opportunities to promote and collaborate around recycling.
- Recruiting for involvement by providing Assets, Templates, and Knowledge Bases/Education
- Email List for Initiative Leaders for communicating schedules, suggestions, etc.

- Email Address with committee members and UCM project lead (Cynthia) on it **vandals-recycle@uidaho.edu**
- Webpage Creation and Maintenance
- Multimedia Promotional Assets Library for College Use
- Image Library
- Educational Collateral: How-To Guidelines, How-To Presentation Templates for the two audiences, Checklists, and Best-Practices for Social Media Posts

## **PROJECT SPECIFICS**

### **Offering Details**

A Fall semester launch in 2022 is planned. OFFICIAL KICKOFF is the first or second week of fall semester. Recycling will also be featured prominently in new student orientation.

UCM and Creative Services has started implementation of branding, marketing, and advertising stages at this time.

### **Marketing Campaign for Education and Engagement**

Roll out program to 2 audiences in Fall 2022

- Students
- Faculty and Staff

### **Marketing Campaign for Education and Engagement Details**

- Sitecore Landing Page development or edits to this page: <https://www.uidaho.edu/current-students/sustainability-center/recycling> Example Page that is organized well (but visually boring and too wordy) <https://www.ou.edu/sustainability/campus-efforts/recycling#program>
- Vanity and Tracking URLs
- Landing page elements like the COVID dashboard, but about Recycling and fewer pages
- Vandals Recycle page with a Dashboard where we keep stats and info <https://www.uidaho.edu/vandal-health-clinic/coronavirus/dashboard>,
- Buttons for Students, Employees
- -Vandals Recycle Toolkit <https://www.uidaho.edu/vandal-health-clinic/coronavirus/toolkit> for all the templates and assets, and a
- -Vandals Recycle Pledge <https://www.uidaho.edu/vandal-health-clinic/coronavirus/healthy-vandal-pledge>

- Series of Social Media Posts on colleges and brand
- Promoting the Q&A/How-To Events
- The videos
- UGC from students and employees
- Did You Know – Tips and Tricks on Recycling- See Examples
- Email Series to all audiences
- Promoting the Q&A/How-To Events
- Did You Know, Bookmark This- See Examples
- Printed Posters /Handfliers to admin, faculty and staff for display
- Promoting the Q&A/How-To Events
- Promoting Relevant Topics and Reminders

### **Communications Campaign Development by Comms Manager**

- Feature Story/Story Machine development and asset coordination (photo, video, graphic design) consistent with university recycling campaign goals
- Writing, editing and distributing news releases to local media as appropriate . For instance, once an amazing milestone is met.
- Argonaut features – How-to, why, etc.
- Proofreading and editing
- Dean/college-level newsletters (OAR, Career Services, Boise and CDA newsletters, CLASS Notes, weekly updates, Friday Letter reminders, etc.)
- Daily Register and My Uidaho newsletter

### **Deliverables**

- Name the Initiative, Tag Line, Main CTA, ETC.
- Vandals Recycle. Think before you throw.
- CTA- Recycle, Learn More
- Promos-
- IMAX Heading: Vandals Recycle
- IMAX Call to Action: Recycle
- IMAX Photo: from photo library
- IMAX Placement: Wherever makes sense
- Standard Heading: Think Before You Throw
- Standard Subheading: Vandals Recycle. Reduce. Reuse. Recycle.
- Call to Action: Recycle , Learn More
- Standard Photo: Header (One Drive)
- Alt Tag: We embrace our personal and social obligation to educate about the sustainability of our future. Vandals Recycle

- Email List for Initiative Leaders for communicating schedules, suggestions, updates, new assets, ideas for promotions, etc.
- Email Address with committee members and UCM on it **vandals-recycle@uidaho.edu**
- In-Person and Zoom Q & A Forum Events- two in Fall 2022
- Dates TBA
- In Pitman
- Stage, Intro from Pres. Green, 5W and How Powerpoint Presentation and display of materials, signs, containers, etc., Committee introduced, Answer questions submitted in advance by email on the RSVP, then accept questions from the audience
- Announce the **vandals-recycle@uidaho.edu** email for questions in the future
- Social Marketing on Brand and College Channels
- How-To and Best Practice Information
- In-Person and Zoom Events promoted
- Campus Digital Marketing (flatscreens, websites)
- Digital Ads – personalized for the college
- In-Person and Zoom Events promoted
- Email- campus-wide and audience focused
- Coming Soon- 5W
- How You Can Help/Get Involved
- In-Person and Zoom Event- Dates Announced. Invitation with RSVP
- In-Person and Zoom Event- Dates Reminder with RSVP
- What to Expect
- Any new information
- Educational email series “Did You Know”
- 3 different emails with 3 relevant topics
- Webpage Creation and Maintenance- Create content and assets for the Sitecore landing page. Example of good organization web page <https://www.ou.edu/sustainability/campus-efforts/recycling#program>
- GIF Header- GIF (various sizes for different channels)- EXAMPLE: [https://vandalsuidaho-my.sharepoint.com/:f/g/personal/johannab\\_uidaho\\_edu/Ep1rQsX3W8NNsgJHspFnunABHToVi\\_drtxM4rsUztb6-Aw?e=OgkI5G](https://vandalsuidaho-my.sharepoint.com/:f/g/personal/johannab_uidaho_edu/Ep1rQsX3W8NNsgJHspFnunABHToVi_drtxM4rsUztb6-Aw?e=OgkI5G)
- Statement of Use: We embrace our personal and social obligation to ensure the sustainability of our future. Vandals Recycle
- Call to Action: **Learn More**
- Create Promo: colleges run on their iMAX during Awareness Days
- Site Branded with suitable logos, images, fonts, colors, etc.
- Buttons (Links) to the Landing Page installed on uidaho.edu where students and employees can access the service info and collateral
- colleges’ pages
- all other unit pages
- Multimedia Promotional Assets Library for General Use
- Centralized Location on the Website = Tool Kit
- Photography Library
- Photo and Video Shoot
- Library for general use
- Educational Collateral:
- How-To Guidelines- See Content Below
- Powerpoint Presentations
- Checklists
- Best-Practices for Social Media Posts
- Recycling Guide for Welcome Packets
- Signage
- Recycling Guide and Directions by bins
- Promoted “Awareness and Engagement Days” for saturated messaging throughout the phases (two in Fall 2022- Oct and Nov) Like National Boss’ Day only Recycling Day or something relevant. We can assign our own “day” but would be better to align with national messaging. We can do a celebration of success on National Recycling Day in Nov.
- Social Takeovers
- Messages to employees and students from the Deans (email)
- The Q&A/How-To Events will be held on these days

## **COLLEGE MARKETING**

Unit marketing and comms manager and coordinators and others are asked to partner to amplify the message through their channels. The central efforts are not enough without the institution moving forward together.

While participation is expected, the details of what to do to remain authentic within the unit are flexible. Here are elements recommended to include:

- Social media – 1-2 awareness postings | 1-2 weeks before kickoff
- Social media – 5-6 postings during the first Phase | Fall 2022
- Unit Specific Email from leadership | 1-2 weeks before the Q&A event and the Awareness and Engagement Days | Fall 2022
- Social media – 1-2 postings after the Awareness and Engagement Days | Fall 2022
- Modify central copy or create original post copy, specific to your unit's needs.
- Mix original content with content shared from central where relevant to minimize the lift.
- Avoid posting other content during the Awareness and Engagement Days to maintain the university content takeover and to focus all audiences on messaging.
- Utilize graphics created for the events in the Multimedia Promotional Assets Library for College/Unit Use
- Central will take care of reaching out to all to promote the event and will do an email during the event for all units.
- Include references to our Recycling Initiative (Vandals Recycle) in your newsletters leading up to the event.
- Reminder Email with some important tips | 1-2 weeks after the event

## **DO ONE THING MESSAGING POINT**

**Message Takeaway: U of I will be sure our employees and students know how to recycle on campus and the importance of zero contamination.**

The University of Idaho is committed to responsible stewardship of the natural environment and will continue to practice sustainability in our community, a core value of our institution. With this commitment, it is imperative that our students, staff, and faculty are empowered with the knowledge and ability to recycle and dispose of their waste in responsible and environmentally conscious ways.

**Desired Tone:** Engaging, friendly, understanding, professional, powerful

**CTA:** Find a Recycling Station, Recycle, Learn More

## **CREATIVE DIRECTION**

Bold brand colors with other bright colors- a recycling design element, and various recycling relevant icons. On-brand messaging using word and images for easy understanding.

### **Emphasis UVPs: (select all that apply)**

- **Academic Excellence**
- **Value**
- **Research**
- **Social**
- **Statewide Focus**
- **Town**
- **Campus**

### **Timing & Milestones**

- Initial Project Kick-Off: May Meeting
- Creative Brief Approved: APPROVED
- Language and 5W Approved:
- Budget Approval: +/-35K
- Creative Design Begun:
- Student Testimonial Selected:
- President Endorsement/Announcement:
- Photography/Videography date:
- Sent for Stakeholder Review:
- Creative Assets Sent for Proofreading:
- Collateral Approved
- Sent for Production:
- Final File/Piece Arrival:

## **SUPPLEMENTAL INFORMATION**

**To gain buy-in for recycling and better compliance, visually show what happens to the recycling material as these images do. They give an idea of the “second life” of the product being positive rather than negative (such as in the water systems killing wildlife). Product transformation salience increases recycling.**

Product Transformation Salience paper - *winterich.pdf*

## **RECYCLING PROGRAM CONTENT**

### **How to recycle on campus:**

Campus uses single-stream recycling, just like the curb-side totes in Moscow.

### **Accepted Materials:**

- Plastics: #1 and #2 plastic bottles and jugs
- Aluminum and Tin beverage and food cans
- Corrugated cardboard
- Paper: Newspaper, junk mail, cereal and dry food boxes, office paper, phone books and envelopes

All items must be clean, rinsed, and dry

### **Contaminating Materials:**

- Food or beverage items of any kind
- Food-soiled boxes (no pizza boxes!)
- Wet paper or cardboard
- Paper towels, plates, napkins or tissues
- Glass
- Plastic bags
- Styrofoam
- Plastic plates or utensils
- Clamshell food containers
- Food wrappers
- Wax-coated cardboard or paper
- Batteries

### ***When in doubt, throw it out!***

### **Consequences of contamination:**

Any non-recyclable material or soiled accepted materials are considered contamination. One contaminated item can affect an entire bin of clean recyclables. Contaminated recycling is treated as solid waste (regular trash) and is brought to the landfill.

The most common forms of contamination are food and beverage items or recyclables with food residue. Plastic bottles and aluminum cans must be empty and mostly dry. Cardboard or paper food packaging cannot be recycled after being used. Most coffee cups, paper or plastic, are not made of accepted materials and cannot be recycled. (They are either the wrong type of plastic or wax-coated paper).

High levels of contamination lead to more materials going to the landfill and can ultimately result in the cancellation of the recycling program.

### **Why recycling is important:**

Recycling allows us to divert usable materials from landfills while also reducing the need for extracting, refining, and processing raw materials. This helps cut down on air and water pollution and saves energy, which can help reduce greenhouse gas emissions.

After we have reduced our consumption of materials and reused what we can, recycling provides a final way to responsibly manage our waste.

### **What can I do to improve campus recycling?**

The main ways you can help are:

- 1.** Be conscious! Do your part to eliminate contamination
- 2.** Educate those around you about proper recycling techniques
- 3.** Reduce and reuse items to decrease the volume of material

Visit <https://www.uidaho.edu/current-students/sustainability-center/recycling> for more information



## APPENDIX C:

### FINDING OUR CAUSES: SUSTAINABILITY

#### How we define sustainability

##### Economic – profits

Support long-term economic growth while also positively impacting social, environmental, and cultural aspects of the community.

##### Environmental – planet

Continue minimizing the university's carbon footprint and protect U of I's ecosystems to support health and wellbeing, now and in the future.

##### Social – people

Identify and manage U of I's impacts, both positive and negative, on people/students. The quality of U of I's relationships and engagement with our Vandal family.

#### AGENDA

- Background
- SWOT
- Solution
- Customer
- Competitors
- Creative Strategy
- Asset Concepts
- Marketing Plan
- Budget
- Closing Thoughts

*“Gen Z cares about improving the world and actively chooses brands that work to make the world a better place. Authenticity and meaningful interactions are also extremely important to Gen Z.”*

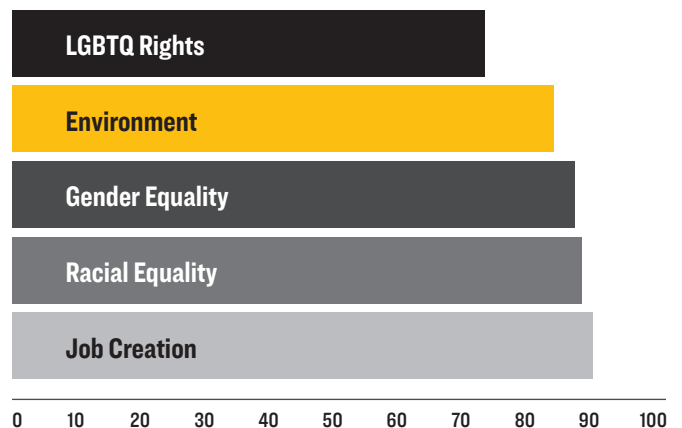
~ Thomas J. Law, oberlo.com

Focus our efforts on connecting and communicating in a personal, relatable way so we create feeling. Brands Create Emotional Responses

- “I have pride in my school.”
- “I am comfortable to be myself.”
- “I feel like family here.”
- “I feel like my school makes a difference.”
- “I feel that I can make a difference.”

#### ACCORDING TO GEN Z:

##### “WHAT IS IMPORTANT TO YOU?”



## SUSTAINABILITY CAMPAIGN

### STRENGTHS

- We are well-known in Idaho.
- New brand is known.
- Alumni hold a lot of pride, provide a lot of support.
- We are agile.

### WEAKNESSES

- No emotional reaction to U of I.
- We do everything and are known for nothing.
- We don't stand out in a crowd of universities.
- We are not known outside of Idaho.

### OPPORTUNITIES

- Create a causal campaign - we can stand out
- Our message can speak to everyone, especially Gen Zers
- Create a motto framework that ties everything together
- Shaping the next 10-15 years (goal focused)

### THREATS

- Budget
- Individuals adverse toward education and the word sustainability
- Sustainability only being associated with green initiatives

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Impact	Access/Opportunity
Innovation	Land-grant
Research	Diversity
Excellence	Inclusion
Transformative	Trust/Respect
Student Success	Problem Solvers
Service	Discovery
Global Impact	Create/Serve/ Integrate/Engage

## MAIN MESSAGES

### WHAT ARE THEIR KEY WORDS?

1. **Boise State:** Thrive Idaho, Foster Student Success, Innovation, Global Impact, Serve Idaho
2. **Eastern Washington:** Access, Learning and Completion
3. **Colorado State:** Accountability, Service, Inclusion, Innovation, Access, Research, Land-Grant
4. **Washington State:** Research, Inclusion, Modernization, Student Success, Land-Grant
5. **Utah State:** Learning, Discovery, Engagement
6. **Montana State:** Educate, Serve, Discovery, Stewardship
7. **Brigham Young – Idaho:** Quality, Reach, Affordability
8. **Idaho State:** Learning, Discovery, Access, Engagement, Impact

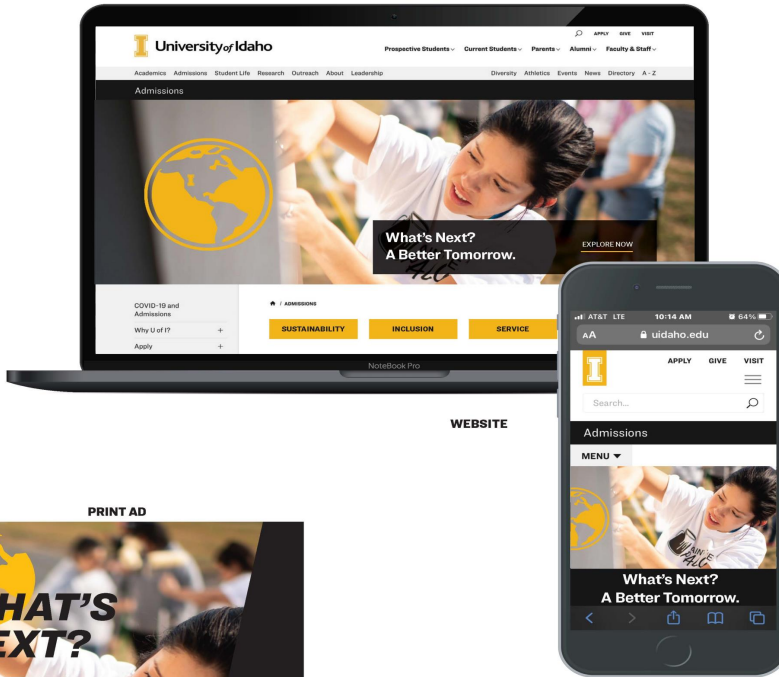
### WHAT IS U OF I SAYING THAT IS DIFFERENT?

1. Perseverance
2. Sustainability

### CREATIVE STRATEGY

- **Goal:** To be known for ongoing campus-wide sustainability research, and decision-making.
- **Statement:** What's Next? Words depend on placement of statement (*examples: Making a Better World, Training the Next Generation of Teachers*)
- **KPIs:** Increase enrollments; create real and authentic emotional connections with our Vandal family; awareness
- **Marketing Strategy:** Multi-channel
- **Timeline:** Start Fall 2021

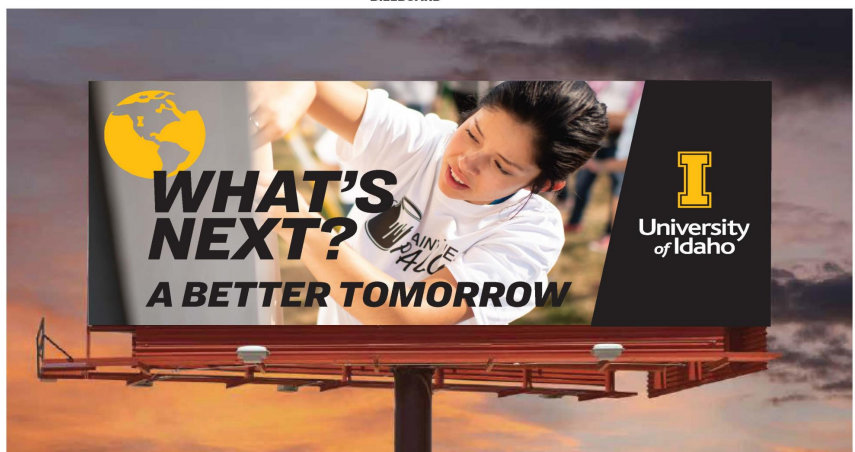
DESIGN B: GLOBE



WEBSITE



PRINT AD



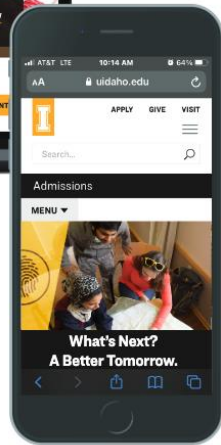
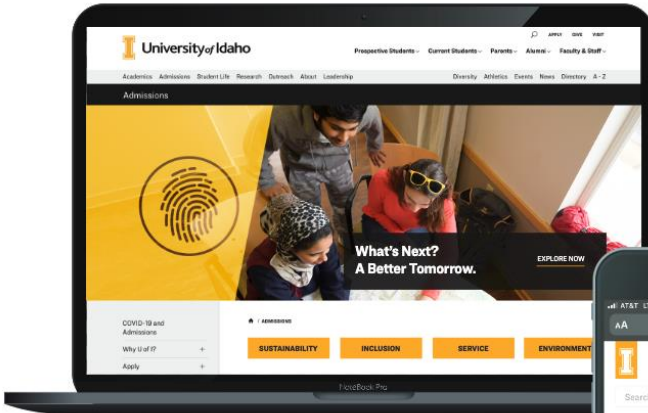
BILLBOARD



DIGITAL ADVERTISING: DISPLAY

Additional Version

DESIGN A: FINGERPRINT



WEBSITE



PRINT AD



BILLBOARD

DIGITAL ADVERTISING: DISPLAY (GIF)



In the Wild



WEBSITE



PRINT ADVERTISING



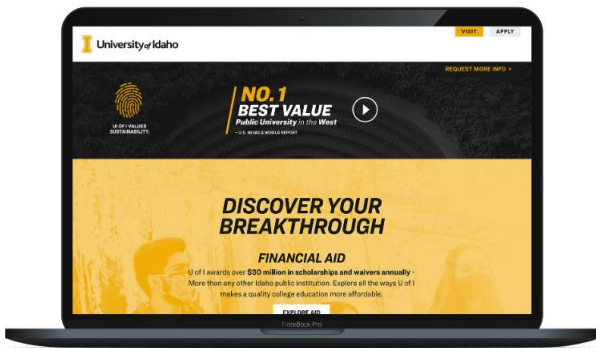
POSTCARD



DIGITAL ADVERTISING



SUSTAINABILITY CAMPAIGN FINGERPRINT ICON APPLIED



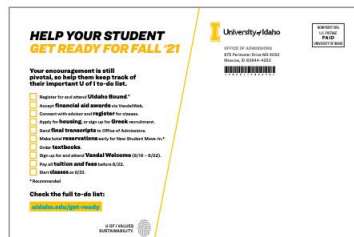
WEBSITE



PRINT ADVERTISING



POSTCARD



DIGITAL ADVERTISING



## SUSTAINABILITY MESSAGING RESONATES

1. A sustainability message will differentiate U of I from competitors.
2. Gen Zers and current students want us to stand for something.
3. It can easily become a part of all that we do – tieback to everything.
4. It speaks to our past, now and our future.
5. Easy to partner with colleges – complementary messages. (e.g., What's Next? Creating solutions for sustaining Idaho agriculture (CAFE)).

## MARKETING PLAN

JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC
PUBLIC RELATIONS											
CONTENT											
				DIGITAL CAMPAIGN							
		PRINT ADS						PRINT ADS			
			BILLBOARDS								
		RADIO SPOTS									
TELEVISION											
				OTT							
LANDING PAGE											
				EXPERIMENTAL							

**2022 – 2023 Faculty Senate – Pending Approval****Meeting # 6**

Tuesday, September 27, 2022, 3:30 pm – 5:00 pm

Zoom only

Approved at Meeting #7

October 4, 2022

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

**Guests/Speakers:** Keith Hanson, Jeneba Hoene, Kent Nelson

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

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #5 September 20, 2022 – Attach. #1

The minutes of the 2022-23 Meeting #5 September 20, 2022 were approved with two friendly amendments: Senator Haltinner's absence should be reported as excused; Senator Tibbals' name was misspelled.

**Consent Agenda:**

- Summer Graduates– Attach. #2  
There was no request to take this item out of the consent agenda for discussion. The list of Summer Graduates stands approved by unanimous consent.

**Chair's Report:**

- Guidance on Abortion Laws Memo - Kent Nelson, General Counsel Attach. #3  
Acting General Counsel (GC) Kent Nelson came to Senate to clarify aspects of the memo and answer questions on the impact of the laws on public institutions. A deeper analysis, including FAQs, is in the works. The laws being addressed criminalize behaviors specific to public institutions and their employees, and therefore GC must provide guidance on how the laws apply to public institutions and their employees. Laws are subject to challenges, and GC will continue to review any changes and provide more information to the university community on additional perspectives. General Counsel invited questions.

A recurrent question Senators conveyed on behalf of their constituents concerns the neutrality mandate for instructors in discussions of abortion and reproductive rights, possibly in violation of the SBOE Academic Freedom policy. General Counsel stated that the law prohibits the use of public funds for the purpose of *promoting* abortion, but no definition is provided of what amounts to promoting abortion. That element in the memo was meant to advise employees that, if they choose not to remain neutral in classroom discussions about abortion, they run the risk of being seen as promoting abortion, which is prohibited by the statute. Because there are no set boundaries to the meaning of promoting abortion, GC decided to include language about neutrality when employees are within the scope and the course of their employment. At this stage, one cannot say what constitutes promotion of abortion – it depends on the facts, the circumstances, and the nature of the classroom discussion. A deeper analysis is needed.

Some Senators are concerned because the law leaves large room to interpretation, which is the source of the problems. Employees should be told clearly what they can or cannot do. General Counsel explained that there is no certainty at this point – the memo is an advisory tool to help address the risks.

The issue of neutrality was raised in conjunction with its impact on faculty research agendas and media interviews about their research. General Counsel replied that the answer would depend on the specific circumstances. There are no restrictions when speaking as a private citizen. When you speak in public, make clear whether you are (or are not) speaking as a member of the university.

Again, confusion among faculty was brought up about infringement on their First Amendment rights. General Counsel noted that some unique interpretations can be made about this law. Thus, they decided it was best to stay on the conservative side. They will continue to communicate as we move forward.

Is it possible that this law is in conflict with the First Amendment or State Board policy? If so, how is the conflict resolved? General Counsel responded that it is possible and the resolution would depend on the conflict. A conflict with the Constitution will be resolved in favor of the Constitution. A conflict with institutional policy or state agency policy is likely to be resolved in favor of the law.

Some faculty felt that the memo should have been announced with an appropriate statement from university leadership.

There were some questions about the prosecution process at the university level. Will falsely accused employees receive legal assistance from the university? General Counsel reiterated that these questions cannot be answered at this stage. University employees will be informed about the institution's expectations.

Chair Quinnett reported confusion and fear, especially among untenured faculty. Any effort to help faculty get more clarity would be appreciated.

General Counsel concluded by emphasizing that there was no intention to address institutional policy in the memo. The intent was to address the risks associated with the law. Ultimately, the courts will interpret the law from case to case. More communications to come.

- Women's Center 50<sup>th</sup> anniversary is next week!  
<https://www.uidaho.edu/diversity/edu/womens-center/events/50th-anniversary-keynote>
- Annual Required Training: following up on a question raised in an earlier meeting, Chair Quinnett reported that requiring all employees to do all modules every year is a matter of compliance with state and federal law. It is possible to test out of the IT portion of the training.
- Please give your input on employee compensation guidance by filling out the Staff Compensation Committee Survey – Attach. #3
- College-specific & Pre-Health Networking Nights – Oct. 4
- Fall 2022 Career Fair – Oct. 5th, 2-6 p.m. <https://www.uidaho.edu/current-students/career-services/events?trumbaEmbed=view%3Devent%26eventid%3D161278804>



**Provost's Report:**

- Borah Symposium: Former Peru President Francisco Rafael Sagasti will deliver the opening keynote address at 7 p.m. on Sept. 27 in the Pitman Center International Ballroom. Three-Star Gen. Erik Peterson, a U of I alum, will deliver "War and Peace in the Twenty-Century" at 12:30 p.m. on Sept. 28 in the Pitman Center International Ballroom.
- Homecoming is this weekend. <https://www.uidaho.edu/events/signature-events/homecoming>
- All students who had been placed in hotels have been moved to campus.

**Discussion:**

In response to additional questions about the abortion laws memo, the Provost confirmed that additional guidance will come from the university. General Counsel is collecting all questions into a FAQ document, and Senators are encouraged to have their constituents send questions to GC ([counsel@uidaho.edu](mailto:counsel@uidaho.edu)). The Provost and the President are committed to help employees as much as possible. As promised at the UFM, GC has provided legal guidance with the intent to help employees understand Idaho's new laws that apply to them and possible consequences.

**Other Policy Business:**

- APM 30.13 Networked Computing Device Standards Attach. #5 – Postponed
- APM 30.32 Computer Security Violations Attach. #6 – Postponed
- APM 45.02 Sponsored Projects Proposal Preparation and Authorization Attach. #7  
The correct version is attached. Senators should look at it and raise any questions at the next meeting.

**Other Announcements and Communications:**

- Alcohol Awareness Presentation - Keith Hanson, Counseling & Testing Center, Jeneba Hoene, Alcohol and Other Drug Program Coordinator Attach. #8  
Keith and Jeneba showed data from our university community about use of alcohol and other drugs. They suggested actionable steps faculty can take to help with substance abuse problems and talked about available resources.  
The presentation slides are attached to the binder for meeting #6.  
Contacts: Jeneba Hoene [jenebah@uidaho.edu](mailto:jenebah@uidaho.edu)  
Keith Hansen [rkansen@uidaho.edu](mailto:rkansen@uidaho.edu)  
Substance Use Resources:  
<https://www.uidaho.edu/aod>  
<https://www.uidaho.edu/echeckup>  
<https://www.uidaho.edu/ctc>  
Latah Recovery and Crisis Center: <https://latahrecoverycenter.org>
- Jaggaer Purchasing Software – Julia McIlroy, Director, Purchasing Services – Postponed

**New Business:**

Chair Quinnett enthusiastically acknowledged Erin Chapman and all who worked on the Paid Parental Leave policy. Currently, we are gathering input from Staff Council. We expect to have the policy in the binder for the next meeting. We hope to have Brandi Terwilliger at Senate October 4 for discussion, and to be ready to vote on the 11<sup>th</sup>.

**Adjournment:**

The agenda being completed, Chair Quinnett adjourned the meeting at 5:02pm.

Respectfully Submitted,

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

University of Idaho  
2020 – 2021 Faculty Senate Agenda

Meeting # 06

Tuesday, September 27, 2022 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #05 (September 20, 2022) **Attach. #1**
- III. Consent Agenda (Vote)
  - Summer Graduates **Attach. #2**
- IV. Chair's Report
  - Guidance on Abortion Laws Memo - Kent Nelson, General Counsel **Attach. #3**
  - Our shared success story – Debb Thorne, Culture, Society and Justice
  - [Annual Required Training](#)
  - Staff Compensation Committee Survey **Attach. #4**
  - [College-specific & Pre-Health Networking Nights](#) – Oct. 4
  - [Fall 2022 Career Fair](#) – Oct. 5<sup>th</sup> 2-6 p.m.
- V. Provost's Report
- VI. Other Policy Business
  - \*APM 30.13 Networked Computing Device Standards **Attach. #5**
  - \*APM 30.32 Computer Security Violations **Attach. #6**
  - \*APM 45.02 Sponsored Projects Proposal Preparation and Authorization **Attach. #7**
- VII. Other Announcements and Communications
  - Alcohol Awareness Presentation - Keith Hanson, Counseling & Testing Center, Jeneba Hoene, Alcohol and Other Drug Program Coordinator **Attach. #8**
  - Jaggaer Purchasing Software – Julia McIlroy, Director, Purchasing Services **Attach. #9**
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2020-2021 Faculty Senate Meeting #5 (September 20, 2022)
- **Attach. #2** Summer Graduates
- **Attach. #3** Guidance on Abortion Laws Memo
- **Attach. #4** Staff Compensation Committee Survey
- **Attach. #5** APM 30.13
- **Attach. #6** APM 30.32
- **Attach. #7** APM 45.02
- **Attach. #8** Alcohol Awareness Presentation
- **Attach. #9** Jaggaer FAQ

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

**2022 – 2023 Faculty Senate – Pending Approval**

**Meeting # 5**

Tuesday, September 20, 2022, 3:30 pm – 5:00 pm

Zoom only

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

**Guests/Speakers:** Dennis Becker, Sarah Dawson, Lee Espey, Chandra Ford, Scott Green

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

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #4 September 13, 2022 – Attach. #1

The minutes of the 2022-23 Meeting #4 September 13, 2022 were approved as distributed.

**Consent Agenda:**

- Approval of University Committee Appointments – Attach. #2  
There was no request to take this item out of the consent agenda for discussion. The University Committee Appointments from the Committee on Committees stand approved by unanimous consent.  
Some discussion followed about the large number of vacancies in the committee rosters. This is mostly due to the fact that people withdrew from previously assigned appointments or declined to fill vacant positions. A memo to all faculty from Faculty Senate with the list of vacancies will be helpful.

**Chair's Report:**

- This week, Jerry Fairley presents one of "Our shared success stories." The Geology program at the University of Idaho has been engaged with local companies to connect students with internships and prepare them for career opportunities in the earth and environmental sciences, with special emphasis on careers of importance to the State of Idaho. For the past three years we have partnered with Hecla Mining to offer weekend workshops to teach core logging, which is a fundamental skill for geologists entering the mining profession. This fall, we are expanding the program to include a hands-on introduction to underground geological mapping. During and after the Second World War, Silver Valley high school students were trained in the Sierra Silver Mine to meet the need for trained mining professionals in the Silver Valley and elsewhere. In collaboration with Hecla Mining and the owners of the Sierra Silver Mine, we are offering a weekend experience, patterned after the WWII-era "underground school," to train geologists for careers in an area that is critical for Idaho's economy.
- The Borah Foundation and Committee are proud to announce the 75th annual Borah Symposium. This year's symposium will take place September 22, 27, and 28. The theme of this year's event is Human Rights. All events will be held in the Pitman Center.
- The VandalStar Advisory Board is looking for members and hopes to get a representative from Faculty Senate. The purpose of the advisory board is to provide updates on VandalStar priorities

and to seek out member feedback on current and future student retention initiatives in the program. The VandalStar Advisory Board will take the place of the previous VandalStar Implementation Committee and will include a meeting in the fall and spring semesters. VandalStar encourages membership from diverse units and branch campuses. If you are interested in joining, please contact [VandalStar@UIdaho.edu](mailto:VandalStar@UIdaho.edu).

- Senate Leadership wishes to form a task force to address the needs of, and support for, non-tenure-track faculty. Volunteers are needed! Senator Florian Justwan will be happy to serve on the task force and to seek other interested people among his constituents. Senator Jerry Long volunteered to join the task force.
- The annual required employee training has a new due date of December 8.
- Update on the APM 45.02: we received a copy of the former version – see, in particular, the paragraph E 1.b.- *Notification required if funding is denied*. Please take a look at the revised version, which will be in next week’s binder for discussion. The softer language should alleviate the concerns.
- A friendly reminder to the senators to distribute the weekly talking points to their constituents.
- Homecoming is next week! Parade on Saturday, October 1 at 12:30PM, and the game will be at 6PM.

Discussion:

A Senator shared that many of their constituents are frustrated about the training – possibly because it is time-consuming (4-5 hours) and all parts are required every year. The Provost suggested to collect those complaints and have a discussion.

**Provost’s Report:**

- The Provost thanked everyone for participating in the well-attended first University Faculty Meeting (UFM) of 2022-23.
- There was a follow-up discussion to a question about the recycling timeline raised at the last faculty senate meeting: the goal was to start in fall 2022, but negotiations with outside partners are taking much longer than expected. The new timeline is January 2023.
- Borah events: <https://uidaho.edu/class/2022-fall>
- The on-campus vaccine clinics are available again. This is a partnership between our Vandal Health Clinic and Rite Aid has been extremely helpful. <https://www.uidaho.edu/vandal-health-clinic/coronavirus/vaccine>

Discussion:

A Senator inquired about the reasons for the hybrid form of UFM. Provost Lawrence replied that the intention was to give people the opportunity to meet in person, especially new faculty. We expect future meetings to be on Zoom.

There was a brief discussion about the current status of the university’s “vigilance” with regard to COVID. Provost Lawrence responded that the status is the same as at the beginning of the semester. There is not much to report at this time.

**Other Policy Business:**

- APM 30.14 Cyber Incident Reporting and Response – informational item.  
No discussion.

### Other Announcements and Communications:

- Sustainability White Paper – Dennis Becker, Sarah Dawson, Lee Espey, Chandra Ford, Scott Green

Each member of the visiting team talked about their expertise and role in the project. They introduced the process, starting with the charge from President Green and the fundamental goals that drove the creation of this group in fall 2021. The guests reviewed the paper structure, which is subdivided in five main sections: 1. The Case for Sustainability; 2. Academic and Research; Offerings; 3. Operations and Facilities; 4. Sustainability Culture; 5. Governance and Data Management. A detailed description of every aspect – motivations, membership and procedures, recommendations for each of the four sections, and more – can be found in Attachment #4 of this meeting's binder. Please also visit

<https://www.uidaho.edu/president/university-working-groups/sustainability>.

The project is currently in a preliminary, input-gathering phase. President Green and the other members of the team are here today mostly to get feedback and suggestions from Senate. They invited questions and comments.

#### Discussion:

Concerns were expressed about the academic sector of sustainability, which is a crucial aspect in an academic institution. Who takes leadership and responsibility for that? The team agreed on the importance of academics. On the other hand, this is a very broad and complex project, and not all aspects could be fully addressed during this phase.

The discussion moved to human resources sustainability. In particular, it was noted that streamlining approval processes promotes efficiency and thus sustainability. Further, insufficient staff means available staff are overloaded, which is not sustainable in the long term.

The comments above were echoed by another Senator, who also had a question about data and the need to establish benchmarks/metrics to assess whether we are achieving our goals. It was explained that, for the time being, the group is establishing a very basic baseline. Later, assessment and evaluations will be considered as well.

The discussion moved on to how to create a culture of social sustainability. Some Senators brought up the workload on adjunct faculty as something to address within the framework of sustainability. The team reiterated that, due to the complexity of their task, the Working Group was not able to cover everything. President Green added that too many goals and metrics may end up diluting the efforts to accomplish a task. The Working Group will address other aspects as well, but they need momentum and feedback on what they are doing at this time.

A Senator noted that the definition of sustainability adopted by the United Nations – on which the white paper is based – places a major emphasis on the humankind aspect of sustainability. Thus, he encourages the group to keep human and social sustainability at the forefront of their plans. Furthermore, with a broader understanding of sustainability, we can leverage the skill set of our peers on campus who do social sustainability work in their research or outreach efforts.

A suggestion to address, at least in part, some of the concerns about human and social sustainability: certificates need a curriculum. Through the development of that curriculum, we can provide a broader view of sustainability, thus facilitating a mental shift and cultural changes.

Chair Quinnett expressed deep gratitude to the team for their work and for coming to Senate.

**New Business:**

There was none.

**Adjournment:**

The agenda being completed, Chair Quinnett adjourned the meeting at 4:57pm.

Respectfully Submitted,

Francesca Sammarruca

Secretary of the University Faculty & Secretary to Faculty Senate



Attach. #2

University of Idaho Summer 2022 Candidates for Degree

**College of Agricultural & Life Sciences**

Claire	Bardsley	M.S.	Agricultural Education
Quinn	Buzzard	M.S.	Water Resources-Sci & Mgmt Opt
Lauren	Christensen	M.S.	Animal Science
Alyx	Dixon	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Tanner	Ferry	B.S.Ag.Ed.	Agricultural Education
Breanna	Harmon	B.S.F.C.S.	Food and Nutrition
Adrienne	Jordan	B.S.F.C.S.	Food and Nutrition
Jessica	Kalin	M.S.	Entomology
Maggi	Laan	M.S.	Soil & Land Resources
Elle	Moore	B.S.F.C.S.	Food and Nutrition
Laurel	Nunez	M.S.	Family and Consumer Sciences
Kendi	Phelps	M.S.	Family and Consumer Sciences
Leah	Price	B.S.F.C.S.	Food/Nutr-Dietetics Opt
John	Randall	M.S.	Water Resources-Sci & Mgmt Opt
Julia	Reese	M.S.	Water Resources-Engr & Sci Opt
Stacey	Rice	M.S.	Entomology
Matthew	Stacey	B.S.Pl.Sc.	Crop Management
Gaige	Swanson	M.S.	Water Resources-Sci & Mgmt Opt
Victoria	Wilk	M.S.	Family and Consumer Sciences
Zhengliang	Yang	M.S.	Applied Economics

**College of Art & Architecture**

Regan	Campbell	M.Arch.	Architecture
Rebecca	Ebenroth	B.F.A.	Studio Art & Design

Maria	Estrada	B.A.	Art
Litzy	Gomez	B.S.Arch.	Architecture
Tyler	Rodda	B.S.Arch.	Architecture
Kelsey	Smith	M.Arch.	Architecture
Shuyuan	Tan	B.S.	Virtual Technology & Design

**College of Business & Economics**

Jacob	Aanes	B.S.Bus.	Marketing-Sales Mgmt Opt
Lydia	Barkus	B.S.Bus.	Marketing-Gen Marketing Emph
Michael	Carberry	B.S.Bus.	Finance
Kai	Desmet	B.S.Bus.	Marketing-PGA Golf Mgmt Opt
Jackson	Dingel	B.S.Bus.	Finance
			Marketing-Gen Marketing Emph
Cameron	Evans	B.S.Bus.	Marketing-Gen Marketing Emph
Christine	Gillaspie	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Sarah	Lake	B.S.Bus.	Accounting
Cristy	Langdon	B.S.Bus.	Marketing-Entrepreneurship Emp
			Mgmt & HR-Entrep & Sm Bus Emph
McKenna	Lively	B.S.Bus.	Marketing-Gen Marketing Emph
Wilson	Mallane	B.S.Bus.	Marketing-Gen Marketing Emph
Isaiah	Mattingly	B.S.Bus.	Accounting
Brandon	Miller	M.Acct.	Accountancy
Kyle	Nebrigich	M.Acct.	Accountancy
Zachary	Nunis	B.S.Bus.	Accounting
			Marketing-Entrepreneurship Emp
Derek	Peters	B.S.Bus.	Operations Management
Nicholas	Peterson	M.Acct.	Accountancy

Thomas	Rizzo	B.S.Bus.	Finance
Abdul-Mujeeb	Rufai	B.S.Bus.	Finance
Aaron	Schaub	M.Acct.	Accountancy
Rileigh	Schulkey	B.S.Bus.	Marketing-Gen Marketing Emph
Destinie	Stopsen	M.Acct.	Accountancy
Charleston	Vaughan	B.S.Bus.	Accounting
James	Vilay	B.S.Bus.	Marketing-Gen Marketing Emph

### **College of Education, Health & Human Sciences**

Laura	Barnhardt	M.Ed.	Educational Leadership
Adam	Bruno	Ed.S.Ed.Ldrshp	Educational Leadership
Emilia	Carrillo	B.S.E.S.H.S.	Exer,Sprt,Hlth Sci-Fit/HI/HmPf
			Exer, Sprt, Hlth Sci-Pre-PT
Eduardo	Celis	M.S.	Adult/Org Learnng & Leadership
Sheri	Class	M.Ed.	Curr & Inst-Car & Tec Ed Emph
Audriana	Cole	M.S.	Adult/Org Learnng & Leadership
Tahni	David	M.S.	Adult/Org Learnng & Leadership
Christina	Day	M.S.	Movement & Leisure Sciences
Hunter	DeRize	B.S.E.S.H.S.	Exer,Sprt,Hlth Sci-Fit/HI/HmPf
Kipp	Dixon	M.Ed.	Physical Education
Sydney	Durk	M.Ed.	Curriculum and Instruction
Peyten	Ely	B.S.E.S.H.S.	Exer,Sprt,Hlth Sci-Fit/HI/HmPf
Shannon	Engledow	Ed.S.Ed.Ldrshp	Educational Leadership
Elaine	Foster	Ph.D.	Education
Robertson	Fox	M.Ed.	Educational Leadership
Kailee	Hansen	M.Ed.	Educational Leadership
Ryan	Harrod	M.S.	Adult/Org Learnng & Leadership

Jordyn	Higgins	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-PT
Nancy	Jones	M.Ed.	Educational Leadership
Ashlee	Kolar	M.Ed.	Educational Leadership
Laura	Laumatia	Ph.D.	Education
Fangyuan	Li	M.S.	Adult/Org Learnng & Leadership
Christopher	Luttrell	Ed.S.Ed.Ldrshp	Educational Leadership
Dominique	McBroome	M.S.	Adult/Org Learnng & Leadership
John	McCaffrey	M.Ed.	Educational Leadership
Herbert	Moore	M.S.	Adult/Org Learnng & Leadership
Stephany	Navarro	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-PT
Hailey	Nikkola	M.Ed.	Curriculum and Instruction
Dayna	Schwerd	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-PT
Farjahan	Shawon	Ph.D.	Education
Megan	Sindt	M.Ed.	Educational Leadership
Mackenna	Sosa	M.Ed.	Curr & Inst-Car & Tec Ed Emph
Richard	Stock	M.Ed.	Educational Leadership
Angelica	Torres Luna	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-AT

### **College of Engineering**

Heba	Aljabrine	B.S.C.S.	Computer Science
Silvino	Balderrama Prieto	Ph.D.	Mechanical Engineering
Tyler	Benjamin	B.S.M.E.	Mechanical Engineering
Nicholas	Brubaker	M.Engr.	Mechanical Engineering
Daniel	Cabrera	B.S.M.E.	Mechanical Engineering
Robert	Carne	M.S.	Mechanical Engineering
Jiang	Chang	B.S.C.S.	Computer Science
Jaxon	Dean	M.S.	Civil Engineering

Megan	Grenille	M.S.	Technology Management
Aman	Gupta	Ph.D.	Chemical Engineering
Zachary	Hammond	B.S.Comp.E.	Computer Engineering
LeeRoy	Jones	M.S.	Technology Management
Michael	Juel	M.Engr.	Engineering Management
Caitlin	Keady	M.S.	Civil Engineering
Nephi	Kharadia	M.Engr.	Electrical Engineering
Hsuan Wen	Kuo	M.S.	Technology Management
Jan	Lambrechtsen	M.S.	Mechanical Engineering
Emaline	Lawler	B.S.M.E.	Mechanical Engineering
Yingruo	Liu	B.S.C.S.	Computer Science
Luis	Maldonado	B.S.M.E.	Mechanical Engineering
Zachary	Martin	M.S.	Electrical Engineering
Siobhan	McGuire	M.Engr.	Mechanical Engineering
Kirk	McKenzie	M.S.	Mechanical Engineering
Nathaniel	Pearson	B.S.M.E.	Mechanical Engineering
Lauren	Perla	B.S.M.E.	Mechanical Engineering
Naif	Rajkhan	Ph.D.	Computer Science
Robin	Roper	Ph.D.	Nuclear Engineering
Vincent	Russo	B.S.M.E.	Mechanical Engineering
Lucas	Sass	Ph.D.	Biological Engineering
Carson	Silsby	M.S.	Chemical Engineering
Jacob	Stubbers	B.S.M.E.	Mechanical Engineering
Ammar	Tarar	Ph.D.	Biological Engineering
Dustin	Taylor	B.S.M.E.	Mechanical Engineering
Rochelle	Watson	M.Engr.	Engineering Management
Teyen	Widdicombe	Ph.D.	Nuclear Engineering

James	Young	M.S.	Computer Science
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**College of Law**

Gabriela	Martinez	J.D.	Law
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**College of Letters, Arts & Social Sciences**

Trevante	Anderson	B.A.	Sociology
Barry	Baughman	B.A.	English-Creative Writing Emph
Charissa	Bertels	M.F.A.	Theatre Arts
Brendan	Bradshaw	B.S.	History
William	Breckenridge	B.S.	Criminology
Barbara	Broyles	M.P.A.	Public Administration
Christina	Calkins	B.G.S.	General Studies
Loren	Cantrill	B.A.	English-Creative Writing Emph
Lauren	Caven	B.S.	Advertising
Celena	Chandler	B.S.	Political Science
Rebecca	Connors	B.S.	History
Becky	Cowan	B.S.	Organizational Sciences
Olivia	Fee	B.S.	Anthropology
Jacob	Fry	B.A.	International Studies
Sage	Gardner	B.S.	Anthropology
Elizabeth	Goulston	M.S.	Psychology
Katherine	Grabrick	B.S.	Psychology
Sargon	Hamad	B.A.	International Studies
Sargon	Hamad	B.S.	Political Science
Richard	Harman	B.S.	Philosophy
Toni	Henderson-Mayers	M.F.A.	Theatre Arts

Kacie	Jenison	B.S.	Organizational Sciences
Tracey	Kelly	B.S.	Psychology
Madeline	Killworth	B.A.	Modern Language Business
Nick	Kozup	B.S.	Advertising
Madeline	Lang	B.S.	Psychology
Alejandro	Macias	B.A.	History-General Emph
Rita	McLary	M.F.A.	Theatre Arts
Robert	Milz	M.F.A.	Theatre Arts
Sierra	Mitchell	B.S.	History
Andrew	Perry	M.S.	Psychology
Brendan	Petro	B.S.	Advertising
Maxim	Planchon	B.S.	History
Hannah	Ringel	B.S.	Psychology
Dineka	Ringling	B.A.	International Studies
Jill	Ripa	M.F.A.	Theatre Arts
Elijah	Roche	B.S.	Criminology
Jessica	Samuels	Ph.D.	Political Science
Angus	Spence	B.A.	International Studies
Aaron	Spivey	M.F.A.	Theatre Arts
Cameron	Stanford	M.P.A.	Public Administration
Courtney	Stoker	B.A.	International Studies
Abigail	Stomberg	B.S.	Interdisciplinary Studies
Sierra	Talcott	B.S.	Interdisciplinary Studies
Brady	Thompson	B.S.	Political Science
Samuel	Travis	B.S.	Psychology
Kaileigh	Tuttle	B.S.	Sociology-Ineq & Gblztn Emph
Angela	Vasquez Santiago	B.A.	Modern Language Business

Thomas	Warner	B.A.	Latin-American Studies
Nathan	Wheatley	M.F.A.	Political Science
Cassidy	White	B.S.	Theatre Arts
Nicole	Wright	M.P.A.	Psychology
Hanyu	Xu	B.G.S.	Public Administration
Ruthfee	Zota	B.G.S.	General Studies
			General Studies

### College of Natural Resources

Kaleala	Bass	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Kayla	Bordelon	Ph.D.	Environmental Science
Sean	Botzenhart	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Morgan	Brazeau	M.N.R.	Natural Res-Integrated Nat Res
Madeline	Clark	M.S.	Environmental Science
Sean	Di Stefano	Ph.D.	Natural Resources
Emily	Elfering	B.S.Forestry	Forestry
Kayla	Fawcett	B.S.Nat.Resc.Conserv.	Nat Resc Cons-CnsvPln&Mgt Emph
Noah	Hawthorne	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Maura	Hay	M.N.R.	Natural Res-Fire Ecol & Mgmt
Robin	Holland	M.S.	Environmental Science
Nicole	Holloway	M.S.	Environmental Science
Christa	Howarth	M.S.	Environmental Science
Evan	Jones	M.S.	Natural Resources
Sarah	Lawinger	M.N.R.	Nat Res-Rest Ecol & Hab Mgt
John	Leavell	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Kevin	Lee	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Margaret	Lee	M.N.R.	Natural Res-Env Ed&Sci Comm Em



Avery	Lewis	M.N.R.	Nat Res-Rest Ecol & Hab Mgt
Shaylee	Martling	M.N.R.	Natural Res-Integrated Nat Res
Lindsey	Mayer	M.N.R.	Nat Res-Rest Ecol & Hab Mgt
Josie	Meyer	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Victoria	Mirian	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Glenn	Mitchell	M.N.R.	Nat Res-Rest Ecol & Hab Mgt
Carly	Monnin	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Rachel	Murray	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Caitlin	Nate	M.N.R.	Natural Res-Integrated Nat Res
Camron	Newton	M.N.R.	Natural Res-Integrated Nat Res
Joseph	Peraino	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Meredith	Peterson	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Brent	Ponce	B.S.Forestry	Forestry-General Emph
Mindy	Priddy	M.N.R.	Nat Res-Rest Ecol & Hab Mgt
Jessica	Ruark	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Emory	Schweitzer	M.N.R.	Nat Res-Rest Ecol & Hab Mgt
Janine	Siatkowski	M.N.R.	Natural Res-Integrated Nat Res
Keely	Smith	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Benjamin	Spei	Ph.D.	Natural Resources
Cameron	Sponseller	M.N.R.	Nat Res-Rest Ecol & Hab Mgt
Torrey	Stephenson	M.S.	Environmental Science

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**From:** General Counsel <noreply@uidaho.edu>  
**Sent:** Friday, September 23, 2022 3:58 PM  
**Subject:** Guidance on Abortion Laws



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**TO:** University of Idaho Employees  
**FROM:** General Counsel  
**DATE:** Sept. 23, 2022  
**SUBJECT:** Guidance on Abortion Laws

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University of Idaho is committed to operating within the confines of laws of the state of Idaho which restrict expenditures of funds and activities of university employees in the areas of abortion and contraception. The Office of General Counsel is distributing this memorandum summarizing these laws, in the context of university operations, to assist university employees in complying with the restrictions.

### **Executive Summary**

During all times that university employees are performing their jobs, the law prohibits them from taking any action, and from using or providing institution funds or facilities, for any of the following:

- Promoting abortion;
- Providing or performing an abortion;
- Counseling in favor of abortion;

- Referring for abortion;
- Providing facilities for an abortion or for training to provide or perform an abortion;
- Dispensing drugs classified as emergency contraception by the FDA, except in the case of rape as defined in section 18-6101, Idaho Code;
- Contracting with abortion providers; and
- Advertising or promoting services for abortion or for the prevention of conception.

Individuals convicted of violating these laws face some, or all, of the following:

- Misdemeanor or felony convictions (with imprisonment and fines);
- Mandatory reimbursement of funds used in violation of the law;
- Mandatory loss of state employment; and
- Permanent bar from future state employment.

Some related activities are permitted, with certain limitations, such as:

- Directing students to sources of information outside the university; and
- Having classroom discussions on topics related to abortion when limited to discussions and topics relevant to the class subject and instructor neutrality in the discussion.

## **Conclusion**

In this new and evolving legal landscape, how these laws will be enforced remains unclear. Accordingly, the university and its employees should be aware of the potential risks and penalties associated with conduct that may be perceived to violate the laws. The Office of the General Counsel is working with select university

administrators to gather questions and prepare answers which will be posted as an ongoing Q&A. In addition, we will continue to monitor application of the laws statewide and apprise the university of any changes to this guidance accordingly. Questions can be directed to [counsel@uidaho.edu](mailto:counsel@uidaho.edu).

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## **Summary of Applicable Laws and Recommendations for Compliance in the Context of University Operations**

### **Counselling in favor of abortion – Referring for abortion – Promoting abortion – Providing facilities for abortion or abortion training**

(No Public Funds for Abortion Act - Idaho Code Section 18-8701 through Section 18-8711)

#### **Prohibited Activities under the law**

University employees, while on the job, cannot take any actions or utilize any university resources to:

- Counsel in favor of abortion
- Promote abortion
- Provide institutional facilities or institutional funding for providing an abortion or abortion training
- Provide referrals for abortion
- Contract with abortion providers
- Dispense emergency contraception as classified by the FDA

**Counseling or interacting with students.** Those university employees who counsel, or otherwise regularly interact with students in any fashion as part of their employment, should be aware of these prohibitions and proceed cautiously at any time that a discussion moves in the direction of reproductive health, including abortion. If a discussion moves into this area, students should be clearly informed

that Idaho law prohibits the university and its employees from counseling in favor of abortion, referring for abortion or promoting abortion. The earlier this occurs in a conversation that is moving into the subject, the less the risk to the employee.

**Non-counseling context.** These prohibitions apply to the activities of university employees while “on the job” even outside the context of counselling students. Employees who wish to counsel, promote or advocate in favor of abortion must do so outside of the performance of their job duties and without use of any university resources. In addition, there can be no statements or inferences that the university supports any such activities or positions. This is similar to the university’s policy on political activities which, while recognizing the rights of individuals to engage in political activities, requires that this be done on the employee’s personal time and without any use of university resources.

**Providing for or performing abortions or providing referrals for abortion.** Providing or performing abortions is prohibited. Irrespective of the new laws, this is not an activity expected of university employees nor a service provided by the university. That said, the new laws now make doing so on university time or using university resources a crime. Providing referrals for abortion is also prohibited while on university time or using university resources.

**Contracting with abortion providers.** Contracting with abortion providers by the university is barred. This is being addressed through university Purchasing.

**Dispensing certain drugs.** Dispensing certain drugs is also barred. The university and its employees are barred from dispensing drugs classified as emergency contraception by the FDA, except in the case of rape as defined in section 18-6101, Idaho Code.

**Advertising or offering abortion services and birth control**

(Idaho Code Section 19-603)

Prohibitions for advertising or promoting services for abortion or for the prevention of conception are found in Idaho Code §18-603. The language of this statute is not a model of clarity, stating that a person other than a licensed physician, or a licensed health care provider acting under a physician or under a physician's order, "*who wilfully [sic] publishes any notice or advertisement of any medicine or means for producing or facilitating a miscarriage or abortion, or for the prevention of conception, or who offers his services by any notice, advertisement, or otherwise to assist in the accomplishment of any such purpose, is guilty of a felony.*"

While the topic of abortion (including facilitating a miscarriage) are addressed under the discussion above, the scope of what is meant by "prevention of conception" and to have "offered services by notice, advertisement, or otherwise..." is unclear and untested in the courts. Since violation is considered a felony, we are advising a conservative approach here, that the university not provide standard birth control itself.

### **Specific activities that may continue**

University employees may, with certain limitations:

- Direct students to sources of information outside university
- Have classroom discussions on topics related to abortion or contraception limited to discussions and topics relevant to the class subject and instructor neutrality
- Provide condoms for the purpose of helping prevent the spread of STDs and not for purposes of birth control

**Information outside university.** Directing students to sources of information outside of the university is permitted if done properly and with neutrality. Directing students to private groups or agencies of another state, where students can receive a discussion of *all* aspects of the topic and be presented with *all alternatives* legally available to them, is not barred, however, in doing so, university

employees must remain neutral on the subject of abortion and simply reference the ability of the outside sources to have a broader discussion of all aspects of the topic.

General Counsel's Office is preparing a short, written statement that can be given to students who are seeking broader information in this area than what the university can give.

**Classroom Discussions.** Classroom discussion of the topic should be approached carefully. While academic freedom supports classroom discussions of topics related to abortion, these should be limited to discussions and topics relevant to the class subject. The laws discussed above, specifically including those addressing promoting abortion, counseling in favor of abortion and referring for abortion, will remain applicable. Academic freedom is not a defense to violation of law, and faculty or others in charge of classroom topics and discussion must themselves remain neutral on the topic and cannot conduct or engage in discussions in violation of these prohibitions without risking prosecution.

**Counseling on or Providing Birth Control.** Counselling on birth control, as well as providing the means for birth control, can be done through the licensed physicians and their health care workers at Student Health locations run by Moscow Family Medicine, our Student Health provider. The university can provide condoms for the purpose of helping prevent the spread of STDs but not for purposes of birth control.

### **CTC and WWAMI**

Licensed professionals in the Counselling and Testing Center (CTC) who are engaged in sessions with students falling under the medical counselor/patient privilege are being addressed separately through the CTC director. WWAMI students and faculty are being addressed separately through the WWAMI director.

*General Counsel*

[counsel@uidaho.edu](mailto:counsel@uidaho.edu)  
[uidaho.edu/general-counsel](http://uidaho.edu/general-counsel)

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**TO:** University of Idaho Employees  
**FROM:** University of Idaho Staff Compensation Committee  
**DATE:** Sept. 22, 2022  
**SUBJECT:** Your input needed on employee compensation guidance

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We take seriously our committee's commitment to developing recommendations for Change in Employee Compensation (CEC). As such, we need input to help inform our recommendation to executive leadership regarding the CEC distribution. This survey will help rank the possible distribution methods.

[CEC Distribution Survey](#)

All answers to the survey questions are of great value to this effort. All questions, except for the faculty/staff designation, are optional. In early October we will develop CEC recommendations for executive leadership to consider. The survey closes at 5 p.m. Thursday, Sept. 29.



# POLICY COVER SHEET

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

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

**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment  
Policy Number & Title:

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment  
Policy Number & Title: **APM 30.32 – Computer Security Violations**

**APM 30.13 – Networked Computing Device Standards**

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

**Originator:** Teresa Amos

**Policy Sponsor, if different from Originator:** Dan Ewart

**Reviewed by General Counsel**       Yes  No    Name & Date: Kent Nelson, 9/13/22

3. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.  
The content of these policies was added to revisions of 30.14, & 30.16

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

4. **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 H) unless otherwise specified.

## **30.13 -- Networked Computing Device Standards**

July 12, 2009

**A. General.** The primary objectives of the standards for University of Idaho networked computing devices are to:

- ~~(1) Sustain the integrity and reliability of the UI network and attached components~~
- ~~(2) Ensure timely and reliable access to and use of data and information technology resources~~
- ~~(3) Safeguard the information for authorized uses only and observe the rights of ownership associated with intellectual property (e.g., copyright, trademarks, patents licenses, etc.) [rev. 7-09]~~
- ~~(4) Assure the reliability and integrity of data by logging a record of unauthorized or inadvertent modification or deletion of facts~~
- ~~(5) Preserve information resources for authorized use and prevent the malicious use of information resources~~

### **B. Process.**

**B-1. Standards.** The following minimum standards are required at all locations for devices connecting to the University of Idaho network:

- ~~(1) Device Registration—All networked devices must be registered with UI's Network Management System (NMS) through the Information Technology Services Help Desk or approved department/college system administrator (SysAd). This includes all computers, laptops, tablets, PDAs, etc. At a minimum, the device's unique network address (MAC address), departmental/college affiliation (domain), and the device owner's e-mail address must be supplied.~~
- ~~(2) Software Security Patches/Updates—Campus networked computing devices must run software (operating system and applications) for which security patches are made available in a timely fashion. They must have all currently available security patches installed. Where applicable, the software also must be configured to automatically check for and install all security-related patches. Preferably, this would happen on a daily basis. [ed. 7-09]~~
- ~~(3) Anti-virus Software—Anti-virus software for any particular type of computer must be running and up-to-date on every level of computing device, including clients, file servers, e-mail servers, and other types of campus networked devices. [ed. 7-09]~~
- ~~(4) Host-based Firewall Software—Host-based firewall software included with the operating system (i.e., Windows XP, OS X, Linux, etc.) for any particular type of device currently used must be running and properly configured on every level of device, including clients, file servers, mail servers, and other types of campus networked devices (in accordance with the "Recommended Firewall Configuration" guidelines that are forthcoming). While the use of network access control lists (ACLs) are encouraged, they do not necessarily obviate the need for host-based firewalls.~~

~~(5) Passwords—Please see APM 30.15—UI Password/Passphrase Policy. [rev. 7-09]~~

~~(6) No Unencrypted Authentication—Unencrypted device authentication mechanisms are only as secure as the network upon which they are used. Some programs may allow traffic across the UI network to be surreptitiously monitored, rendering these authentication mechanisms vulnerable to compromise. Therefore, all networked devices must use only encrypted authentication.~~

~~In particular, historically insecure services such as Telnet, FTP, SNMP, POP, and IMAP must be replaced by their encrypted equivalents.~~

~~Traffic for one-time password authentication systems is exempted from this encryption requirement because its exposure does not compromise the integrity of the underlying authentication system.~~

~~(7) No Unauthenticated E-mail Relays—Campus devices must not provide an active SMTP service which allows unauthorized third parties to relay e-mail messages (i.e., to process an e-mail message where neither the sender nor the recipient is a local user). Before transmitting e-mail to a non-local address, the sender must authenticate with the SMTP service. Authenticating the machine (e.g., IP address/domain name) rather than the sender is not sufficient to meet this standard. [ed. 7-09]~~

~~(8) No Unauthenticated Proxy Services—Although properly configured unauthenticated proxy servers may be used for valid purposes, such services commonly exist only as a result of inappropriate device configuration. Unauthenticated proxy servers may enable an attacker to execute malicious programs on the server in the context of an anonymous user account. Therefore, unless an unauthenticated proxy server has been reviewed and approved by the Information Technology Security Committee and the IT Information Technology Security Officer as to configuration and appropriate use, such a device is not allowed on the campus network. [rev. 7-09]~~

~~In particular, software program default settings in which proxy servers are automatically enabled must be identified by the system administrator and re-configured to prevent unauthenticated proxy services.~~

~~(9) Physical Security—Unauthorized physical access to an unattended device can result in harmful or fraudulent modification of data, fraudulent e-mail use, theft, or any number of other potentially dangerous situations. In light of this, where possible and appropriate, devices must be configured to "lock" and require a user to re-authenticate if left unattended for more than 20 minutes. If computers are high-valued and/or are used for the processing of security sensitive data (including but not limited to research subject to security requirements and personally identifiable information), additional and more effective physical security shall be installed. In addition to lock-down devices, physical security may include monitoring devices such as cameras and card swipe door locks. Departments and divisions are responsible for reviewing the physical security of areas where work with sensitive data occurs and appropriately securing access, hardware and software. [rev. 7-09]~~

~~(10) **Unnecessary Services**—If a service is not necessary for the intended purpose or operation of the device, that service shall not be running (i.e., file/print sharing, SMTP, SNMP, telnet, etc)~~

~~B-2. **Exceptions.** Any department or individual may request an exception to these standards, for a limited time, by submitting in writing the following information to the UI Chief Information Officer (CIO):~~

- ~~• Requester's Name~~
- ~~• Date of Request~~
- ~~• Policy Line Number~~
- ~~• Rationale and time period for which exception is requested~~
- ~~• Steps to be taken to mitigate security risks~~

~~The CIO will consult with the Financial Vice President and/or Provost, as necessary, prior to making a decision on the request. The CIO will notify the Requester of the final decision and document any special terms/conditions. [rev. 7-09]~~

~~C. **Review.** These standards and all exceptions are to be reviewed at least annually by the appropriate UI IT steering group(s) in consultation with the CIO.~~

~~D. **Compliance.** ITS will advise appropriate unit management and the office of Risk Management of any non-compliance with this policy. The unit management shall be responsible for following up with any non-compliance and shall initiate disciplinary action for such non-compliance, where appropriate. [ed. 7-09]~~



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Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title:

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title: **APM 30.32 – Computer Security Violations**

**APM 30.13 – Networked Computing Device Standards**

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

**Originator: Teresa Amos**

**Policy Sponsor, if different from Originator: Dan Ewart**

**Reviewed by General Counsel**       Yes  No    Name & Date: Kent Nelson, 9/13/22

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

The content of these policies was added to revisions of 30.14, & 30.16

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

4. **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 H) unless otherwise specified.

## **30.32 — Computer Security Violations**

January 11, 2010

~~A. **General.** Information Technology Services (ITS) monitors access to computer systems on a continuous basis. Unauthorized or improper access to datasets is defined as computer crime and will be prosecuted to the full extent of the law [See 30.32 (B)]. University Computer Use Policy may be viewed at APM 30.12. <http://www.uiweb.uidaho.edu/policy/> [ed. 1-10]~~

~~The following security procedures are used for various UI computer systems.~~

~~A-1. **Administrative Systems Access.** Access for campus users is determined by individual assigned userids in combination with personal passwords. Any workstation will be locked out by the security system for some period of time after four unsuccessful logon attempts. If problems develop, contact the Help Desk in ITS for assistance, at (208) 885-4357 (dial 5-HELP). [ed. 1-10]~~

~~B. **Process.** Computer Crime, Idaho Code, 18-2202. Idaho Code specifies unauthorized computer access or manipulation as criminal activity. The following sections come directly from Idaho Code, 18-2202. Any person or persons violating any of the following code sections will be prosecuted to the fullest extent of the law.~~

~~B-1. Any person who knowingly accesses, attempts to access or use, or attempts to use any computer, computer system, computer network, or any part thereof for the purpose of: devising or executing any scheme or artifice to defraud; obtaining money, property, or services by means of false or fraudulent pretenses, representations, or promises; or committing theft; commits computer crime.~~

~~B-2. Any person who knowingly and without authorization alters, damages, or destroys any computer, computer system, or computer network described in section 18-2201, Idaho Code, or any computer software, program, documentation, or data contained in such computer, computer system, or computer network commits computer crime.~~

~~B-3. Any person who knowingly and without authorization uses, accesses or attempts to access any computer, computer system, or computer network described in section 18-2201, Idaho Code, or any computer software, program, documentation or data contained in such computer, computer system, or computer network, commits computer crime.~~

~~B-4. A violation of the provisions of subsections (1) or (2) of this section shall be a felony. A violation of the provisions of subsection (3) of this section shall be a misdemeanor.~~

~~C. **Information or Reporting Possible Violations.** Any questions regarding computer security or reports of possible security violations should be addressed immediately to ITS, (208) 885-6721.~~



## POLICY COVER SHEET

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

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

**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title:

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title: **APM 45.02 Sponsored Projects Proposal Preparation and Authorization**

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

**Originator: Deb Shaver**

**Policy Sponsor, if different from Originator: Sarah Martonick**

**Reviewed by General Counsel**      XYes \_\_\_No    Name & Date: Manisha Wilson, 7/8/22

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.  
**Updated references for our modified ERA systems (EIPRS to VERAS and Cayuse to VERAS) and added limited submission competition information from Research and Faculty Development team.** Comprehensive policy review.

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

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.  
None – this is the only UI policy on proposal submission.

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.



## 45.02 – Sponsored Projects Proposal Preparation and Authorization

January 3, 2012

**A. Purpose.** ~~The purpose of this policy is to ensure the orderly administration of sponsored project proposals and compliance with applicable laws and regulations. The policy contains the procedure applicable to sponsored project proposals.~~

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**B. Scope.** ~~This policy applies to all UI employees anyone submitting sponsored project proposals that would be awarded to the university if funded.~~

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### AC. Definitions

**AC-1. Principal Investigator.** ~~The person taking primary responsibility and oversight of a sponsored project is known as the Principal Investigator (PI). Before submitting a proposal or accepting an award, please the PI should review the Roles and Responsibilities Page for an understanding of the responsibilities associated with being a PI. (See APM 45.22 for University eligibility requirements for Principal Investigators.)~~ ~~fed-2-19}~~

**AC-2. Grant Administrator (GA).** ~~Each unit has a person designated as a grant administrator, whothat may also work with the PI on in proposal preparation. In particular, a GA often assists PIs with the preparation of salary and fringe benefit calculations, and calculations and determining budget estimates.~~

**BD. Policy.** ~~A sponsored project proposal is a written presentation of the research, scholarly or creative activity proposed to be accomplished during a given time period and that is being requested to may potentially be funded by an entity external to the University of Idaho (the sponsor). At a minimum, a proposal should include an outline of the scope of work to be performed or the tasks to be accomplished, and a budget breakdown explaining how the requested funding will be spent towards accomplishing the scope of work. The Director of the Office of Sponsored Programs (OSP), or her/histheir designated representative, is the only person authorized to accept external funding on behalf of the University, and University and is also the final approver prior to submission of the proposal to the sponsor.~~

**BD-1. Authorized Organizational Representatives and Signatures Approvals Required Roles and Responsibilities; Required Approvals.** ~~All personnel associated with specific grants, contracts and agreements to the University of Idaho need to should have an understanding of their respective roles and responsibilities. Before submitting a proposal or accepting an award, please review the Roles and Responsibilities Page and contact OSP if you have questions about any of the items listed. All proposals shall must be reviewed and approved in the University of Idaho Electronic Research Administration (ERA) system by the unit administrator, college dean, and Director of OSP prior to submission to the sponsoring agency.~~ ~~fed-2-19}~~

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### CE. Processes and Procedures.

**CE-1. Funding Opportunities.** ~~The Research and Faculty Development (RFD) team helps University of Idaho faculty find funding for their research and scholarly activities. RFD provides resources and services to find and enhance the competitiveness of proposals across all disciplines. Web links to funding opportunities may be found at the Office of Research and Economic Development (ORED) website. Additional assistance may be found on the OSP website in the FAQ page links found under the "Submit a Proposal" tab. Granting agencies usually have specific grant application instructions, identifying required information and/or application formats to be used. Such instructions may be labeled as Request for Proposal (RFP), Funding Opportunity Announcement (FOA), Broad Agency Announcement (BAA), Request for Quote (RFQ), or Grant Proposal Guide (GPG), etc.~~

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**EE-1.a. Limited Submissions.** For some funding opportunities, the funding agency restricts the number of applications an institution is allowed to submit. These are referred to as limited submission (LS) funding opportunities. The Research and Faculty Development (RFD) LS team has established processes for selecting the proposal(s) that will be submitted by the University of Idaho in response to these opportunities. ~~The~~ process typically includes a two-step submission process to the RFD team, as follows: The first step is for a PI to submit a Notice of Intent (NOI) to indicate interest in the program, followed by the submission of a ~~c~~Concept ~~p~~Paper, which will undergo internal review when the number of NOIs exceeds the number of submissions allowed by the sponsor or to enhance proposal competitiveness for strategic funding opportunities. The internal review committee ~~will~~may be comprised of faculty, administrators, and/or staff, as appropriate, who are familiar with the sponsor or the LS program. PIs will then be notified of the outcome of this internal review process, and whether or not they have been awarded the approval to submit a full proposal to the external sponsor. ~~Once approved to move forward, LS submissions are prepared, approved, and submitted through VERAS as per the Proposal Preparation guidance below.~~

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**E-1.b2. Notification Required if Funding Opportunity Declined.** Due to the competitiveness of limited submission funding opportunities at UI, a PI who is awarded the opportunity to submit a proposal to an external sponsor but declines to do so must notify the Research and Faculty Development (RFD) team within one week following receipt of the internal award notification. A PI who fails to submit a full proposal by the external deadline without timely notice to the RFD team shall be ineligible to ~~to~~ apply to all internal limited submission funding opportunities for one calendar year from receipt of the internal award notification. Under exceptional circumstances, and in the sole discretion of the Vice President for Research, the period of ineligibility may be waived.

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**EE-2. Proposal Preparation.** Once a funding source has been identified, the PI prepares a proposal (following specific sponsor guidelines, if provided) in the University's Electronic Research Administration (eERA) system. The PI develops a scope of work, a budget sufficient to accomplish the proposed work, and a budget narrative. Additional items to be considered during proposal development may include:

- The involvement of human subjects or experimental animals (see FSH 5200 and FSH 1640.54, APM 45.01)
- The use of biohazards/recombinant DNA/radiation/select agents/toxins (see FSH 1640.14, APM 35.11)
- Conflict of interest and financial disclosure (see FSH 6240, 5600, and 3170)
- Cost share/matching (see APM 45.08)
- Foreign researchers and consultants ~~(see APM 45.18)~~
- Export controls (see APM 45.19)
- Intellectual property (see FSH 5300 ~~& FSH 5400~~)
- Program income (see APM 45.13)
- Publication restrictions
- Capital projects

Information concerning these topics and links to other useful sites may be found on the [OSP Website](#). Note that some sub-sets of pre-proposals (white paper, preliminary proposal, etc.) may also require input to the eERA system for review and approval.

**EE-3- Budget Development**—The PI creates a list of the personnel, equipment, travel, subcontract, participant support and other direct cost needs for the entire project, including costs to be covered by mandatory cost share and any anticipated program income—~~e.g., e.g., such as~~ conference fees revenue. Appropriate facilities and administrative (F&A) costs (see FSH 5100 J and APM 45.10) are then added to arrive at the total project costs—OSP has developed a budget template with built-in calculations to assist the PI that can be found at [www.uidaho.edu/research/faculty/resourcesosp/forms](http://www.uidaho.edu/research/faculty/resourcesosp/forms).

**EE-4- Facilities and Administrative (F&A) Costs**—~~The University negotiates different rates for F&A cost reimbursement based on a variety of factors including, but not limited to, whether the sponsoring agency is a Federal agency, the type of work being done (research, instruction, public service/outreach/other), the location of the work being performed (at on- or off-campus facilities), and whether the sponsor is an industry partner (the university cannot accept limited rates from industry partners).~~The federal government and the University negotiate different rates for F&A cost reimbursement based on both the type of work being done (research, instruction, public service/outreach/other) and where the majority of the work is being performed (at on- or off-campus facilities), as well as the type of sponsor (the university cannot accept limited rates from industry partners). Limitations imposed by the sponsoring agency to established F&A rates must be part of their published policy and provided in writing prior to proposal submission (see FSH 5100 J-1).

If no formal sponsor policy exists, only the Vice President for Research and Economic Development (VPRED), or his or her ~~their~~ delegate, may grant a waiver for a reduction in the F&A rate charged—Information concerning F&A costs and links to other useful sites including current F&A rates can be found in the [Indirect \(F&A\) Costs FAQ](#), APM 45.10, and FSH 5100.

**EE-5- Cost Sharing**—When the University bears a portion of the cost of a sponsored project, it is considered cost sharing or matching. These costs ,and m must be included in the budget development process—Cost sharing may be mandatory (required by the sponsor) or voluntary (where no such requirement exists)—Because cost sharing has programmatic, ~~administrative~~ administrative, and financial consequences for the University, it is typically not allowed unless required by the sponsor—Special circumstances may exist in which a waiver may be obtained from the VPRED (or his/her delegate) ~~or designee~~—See APM 45.08 and the Proposal Considerations FAQ for more information.

**EE-6- Electronic Proposal**—OSP has entered into an agreement for the use of Cayuse424 proposal development software, which a PI may use to download and develop most Grants.gov and NSF Fastlane proposal opportunities. ~~This system-to-system submission portal greatly reduces the chance of Grants.gov proposals being rejected due to missing information, forms, or fields. A link to Cayuse424, as well as instructions and training, can be found off the OSP home page and/or at www.uidaho.edu/osp/training.~~

**EE-67- Electronic Internal Proposal Routing System (EIPRS) and the Electronic Research Administration System (VERAS)**—All proposals must be reviewed and approved at a minimum by the PI's unit administrator, college dean, and OSP prior to submission to the agency—The University's electronic routing system for approvals, ~~EIPRS~~ VERAS, allows the PI to provide all of the documentation necessary for review by the appropriate University personnel. The ~~EIPRS-VERAS~~ login link can be found on the [OSP home page](#)—An OSP Sponsored Programs Administrator (SPA) can assist with general questions, or FAQs and a link to training can be found on the [OSP website](#). All proposals must be present in the eERA system and any agency submission portal (when applicable)

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~~and in final form at least four full business days prior to the submission deadline. See the OSP website for details.~~

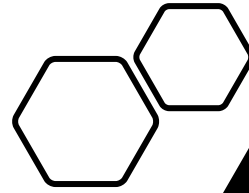
~~**EE-78. Proposal Submission**~~ If a proposal is being mailed, ~~emailed~~, or transmitted to the agency in a manner that does not require a secure login from an Authorized Organizational Representative, it is considered a hardcopy submission and proposal submission is the responsibility of the PI after all necessary approvals have been obtained.

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For proposals submitted through an external electronic system, such as NSF FastlaneResearch.gov, eRA Commons, or NASA NSPIRES, etc., the PI is responsible for completing and uploading proposal materials for OSP review. The PI is also responsible for completing and uploading any attachments to GrantsGrants.gov files (including Cayuse424) in VERAS. Once all files have been uploaded, the information in EIPRS-VERAS is complete, and all internal approvals have been completed/received, the PI works with an SPA for final submission to the sponsor. OSP is responsible for final submission of proposals that require an Authorized Organizational Representative login. See the ~~Completing Proposal FAQ on the OSP website for further information.~~

~~**DE. Contact Information**~~ For information and help in preparing and submitting proposals to external funding agencies please contact the Office of Sponsored Programs at 208-885-6651, or ~~osp@uidaho.edu~~preaward@uidaho.edu, or <http://www.uidaho.edu/osp>.

Attach. #8



# Alcohol & Other Drugs:

A Conversation



# Goals

- Provide a snapshot of our community
- Conceptualize your role
- Provide actionable steps
- Resources

# Norming Data

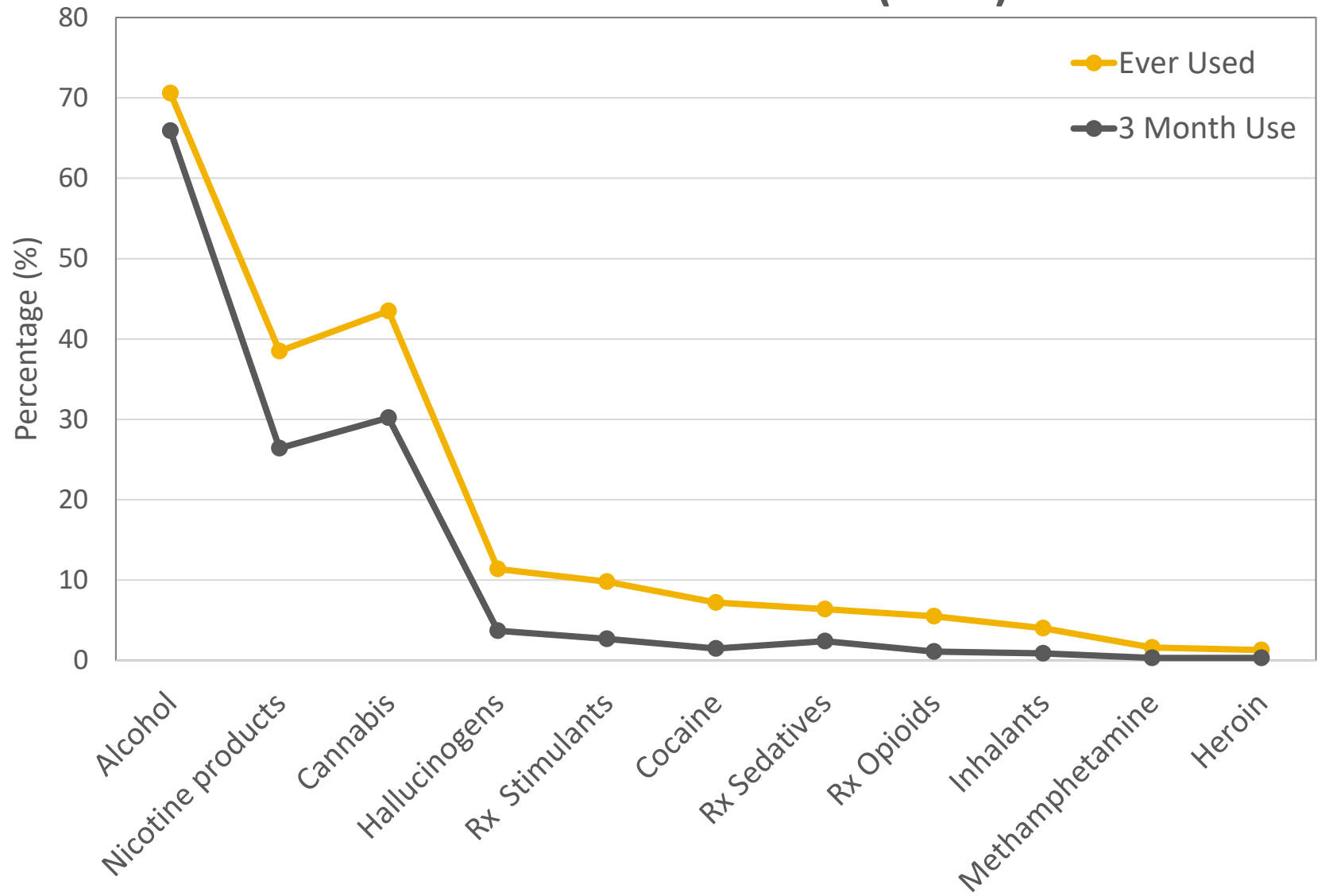
(National College Health Assessment  
2021)

- Perceived vs Actual Use
- Harm Reduction philosophy



(NCHA  
2021)

Student Substance Use (2021)






# Student Use

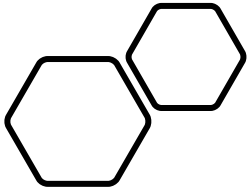
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Not all students choose to drink or use substances

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Those who do, tend to do so in moderation





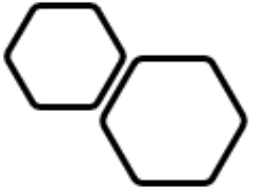
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**Recipe for a young adult**

What contributes to their  
development and outcomes?



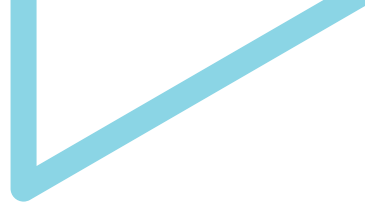
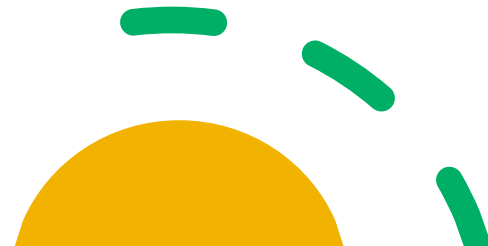
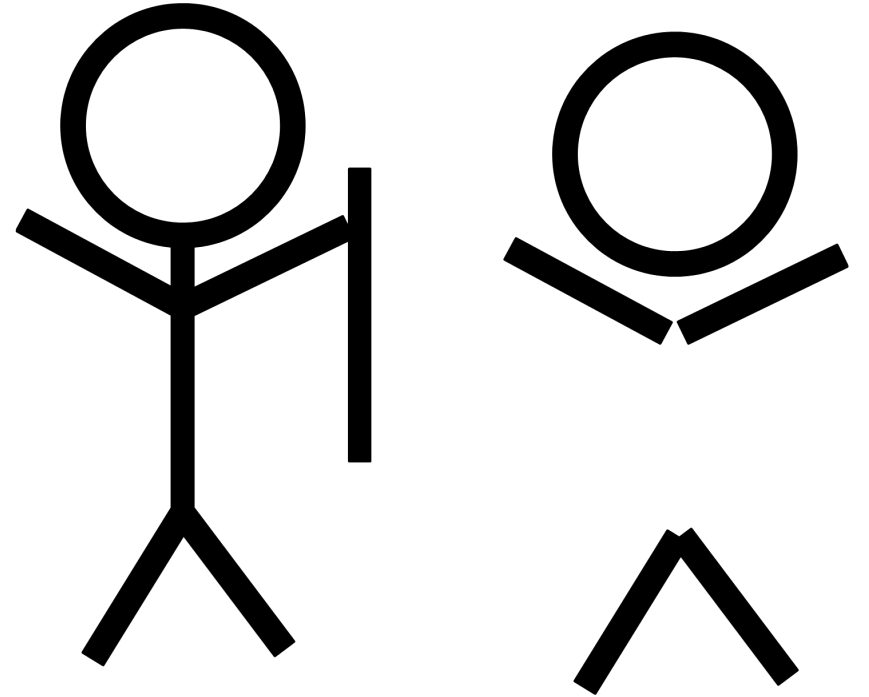


# Actionable:

- Syllabus Statement/Canvas
- Make a commitment
- Don't Cancel Your Class
- Consultation with Keith
- Attend Recovery Ally Training in spring

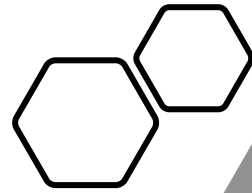


# Resources for faculty and staff



# How to respond

- Acknowledge
- Validate
- Respond
- Don't have to be an expert
- Review resources

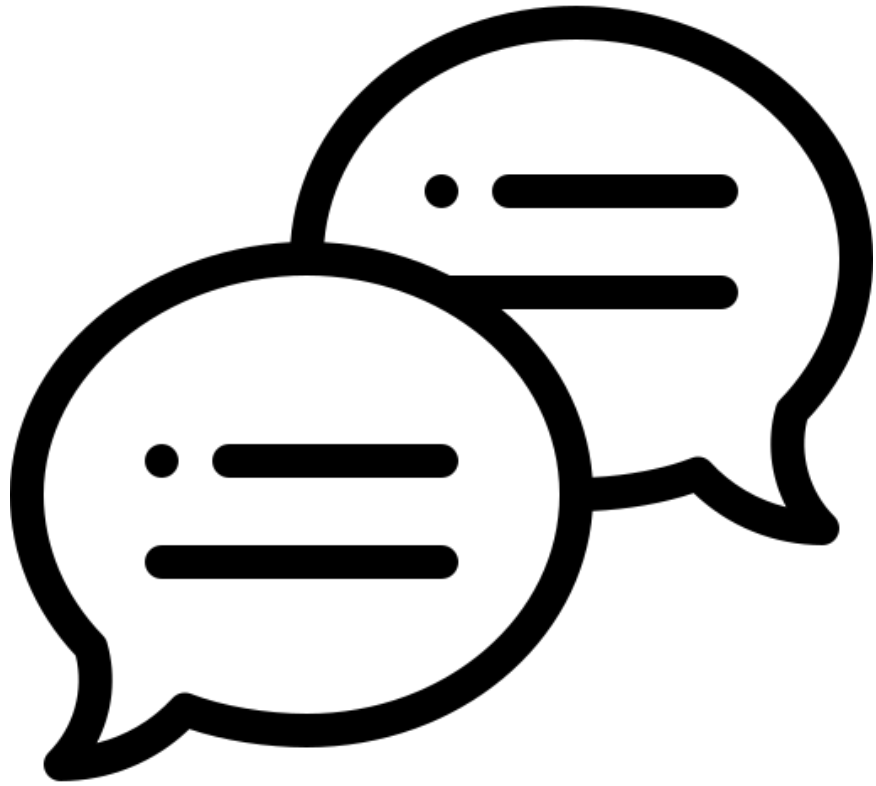




# Thank you

## **You all will receive a handout with:**

- Contact info
  - Consultation with Keith
  - VHE – AOD Webpage
- Don't Cancel Your Class (link)
- Syllabus Statement/Canvas
- Vandal Care
- Flyer for New Beginnings AOD Support Group



# Thank You

What questions do you have?

*join us at*

# NEW beginnings

## *Alcohol & Other Drug Support Group*

**A group for students seeking to change their relationship with alcohol or other drugs through a combination of education, skills development and group processing.**

There is no expectation for sustained abstinence; however, the skills and conversation are also valuable for those seeking continuous sobriety.

 **TUESDAYS | 12:30 - 1:30 p.m. | SRC Well Space**

*Free coffee and tea are provided.*

*Open to all Vandal students. Learn more at:*

**[uidaho.edu/aod](http://uidaho.edu/aod)**

**Live  
well.**  
RECREATION & WELLBEING  
VANDAL HEALTH EDUCATION



# Substance Use Resources to Know

## Don't Cancel Your Class

Attending a conference? Family obligation? Out sick? Don't cancel your class. U of I faculty can schedule a workshop for their students during scheduled class time. Pick from a wide selection of safety and wellbeing workshop topics, including alcohol bystander intervention. View the full list at [uidaho.edu/dontcancelyourclass](http://uidaho.edu/dontcancelyourclass).

## New Beginnings: An Alcohol & Other Drug Support Group

Tuesdays | 12:30 -1:30 pm | SRC Well Space  
A group for students seeking to change their relationship with alcohol or other drugs through a combination of education, skills development and group processing.

## Hope in Change: A Substance Use Support Group

Wednesdays | 5 – 6:30pm pm | TLC  
A group for students actively making a change to their relationship with alcohol or other drugs. Zoom option available.

## VandalCARE: Report a Concern

The mission of the VandalCARE team is to provide care and concern for students, faculty and staff who may be in distress by providing proactive assistance to individuals by monitoring behavior, developing appropriate intervention plans and coordinating care and follow-up. The team responds to a variety of concerns, including those related to substance misuse or abuse.

## Optional Syllabus Statement

Many students are impacted by alcohol and/or drug use while in college. Resources and support are available for students experiencing impacts to their wellbeing due to substance use. Students can access free and confidential substance use counseling at the Counseling & Testing Center by calling 208-885-6716. Additionally, Vandals for Recovery, U of I's collegiate recovery community, supports students in recovery and those looking to change their relationship with substances as they pursue their academic goals. To learn more or get connected with the Vandals for Recovery community, visit [uidaho.edu/vfr](http://uidaho.edu/vfr)

For more information about these topics:  
[uidaho.edu/aod](http://uidaho.edu/aod)

Personalized alcohol or cannabis screening for students:  
[uidaho.edu/echeckup](http://uidaho.edu/echeckup)

Counseling & Testing Center webpage:  
[uidaho.edu/ctc](http://uidaho.edu/ctc)

Latah Recovery & Crisis Center  
<https://latahrecoverycenter.org>

**Jeneba Hoene | Alcohol & Other Drugs Program Coordinator**

[jenebah@uidaho.edu](mailto:jenebah@uidaho.edu) or 208-885-2039

**Schedule a Consultation:**

**Keith Hansen | Licensed Clinical Psychologist**

[rkhansen@uidaho.edu](mailto:rkhansen@uidaho.edu)



## **JAGGAER -- FAQ**

### **What is JAGGAER?**

JAGGAER is a web-based, procurement software that manages purchases of goods and services from request to payment. Employees will access JAGGAER through Single Sign-On (SSO). JAGGAER has three modules: eProcurement (goods) module, Contracts+ (services) module and A/P (invoices) module. Employees will access eProcurement and Contracts+ modules. Most employees will have the “Shopper” role in JAGGAER. Employees who handle financial tasks will have the “Shopper” and “Requester” roles.

### **Why are we implementing JAGGAER?**

The Idaho State Board of Education (SBOE) tasked the four higher education institutions to implement a shared procurement software to generate cost savings and efficiencies. U of I, BSU, ISU and LCSC will go live simultaneously, though the individual JAGGAER sites will be specific to each institution.

### **How will JAGGAER impact me?**

Employees who purchase goods and/or services for U of I using a purchase order, service agreement or P-card will now shop and buy goods and services through JAGGAER. JAGGAER will improve request-to-purchase order time by streamlining the order process. Purchasing policies regarding bid limits, bid waivers, etc. will remain the same.

All purchase orders and service agreements will be generated and managed in JAGGAER.

### **Which vendors will be in JAGGAER?**

For eProcurement there will be two vendor types: PunchOut Vendors and Non-PunchOut (Non-Catalog) Vendors. PunchOut vendors are negotiated and discounted contracts. U of I, BSU, ISU and LCSC will use the same PunchOut Vendors. At the time the system goes live, there will be 12 PunchOut Vendors. Over time, more PunchOut Vendors will be added to JAGGAER.

Vendors who were used in the previous 36 months will be available in JAGGAER as Non-PunchOut (Non-Catalog) Vendors.

### **What if a local vendor I use is not in JAGGAER?**

Departments should utilize JAGGAER for most purchases. However, if a local vendor is not in JAGGAER, employees may use their P-cards for purchases. Beginning Sept. 30, 2022, new vendors will be added to JAGGAER via PaymentWorks.

**What if I need to make an emergency purchase?**

Please see APM 60.43.

**Can I continue to use the U of I Amazon account for purchasing with my P-card?**

No. Amazon will be a PunchOut Vendor. Employees must use JAGGAER to shop Amazon. The process will be like shopping Amazon today, but employees will not use a P-card. They will create a cart which will go to their department's financial person to approve. Employees should include their indexes/funds on their shopping cart. Detailed training will be provided.

**What are other benefits of purchasing through JAGGAER?**

U of I, BSU, ISU and LCSC are using the same, jointly negotiated contracts, to maximize saving for all institutions.

**What is the go live date?**

The expected go live date is Nov. 1, 2022. More information will be communicated in the period leading up to the expected go live date.

**Will there be training sessions?**

Yes. Training will be specific to JAGGAER roles. Training sessions will be held in mid-October. Stay tuned for future communications.

**Where should I send questions about JAGGAER?**

Email Contracts and Purchasing Services at [jaggaer@uidaho.edu](mailto:jaggaer@uidaho.edu)

**2022 – 2023 Faculty Senate – Pending Approval**  
**Meeting # 7**

Approved at Meeting #8  
October 11, 2022

Tuesday, October 4, 2022, 3:30 pm – 5:00 pm  
Zoom only

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

**Absent:** Roberson

**Guests/Speakers:** Ryanne Pilgeram, Julia McIlroy

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

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #6 September 27, 2022 – Attach. #1

The minutes of the 2022-23 Meeting #6 September 27, 2022 were approved with the correction of a typographical error.

**Chair's Report:**

- Chair Quinnett expressed appreciation for the intense yet graceful conversation with General Counsel (GC) last week. We are in an information-gathering phase and look forward to additional communication and to invite GC to Senate again. Faculty Affairs plans to prepare a statement and present it to Senators for their endorsement.
- Our shared success stories - Liz Wargo, Leadership and Counseling  
Throughout her career, Liz has served Idaho education, which is her job and her passion. One of the exciting on-going projects is the Idaho Building Capacity project, well into its 3<sup>rd</sup> year of serving vulnerable schools in districts across Idaho. Presentations were made at the National Rural Education Association – many thanks to Taylor Raney! Partnerships with local community organizations in one school district in northern Idaho, aimed at reuniting schooling with nature, are receiving attention from USDA, SBOE, and more. Both academic and non-academic outcomes have improved.
- Taylor Raney will be the next to present one of “Our shared success stories.”
- Call for *ad hoc* senate committee for spread pay. This committee will be charged with researching spread pay records from 2015 and proposing solutions. Senators Murphy, Thorne, and Haltinner volunteered to join the committee.
- Additional members on the University Advising Committee. This group is charged by the Provost and the Senate with taking a deeper look at advising issues of concern to academic units and SEM, and suggesting ways towards a better partnership between departments and SEM. They will also develop a survey. The additional members are needed to represent all colleges and Senate. Colleges that need representation are: COB, CAA, EHHS, and CNR. This is not a permanent policy change in FSH 1640.88. Senator Ahmadzadeh volunteered to be on this *ad hoc* committee as the Senate representative.
- APM 30.16 IT Committee Report – Eric Mittelstaedt Attach. #2

Senator Mittelstaedt went over the IT committee report, see attachment #2. The main committee concerns are the protection and security of university data and the independence of individual faculty members' research. The committee is also concerned about the data security or data management software currently installed on faculty computers, and encourages OIT/ITS to provide clarification because this could result in violations of the Idaho State Board of Education's academic freedom policy. Although APM 30.16 covers everything, routine/minor purchases automatically qualify for exemption. But computers are restricted to a particular brand, Lenovo, which OIT found to have the most competitive prices. Exemptions are possible if required by the grant. See attachment #2 for additional information, including a link to items that can be purchased.

A Senator argued that, in their experience, the OIT/ITS prices are typically twice what one can get from stores or online.

In the interest of moving the meeting forward, Chair Quinnett suggested to continue this conversation in the new business part of the meeting.

- Women's Center 50<sup>th</sup> anniversary is next week!  
<https://www.uidaho.edu/diversity/edu/womens-center/events/50th-anniversary-keynote>
- Many thanks to Kristin Haltinner for her help in putting together the *Black Lives Matter Speaker Series: Fall 2022*.

#### **Provost's Report:**

- General Counsel continues to work on a FAQs regarding abortion guidance.

##### Discussion:

A Senator asked if and how the other universities in the state are addressing the impact of the abortion law. Provost Lawrence explained that institutions are handling it differently and not currently coordinated.

#### **Committee Reports:**

- Faculty Affairs Committee  
FSH 3500 Promotion and Tenure (vote); Ryanne Pilgeram Attach. # 3  
This proposed interim policy revision allows the formation of an additional University Promotion and Tenure Committee if, at the discretion of the provost, the number of dossiers to be considered exceeds the capacity of a single committee. The University Promotion and Tenure Committee has approximately 85 dossiers for consideration this cycle, a number which exceeds its capacity. An additional committee is needed in order to ensure a high quality of review. This revision is requested as an interim policy, to be effective immediately, because committee assignments need to begin in Fall 2022.

##### Vote:

22/22 in favor; 0/22 against. Motion passes.

#### **Other Policy Business:**

- FSH 3710 Paid Parental Leave – Brandi Terwilliger Attach. #4  
Brandi Terwilliger started with a brief overview/history of the Paid Parental Leave (PPL) policy. Originally, they were tasked with developing a cost-neutral option. The survey that went out to all employees offered three options – 1. A plan modelled after ISU and BSU; 2. Make no changes; 3. A plan modelled after WSU. The outcome of the survey was overwhelmingly in favor of the last option. (Note: WSU doesn't actually have a PPL policy – it uses the state program.)  
A bank of PPL has been established, from which full-time approved board-appointed employees can use 432 hours (prorated for part-time) to be used within the first 12 weeks from the birth,

adoption, or foster placement of a child. 432 hours come from 90% of 40 hours per week for 12 weeks. Brandi proceeded to describe the additional flexibility in our program as compared to WSU. Also, they are not implementing a cap, unlike WSU.

Discussion:

In response to a question, Brandi clarified that, while annual leave can be donated, we cannot donate family or sick leave.

There was an inquiry about fiscal impact and, more broadly, the impact on units when an employee takes family leave and how that would be managed. The Senator would have liked to see more information about that. Brandi and Brian noted that the external consultant performed a very robust cost analysis shared with the Athena/Senate subcommittee and presented to the leadership. The consultant's estimate was just below \$200K of being cost neutral, which President Green found to be sufficiently close to be worked into the budget. The consultant's analysis is extremely thorough and accounts for the need to hire replacements. Brian will check the consultant's analysis and report back any information that may be missing.

They are committed to move the policy through the shared governance process in time for an implementation date of January 1, 2023.

Retroactive implementation presents serious challenges and will not be available. However, Brandi noted that an eligibility review will occur and any remaining eligibility will be prorated in some cases – for instance, a full-time employee who has had a baby one week prior to the implementation date may be entitled to receive 11 weeks of PPL at 90% pay.

In response to a question, Brian replied that WWAMI will participate in the program.

To the question of why more flexibility could not be incorporated, Brandi responded that they mirrored the option favored by more than 70% of the employees (the WSU approach) as closely as possible.

Crystal Callahan spoke for Staff Council, who reviewed the policy and had similar questions/comments as those brought up by faculty. She looks forward to continue working with Senate.

Additional questions can be emailed to Brandi Terwilliger.

**Other Announcements and Communications:**

- Jaggaer Purchasing Software – Julia McIlroy, Director, Purchasing Services  
JAGGAER is a web-based procurement software that manages purchases of goods and services from request to payment. Employees will access JAGGAER through Single Sign-On. The Idaho State Board of Education tasked the four higher education institutions to implement a shared procurement software to generate savings and efficiency. U of I, BSU, ISU and LCSC will go live simultaneously, although the individual JAGGAER sites will be specific to each institution. Employees who purchase goods and/or services for U of I using a purchase order, service agreement or P-card will now shop and buy goods and services through JAGGAER. JAGGAER will improve request-to-purchase order time by streamlining the order

process. Purchasing policies regarding bid limits, bid waivers, etc. will remain the same. All purchase orders and service agreements will be generated and managed in JAGGAER.

Discussion:

In response to questions concerning the purchase of computers and the restriction on the brand discussed earlier, Julia noted that Jaggaer does not remove those restrictions, but can help with any other purchase. Additional questions can be addressed to Julia McIlroy [juliam@uidaho.edu](mailto:juliam@uidaho.edu)

**New Business:**

Chair Quinnett noted the late hour and welcomed a few more comments to reconnect to the IT discussion. The main concern is about the data security/management software installed on faculty computers, and what kind of information is being monitored. This conversation will continue. We'll invite General Counsel to clarify those questions.

**Adjournment:**

The agenda being completed, Chair Quinnett adjourned the meeting at 5:02pm.

Respectfully Submitted,

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

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 07

Tuesday, October 4, 2022 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #6 (September 27, 2022) **Attach. #1**
- III. Chair's Report
  - Our shared success story - Liz Wargo, Leadership and Counseling
  - APM 40.16 IT Committee Report – Eric Mittelstaedt **Attach. #2**
  - Call for ad hoc senate committee for spread pay
  - [Women's Center 50<sup>th</sup> Anniversary Keynote Address](#)
- IV. Provost's Report
- V. Committee Reports
  - Faculty Affairs Committee
    - FSH 3500 Promotion and Tenure (vote); Ryanne Pilgeram **Attach. # 3**
- VI. Other Policy Business
  - FSH 3710 Paid Parental Leave – Brandi Terwilliger, Director of Human Resources **Attach. #4**
  - APM 55.09 Employee Leave Benefits **Attach. #5**
- VII. Other Announcements and Communications
  - Jaggaer Purchasing Software – Julia McIlroy, Director, Purchasing Services **Attach. # 6**
- VIII. New Business
- IX. Adjournment



Attachments:

- **Attach. #1** Minutes of the 2022-2023 Faculty Senate Meeting #6 (September 27, 2022)
- **Attach. #2** IT Committee Report
- **Attach. #3** FSH 3500 G-1
- **Attach. #4** FSH 3710
- **Attach. #5** APM 55.09
- **Attach. #6** Jaggaer FAQs

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

**2022 – 2023 Faculty Senate – Pending Approval**

**Meeting # 6**

Tuesday, September 27, 2022, 3:30 pm – 5:00 pm

Zoom only

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

**Guests/Speakers:** Keith Hanson, Jeneba Hoene, Kent Nelson

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

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #5 September 20, 2022 – Attach. #1

The minutes of the 2022-23 Meeting #5 September 20, 2022 were approved with two friendly amendments: Senator Haltinner’s absence should be reported as excused; Senator Tibbals’ name was misspelled.

**Consent Agenda:**

- Summer Graduates– Attach. #2  
There was no request to take this item out of the consent agenda for discussion. The list of Summer Graduates stands approved by unanimous consent.

**Chair’s Report:**

- Guidance on Abortion Laws Memo - Kent Nelson, General Counsel Attach. #3  
Acting General Counsel (GC) Kent Nelson came to Senate to clarify aspects of the memo and answer questions on the impact of the laws on public institutions. A deeper analysis, including FAQs, is in the works. The laws being addressed criminalize behaviors specific to public institutions and their employees, and therefore GC must provide guidance on how the laws apply to public institutions and their employees. Laws are subject to challenges, and GC will continue to review any changes and provide more information to the university community on additional perspectives. General Counsel invited questions.

A recurrent question Senators conveyed on behalf of their constituents concerns the neutrality mandate for instructors in discussions of abortion and reproductive rights, possibly in violation of the SBOE Academic Freedom policy. General Counsel stated that the law prohibits the use of public funds for the purpose of *promoting* abortion, but no definition is provided of what amounts to promoting abortion. That element in the memo was meant to advise employees that, if they choose not to remain neutral in classroom discussions about abortion, they run the risk of being seen as promoting abortion, which is prohibited by the statute. Because there are no set boundaries to the meaning of promoting abortion, GC decided to include language about neutrality when employees are within the scope and the course of their employment. At this stage, one cannot say what constitutes promotion of abortion – it depends on the facts, the circumstances, and the nature of the classroom discussion. A deeper analysis is needed.

Some Senators are concerned because the law leaves large room to interpretation, which is the source of the problems. Employees should be told clearly what they can or cannot do. General Counsel explained that there is no certainty at this point – the memo is an advisory tool to help address the risks.

The issue of neutrality was raised in conjunction with its impact on faculty research agendas and media interviews about their research. General Counsel replied that the answer would depend on the specific circumstances. There are no restrictions when speaking as a private citizen. When you speak in public, make clear whether you are (or are not) speaking as a member of the university.

Again, confusion among faculty was brought up about infringement on their First Amendment rights. General Counsel noted that some unique interpretations can be made about this law. Thus, they decided it was best to stay on the conservative side. They will continue to communicate as we move forward.

Is it possible that this law is in conflict with the First Amendment or State Board policy? If so, how is the conflict resolved? General Counsel responded that it is possible and the resolution would depend on the conflict. A conflict with the Constitution will be resolved in favor of the Constitution. A conflict with institutional policy or state agency policy is likely to be resolved in favor of the law.

Some faculty felt that the memo should have been announced with an appropriate statement from university leadership.

There were some questions about the prosecution process at the university level. Will falsely accused employees receive legal assistance from the university? General Counsel reiterated that these questions cannot be answered at this stage. University employees will be informed about the institution's expectations.

Chair Quinnett reported confusion and fear, especially among untenured faculty. Any effort to help faculty get more clarity would be appreciated.

General Counsel concluded by emphasizing that there was no intention to address institutional policy in the memo. The intent was to address the risks associated with the law. Ultimately, the courts will interpret the law from case to case. More communications to come.

- Women's Center 50<sup>th</sup> anniversary is next week!  
<https://www.uidaho.edu/diversity/edu/womens-center/events/50th-anniversary-keynote>
- Annual Required Training: following up on a question raised in an earlier meeting, Chair Quinnett reported that requiring all employees to do all modules every year is a matter of compliance with state and federal law. It is possible to test out of the IT portion of the training.
- Please give your input on employee compensation guidance by filling out the Staff Compensation Committee Survey – Attach. #3
- College-specific & Pre-Health Networking Nights – Oct. 4
- Fall 2022 Career Fair – Oct. 5th, 2-6 p.m. <https://www.uidaho.edu/current-students/career-services/events?trumbaEmbed=view%3Devent%26eventid%3D161278804>

**Provost's Report:**

- Borah Symposium: Former Peru President Francisco Rafael Sagasti will deliver the opening keynote address at 7 p.m. on Sept. 27 in the Pitman Center International Ballroom. Three-Star Gen. Erik Peterson, a U of I alum, will deliver "War and Peace in the Twenty-Century" at 12:30 p.m. on Sept. 28 in the Pitman Center International Ballroom.
- Homecoming is this weekend. <https://www.uidaho.edu/events/signature-events/homecoming>
- All students who had been placed in hotels have been moved to campus.

**Discussion:**

In response to additional questions about the abortion laws memo, the Provost confirmed that additional guidance will come from the university. General Counsel is collecting all questions into a FAQ document, and Senators are encouraged to have their constituents send questions to GC ([counsel@uidaho.edu](mailto:counsel@uidaho.edu)). The Provost and the President are committed to help employees as much as possible. As promised at the UFM, GC has provided legal guidance with the intent to help employees understand Idaho's new laws that apply to them and possible consequences.

**Other Policy Business:**

- APM 30.13 Networked Computing Device Standards Attach. #5 – Postponed
- APM 30.32 Computer Security Violations Attach. #6 – Postponed
- APM 45.02 Sponsored Projects Proposal Preparation and Authorization Attach. #7  
The correct version is attached. Senators should look at it and raise any questions at the next meeting.

**Other Announcements and Communications:**

- Alcohol Awareness Presentation - Keith Hanson, Counseling & Testing Center, Jeneba Hoene, Alcohol and Other Drug Program Coordinator Attach. #8  
Keith and Jeneba showed data from our university community about use of alcohol and other drugs. They suggested actionable steps faculty can take to help with substance abuse problems and talked about available resources.  
The presentation slides are attached to the binder for meeting #6.  
Contacts: Jeneba Hoene [jenebah@uidaho.edu](mailto:jenebah@uidaho.edu)  
Keith Hansen [rkansen@uidaho.edu](mailto:rkansen@uidaho.edu)  
Substance Use Resources:  
<https://www.uidaho.edu/aod>  
<https://www.uidaho.edu/echeckup>  
<https://www.uidaho.edu/ctc>  
Latah Recovery and Crisis Center: <https://latahrecoverycenter.org>
- Jaggaer Purchasing Software – Julia McIlroy, Director, Purchasing Services – Postponed

**New Business:**

Chair Quinnett enthusiastically acknowledged Erin Chapman and all who worked on the Paid Parental Leave policy. Currently, we are gathering input from Staff Council. We expect to have the policy in the binder for the next meeting. We hope to have Brandi Terwilliger at Senate October 4 for discussion, and to be ready to vote on the 11<sup>th</sup>.

**Adjournment:**

The agenda being completed, Chair Quinnett adjourned the meeting at 5:02pm.

Respectfully Submitted,

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

## University of Idaho Information Technology Committee's Report on APM.30.16

The University Information Technology (UI-IT) committee and the faculty senate leadership team met with Teresa Amos from the Office of Information Technology/Information Technology Services (OIT/ITS) on Wednesday, September 21, 2022 (3:00 pm - 4:00 pm). Teresa Amos provided very helpful feedback and important comments regarding APM.30.16 or [30.16 - Technology Hardware Lifecycle Management \(uidaho.edu\)](#), which was rewritten in the summer of 2022 and has been posted since July 01, 2022. We, the university information technology committee, hereby submit a summary of our comments.

- The committee understands the goal of APM.30.16 is to make sure assets and intellectual property/products can be protected for the University and the faculty.
- The committee is concerned about the issue of data security or data management software currently installed on faculty computers. Although the committee understands the importance of data security and management for the University and the faculty, the committee would encourage OIT/ITS to clarify in more detail since this could probably result in possible violations of the Idaho State Board of Education's academic freedom policy [III.B. - Academic Freedom and Academic Responsibility | Idaho State Board of Education](#).
- OIT/ITS suggests faculty members carefully review the list of hardware and equipment specifications on the website below and comply with policies or restrictions at the federal, state, and university levels. <https://support.uidaho.edu/TDClient/40/Portal/Requests/ServiceDet?ID=640>; the OIT/ITS is willing to work with individual faculty members more closely for the part of equipment procurement in grant proposals. The committee appreciates the support and raises concerns regarding a timely submission of grant proposals.
- The committee appreciates the comment that there are no intentions to intervene in individual faculty members' research projects and faculty members can acquire any equipment (e.g., a 3D printer) that is not listed on the website of OIT/ITS if these purchases comply with the APM 30.16 policy and most of these purchases have automatically been considered exceptions.
- OIT/ITS has been building a stock of spare parts and computers. The committee believes this will help faculty members acquire the equipment needed for instruction, research, and service/outreach amid an emergency (e.g., the faculty member's computer is not functioning in the middle of the semester).
- OIT/ITS has been addressing special computing needs such as a dual boot OS (e.g., windows plus Linux) on a case-by-case basis. Faculty computers are on the employee network with faster speed and increased bandwidth, as compared to computers on the student network. The committee very much appreciates the support and clarification.

**Appendix: University Information Technology Committee Members**

Faculty	<b>Chair</b>	Liao	Haifeng Felix	2022-23	<a href="mailto:hliao@uidaho.edu">hliao@uidaho.edu</a>	Earth and Spatial Sciences	COS
Vice President for Research or Designee	w/o vote	Harner	Archibald	N/A	<a href="mailto:aharner@uidaho.edu">aharner@uidaho.edu</a>	ORED	
Registrar or Designee	w/o vote	Miller	Tammy	N/A	<a href="mailto:tmiller@uidaho.edu">tmiller@uidaho.edu</a>	Registrar's Office	
Vice President for Finance and Administration or Designee	w/o vote	<b>TBD</b>			-		
Vice President for Digital Learning or Designee	w/o vote	<b>TBD</b>			-		
Vice President for Information Technology or Designee	w/o vote	Amos	Teresa	N/A	<a href="mailto:tamos@uidaho.edu">tamos@uidaho.edu</a>	ITS	
Director of CETL or Designee		Smentowski	Brian	N/A	<a href="mailto:bsmentkowski@uidaho.edu">bsmentkowski@uidaho.edu</a>	CETL	
Faculty		Turner-Rahman	Gregory	2024-25	<a href="mailto:gtrahman@uidaho.edu">gtrahman@uidaho.edu</a>	Art & Design	CAA
Faculty		Woolley	Darryl	2024-25	<a href="mailto:dwoolley@uidaho.edu">dwoolley@uidaho.edu</a>	CBE	CBE
Faculty		Johnston	Jason	2022-23	<a href="mailto:jjohnston@uidaho.edu">jjohnston@uidaho.edu</a>	Music	CLASS
Faculty		Shih	Ting-Yen	2024-25	<a href="mailto:tshih@uidaho.edu">tshih@uidaho.edu</a>	Electrical & Computer Engineering	COS
Faculty/Library		Williamson	Evan	2022-23	<a href="mailto:ewilliamson@uidaho.edu">ewilliamson@uidaho.edu</a>	Library	LIB
Faculty/Off Campus		Godfrey	Bruce	2024-25	<a href="mailto:bgodfrey@uidaho.edu">bgodfrey@uidaho.edu</a>	Library	LIB



## POLICY COVER SHEET

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

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

**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title: **FSH 3500 PROMOTION AND TENURE**

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title:

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

**Originator: Ryanne Pilgeram, FAC Chair**

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

**Reviewed by General Counsel**      Yes  No      Name & Date:

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

This proposed interim policy revision provides for the formation of an additional University Promotion and Tenure Committee in years when, in the discretion of the provost, the number of dossiers to be considered exceeds the capacity of a single committee. The University Promotion and Tenure Committee has approximately 85 dossiers for consideration this cycle, a number which exceeds its capacity. An additional committee is needed in order to ensure a high quality of review. This revision is requested as an interim policy, to be effective immediately, because committee assignments need to begin in Fall 2022.

The timeline for the standard review and approval process for this revision is as follows: The revision will be submitted to Faculty Senate for approval as a permanent change on October 3, 2022, and then go to the following University Faculty Meeting in fall semester 2022.

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 H) unless otherwise specified.



To be effective immediately upon approval.

**FSH 3500  
PROMOTION AND TENURE**

**A. INTRODUCTION.** FSH 3500 contains all official University promotion and tenure procedure and supersedes any promotion or tenure procedure contained in college or unit bylaws.

**A-1. Definitions.**

**a. Academic Administrator.** “Academic administrator” means the president, provost, vice provosts, deans, associate 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.** “Board” refers to the State Board of Education and Board of Regents of the University of Idaho.

**c. Faculty Member.** “Faculty member” means 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.** “Unit” means a school, division, department, or program (i.e., the first organizational unit below the college level), but the College of Law, WWAMI, Library, and the Counseling and Testing Center shall be considered to be units. For Extension educators, the unit shall be the Extension district.

**f. Unit Administrator.** The “unit administrator” is the administrator of the unit that holds faculty member’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.** “University” and “UI” refer to the University of Idaho.

**A-2. Faculty Promotion.**

**a. Purpose.** Academic rank represents and rewards the individual’s performance as a scholar, teacher, and faculty member. Promotion to a higher rank is not automatic but is a decision made on an individual basis subject to university, college, and unit criteria.

**b. Criteria.** Promotion to a rank requires the candidate to meet the requirements for that rank. Promotion is awarded only to candidates who effectively perform in the responsibility areas contained in FSH 1565 C as specified in the candidate’s position description, and who meet university, college and unit criteria for promotion. Decisions are based on thorough and uniform evaluation of the candidate’s performance and granted only when there is reasonable assurance, based on performance, that the candidate will continue to meet the criteria for promotion. The faculty of each college and unit shall establish in their bylaws substantive promotion criteria for all types of faculty existing within that college or unit (e.g. regular faculty, clinical faculty, research faculty, etc.), consistent with 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. Purpose.** 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. General Provisions.** 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 and unit 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 or unit bylaws (see FSH 1590).

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

**A-4. Consideration of Promotion or Tenure Alone.** The procedures in this policy apply to all cases including applications for only tenure or only promotion. As used in this policy, "promotion or tenure" means promotion or tenure or both.

## **B. GENERAL PROVISIONS.**

**B-1. Delegation.** The provost may delegate any of their 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. The timing of appointments and relative representation of faculty on the university promotion & tenure committee pursuant to section G-1 herein; and

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

**B-3. Committee Problem Resolution.** If the unit administrator 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 shall confer with the dean, unit administrator, and candidate and the parties shall attempt to come to an agreement that resolves the error. Following this process, 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). These procedural rules are intended to guide the orderly and fair administration of the promotion and tenure process and should be followed carefully, but a promotion or tenure denial may not be set aside merely because there was a procedural error unless the procedural error materially impacted the outcome.

**B-5. Confidentiality.** Except as specifically provided herein or in the provost's administrative guidance, all materials generated in consideration of candidates for promotion or tenure shall not be disclosed to the candidate or to persons having no role in the administration of promotion and tenure policy unless required by law or approved by the provost. Faculty participating in tenure or promotion cases must maintain confidentiality regarding all aspects of the procedure. This prohibition applies not only during the promotion or tenure process but also indefinitely into the future.

**B-6. Recusal.**

**a. Disclosure required.** Prior to consideration of candidates, each committee member shall disclose in writing to the other committee members the nature and extent of any relevant relationships and working arrangements with each candidate who will be considered by the committee.

**b. Recusal due to conflict of interest.** A committee member with a conflict of interest as defined in this policy shall recuse themselves from consideration of each candidate with whom they have a conflict of interest.

**c. Conflict of interest defined.** For purposes of this policy, conflict of interest means:

- i. The committee member has a "relationship" with the candidate as defined by FSH 6241 Nepotism, or
- ii. The committee member has a conflict of interest as defined by FSH 6240 Conflicts of Interest or Commitment.

**d. Objection; disqualification; final decision.** Objection to a committee member's participation based on conflict of interest as defined by this policy or on other grounds may be raised by the candidate, any member of the committee, by the chair of the candidate's unit, or by the dean of the candidate's college, and shall be communicated to the provost. If an objection is raised and the committee member refuses to recuse themselves, the dean of the candidate's college shall decide whether the committee member shall be disqualified from participation, unless the dean is the party raising the objection, in which case the provost shall decide. The decision of the dean or provost, as applicable, is final.

**e. Recusal on other grounds.** A committee member shall recuse themselves from consideration of a candidate if the committee member subjectively determines that they cannot fairly evaluate that candidate's performance as required by University policy.

## **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 that 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 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 promotion or tenure 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.6.1.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 their 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.6.1.i)

**d. Credit toward Promotion or Tenure at Time of Appointment.** Credit toward promotion or tenure 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 promotion or tenure 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 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 their academic department and their academic rank and tenure. (RGP II.G.6.i.ii) The faculty member may resume duties in their 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 Promotion or Tenure.** If the unit administrator is scheduled to be evaluated for promotion or tenure, the dean shall fulfill all the responsibilities under this policy normally fulfilled by the unit administrator.

#### **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 promotion or tenure or both. (RGP II.G.6.d.iv.2.)

**b. Other Circumstances:** An extension of the timeline for promotion or tenure or both may be granted in other exceptional circumstances (RGP II.G.6.d.iv.2) that may impede a faculty member's progress toward achieving promotion or tenure, including but not limited to significant responsibilities with respect to elder or dependent care, child care, custody, disability or chronic illness, problems beyond the faculty member's control relating to their research or scholarly activities, 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 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 or tenure on their 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 (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 their discretion, determine if consultation with the dean or unit administrator is appropriate.

3. The approval decision shall be made without regard to whether or not the faculty member takes a leave related to the same circumstances presented for the extension.

4. The provost shall notify the faculty member, unit administrator, and dean of the action taken. The candidate may choose to provide information regarding the extension in their Personal Statement of Accomplishment; otherwise, no information regarding the extension shall be included in the candidate's dossier, unless such information already exists in the materials to be provided by the unit administrator, as detailed in D-2. If such information already exists in the D-2 materials, the candidate may choose to have that information redacted. Committee and administrator reports shall not mention the extended timeline.

**g. Effect of Extension.** No additional productivity is expected when a faculty member extends the timeline for promotion or tenure. For example, if a tenure decision would customarily take place in the sixth year, and it is extended to the seventh year, the standard of productivity would remain the same as for a tenure decision made in the sixth year.

**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 Candidate.** The candidate shall submit the following materials:

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

**b. Candidate Statements.** This section is limited to eight pages with an optional one-page COVID impact statement for a maximum of nine pages.

**1. Context Statement.** The Context Statement is written by the candidate and describes the candidate's academic unit and the candidate's responsibilities within their 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 their 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 Personal Statement of Accomplishment is written by the candidate and interprets their record of accomplishment relevant to the responsibilities in their position description and the criteria for promotion 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 should explain the nature of the candidate's activities so that others will understand them fully for purposes of assessment. The format and method of presentation is a matter of candidate choice.

**3. COVID Impact Statement (Optional)** In one page, the candidate may describe the effects of the pandemic on their work activities and outcomes during the period of review. Candidates may describe such effects across the four areas of consideration: teaching; scholarship and creative activity; outreach and extension; and university service and leadership.

**c. Evidence of Accomplishment.** The candidate may provide evidence of accomplishment for each area of responsibility in the position description. Evidence may include examples of scholarly work; evidence of teaching effectiveness as provided in FSH 1565 C-1.a. (note that student course evaluations, and, if applicable, peer evaluations are provided by the unit administrator; see D-2.c.); letters of support, etc. Evidence of Accomplishment shall not include additional narrative regarding promotion or tenure. This section has no page limit.

**D-2. Materials Provided by the Unit Administrator.** The unit administrator shall provide to the candidate items a-d below, in the format prescribed by the provost's administrative guidance (B-2 herein), at least five business days prior to the beginning of the semester in which the promotion or tenure review is scheduled to begin. After the dossier has been finalized, as described in D-3.c, the unit administrator shall add the external peer review letters described in D-2.e and forward the dossier for the first level of review.

**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).

**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 candidate 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, as defined by FSH 1565 C-2. External review shall not be conducted for faculty undergoing third-year review or for nontenure track candidates for promotion with an average of 5% or less responsibility for scholarship or creative activity in their position description during the review period. In the case of tenurable and tenured faculty in Extension, the external review shall focus on the candidate's performance in the areas of scholarship and creative activity and outreach and extension. 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, up to four examples of the candidate's scholarly and creative activity chosen by the candidate, and the sections of college and unit bylaws setting forth criteria for promotion or tenure. In the case of tenure-line faculty appointments with extension, the four examples shall include the candidate's scholarly and creative activity and extension and outreach work 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). In

the case of tenurable Extension faculty, this review shall encompass scholarship and creative activity and outreach and extension.

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. Deadlines for Submission of Candidate Material and Unit Materials.** Materials to be provided by the candidate in support of tenure and/or promotion, as described in section D-1, shall 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. Failure to Submit Candidate Materials by Deadline.** Candidates are expected to follow the submission timeline contained in the provost's administrative guidance. A candidate who does not submit the materials described in D-1 by the deadline described in D-3.a of the mandatory year, or of the tenure consideration year as adjusted pursuant to an extension under section C-4, is deemed to have been denied tenure as of the deadline.

**c. Finalization of Dossier.** Submission is final when the candidate has signed a dossier submission form and provided the signed dossier submission 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, the committee shall include at least one full professor.
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, or a full professor in a case considering promotion to full professor, the unit administrator, in consultation with the dean, shall designate appropriate faculty members from other units whose areas of expertise are as closely related as possible to the work of the candidate. 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. The committee shall not meet until the dossier has been available to all members for a minimum of five business days. 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 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 a minimum of five business days 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 within the college shall be represented by one faculty member, to be selected as follows: Each unit shall nominate two faculty members, from which the dean shall select one, giving consideration to representational balance in the makeup of the committee. 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 a minimum of five business days. 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. If, in the discretion of the provost, the number of dossiers to be considered exceeds the capacity of the committee, one or more additional University Promotion and Tenure Committees may be formed using the procedure below.

**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 their 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).

d. A candidate who is denied tenure is still eligible for employment at the University in nontenurable positions.

#### **Version History**

**Amended July 2022.** In response to feedback collected from faculty and administrators, extensive revisions, clarifications, and editorial changes were made. In addition, the May 2021 temporary emergency changes were permanently adopted.

**Amended May 2021.** President Green adopted temporary emergency changes affecting sections D-1.b. and D-2.e.

**Amended July 2021.** Section A-2.a. was revised to state the purpose of promotion; D-2.e.4. to clarify contents of packet for external review; and F-1 to require consideration of representational balance.

**Adopted January 2020.** The university's promotion and tenure policies were comprehensively revised in order to unify all provisions regarding procedure in the Faculty Staff Handbook and to help faculty and reviewers by clarifying the procedure. The following changes were approved: Deletion of FSH 3520, 3560, and 3570; revision of FSH 3530; and addition of new FSH 3500 and 3510.



## POLICY COVER SHEET

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

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

### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title: **FSH 3500 PROMOTION AND TENURE**

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title:

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

**Originator: Ryanne Pilgeram, FAC Chair**

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

**Reviewed by General Counsel**      Yes  No      Name & Date:

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

This revision provides for the formation of an additional University Promotion and Tenure Committee in years when, in the discretion of the provost, the number of dossiers to be considered exceeds the capacity of a single committee.

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 H) unless otherwise specified.

To be effective immediately upon approval.

**FSH 3500  
PROMOTION AND TENURE**

**A. INTRODUCTION.** FSH 3500 contains all official University promotion and tenure procedure and supersedes any promotion or tenure procedure contained in college or unit bylaws.

**A-1. Definitions.**

**a. Academic Administrator.** “Academic administrator” means the president, provost, vice provosts, deans, associate 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.** “Board” refers to the State Board of Education and Board of Regents of the University of Idaho.

**c. Faculty Member.** “Faculty member” means 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.** “Unit” means a school, division, department, or program (i.e., the first organizational unit below the college level), but the College of Law, WWAMI, Library, and the Counseling and Testing Center shall be considered to be units. For Extension educators, the unit shall be the Extension district.

**f. Unit Administrator.** The “unit administrator” is the administrator of the unit that holds faculty member’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.** “University” and “UI” refer to the University of Idaho.

**A-2. Faculty Promotion.**

**a. Purpose.** Academic rank represents and rewards the individual’s performance as a scholar, teacher, and faculty member. Promotion to a higher rank is not automatic but is a decision made on an individual basis subject to university, college, and unit criteria.

**b. Criteria.** Promotion to a rank requires the candidate to meet the requirements for that rank. Promotion is awarded only to candidates who effectively perform in the responsibility areas contained in FSH 1565 C as specified in the candidate’s position description, and who meet university, college and unit criteria for promotion. Decisions are based on thorough and uniform evaluation of the candidate’s performance and granted only when there is reasonable assurance, based on performance, that the candidate will continue to meet the criteria for promotion. The faculty of each college and unit shall establish in their bylaws substantive promotion criteria for all types of faculty existing within that college or unit (e.g. regular faculty, clinical faculty, research faculty, etc.), consistent with 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. Purpose.** 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. General Provisions.** 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 and unit 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 or unit bylaws (see FSH 1590).

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

**A-4. Consideration of Promotion or Tenure Alone.** The procedures in this policy apply to all cases including applications for only tenure or only promotion. As used in this policy, "promotion or tenure" means promotion or tenure or both.

## **B. GENERAL PROVISIONS.**

**B-1. Delegation.** The provost may delegate any of their 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. The timing of appointments and relative representation of faculty on the university promotion & tenure committee pursuant to section G-1 herein; and

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

**B-3. Committee Problem Resolution.** If the unit administrator 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 shall confer with the dean, unit administrator, and candidate and the parties shall attempt to come to an agreement that resolves the error. Following this process, 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). These procedural rules are intended to guide the orderly and fair administration of the promotion and tenure process and should be followed carefully, but a promotion or tenure denial may not be set aside merely because there was a procedural error unless the procedural error materially impacted the outcome.

**B-5. Confidentiality.** Except as specifically provided herein or in the provost's administrative guidance, all materials generated in consideration of candidates for promotion or tenure shall not be disclosed to the candidate or to persons having no role in the administration of promotion and tenure policy unless required by law or approved by the provost. Faculty participating in tenure or promotion cases must maintain confidentiality regarding all aspects of the procedure. This prohibition applies not only during the promotion or tenure process but also indefinitely into the future.

**B-6. Recusal.**

**a. Disclosure required.** Prior to consideration of candidates, each committee member shall disclose in writing to the other committee members the nature and extent of any relevant relationships and working arrangements with each candidate who will be considered by the committee.

**b. Recusal due to conflict of interest.** A committee member with a conflict of interest as defined in this policy shall recuse themselves from consideration of each candidate with whom they have a conflict of interest.

**c. Conflict of interest defined.** For purposes of this policy, conflict of interest means:

- i. The committee member has a "relationship" with the candidate as defined by FSH 6241 Nepotism, or
- ii. The committee member has a conflict of interest as defined by FSH 6240 Conflicts of Interest or Commitment.

**d. Objection; disqualification; final decision.** Objection to a committee member's participation based on conflict of interest as defined by this policy or on other grounds may be raised by the candidate, any member of the committee, by the chair of the candidate's unit, or by the dean of the candidate's college, and shall be communicated to the provost. If an objection is raised and the committee member refuses to recuse themselves, the dean of the candidate's college shall decide whether the committee member shall be disqualified from participation, unless the dean is the party raising the objection, in which case the provost shall decide. The decision of the dean or provost, as applicable, is final.

**e. Recusal on other grounds.** A committee member shall recuse themselves from consideration of a candidate if the committee member subjectively determines that they cannot fairly evaluate that candidate's performance as required by University policy.

## **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 that 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 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 promotion or tenure 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.6.1.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 their 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.6.1.i)

**d. Credit toward Promotion or Tenure at Time of Appointment.** Credit toward promotion or tenure 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 promotion or tenure 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 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 their academic department and their academic rank and tenure. (RGP II.G.6.i.ii) The faculty member may resume duties in their 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 Promotion or Tenure.** If the unit administrator is scheduled to be evaluated for promotion or tenure, the dean shall fulfill all the responsibilities under this policy normally fulfilled by the unit administrator.

#### **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 promotion or tenure or both. (RGP II.G.6.d.iv.2.)

**b. Other Circumstances:** An extension of the timeline for promotion or tenure or both may be granted in other exceptional circumstances (RGP II.G.6.d.iv.2) that may impede a faculty member's progress toward achieving promotion or tenure, including but not limited to significant responsibilities with respect to elder or dependent care, child care, custody, disability or chronic illness, problems beyond the faculty member's control relating to their research or scholarly activities, 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 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 or tenure on their 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 (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 their discretion, determine if consultation with the dean or unit administrator is appropriate.

3. The approval decision shall be made without regard to whether or not the faculty member takes a leave related to the same circumstances presented for the extension.

4. The provost shall notify the faculty member, unit administrator, and dean of the action taken. The candidate may choose to provide information regarding the extension in their Personal Statement of Accomplishment; otherwise, no information regarding the extension shall be included in the candidate's dossier, unless such information already exists in the materials to be provided by the unit administrator, as detailed in D-2. If such information already exists in the D-2 materials, the candidate may choose to have that information redacted. Committee and administrator reports shall not mention the extended timeline.

**g. Effect of Extension.** No additional productivity is expected when a faculty member extends the timeline for promotion or tenure. For example, if a tenure decision would customarily take place in the sixth year, and it is extended to the seventh year, the standard of productivity would remain the same as for a tenure decision made in the sixth year.

**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 Candidate.** The candidate shall submit the following materials:

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

**b. Candidate Statements.** This section is limited to eight pages with an optional one-page COVID impact statement for a maximum of nine pages.

**1. Context Statement.** The Context Statement is written by the candidate and describes the candidate's academic unit and the candidate's responsibilities within their 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 their 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 Personal Statement of Accomplishment is written by the candidate and interprets their record of accomplishment relevant to the responsibilities in their position description and the criteria for promotion 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 should explain the nature of the candidate's activities so that others will understand them fully for purposes of assessment. The format and method of presentation is a matter of candidate choice.

**3. COVID Impact Statement (Optional)** In one page, the candidate may describe the effects of the pandemic on their work activities and outcomes during the period of review. Candidates may describe such effects across the four areas of consideration: teaching; scholarship and creative activity; outreach and extension; and university service and leadership.

**c. Evidence of Accomplishment.** The candidate may provide evidence of accomplishment for each area of responsibility in the position description. Evidence may include examples of scholarly work; evidence of teaching effectiveness as provided in FSH 1565 C-1.a. (note that student course evaluations, and, if applicable, peer evaluations are provided by the unit administrator; see D-2.c.); letters of support, etc. Evidence of Accomplishment shall not include additional narrative regarding promotion or tenure. This section has no page limit.

**D-2. Materials Provided by the Unit Administrator.** The unit administrator shall provide to the candidate items a-d below, in the format prescribed by the provost's administrative guidance (B-2 herein), at least five business days prior to the beginning of the semester in which the promotion or tenure review is scheduled to begin. After the dossier has been finalized, as described in D-3.c, the unit administrator shall add the external peer review letters described in D-2.e and forward the dossier for the first level of review.

**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).

**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 candidate 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, as defined by FSH 1565 C-2. External review shall not be conducted for faculty undergoing third-year review or for nontenure track candidates for promotion with an average of 5% or less responsibility for scholarship or creative activity in their position description during the review period. In the case of tenurable and tenured faculty in Extension, the external review shall focus on the candidate's performance in the areas of scholarship and creative activity and outreach and extension. 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, up to four examples of the candidate's scholarly and creative activity chosen by the candidate, and the sections of college and unit bylaws setting forth criteria for promotion or tenure. In the case of tenure-line faculty appointments with extension, the four examples shall include the candidate's scholarly and creative activity and extension and outreach work 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). In

the case of tenurable Extension faculty, this review shall encompass scholarship and creative activity and outreach and extension.

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. Deadlines for Submission of Candidate Material and Unit Materials.** Materials to be provided by the candidate in support of tenure and/or promotion, as described in section D-1, shall 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. Failure to Submit Candidate Materials by Deadline.** Candidates are expected to follow the submission timeline contained in the provost's administrative guidance. A candidate who does not submit the materials described in D-1 by the deadline described in D-3.a of the mandatory year, or of the tenure consideration year as adjusted pursuant to an extension under section C-4, is deemed to have been denied tenure as of the deadline.

**c. Finalization of Dossier.** Submission is final when the candidate has signed a dossier submission form and provided the signed dossier submission 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, the committee shall include at least one full professor.
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, or a full professor in a case considering promotion to full professor, the unit administrator, in consultation with the dean, shall designate appropriate faculty members from other units whose areas of expertise are as closely related as possible to the work of the candidate. 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. The committee shall not meet until the dossier has been available to all members for a minimum of five business days. 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 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 a minimum of five business days 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 within the college shall be represented by one faculty member, to be selected as follows: Each unit shall nominate two faculty members, from which the dean shall select one, giving consideration to representational balance in the makeup of the committee. 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 a minimum of five business days. 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. If, in the discretion of the provost, the number of dossiers to be considered exceeds the capacity of the committee, one or more additional University Promotion and Tenure Committees may be formed using the procedure below.

**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 their 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).

d. A candidate who is denied tenure is still eligible for employment at the University in nontenurable positions.

#### **Version History**

**Amended July 2022.** In response to feedback collected from faculty and administrators, extensive revisions, clarifications, and editorial changes were made. In addition, the May 2021 temporary emergency changes were permanently adopted.

**Amended May 2021.** President Green adopted temporary emergency changes affecting sections D-1.b. and D-2.e.

**Amended July 2021.** Section A-2.a. was revised to state the purpose of promotion; D-2.e.4. to clarify contents of packet for external review; and F-1 to require consideration of representational balance.

**Adopted January 2020.** The university's promotion and tenure policies were comprehensively revised in order to unify all provisions regarding procedure in the Faculty Staff Handbook and to help faculty and reviewers by clarifying the procedure. The following changes were approved: Deletion of FSH 3520, 3560, and 3570; revision of FSH 3530; and addition of new FSH 3500 and 3510.



# POLICY COVER SHEET

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

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

**Faculty Staff Handbook (FSH)**  
 Addition  Revision\*  Deletion\*  Emergency  Minor Amendment  
Policy Number & Title: FSH 3710 LEAVE POLICIES FOR ALL EMPLOYEES

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

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

Comprehensive Review was Conducted

**Originator: Brandi Terwilliger, Director of Human Resources**

**Policy Sponsor, if different from Originator: Brian Foisy, VP Finance and Administration**

**Reviewed by General Counsel**     Yes \_\_\_ No    Name & Date: Kim Rytter, 9/18/2022

1.    **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.  
Update language and addition of paid parenting leave under FML
2.    **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
Fiscal impact has been provided by external consultants and shared with senior leadership
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.

3710

LEAVE POLICIES FOR ALL EMPLOYEES

LAST REVISION: ~~January 2020~~

~~X~~  
CONTENTS:

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## A. GENERAL.

**A-1.** The University of Idaho (hereinafter referred to as university) strives to offer leave programs that are both comprehensive and flexible to meet employee needs. Leave with or without pay is extended to employees under a variety of circumstances described below. Exceptions may be granted in special circumstances [see R below; APM 55.09, 55.07, 55.38; FSH 3120, 3720 and 6230]

**A-2.** The term “leave” refers to an employee’s absence from duty. Each leave type as contained in this policy discusses circumstances in which such an absence may be continued with pay when leave accruals are available or when leave is approved without pay. Certain types of leave may require or provide options to take one leave concurrent with another. For example, sick and annual leave may be taken or may be required to be taken concurrently with other types of leave. All leaves are subject to approval.

**A-3.** Unless otherwise noted, for purposes of this policy, “immediate family member” includes: your spouse, your child, parent, brother, sister, grandparent, and these same relationships of a spouse, by marriage, adoption, or foster arrangement. An immediate family member may also include an individual who has assumed a similar relationship to those above, other than the relationship of spouse\*, and for whom the employee or the individual has had financial responsibility for the other. An immediate family member also may include any individual who is a qualified dependent under IRS regulations. The university reserves the right to request documentation establishing financial responsibility or qualifying status as an IRS dependent. [Federal FMLA criteria will be used in determining “immediate family member”.](#)

\*Due to the 2006 “marriage amendment” to the Idaho Constitution the university, despite the wishes of the Faculty Senate, is unable to include domestic partnerships.

**A-4.** Separation from employment or the term terminating employee refers to an employee’s separation from all employment.

**A-5.** A break in State of Idaho service is defined as job termination that is separated by at least three ~~(3)~~ business days prior to re-employment with the university or any other State of Idaho employer.

**A-6.** Full and part-time employees are eligible for some or all leaves discussed in this policy.

**a.** Benefit-eligible employees are those who hold a board-appointed position [FSH 3080] and are employed at least half time or greater.

**b.** Individuals who are employed at least half time or greater as temporary help (TH) and who are expected to complete five ~~(5)~~ months or more of continuous university service and are eligible to participate in the Public Employers Retirement Plan for Idaho (PERSI) are eligible for limited benefits, including annual leave, sick leave and pay for holidays on which they do not work [FSH 3090].

**A-7.** Leave may not be taken in advance of accrual and may not be taken in excess of 80 hours in a pay period.

**A-8.** Leave may not be taken on an employee's first day of employment. If an employee is unable to report for work on their specified first day of employment; employment will not begin until the first day that the employee reports for active duty.

**A-9.** All employees, including faculty and exempt employees, are responsible for recording all leave taken on bi-weekly time reports and complying with the terms of leave policies, including, but not limited to:

- a. completing application for leave with supervisor or Human Resources as appropriate and providing any medical evidence to HR and other requested information;
- b. abiding by any and all return-to-work restrictions; and
- c. returning to work following expiration of approved leave.

Failure to uphold these responsibilities may result in absence without approved leave. Eligibility to preserve employment may be affected and/or the employee may be subject to disciplinary action, up to and including termination from employment as provided in appropriate university policies [FSH 3910, 3920 and 3930].

**A-10.** Exempt employees (full-time 40 hours per week expectation per FLSA) who work at least four ~~(4)~~ hours in a day will be paid regular pay for the full day. If they work fewer than four ~~(4)~~ hours, the difference will be charged to the appropriate accrued leave. If the employee is on approved intermittent Family and Medical Leave (FML) they must report each hour missed.

Employees who are not exempt from earning overtime accrual or payments shall record all approved absences in 1/4-hour increments, except when time loss has been made up through an approved flexible schedule.

**A-11.** Absent written agreement to the contrary, an eligible employee typically earns credit toward retirement plan vesting (see your PERSI, IORP or federal retirement plan document for details) and earns annual and sick leave accruals during the portion of any leave that is paid, except that sick and annual leave do not accrue during terminal leave [K], or in some circumstances during administrative leave. See I-7, [1-5], AA An employee typically will not be given such credit for any periods of unpaid leave.

**A-12.** No break in service will occur during any approved paid or unpaid leave for the purposes of determining eligibility for retiree health benefits.

**A-13.** Attendance at work is a job requirement for all positions at the university. Excessive absenteeism can affect job performance and the employee may be subject to disciplinary action.



**A-14.** Departmental administrators are responsible for approving and ensuring the reporting of leave, via Banner, taken by the employees in their respective units. For procedures regarding reporting and monitoring leave see APM 55.09. The Banner system and Human Resources records are the official university leave records.

**A-15.** Human Resources is responsible for coordinating requests and reviewing compliance with all types of leave other than sick, annual and medical appointment leave discussed in this section. [APM 55.09]

**B. ANNUAL LEAVE.** (Available to UI employees listed in A-6 (a) and A-6 (b) as described in Section B)

**B-1.** Employees receive annual leave based on their classification of employment. [FSH 3080]

**a.** Classified Employees on full-time fiscal-year appointments accrue annual leave based on hours worked at the rate of approximately 3.7 hours bi-weekly for the first five full years of service, with a maximum accumulation of 192 hours; 4.6 hours bi-weekly up to 10 years of service, with a maximum accumulation of 240 hours; 5.5 hours bi-weekly up to 15 years of service with a maximum accumulation of 288 hours; and 6.5 hours bi-weekly for more than 15 years of service with a maximum accumulation of 336 hours. [RGP II.E.3; FSH 3080; APM 55.09]

**b.** Faculty on full-time fiscal-year appointments and exempt employees, including postdoctoral fellows, accrue annual leave at the rate of 7.4 hours bi-weekly and may accumulate a maximum of 240 hours. [RGPP II.F.3, FSH 3080, APM 55.09]

**c.** Faculty who hold academic-year appointments do not accrue annual leave. Their periods of obligation and leave are governed primarily by the academic calendar, subject to stipulation by the employee's dean. [FSH 3120]

**B-2.** Annual leave for classified and exempt appointment of less than 100% full-time, but equal to or greater than half-time, is accrued based on hours worked and at a rate based on the employee's classification [B-1]. No annual leave is accrued for less than half-time service.

**B-3.** Temporary employees who are eligible for PERSI accrue annual leave beginning on the first day of employment in an eligible position at a rate of .04625 times hours worked within each bi-week, ~~however leave is not earned until the benefit qualification period has been satisfied.~~

~~Annual leave for qualified temporary employees accrues, but is not earned until the employee has worked at least 20 hours per week and for a period of at least five (5) months (the benefit qualification period). Approval to use accrued, but unearned annual leave may be approved by the employee's supervisor under special circumstances. However, in the event that accrued annual leave is taken before it is earned and the employee also voluntarily separates or is terminated for cause before annual leave is earned, the value of unearned annual leave taken will be withheld from pay, other earning or payments or must otherwise be repaid to university.~~

**Commented [TB(1):** This contradicts A-7. Personal leave would be appropriate in cases where no leave is available and there is a need to be out. This paragraph is not necessary

~~Leave Accrual Example:~~

~~Annual leave accrues based only on hours worked.~~

~~62 hours worked times .04625 results in 2.90 hours of accrual and may accumulate to a maximum of 192 hours.~~

**B-4.** Annual leave accrual is temporarily suspended when the accumulation reaches the maximum allowance. Once the leave accumulation drops below the allowed maximum, accruals resume.

**B-5.** Employees eligible for overtime earn overtime based on only hours worked. There is no overtime accrual based on annual leave, sick leave, compensatory time, holidays or any other paid time off.

**B-6.** Annual leave continues to accrue while on any paid leave, except that annual leave does not accrue on hours of compensatory time used; ~~during terminal leave [K];~~ during academic transitional leave [J] or for temporary employees who accrue annual leave based only on hours worked.

**B-7.** At the employee's option, accrued annual leave may be used during any approved leave that could otherwise be taken as sick leave. [See E-3. Parenting Leave for the requirement to use sick leave prior to use of annual leave. \[RGP II.1.2.\]](#)

**B-8.** Annual leave must be scheduled in advance and requested in writing by the employee. Annual leave may not be taken without the supervisor's written approval. Both the employee's vacation preference and business needs of the unit must be considered in establishing mutually agreed periods of leave [APM 55.09].

**a.** Supervisors are responsible for coordinating and approving requests for annual leave of all employees in their respective units.

**b.** An employee on approved annual leave, who becomes eligible to use sick leave through unforeseen events, may use sick leave in lieu of annual leave. Documentation to support the use of sick leave may be required.

**B-9.** ~~Annual leave~~ balances are paid to employees upon separation (i.e. resignation, retirement layoff, non-renewal, termination) from all State of Idaho employment [I.C. 67-5334]. Leave balances are transferred from the university to other State of Idaho employers when the university employment ends and a new position is accepted with any State of Idaho employer when there is no break in state service [A-5]. However, the university reserves the right to require an employee to exhaust some or all annual leave prior to any job or employment separation.

Employees funded on grants or contracts are expected to use all earned annual leave during the appointment before expiration of the grant(s) or contract(s). Employees

**Commented [TB(2):** This is not true for all employees. Should not be included.

separating employment upon the expiration or termination of a grant or contract, will be required to use annual leave before their last day of employment.

In the event of an employee's death, payment is made to ~~his or her~~the employee's estate.

The effective date of the employee's separation is the last day on which ~~he or she~~the employee reports to work for the university, unless Human Resources has approved a written request for alternative termination arrangements that are in the best interests of the university.

~~A termination extended through the use of accrued annual leave must be approved in advance, in writing, by Human Resources and unit administrator and shall be treated as terminal leave. [JK and APM 50.20]~~

In the event that an academic administrator transitions from a position eligible for annual leave to a faculty position in which annual leave does not accrue, balances should be exhausted prior to the start of the new appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave balances exceeding ~~eighty (80)~~ hours must be approved in advance by Human Resources.

**B-10.** Any individual, regardless of type of appointment, with an annual leave balance who transfers or who is reassigned to another unit within the university may be required to exhaust all existing annual leave prior to starting the new assignment.

**B-11.** Payment in lieu of annual leave taken for any reason other than separation from employment is granted only by exception or under other special circumstances within the business needs of the university.

**B-12.** Eligibility requirements for annual leave for temporary help (TH) can be found in FSH 3090.

**C. SICK LEAVE.** (Available to UI employees listed in A-6 (a) and A-6 (b) as described in Section C)

**C-1.** Employees that work at least 40 hours in a bi-weekly pay period for at least five ~~(5)~~ consecutive months accrue sick leave. Accrual is approximately 3.7 hours bi-weekly for full-time service. [FSH 3090 C]

**C-2.** Sick leave accumulation for half-time but less than full-time service is accrued proportionately based on hours worked and earned at the rate of .04625 for each hour worked.

**C-3.** Sick-leave may be accumulated without limit.

**C-4.** Sick leave cannot be taken in advance of accrual. If, at the end of a bi-weekly pay cycle, absences exceed sick leave accumulation, the hours will be charged to compensatory time first, if available, and then to annual leave. If there is no leave accumulation, time will be unpaid.

**C-5.** Sick leave continues to accrue while on any paid leave, except for hours of compensatory time used, ~~during terminal leave;~~ and ~~or~~ during academic transitional leave [J].

**C-6.** Sick leave may not be used in lieu of annual leave, except when the conditions of B-8. b. above have been met.

**C-7.** Sick leave may be taken only as follows:

**a. Illness or Serious Medical Condition of Employee.** An employee's own illness, injury, or childbirth that prevents the employee from performing ~~his or her~~ their assigned duties; or in the event of exposure to contagious disease if, in the opinion of responsible authority, the health of others would be jeopardized in the work place.

**b. Illness or Serious Medical Condition of an Immediate Family Member.** When the illness, injury, or childbirth of an immediate family member as defined in [A-3] of this policy requires the attendance of another, the employee may use ~~his or her~~ their own available sick leave.

**c. Death of an Immediate Family Member.** In the event of a death of an immediate family member as defined in [A-3] of this policy; up to ~~fifteen (15)~~ days of sick leave may be used immediately following the event, but can be extended if there are special circumstances. The unit administrator and Human Resources may approve an extension of leave for up to a total of ~~thirty (30)~~ days of sick leave.

**d. Death of a Family Member.** Sick leave usage for the death of a family member other than a member of the immediate family as defined in [A-3] of this policy is limited to a maximum of ~~five (5)~~ days of sick leave immediately following the event.

**e. Medical Appointments.** Personal or family appointments for medical, dental, optical treatment or examination, or meeting with an Employee Assistance Program professional, including time for travel to and from such appointments. An employee is allowed up to two hours of time off per month for such appointments without charge to sick leave provided ~~satisfactory arrangements have been made with the~~ prior notification was provided to the employee's supervisor ~~regarding the needed time away (medical information need not be shared only the need for leave)~~. If the employee has absences totaling more than two hours in a month, such absences must be reported and charged to sick leave. There is no carryover balance from month-to-month.

**f. Parenting/Adoption/~~fostering~~.** All eligible employees are entitled to use sick leave for parenting, ~~and~~ adoption, ~~and~~ ~~fostering~~ as provided in E. Parenting Leave.

**g. Organ Donation.** Full-time ~~employees~~ may use up to ~~five (5)~~ workdays of prior approved organ donation leave to serve as a bone marrow donor and may use up to ~~thirty (30)~~ workdays of prior approved organ donation leave to serve as a human organ donor. Documentation must be provided to Human Resources in advance of the use of Bone

Marrow or Organ Donation leave. Bone Marrow or Organ Donation leave does not reduce the employee's leave balances and is with continued pay and benefits up to the limits noted. Additional leave may be requested through an approved family medical [ML] or personal [ON] leave.

**C-8.** Documentation may be required to be submitted to Human Resources to support absences. Absences that occur during an approved family medical leave [ML] are exempt from these requirements.

**C-9.** The federal Family Medical Leave Act of 1993 (FMLA) was adopted as law to protect the best interest and job security of employees. The university may initiate family medical leave (FML) and will apply FML concurrently with sick leave when the employee's own illness, work-related injuries, or an illness of a family member is covered by FML.

**C-10.** An employee may be eligible for FML after three (3) consecutive days of sick leave, unpaid or other absence [ML-4] and may initiate a request for FML at any time prior to an absence which they suspect may qualify. However, the university may also initiate FML and will typically take steps to determine if an absence qualifies as FML when an employee has missed five ~~(5)~~ consecutive workdays or longer by providing the employee with a medical certification form and FML application. A failure to comply with a request to complete and return the medical certification form and the FML application may result in absence without pay and/or disciplinary action, up to and including dismissal from employment (see FSH 3910, 3920 and 3930).

**C-11.** Employees transferring without a break in service from a qualified Idaho state agency or from the university to another state agency will be credited with their accrued sick leave by the receiving agency. All unused sick leave is forfeited when an employee is separated from state service. No compensation is made for such unused leave, except as provided in C-12 in the case of employees who are retiring from the university. If an employee returns to state service or to the university within three ~~(3)~~ years after separation, sick leave forfeited at the time of separation will be reinstated.

**C-12.** Employees who retire and then return to work at the university may not be entitled to reinstatement of sick leave balances. In this instance, only the **unused** portion of sick leave that was converted at the time of retirement [C-13 and FSH 3730 €] to pay for retiree health benefits may be reinstated for employees who separate for retirement purposes and later return to work at the university.

**C-13.** An employee who retires under the eligibility conditions for retirement ~~or disability retirement~~ as stated in FSH 3730 may apply a pre-determined amount of unused sick leave accrued since July 1, 1976, as payment for continued coverage under the university retiree health program. [FSH 3730, APM 55.39]

**D. HOLIDAYS.** (Available to UI employees listed in A-6~~-(a)~~ and A-6~~-(b)~~ as described in Section D)

**D-1.** The university is closed at least ~~eleven (11)~~ holidays each fiscal year. [FSH 3460 F-2]

**D-2.** Benefit-eligible employees [A-6.a.] who are employed full time (87.5 percent or greater) receive holiday pay based on eight ~~(8)~~ hours for each holiday. An employee who works a compressed work schedule to include more than eight ~~(8)~~ hours each day, such as four ~~(4)~~ ~~ten~~ 10-hour workdays in one week, will still receive only eight ~~(8)~~ hours of holiday pay. With supervisor approval, the employee may make up the difference between their regular hours of work and the holiday pay for that day (two ~~(2)~~ hours in this example) through a flexible work schedule within the same work week [FSH 3460], or may use accrued compensatory time or annual leave, or take the time as unpaid.

**D-3.** Benefit-eligible employees [A-6.a.] who are employed at least half time but less than full-time, are entitled to receive holiday pay, pro-rated based on the average number of hours scheduled each week. The number of hours scheduled on a routine basis (not the hours worked in the week in which the holiday falls) is divided by five ~~(5)~~ days. For example:

Average of 20 hours worked per week / 5 days = 4 hours of holiday pay

Average of 25 hours worked per week / 5 days = 5 hours of holiday pay

Average of 30 hours worked per week / 5 days = 6 hours of holiday pay

**D-4.** The university embraces diversity and recognizes that our workforce is derived from many diverse cultures to include many different religious preferences. An individual may be absent from work to observe a religious holiday consistent with ~~his or her~~ the individual's own religious beliefs and practices when the day is not consistent with the university's official holidays, provided advance notice is given. Pay for these absences are as follows:

**a.** Benefit-eligible employees may use their accrued compensatory time or annual leave to receive pay for an observed religious holiday that is not an official university holiday.

**b.** Employees who are not benefit-eligible, or who do not have compensatory or annual leave available, may observe the holiday without pay, or, with advance supervisory approval, employees may make up the hours in the same work week [FSH 3460].

**D-5.** Benefit-eligible employees are entitled to holiday pay while they are on other approved paid leave, or during any portion of paid or unpaid family medical leave. ~~Extended medical leave and non-FML parenting leave are not family medical leave.~~ Employees on unpaid extended ~~medical leave or unpaid non-FML parenting leave~~ are not entitled to holiday pay.

**E. PARENTING LEAVE (paid or unpaid).** ~~Parenting leave is a~~ Available to UI employees listed in A-6 (a) who also meet the specific eligibility criteria as described in Section ~~MLE~~. Eligible University of Idaho employees may use up to 432 hours (full-time employees prorated for less than full-time employees) of paid parental parenting leave due to the birth, adoption, or foster placement of the child. Parenting Leave is Family and Medical Leave. (FMLA allows for 480 hours of unpaid leave for a full-time employee). See FMLA section M for definition of parenting leave

#### **E-1. Definitions.**

a. "Parenting" is defined as the period of bonding that occurs within the first ~~twelve (12)~~ months of the birth, adoption or foster placement of ~~the~~ child in the family.

b. "Parenting Leave" is leave taken by an employee under section E to bond with a child within the first ~~twelve (12)~~ months of the birth, adoption or foster placement of the child in the family. Parenting leave is separate and distinct from medical leave taken by a birth mother related to serious health conditions associated with pregnancy and child-birth and from medical leave taken by either parent to care for a child with a serious health condition. See Family Medical Leave Section ~~M-L-1~~ for the relationship of Parenting Leave under this Section E and Family Medical Leave under Section ~~M-L~~ of this FSH 3710.

c. Child for purposes of this policy means ~~Son or daughter means~~ a biological son or daughter, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and incapable of self-care because of a mental or physical disability.

**E-2.** Employees are eligible for paid Parenting Leave if they meet the criteria under ~~M-L-3~~ or after 180 days from their date of hire. Employees must also successfully complete any applicable initial probationary period or (extension thereof) to be eligible. Eligible employees are entitled to ~~12 weeks of job protected leave with continuation of group health insurance coverage within 12 months of the birth, adoption, or foster placement of a son or daughter.~~ This is considered non-FML parenting leave. Parenting Leave used under Section E provides some compensation for Parenting ~~L~~ Leave under Family Medical Leave and- is Family Medical Leave.

- a. Eligible employees will receive a maximum of 432 hours (full-time employees) of paid ~~parental~~ parenting leave for the birth, adoption, or foster placement of a child that must be used within 12 weeks immediately after the birth, adoption, or foster placement of a child. Eligible employees working less than full-time will receive a pro-rated portion of paid ~~parental~~ parenting leave corresponding to the percentage of hours they normally are scheduled to work.
- b. An employee may not receive more than ~~twelve (12)~~ weeks of ~~parental~~(paid or unpaid) parenting (paid or unpaid) leave in a rolling 12-month period. Multiple births ~~within twelve months~~ or adoptions ~~within 12 months~~ do not increase the length of ~~parental~~ parenting leave. Employees may use paid ~~parental~~ parenting leave continuously for up to ~~twelve (12)~~ weeks or as a predefined reduced work schedule as long as it is used within 12 weeks of the birth or adoption of the child. Employees may not use paid ~~parental~~ parenting leave intermittently. Adoptive or foster parents are not entitled to use more than ~~twelve (12)~~ weeks of ~~parental~~ parenting leave in a rolling 12-month period but are exempt from the continuous leave requirement if the adoption is not final.
- c. Paid ~~parental~~ parenting leave is compensated using up to the maximum allotted paid parenting leave balance (432 hours for full-time) in the first

12 weeks following the birth, adoption, or foster placement of a child. Paid ~~parental~~parenting leave will be paid on regularly scheduled pay dates.

d. Paid ~~parental~~parenting leave shall run concurrently with leave under the FMLA. Any leave taken under this policy that falls under the definition of circumstances qualifying for leave due to the birth or adoption or foster placement of a child, will be counted toward the 12 weeks of available FMLA leave ~~per~~for a 12-month period. The employee must apply for and use Parenting Leave/FMLA.

e. If a holiday occurs while an employee is on ~~parental~~parenting leave, such day will be coded to holiday pay and will not count towards the employee's ~~parental~~parenting leave entitlement or FMLA hours. If the employee is on ~~parental~~parenting leave/FMLA when the University authorizes paid administrative or emergency closure leave due to inclement weather and/or an office closure, that time will be recorded as ~~parental~~parenting leave/FMLA. Administrative and emergency closure leave will not extend the ~~parental~~parenting leave entitlement.

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**E-3.** If both parents are employees of the university and eligible for FMLA leave under Section ~~ML~~, the leave must be shared between parents and not exceed 480 hours (12 weeks) of total leave (paid or unpaid). ~~each is entitled to take the same amount of parenting leave as allowed for a single employee. Only one employee is entitled to parenting leave if both parents, as employees, have not met FMLA eligibility requirements as stated in M-3.~~

**-E-4.** Employees can use ~~parental~~parenting leave as outlined or choose to use a combination of accrued paid leave or unpaid leave if all other leave is exhausted (See Section ~~ON~~ regarding use of unpaid leave). ~~Employees must first use accrued sick leave (see FSH 3710 M 2). However, when the combination of the employee's remaining sick leave, plus any additional accrued paid leave that may be available to the employee falls below 80 hours, then the employee may elect to use unpaid leave for parenting. —Any leave taken under this policysections E or L—that falls under the definition of circumstances qualifying for leave due to the birth, adoption, or foster placement of a child, is FMLA leave. See section ~~ML~~ for FMLA criteria. Unpaid leave will be considered in accordance with FMLA and other applicable federal and state laws.~~

**-E-5.** Parenting Leave ~~should~~shall be applied for through Benefit Services. When the need for Parenting Leave is foreseeable, an employee must request an application at least ~~thirty~~(30) days in advance of the need for leave. When events are not foreseeable, employees must provide as much notice as is possible. If an employee is eligible for FMLA leave under Section ~~ML~~, the Parenting Leave described in this section E- is intended to encompass the university's obligation to provide Family Medical Leave under the federal Family Medical Leave Act. See Section ~~ML~~ for return-to-work requirements following approved leave.

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**E-6.** Health benefits continue during Parenting Leave on the same basis as for any similarly-situated employee who is actively at work, regardless of whether the employee is using other forms of accrued leave or taking leave unpaid. The employee's share of cost for health coverage is the amount that is typically payroll-deducted for the employee's own coverage and/or coverage for ~~his/her~~the employee's dependents. The employee is responsible for payment of these amounts during leave. Payroll deductions will be continued for any portion of the leave that is paid. During any portion of leave when no pay is received, the employee must make arrangements to self-pay these amounts. Retirement plan contributions, leave accruals, ~~holiday pay~~, and credit toward vesting are suspended during unpaid portions of Parenting Leave.

**E-7.** Upon return from Parenting Leave, employees will be assigned to their same or similar position with equivalent pay and status.

**E-8.** Leave may not be used for both foster care and adoption consecutively if foster placement leads to ~~that the~~ adoption of the ~~son or daughter~~child.

**E-9.** Alternate or reduced work schedules are addressed in FSH 3710 ~~ML~~-13\_b.

**E-10.** See FSH 3710 R-1 for exceptions to university leave policies.

**F. MILITARY LEAVE.** When an employee goes on military leave it is not considered a break in service. (Available to all UI employees as described in Section F)

**F-1.** Faculty and staff, regardless of whether or not they hold a fiscal-year or academic-year appointment are eligible for leave of up to ~~one hundred twenty (120)~~ hours per calendar year for active duty or military training. Employees who are in board-appointed positions [FSH 3080] are eligible for full pay while on paid military leave. When called to active duty or training, the university will pay the difference between military pay received from the U.S. or State government, but cannot duplicate pay. The employee must provide documentation of military pay received during leave, within ~~ninety (90)~~ days of return from leave or upon earlier job separation. The employee is required to repay to the university any amount which exceeds their regular base pay for the same period. Unpaid military leave may be requested if the employee knows their military pay will exceed their university pay. Annual and sick leave credit towards length of service for retirement plan, and other vesting will continue to accrue according to the applicable plan documents. Instead of taking military leave, an employee may request annual leave on the same basis as any other vacation or other time off and if approved, retain full military pay. [APM 55.09 and 55.38]

**F-2.** Any employee who is called to active duty and/or is required to serve more than ~~one hundred twenty (120)~~ hours is eligible for up to five ~~(5)~~ years of military leave. Eligibility for employee health coverage will continue at a minimum through the first ~~thirty (30)~~ calendar days of service while on an approved military leave. The employee will be required to pay the employee share of the health care costs, as well as the costs for ~~his/her~~the employee's dependents.

**F-3.** An employee may choose to use annual leave and/or accrued compensatory time for military service and continue to receive pay and benefits at any time.

**F-4.** Military leave beyond the first ~~one hundred twenty (1200)~~ hours is generally granted without pay and benefits. Health care coverage will end for the individual who is called to active duty after the first ~~thirty (30)~~ days of service. However, coverage for ~~his/her~~ the employee's dependents may continue and are subject to the applicable benefits based on the university's current Summary Plan Document at the time of reinstatement: contact Benefit Services.

**F-5.** An employee may also have the right to life insurance portability or conversion to an individual life insurance policy following termination of benefits in the group plan.

**F-6.** Upon reinstatement to active university employment, the employee's health plan will resume as if their employment had not been interrupted.

**F-7.** In accordance with state and federal law, an employee upon return will be reinstated to ~~his/her~~ their former position or a comparable position without loss of seniority, status or pay rate provided the employee returns with an honorable discharge and within five ~~(5)~~ years from departure date from the university.

**a.** In some situations, re-employment may not be possible, such as when there has been a significant change in circumstances, if re-employment would impose an undue hardship on the university or department, or if the person's employment was temporary in nature, such as positions that are grant-funded for a specific duration and/or temporary help (TH) positions.

1. If the returning employee's skills need upgrading to meet the requirements for a prior or promoted position, the university will make reasonable efforts to refresh or update these skills unless such efforts would create undue hardship for the university.

2. When an employee with a service-related disability is not qualified to perform the essential functions of ~~his/her~~ the employee's job after the university has made reasonable efforts to accommodate the disability, the employee may be placed in another position of comparable pay, rank, and seniority.

**b.** Employees returning from military leave must provide the university with written timely notification of intent to return to their position. The university may require documentation that the person's application for reemployment is timely and that the person's discharge from uniformed services was under honorable conditions. University procedures will follow the applicable state and federal law, including but not limited to the Uniformed Services Employment & Reemployment Rights Act (USERRA), 38 U.S.C. 4301-4333, enforced by [Department of Labor's Veterans' Employment & Training Services](#) (VETS.)

**F-8.** Retirement benefit contributions are suspended while the employee is on unpaid military leave when the ~~one hundred twenty (120)~~ hours per F-1 have been exceeded. Upon reinstatement to active university employment after military leave, reenrollment in the retirement plan will be accomplished in accordance with the plan documents.

**a.** Credited state service continues during military leave as though no break in employment has occurred.

**b.** The employee may elect to make up any employee contributions missed during an approved military leave. Such contributions must be paid into the plan within a period not to exceed three ~~(3)~~ times the length of the military leave, up to a maximum of five ~~(5)~~ years.

**c.** The university will contribute the regularly scheduled match contributions for any employee make-up payments made in connection with an approved military leave.

**d.** For purposes of determining eligibility for retiree health coverage, military leave will not count as a break in service provided that re-employment occurs within the parameters of this policy. Further, an employee will receive university service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] during the ~~fifteen (15)~~ days of approved paid military leave; however, the employee will not receive service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] for any unpaid military leave.

**F-9.** This policy is intended to comply with applicable state and federal laws, including the Uniformed Services Employment and Reemployment Rights Act (USERRA) of 1994. To the extent that any provision of this policy is ambiguous and/or contradicts the Act or any other law, the applicable law or Act will prevail.

**G. LEAVE FOR COURT REQUIRED SERVICE AND VOTING.** (Available to all UI employees as described in Section G)

**G-1.** Any employee who is summoned for jury duty or subpoenaed as a witness before a court of competent jurisdiction or as a witness in a proceeding before any federal or state administrative agency will be granted leave. Benefit-eligible employees will be granted leave with pay, except as provided below in G-2. Travel expenses in connection with this duty are not subject to reimbursement by the university. [RGP II.1.5.; APM 55.09]

**G-2.** An employee must request annual leave or personal leave without pay for the following:

**a.** appearing as a party in a non-job-related proceeding involving the employee;

**b.** appearing as an expert witness when the employee is compensated for such appearance; or

**c.** appearing as a plaintiff or complainant, or as counsel for a plaintiff or complainant, in a proceeding in which the Board of Regents or any of its institutions, agencies, school or office is a defendant or respondent. [RGP II.1.5.]

**G-3.** Polling places are typically open extended hours and absentee voting is widely available. However, employees who are unable to vote outside of scheduled hours will be allowed time off to vote. If available, an employee may use accrued annual leave, compensatory time or, if approved in advance, may be able to make up time lost to vote

within the same work week [FSH 3460] through a flexible work schedule. Otherwise, time off will be approved, but unpaid.

**H. LEAVE FOR CAMPAIGNING FOR OR SERVING IN PUBLIC OFFICE.** Available to UI employees as described in Section H)

**H-1.** The president approves requests for leaves of absence for the purpose of campaigning for or serving in public office [RGP II. I.5.]. See FSH 6230 E for provisions concerning leave for campaigning and serving in public office.

**H-2.** It is the Board of Regent's intent that state salary not be duplicated to an employee serving as a member of the Idaho Legislature. Any leave for serving as a member of the Idaho State Legislature will be unpaid when the Legislature is in session [RGP II.I.5.]. Certain benefits may continue during the unpaid leave; however, the employee must pay the full cost of coverage.

**I. ADMINISTRATIVE OR EMERGENCY LEAVE.** (Available to all UI employees as described in Section I)

**I-1.** Administrative Leave is leave with pay and benefits. An employee will continue to receive pay and leave accruals in accordance with their regular rate and maintain eligibility for other benefit programs. (~~Terminal Leave (K) and a~~Academic transitional leave (J) ~~are is~~ not considered administrative leave.)

**I-2.** At the discretion of the president or ~~his/her~~ designee, an employee may be granted administrative leave when the state or the university will benefit as a result of such leave. [RGP II.I.5.; FSH 3470 B]

**I-3.** Examples of circumstances that may qualify an employee for administrative leave are volunteer fire fighters attending class off campus, official delegates to the annual general convention of Idaho Public Employees' Association, and members of state or local committees, such as the Human Rights Commission, attending official meetings.

**I-4.** With the approval of the president or designee, an administrator may also use administrative leave to remove an employee from the workplace (for example during an investigation or to mediate an employee relations issue), if approved in advance by Human Resources. The President's Office or Provost's Office, as appropriate must be notified.

**I-5.** In all cases involving administrative leave, payroll will coordinate with the department for the appropriate process based on the anticipated duration of the administrative leave. with a duration that is more than one bi week, an electronic personnel action form (EPAF) must be processed. When leave is less than one full bi week, Hhours attributed to administrative leave shall be coded as "Administrative DLeave" on the time/leave record and in the payroll system.

**I-6.** In the absence of a written agreement to the contrary, an employee on administrative leave must be available for recall to work during regular university business hours in the event that the employee's services are required or ~~he/she is~~they are otherwise requested to return to work.

~~J-7.~~ Under certain circumstances, the university may require the use of accrued annual leave and/or compensatory time.

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~~I-8.~~ Administrative Emergency Leave with Pay. When the president or designee makes a decision to close, cancel classes, or postpone the opening the university, employees will be authorized Administrative Emergency Leave with pay (see APM95.21 and FSH3470). When approved, employees will enter hours as follows for emergency closure days:

-Classified and PERSI-eligible TH will enter the hours they would have worked. Exempt and faculty enter leave if leave taken is more than 4-four hours and will record leave only if they were out more than 4-four hours.

a. (TH) Temporary Help (PERSI-eligible only) – enter hours regularly scheduled but not worked due to the closure under the Administrative Emergency Leave code, up to 8-eight hours

b. Classified – enter hours not worked due to closure under the Administrative Emergency Leave code, up to 8-eight hours

c. Exempt & Faculty – enter hours not worked, if over 4-four, due to closure under the Administrative Emergency Leave code, up to 8-eight hours.

#### **J. ACADEMIC TRANSITIONAL LEAVE.** (Available to all UI employees as described in Section J)

~~J-1.~~ Academic transitional leave may apply when an academic administrator steps down from his/her/their administrative appointment and assumes a faculty appointment. The purpose of academic transitional leave is to prepare the employee for a new faculty appointment. Transition leave is not available in the event of transition from academic faculty to an administrative appointment. Academic transitional leave is granted at the discretion of the university, must be approved by the provost, and approved by the president or designee.

~~J-2.~~ There is no accrual of annual leave during the period of academic transitional leave. All other benefits and leave accruals are provided on the same basis as afforded to similarly situated employees in a faculty job classification. Annual leave balances should be exhausted prior to a new academic faculty appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave balances exceeding eighty (80) hours must be approved in advance by Human Resources.

#### ~~K. TERMINAL LEAVE.~~ (Available to all UI employees as described in Section K)

~~K-1.~~ Terminal leave is paid leave received by a terminating employee in lieu of wages at the employer's discretion. An example of terminal leave is leave paid to an employee who is not completing the term of his/her contract at the request of the employer. Sick and annual leave is not accrued during the terminal leave period. Time toward length of service for retirement

Commented [TB(3)]: OGC, HR and VP Foisy agree to removing terminal leave. This is essentially the same as Administrative Leave when used to finish out a contract and a requirement to use accumulated leave is made at that time.

vesting and eligibility for university retiree health benefits [FSH 3730] will continue. The duration of terminal leave is determined at the discretion of the university.

~~K-2.~~ During terminal leave, health benefits continue for an employee and his/her covered family members on the same basis as employees of the same classification who are actively at work. The employee's share of all health care contributions, including employee and dependent medical/dental, supplemental life, and/or any other costs of coverage, will be withheld from the employee's pay. Upon separation from employment, the employee and/or his/her covered family members, as a family or individually, may have rights to medical/dental coverage through COBRA.

~~K-3.~~ The university may require the use of accrued annual leave and/or compensatory time during the terminal leave period or may pay out some or all accrued, but unused balances at the time of termination.

**LK. SHARED LEAVE.** (Available to employees listed in A-6 (a) subject to specific eligibility criteria described in Section LK)

**LK-1.** University employees who earn annual leave may donate annual leave hours to shared leave. Shared leave may be donated to a shared leave pool or to the benefit of a specific eligible recipient. See FSH 3710 L-5 below and APM 55.07 C-3 for conversion of donated leave to shared leave.

**LK-2. Eligibility.** Benefit-eligible employees, including academic year faculty who do not accrue annual leave, are eligible to receive shared leave. If an employee is only eligible for benefits under the Patient Protection and Affordable Care Act (PPACA) they do not qualify for shared leave.

**a. Qualifying Events.** If any benefit-eligible employee [A-6.-a.] ~~who has~~ a health condition [L-2.a.1] or ~~whose has an~~ immediate family member [A-3] ~~who~~ has such a condition and the employee is required to take time away from work, and has exhausted all leave, the employee may apply for shared leave.

1. The health condition of the affected individual must be certified by a competent health care provider to be considered as acceptable evidence by the university, and qualify as a serious health condition as defined by family medical leave [ML] to include a need resulting from human organ or bone marrow donation. This provision applies only to the acceptable medical conditions of family medical leave. An employee need not meet the service and other requirements of family medical leave to be considered as an absence eligible for shared leave.

2. An applicant for shared leave who has used ~~his or her~~ their own annual leave for purposes other than attending to a medical condition that is known to create potential for an extraordinary need for leave typically is not eligible for leave from the shared leave pool.

Under extraordinary circumstances, such an applicant may request an exception to receive shared leave from directed donations.

3. Shared leave that is donated from the shared leave pool is intended for use by employees who intend to return to work. An applicant who wishes to receive shared leave and otherwise meets the criteria of the program and does not intend to return to work may apply for shared leave; however, shared leave in this instance is available only from donations directed specifically to that one recipient.

**b. Prerequisites.** An employee must use all other available leave such as sick leave, annual leave, and compensatory time to qualify for shared leave. If an employee receives shared leave during the first year of their employment with the university, and does not return to active service for at least thirty days after completion of their leave, they may be expected to repay the compensation they received, unless this requirement is waived by the president, or ~~his/her~~ designee.

**c. Disability Income.** To be eligible for shared leave for the employee's own medical condition that is expected to last longer than thirty days, employees must first apply for wage replacement benefits that may be available through disability coverage. In cases of job-related injuries, employees must first apply for wage replacement through workers' compensation. Once such benefits begin eligibility for shared leave benefits end. However, an otherwise eligible employee may use shared leave while satisfying the waiting period or after exceeding maximum disability periods for income replacement programs. Shared leave cannot be claimed when time away will be paid through wage replacement programs such as disability and workers' compensation benefits.

### ~~LK~~-3. Donating Annual Leave.

**a.** Employees who have an accrued annual leave balance may donate to shared leave regardless of their funding salary source. Donations may be made to the shared leave pool and accessed by any eligible recipient or donated directly to a specific shared leave recipient.

**b.** Leave donations made for a specific individual will be drawn from donors' accounts based on a first-received basis. The first donation request received by Benefit Services will be processed before a second donation from other recipients or before hours are withdrawn from the shared leave pool. Donations will be drawn from the donor's annual leave account.

**c.** Leave donations may be made in any amount of not less than ½-hour (.50) increments.

**d.** Shared leave donations may not cause the donor's annual leave balance to fall below ~~forty~~ (40) hours at the time the donation is processed, unless the donor is terminating active employment from the university. Donors should be aware that any shared leave not used by the intended recipient will be returned to the Shared Leave Pool, not returned to the donor(s). Leave donors who desire to donate only as much leave as the intended recipient needs are encouraged to work with HR to make incremental donations to that person.

### ~~LK~~-4. Shared Leave Benefits.

a. Maximum Benefit. The maximum shared leave benefit is limited to four (4) working weeks of leave within a rolling ~~twelve (12)~~ month period. Shared leave hours granted will be prorated based on employee's FTE.

b. Recipients of shared leave from the shared leave pool will receive the benefit on a first-come, first-serve basis as the pool balance must not fall below zero dollars. If funds are unavailable from the shared leave pool, then the recipient would be required to solicit direct donations.

c. Shared leave requests are reviewed and granted by Benefit Services in accordance with this policy. Applicants awarded shared leave will be notified in writing; if the request is denied, the reason(s) for denial shall also be stated in writing. The requestor may appeal a denied request for shared leave. Appeals must be made in writing to Human Resources within ~~thirty (30)~~ days from the date of denial and must reference the applicable sections of policy and reasons why there is disagreement. Human Resources will respond to appeals within ~~thirty (30)~~ days.

#### ~~LK~~-5. Funding and Conversion.

a. Funding for a full year of base salary is provided for most positions. A department typically has received funding for the duration of the employee's full appointment. If an employee is absent without pay, the department would achieve salary savings as a result. The only exceptions would apply to those working from certain special funding sources or who hire a temporary replacement during the period of unpaid leave. Consequently, the department of the employee who will receive shared leave is responsible for funding the employee's pay during leave from shared leave donations.

b. **Conversion for donations.** Hours donated by an employee are calculated at the donor's hourly rate and converted to dollars that will be distributed to the recipient using the recipient's hourly rate. Direct donations donors should be aware that if the conversion value from donated hours is greater than the intended recipient uses, any unused dollars will go into the Shared Leave Pool.

**ML. FAMILY MEDICAL LEAVE.** (Available to all UI employees subject to specific eligibility criteria described in Section ~~ML~~). Federal Family and Medical Leave Act 29 U.S.C 2601 and amendments will be followed when administering FMLA. Upon exhaustion of FMLA, when there is a continued need for leave for an employee's own serious health condition, federal and state guidance will be followed.

**ML-1.** Family medical leave may be requested by an eligible employee for the following reasons:

a. the birth of a ~~son or daughter~~child of the employee and/or in order to care for such ~~son or daughter~~child;

b. the placement of a ~~son or daughter~~child with the employee for adoption or foster care;



c. to care for an immediate family member as defined in [A-3] of this policy with a serious health condition as defined in [ML-5] of this policy;

d. because of the employee's own serious health condition [ML-5]; or

e. to serve as a human organ or bone marrow donor.

The entitlement to leave under subparagraphs (a) and (b) of this section ~~ML-1~~ for a birth or placement of a ~~son or daughter~~ child is encompassed in the Parenting Leave described in Section E, of this policy. Parenting Leave taken under Section E. ~~is Family Medical Leave and by an employee who is also eligible for Family Medical Leave shall be counted as Family Medical Leave, to the full extent of the employee's eligibility for Family Medical Leave at the time the leave is taken. Parenting Leave that falls outside of the requirements of the Family Medical Leave Act does not count against an employee's Family Medical Leave entitlement.~~

~~ML-2.~~ Family medical leave and/or service member family medical leave is generally leave without pay. However, when the absence also qualifies for the use of sick leave, if available, employees must first use accrued sick leave. ~~See Parenting Leave for wage replacement. When the combination of the employee's remaining sick leave plus any other accrued paid leave that may be available to the employee falls below 80 hours, the employee may then elect unpaid leave for the Family Medical Leave. When the type of absence does not qualify for the use of sick leave, the employee must use other available accrued paid leave until the employee's remaining sick leave plus any other accrued paid leave that may be available to the employee falls below 80 hours before the employee may use unpaid leave for the Family Medical Leave.~~

~~ML-3.~~ Eligibility. If the employee has been employed by the university for a minimum of ~~twelve (12)~~ months and has worked at least 1250 hours during the previous ~~twelve (12)~~ month period prior to the requested leave, the employee is eligible for family medical leave. This eligibility requirement ~~does not apply~~ to eligibility for Parenting Leave under Section E.

~~ML-4.~~ Length of Leave. A maximum of up to ~~twelve (12)~~ weeks or a total of 480 hours of family medical leave may be granted to eligible full-time employees during a rolling ~~twelve (12)~~ month period. Eligible part-time employees may be granted up to ~~twelve (12)~~ working weeks of leave or a total number of hours consistent with their regular work schedule within a ~~twelve (12)~~-week period. (i.e. 20 hours per week x 12 weeks = 240 hours). The period is measured from the date the employee last used/exhausted family medical leave or became employed by the university to the date leave is to begin. Family medical leave may be taken on a continuous, intermittent, or reduced-hour basis. ~~See Section E for parenting leave requirements.~~

~~ML-5.~~ Definitions.

a. "Serious health condition" is defined as an illness, injury, impairment or physical or mental condition that involves any period of incapacity or treatment connected with in-patient care (i.e. overnight stay) in a hospital, hospice, or residential medical-care facility, and any period of incapacity or subsequent treatment in connection with such in-patient care; continuing

treatment by a health care provider, which includes any period of incapacity (i.e. inability to work, attend school, or perform other regular daily activities) due to a health condition (including treatment for or recovery from) lasting more than three ~~(3)~~ consecutive days; and any subsequent treatment or period of incapacity relating to the same condition, that also includes:

1. treatment two ~~(2)~~ or more times by or under the supervision of a health care provider; or one treatment by a health care provider with a continuing regimen of treatment; or
2. pregnancy or prenatal care. A visit to the health care provider is not necessary for each absence; or
3. chronic serious health condition, which continues over an extended period of time, requires periodic visits to a health care provider, and may involve occasional episodes of incapacity (e.g. asthma, diabetes). A visit to a health care provider is not necessary for each absence; or
4. permanent or long-term condition for which treatment may not be effective (e.g. Alzheimer's, a severe stroke, terminal cancer). Only supervision by a health care provider is required, rather than active treatment; or
5. absences to receive multiple treatments for restorative surgery or for a condition which would likely result in a period of incapacity of more than three days if not treated (e.g. chemotherapy or radiation treatments for cancer).

6. Conditions for which cosmetic treatments are administered (such as most treatments for acne or plastic surgery) are not serious health conditions unless inpatient hospital care is required or unless complications develop. Ordinarily, unless complications arise, the common cold, the flu, ear aches, upset stomach, minor ulcers, headaches other than migraine, routine dental or orthodontia problems, periodontal disease, etc., are examples of conditions that do not meet the definition of a serious health condition and do not qualify for FMLA leave. Restorative dental or plastic surgery after an injury or removal of cancerous growths are serious health conditions provided all the other conditions of this section are met. Mental illness or allergies may be serious health conditions, but only if all the conditions of this section are met.

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**ML-6.** Health benefits continue during family medical leave on the same basis as for any similarly situated employee who is actively at work, regardless of whether the employee is using other forms of compensation including accrued leave or taking leave unpaid. The employee's share of cost for health coverage is the amount that is typically payroll-deducted for the employee's own coverage and/or coverage for ~~his/her~~the employee's dependents. The employee is responsible for payment of these amounts during leave. Payroll deductions will be continued for any portion of the leave that is paid. During any portion of leave when no pay is received, the employee must make arrangements to self-pay these amounts. Retirement plan contributions, accruals for sick and annual leave and credit toward vesting are suspended during unpaid portions of family medical leave.

**ML-7.** All qualified absences, including those due to a work-related injury, will be considered as family medical leave.

**ML-8.** If there are reasonable circumstances to support that an employee's absence qualifies as family medical leave, the university has the right to classify such absence as family medical leave.

**ML-9.** When the need for family medical leave is foreseeable, an employee must request an application for family medical leave at least ~~thirty (30)~~ days in advance of the need for leave. Application assistance is available from Benefit Services. When events are not foreseeable, employees must provide as much notice as is possible. Application for family medical leave after a return from absence is not recommended; rights to preserved employment and benefits may be adversely affected. In any event, absent extraordinary circumstances, an employee may not claim an absence as a qualified family medical leave event unless done so within the first two ~~(2)~~ days of return from an absence. [See Parenting Leave Section E.](#)

**ML-10.** When leave is taken for personal illness or to care for an immediate family member with a serious health condition, leave may be continuous or intermittent and may include a reduction in hours worked. For intermittent leave, the employee must provide certification from the health care provider caring for the employee and/or family member stating the leave must be taken intermittently. Employees needing intermittent leave must attempt to schedule their leave so as not to disrupt university operations. The university reserves the right to assign an employee to an alternative position with equivalent pay and benefits that better accommodates the employee's intermittent or reduced leave schedule.

**ML-11.** Employees on family medical leave are required to provide documentation to Benefit Services as requested, including intent to return to work. During leave, the university may require an employee to re-certify the medical condition that caused him/her to take leave. A return-to-work release from the health care provider is required before an employee absent due to ~~his or her~~ their own serious health condition may return to work.

**ML-12.** Family medical leave requests for medical treatment or care giving requires certification from the health care provider documenting medical necessity.

**ML-13.** Family medical leave requests for parenting must be approved in advance and completed within ~~twelve (12)~~ months of the birth, adoption, or foster care placement of a child. [See Section E for Parenting Leave requirements.](#)

~~a.~~ Shared leave (if granted) may be used for the disability period related to childbirth. [See Section LK for Shared Leave and Section E for Parenting Leave requirements.](#)

~~b.~~ Intermittent leave or reduced work schedule requests for parenting may not be granted, or may be cancelled by the university with thirty (30) days written notice, based on business needs of the university.

**ML-14.** Family medical leave taken by two ~~(2)~~ university employees to care for a family member who has a serious health condition consists of a maximum ~~twelve (12)~~ weeks of

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leave for each employee. [See Section E for Parenting Leave requirements. Family medical leave for parenting is addressed in FSH 3710-E.](#)

**ML-15.** If the university obtains information from a credible source, such as the workers' compensation authority, disability carrier, or a medical practitioner, that alters, changes, casts doubt, or fails to support continued leave or the leave application, the university has the right to:

- a. revoke leave;
- b. not grant leave;
- c. require new evidence to support the leave request;
- d. require the employee to return to work if the leave is not substantiated; and/or
- e. when appropriate under applicable employee discipline policies [FSH 3910, 3920, and 3930], take disciplinary action, up to and including dismissal.

**ML-16.** Upon return from family medical leave, employees will be assigned to their same or similar position with equivalent pay and status with or without reasonable accommodation, as appropriate, in accordance with the Americans with Disabilities Act. Job reassignment must be coordinated with Employment Services and approved by Human Resources. The university has no obligation to restore employment to temporary hourly (TH) or other employees if the employment term or project is over and the university would not otherwise have continued employment.

**ML-17.** Family medical leave is not [intended available](#) for individuals who do not plan to return to work. An employee who applies for and is granted family medical leave and fails to return to work for at least ~~thirty (30)~~ days upon the expiration of their family medical leave period may be obligated to repay the costs of health coverage [and any portion of paid parental/parenting leave](#) provided by the university during any portion of family medical leave. If the university is notified that the employee does not intend to return to work, the family medical leave period will terminate immediately and the employee will be separated from employment on that date. Medical, dental and under some circumstances Health Care Spending Accounts may be continued through the Consolidated Omnibus Budget Reconciliation Act (COBRA). Options for life insurance portability or conversion may also be available. Job separation under these circumstances will result in a lump sum payment of annual leave and/or compensatory balances. In addition, the employee will no longer have a right to restoration to the same or equivalent position.

**NM. SERVICE MEMBER FAMILY AND MEDICAL LEAVE.** The federal Family and Medical Leave Act (FMLA) now entitles eligible employees to take leave for covered family members' service in the Armed Forces (Service member Family and Medical Leave) in two instances. This section of the policy supplements the above family medical leave policy and provides general notice of employee rights to such leave. Except as stated below, an employee's

rights and obligations to service member family and medical leave are governed by the general family medical leave policy.

**NM-1.** Definitions: The following definitions are applicable to this section of the policy.

- a.** “Eligible employee” is a spouse, son, daughter, parent, or for purposes of caring for a family member, the next of kin of a covered family member.
- b.** “Next of kin” is the nearest blood relative of a family member who is in the Armed Forces.
- c.** “Covered family member” means any family member who is a member of the Armed Forces, including a member of the National Guard or Reserves, regardless of where stationed and regardless of combative activities.
- d.** A “covered veteran” is an individual who was a member of the armed forces (including a member of the National Guard or reserves) and was discharged or released under conditions other than dishonorable at any time during the 5-year period before the first date the eligible employee takes FMLA leave to care for the covered veteran.

1. An eligible employee must begin leave to care for a covered veteran within 5-five years of the veteran’s active duty service, but the “single 12-month period” may extend beyond the 5five-year period.

**NM-2.** Leave Entitlement: Eligible employees are entitled to take service member family and medical leave for any one, or for a combination of the following reasons:

- a.** Any “qualifying exigency” (as defined by the Secretary of Labor) arising out of the fact that the spouse, or a son, daughter, or parent of the employee is on active duty or has been notified of an impending call or order to active duty in the Armed Forces in support of a “contingency operation,” and/or
- b.** To care for a covered family member who has incurred an injury or illness in the line of duty while on active duty in the Armed Forces, or that existed before the beginning of the member’s active duty and was aggravated by service in the line of duty on active duty in the armed forces, provided that such injury or illness may render the covered family member medically unfit to perform duties of the family member’s office, grade, rank or rating.
- c.** In the case of a covered veteran, an injury or illness that was incurred by the member in the line of duty on active duty in the armed forces (or existed before the beginning of the member’s active duty and was aggravated by service in the line of duty on active duty in the armed forces) and manifested itself before or after the member became a veteran and is:
  - 1. A continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the armed forces and rendered the service member unable to perform the duties of the service member’s office, grade, rank, or rating; or

2. A physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or

3. A physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or

4. An injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the U.S. Department of Veteran's Affairs Program of Comprehensive Assistance for Family Caregivers.

**NM-3.** Duration of service member family and medical leave:

a. When leave is due to a qualifying exigency: an eligible employee may take up to 12 work weeks of leave during any 12-month period.

b. When leave is to care for a covered family member: an eligible employee may take up to 26 workweeks of leave during a single 12-month period to care for the covered family member. Leave to care for a covered family member, when combined with other qualifying family medical leave may not exceed 26 weeks in a single 12-month period.

c. Concurrent leave: service member family and medical leave runs concurrent with other leave entitlements provided under federal, state and local law.

**ON. PERSONAL LEAVE.** (Available to UI employees listed in A-6<sub>2</sub>-(a) and A-6<sub>2</sub>-(b) as described in Section ON.)

**ON-1.** Any employee not covered by another university leave type within this policy may request a personal leave of absence.

**ON-2.** Personal leave is leave without pay and without benefits. However, the university supervisor may require the use of sick, annual or any other type of accrued leave if the absence qualifies and leave is available. Personal leave may be taken with pay and benefits when other paid leave such as annual leave is taken concurrently. In rare circumstances, leave may be approved without pay, with continued benefits, but only when approved as an exception and only when doing so meets the business needs of the university. Hiring units are responsible for funding the benefits under these circumstances. [APM 55.38]

**ON-3.** Reasons for requesting a personal leave may include, but are not limited to, religious, personal, and educational matters or for extension of any leave when all other leaves have been exhausted.

**ON-4.** All requests for personal leave must be made to the supervisor in writing. A leave of three (3) working days or less can be approved by the supervisor and are recorded by the timekeeper on the employee's time record as Leave Without Pay with Benefits. The president or his/her

designee (i.e., provost) must approve a personal leave which exceeds three ~~(3)~~ working days. Personal leave is not guaranteed and is granted on a case-by-case basis, with the approval of the supervisor and the unit administrator, based on the business needs of the university.

~~ON-5.~~ The president or designee (i.e. provost) may grant personal leave without pay with or without benefits for a period of up to one ~~(1)~~ calendar year, with extensions not to exceed a total of three ~~(3)~~ successive calendar years [RGP II.I.5.]. Consideration is given to such requests on an individual basis in the light of the reason for which it is requested, whether it is leave with or without paid benefits and the effect that granting it will have on the employee's unit or program.

~~ON-6.~~ When a personal leave of absence is granted, the university assures reinstatement of the individual to a position of similar status and pay, but only to the extent that such position continues to exist and would have continued to exist had no leave been taken. Return to work in the same job within the same department is not promised.

~~ON-7.~~ During personal leave without pay an employee is not eligible for holiday pay, the accrual of sick or annual leave, or the use of medical appointment leave, and may not be granted any other type of leave of absence such as family medical or military leave until the employee has first returned to work under active status and otherwise qualifies for such leave.

~~ON-8.~~ An employee who has received approval from the president or ~~his/her~~ designee for a personal leave without pay without ~~paid~~ benefits may ~~not~~ continue to contribute toward and receive the benefits of the institution's insurance and retirement programs, ~~if the laws, rules, regulations, policies and procedures governing the administration of such insurance and retirement programs permit. [RGP II.I.5.]~~. Employees should consult Benefits Services for more detailed information on how personal leave without pay will impact their benefits and their rights to continue coverage through COBRA and life insurance conversion or portability. [APM 55.09 and 55.38]

~~ON-9.~~ Employees who are granted a personal leave of absence without pay are responsible for making arrangements with Benefit Services, before the leave begins, for the continuation or discontinuation of benefits. Also, they should call Benefit Services on their return to active status to make sure that any benefits that had been discontinued are reinstated or to adjust for changes that occurred while they were on leave. [APM 55.38]

~~ON-10.~~ Personal leave is not intended as a vehicle to continue benefits for periods when employees are not working due to academic or seasonal work schedules or for a reduction in hours.

~~P. EXTENDED MEDICAL LEAVE.~~ (Available to all UI employees subject to specific eligibility criteria described in Section P)

~~P-1.~~ Extended medical leave (EML) extends job protection and health benefits beyond the expiration of family medical leave. EML is not family medical leave. EML is intended for the following:

~~-a. Individuals who plan to return to work and have a prognosis to support return to work with assumption of full duties and responsibilities of their position, with or without reasonable accommodation, within a total absence period of no more than twelve (12) consecutive months; or~~

~~-b. Individuals who do not have an acceptable prognosis to return to work, but whose absence qualifies for the use of sick leave and who have an unused sick leave balance upon the expiration of family medical leave.~~

~~-P-2. EML and other options for an employee's return to work following an approved family medical leave must be coordinated and approved through Benefit Services, in consultation with the supervisor, and are granted at the discretion of the university, but are not guaranteed. EML may not exceed a total absence period of twelve (12) consecutive months.~~

~~-P-3. Acceptable medical certification and/or other documentation to support a prognosis for return to work must accompany all requests for EML. If acceptable medical certification and/or other documentation are not provided, notice of contemplated job action to separate the employee from employment at the expiration of family medical leave may be served upon the employee if all sick leave has been exhausted.~~

~~-P-4. If there is not a prognosis to return to work as defined above [P-1], notice of contemplated action for job separation will be issued. However, if the employee has a remaining sick leave balance and his/her condition qualifies for the use of sick leave, employment and EML leave will be extended through the earlier of:~~

~~-a. the date in which all sick leave will be exhausted; or~~

~~-b. expiration of six (6) months of accumulated leave, measured from the date in which leave was first granted for the same condition.~~

~~All sick leave is forfeited upon separation from employment, except as provided in P-6, or as provided in (Idaho State Code 53-4001) rights to reinstate sick leave upon return to work for any State of Idaho agency.~~

~~-P-5. Sick and all other available paid leave must be used concurrently with and taken first before any period on unpaid leave during EML. EML is leave with benefits but without pay, unless accrued sick or annual leave or compensatory time is used. Employees are not eligible for holiday pay while on extended medical leave without pay.~~

~~-P-6. An employee with a sick leave balance who separates from employment upon the expiration of EML and qualifies as a disabled retiree, or as a retiree eligible for any tier of university retiree medical coverage that requires retiree cost sharing, may convert a predetermined amount of the unused sick leave to pay for the retiree's share of the cost for their own university medical coverage. [FSH 3730]~~

~~-P-7. Health benefits will continue during an approved EML in the same manner afforded to any employee of the same classification who is actively at work.~~



~~-a.~~ The employee must make arrangements to self pay his/her share of employee and dependent benefit costs during any portion of EML that is unpaid.

~~-b.~~ Sick leave, annual leave, holiday pay and credited service hours toward vesting of annual leave accruals and retirement are not continued during any portion of leave that is unpaid.

~~-c.~~ Short and/or long term disability wage replacement payments and/or actively at work provisions for death and other benefits provisions within PERSI and similar contracts refers to an employee being actively at work (employed and not on leave) on the date in which the disability has first begun. An employee whose condition began before taking a leave of absence and who has qualified or met the conditions in accordance with provisions set by the carrier will continue to receive benefits and/or remain eligible for such benefits during Extended Medical Leave, and/or upon separation from employment if unable to return to work. [Refer to Disability and Retirement Plan Handbooks]

~~-P 8.~~ Employees who have been granted EML are required to provide documentation to human resources to support progressive medical improvement. Medical certification and other documentation may include temporary restrictions of duties and/or periods of part-time work. However, restrictions of job duties and/or part time work restrictions must be approved by Human Resources and the hiring authority, and must intend and attempt to phase an employee back to work to a level of full assumption of job duties, with or without reasonable accommodation.

~~-P 9.~~ During EML, the university may require reasonable periodic re-certification and updates regarding the employee's medical condition, prognosis for improvement, and fitness for duty. A release to return to work from the health care provider is required before an employee may return to work. The university, at its own expense, may require medical pre-screening for return to work in a position that includes pre-employment medical pre-screening to ensure the safety and fitness for prescribed job duties before an employee is allowed to return to work with or without restriction of job duty.

~~-P 10.~~ When an employee's own medical condition or restriction is expected to be chronic, or when the condition fails to progressively improve, notice of contemplated action and job separation or accommodation of disability under ADA should be explored.

~~-P 11.~~ If at the expiration of the EML period the employee is still unable to perform the essential duties of his/her position with or without reasonable accommodation, the university has the right to separate any employee from employment and/or to end EML and begin job separation when the medical prognosis ceases to support a return to work within EML limits. [FSH 3910, 3920 and 3930]

~~-Q0.~~ **LEAVE FOR PROFESSIONAL IMPROVEMENT.** (Available to faculty with instructor rank or above, exempt employees and classified staff as described in Section Q0.)

~~-Q0-1.~~ Leave for professional improvement is paid leave with benefits for the purpose of participating in professional development programs or experiences for an extended period

of more than two ~~(2)~~ weeks to attain or enhance a skill set that will result in a mutual benefit to the both the university and the employee.

~~Q0-2.~~ Members of the faculty who hold the rank of instructor or above, exempt employees, and classified staff are encouraged to participate in programs of professional improvement. (Tenured faculty may also be eligible for sabbatical leave and should refer to FSH 3720.) Generally, on the recommendation of an applicant's administrative supervisor, and with the approval of the dean/director and the provost/vice president, professional improvement leave may be granted under the following conditions (individual departments may have additional requirements and restrictions):

a. To participate in this plan, the faculty or staff member must have completed four ~~(4)~~ years of service before the time the leave is to begin.

b. Generally, at least two ~~(2)~~ years of service must intervene between a sabbatical leave and a leave for professional improvement or at least five ~~(5)~~ years of service must intervene between a leave for professional improvement and a subsequent request for the same type of leave.

~~Q0-3.~~ The employee requests professional improvement leave with pay by submitting a letter of application to the supervisor at least three ~~(3)~~ months before the leave is to begin. The letter should address the professional development to be derived from the leave, what activities (i.e. research, writing, experience, etc.) will be involved to achieve the professional goals, the duration of the leave, the level of support requested, and the source of funds, if known.

~~Q0-4.~~ Persons granted leave under this policy are expected either to return to the active service of the university for at least one academic or other full work year after completion of the leave, or are required to repay the money received from the university for the period of professional improvement leave granted.

~~Q0-5.~~ The employee must submit a report to the supervisor, the dean/director, and the provost/president regarding his or her developmental experience upon return to active work status.

~~Q0-6.~~ The employee may request approval to use accrued annual leave and to have an equal amount of administrative leave with pay granted to permit ~~his or her~~ the employee's participation in a program of professional improvement.

#### **~~RP.~~ EXCEPTIONS.**

~~R-1.~~ Exceptions to these policies may be considered to the extent that such an exception is not contrary to state and federal laws, the Board of Regents policies and procedures, and are considered in the best interest of the university. The respective unit administrator, Human Resources, and the president or designee as required, can grant exceptions. A request for exception must be submitted and approved by the supervisor and forwarded to Human Resources for further consideration of all approvals.

## Version History

**Amended January 2020.** Changes were made pursuant to FSH 1460 C-3 to comply with Idaho Code 59-1608 and 67-5343 and for clarification purposes.

**Amended July 2017.** Edits were made for clarification purposes and cleanup.

**Amended July 2016.** Many changes were put in place to comply with federal regulation changes on family medical leave. The section on Parenting Leave was revised, and changes were made to allow employees more flexibility in leave use.

**Amended July 2015.** Changes were made to comply with federal regulation changes on family medical leave, a new section on Parenting Leave was added, and to allow employees more flexibility in leave use.

**Amended July 2011.** Section R was removed and a new policy, [FSH 3450](#), was created to address employment actions such as temporary furloughs.

**Amended July 2010.** Section R was added to address the Fiscal Year 2010 Furlough.

**Amended July 2008.** Changes were approved following work involving Faculty and Staff Affairs, General Counsel, and Human Resources and a new section M was added on servicemember family leave due to a federal law change.

**Amended 2002.** Extensive changes were made to subsection K that reflected Regent policy and current practice.

**Adopted 1979.**



# POLICY COVER SHEET

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

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

**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title:

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title: **APM55.09 Employee Leave Benefits**

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

Comprehensive Review was Conducted

**Originator: Brandi Terwilliger, Director of Human Resources**

**Policy Sponsor, if different from Originator: Brian Foisy, VP Finance and Administration**

**Reviewed by General Counsel**     Yes  No    Name & Date: Kim Rytter, 9/23/2022

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.  
Updated language and addition of paid parenting under FML
2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
Fiscal impact has been provided by external consultants and shared with senior leadership
3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.  
FSH3710
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.

# 55.09 - Employee Leave Benefits

## Owner:

- **Position:** Director of Human Resources
- **Name:** Brandi Terwilliger
- **Email:** brandit@uidaho.edu

**Last updated:** July 01, 2016

**A. General.** Leave benefits are available to UI employees, if eligible. Benefits for specific leave types available are fully described in [FSH 3710](#).

**B. Process.** Annual (vacation) and compensatory leave is generally to be taken at times mutually agreeable between the employee and the supervisor. Other leave for personal needs and responsibilities of the employee outside the work environment require communication with, but not necessarily approval of, the employee's supervisor and Human Resources (HR), see [FSH 3710](#) for the various leave types.

## C. Procedure-

**C-1. Annual (Vacation) Leave.** Employees should submit [written](#) requests for annual leave, as far in advance as possible, to allow the unit sufficient time to cover the employee's absence. Longer advance notice is generally expected when leave is desired for more than a week. Annual leave is subject to the approval of the supervisor, such approval not to be unreasonably withheld. Employees whose salaries are funded by grants or contracts are expected to use all annual leave earned while paid from the grant or contract before expiration of the grant or contract or termination of employment. Employees are expected to take all annual leave prior to converting from fiscal year to academic year appointments. [Board policy will be followed for any leave remaining following a transition to ineligible position.](#) [See [RGP II.G.3.](#) and [FSH 3710](#)]

**C-2. Sick Leave.** ~~Sick leave ([See FSH 3710 C]) is taken when the employee is unable to work because of illness and/or, to a limited extent, when it is necessary for the employee to provide care for a member of the immediate family, or in the event of death of a family member. When sick leave is exhausted other accumulated leave may be required to be used first before taking personal leave (FSH 3710 ON).~~

**C-3. Parental Leave.** ~~Parenting leave is allowable under the Family and Medical Leave Act (FML) and may be, if the employee is eligible employees may use it in a combination of with accrued leave and/or leave without pay may be used. prorated for employees working less than full time. E The employee should consult in advance with the supervisor and with Benefit Services. Job and benefit protection available under FML is not afforded until acceptable documentation has been provided and the employee is so advised in writing.~~ [See [FSH 3710](#)]-

### Commented [BC(1): Board Policy II.G.3.b

Pursuant to section 59-1606(3), Idaho Code, when a faculty member has accrued annual leave for service on a 12 month appointment, and subsequently such faculty member returns to a faculty position of less than 12 months where annual leave does not accrue, then the institution may pay the faculty member, as supplemental pay, the accrued annual leave balance.

**C-4. Military Leave.** The employee should present a copy of ~~his or her~~their military orders to their supervisor. The department timekeeper processes the request for military leave on an Electronic Personnel Action Form (EPAF) and provides a copy of the military orders to Benefit Services as documentation. The number of hours is entered as “MIL” on the timesheet. Military leave with pay is limited to 120 hours per calendar year [See [FSH 3710](#)]. If more than 120 hours per calendar year of military leave are needed, the employee may elect to use eligible paid time off and/or they will be placed on leave without pay for the duration of the military leave [See [55.38](#)].

**C-5. Leave for Jury or Other Legal Duty.** The employee should inform ~~his or her~~their supervisor, and provide a copy of the legal document requiring the employee’s presence for jury or other legal duty to Payroll. Employees process a leave of absence with pay for the required period by entering the code “JRY” on the timesheet. The employee is entitled to keep fees and mileage reimbursement in addition to regular salary [See [FSH 3710](#)].

**C-6. Leave for Campaigning for or Serving in Public Office.** [See [FSH 3710](#), [6620](#), ~~also and RGP P2-II.P.Board of Education Policy~~]. If leave for campaigning or for serving in public office involves personal leave: ~~{S, see 55.38}~~.

**C-7. Sabbatical Leave.** [See [FSH 3720](#)] If the sabbatical leave involves a reduction in appointment percentage ~~(—for example, a full year sabbatical at half pay), s: {See 55.38}~~.

**C-8. Professional Improvement Leave.** [See [FSH 3710](#)]

**C-9. Personal Leave** (leave without pay). [See [FSH 3710](#) ~~ON~~]. Personal Leave impacts other benefits [~~s~~See [55.38](#)], thus employees contemplating a period of Personal Leave need to contact Benefit Services (208) 885-3638.

**C-10. Administrative Leave.** [See [FSH 3710](#)]

**C-11. Shared Leave.** Forms for donating and receiving shared leave are available on the Benefits website, <http://www.uidaho.edu/human-resources/benefits>. ~~S,~~ see “forms” within the appropriate section under “time away from work<sup>22</sup>.” [Also see [55.07](#) and [FSH 3710](#)].

**C-12. Family Medical Leave.** ~~J. FML is leave without pay with continuation of group health insurance benefits, if applicable. See FSH 3710 M for requirements of using accrued sick and other leave. Job and benefit protection available under FML is not afforded until acceptable documentation has been provided and the employee is so advised in writing. Leave request and medical certification forms are available on Benefit Services website. [See FSH 3710]. If family medical leave involves leave without pay, : {See 55.38}~~

**D. Information.** Leave benefits are discussed at Employee Benefits Orientation [See [55.31](#)]. For further information or questions on leave benefits, call Benefit Services at (208) 885-3638.



## **JAGGAER -- FAQ**

### **What is JAGGAER?**

JAGGAER is a web-based, procurement software that manages purchases of goods and services from request to payment. Employees will access JAGGAER through Single Sign-On (SSO). JAGGAER has three modules: eProcurement (goods) module, Contracts+ (services) module and A/P (invoices) module. Employees will access eProcurement and Contracts+ modules. Most employees will have the “Shopper” role in JAGGAER. Employees who handle financial tasks will have the “Shopper” and “Requester” roles.

### **Why are we implementing JAGGAER?**

The Idaho State Board of Education (SBOE) tasked the four higher education institutions to implement a shared procurement software to generate cost savings and efficiencies. U of I, BSU, ISU and LCSC will go live simultaneously, though the individual JAGGAER sites will be specific to each institution.

### **How will JAGGAER impact me?**

Employees who purchase goods and/or services for U of I using a purchase order, service agreement or P-card will now shop and buy goods and services through JAGGAER. JAGGAER will improve request-to-purchase order time by streamlining the order process. Purchasing policies regarding bid limits, bid waivers, etc. will remain the same.

All purchase orders and service agreements will be generated and managed in JAGGAER.

### **Which vendors will be in JAGGAER?**

For eProcurement there will be two vendor types: PunchOut Vendors and Non-PunchOut (Non-Catalog) Vendors. PunchOut vendors are negotiated and discounted contracts. U of I, BSU, ISU and LCSC will use the same PunchOut Vendors. At the time the system goes live, there will be 12 PunchOut Vendors. Over time, more PunchOut Vendors will be added to JAGGAER.

Vendors who were used in the previous 36 months will be available in JAGGAER as Non-PunchOut (Non-Catalog) Vendors.

### **What if a local vendor I use is not in JAGGAER?**

Departments should utilize JAGGAER for most purchases. However, if a local vendor is not in JAGGAER, employees may use their P-cards for purchases. Beginning Sept. 30, 2022, new vendors will be added to JAGGAER via PaymentWorks.

**What if I need to make an emergency purchase?**

Please see APM 60.43.

**Can I continue to use the U of I Amazon account for purchasing with my P-card?**

No. Amazon will be a PunchOut Vendor. Employees must use JAGGAER to shop Amazon. The process will be like shopping Amazon today, but employees will not use a P-card. They will create a cart which will go to their department's financial person to approve. Employees should include their indexes/funds on their shopping cart. Detailed training will be provided.

**What are other benefits of purchasing through JAGGAER?**

U of I, BSU, ISU and LCSC are using the same, jointly negotiated contracts, to maximize saving for all institutions.

**What is the go live date?**

The expected go live date is Nov. 1, 2022. More information will be communicated in the period leading up to the expected go live date.

**Will there be training sessions?**

Yes. Training will be specific to JAGGAER roles. Training sessions will be held in mid-October. Stay tuned for future communications.

**Where should I send questions about JAGGAER?**

Email Contracts and Purchasing Services at [jaggaer@uidaho.edu](mailto:jaggaer@uidaho.edu)



**2022 – 2023 Faculty Senate – Pending Approval****Meeting # 8**

Tuesday, October 11, 2022, 3:30 pm – 5:00 pm

Zoom only

Approved at Mtg #9  
October 18, 2022

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

**Absent:** Long (excused), Pfeifer

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

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

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #7 October 4, 2022 – Attach. #1

The minutes of the 2022-23 Meeting #7 October 4, 2022 were approved as distributed.

**Chair's Report:**

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

**Provost's Report:**

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

**Discussion:**

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

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

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

#### **Other Announcements and Communications:**

- APM 30.16 Technology Hardware Lifecycle Management – Teresa Amos (Deputy Director IT Planning and Initiatives) Dan Ewart (Vice President Information Technology/CIO) Attach. #3 (IT Committee Report)

Senator Mittelstaedt started the conversation summarizing the two issues recently brought up by faculty and discussed at the recent IT committee: procurement process and security software installed on computers. Both will be addressed. Although APM 30.16 is mostly about procurement, some of the security software components are covered in APM 30.16. Teresa Amos explained that APM 30.16 is part of our security posture, which is necessary for the institution to be eligible to receive federal grants. They have to be able to track and manage all computer resources that access certain types of data. More information, including FAQs, can be found at <https://support.uidaho.edu/TDClient/40/Portal/KB/ArticleDet?ID=2304>

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

Addressing some of the questions in the zoom chat, Vice President Ewart noted that APM 30.16 only covers equipment capable of storing and processing data (desktops, laptops, tablets). There are no restrictions on other types of purchases, such as peripherals – like a mouse or a microphone.

In response to a question about items purchased through IT that turn out not to meet the faculty's need, Dan Ewart explained that they have a free-return policy.

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

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

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

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

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

#### **Other Policy Business:**

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

Thanks to Senate Vice Chair Erin Chapman and everyone who contributed to this most important effort!

**Back to APM 30.16:**

Vice President Ewart is confident that in 6 months his team will have data to show that their approach is successful. Secretary Sammaruca suggested that, in the meantime, the IT Committee could try and identify a middle ground.

- 2022-23 University Level Promotion and Tenure Committee (ULPTC) Solicitation – Erin Chapman Attach. #4.

Vice Chair Chapman reviewed the reason for this solicitation: Two committees will be convened this year given the robust number of dossiers to be reviewed. Details about the committee schedule and the process, as well as the link to the nomination form, can be found in the binder's attachment #4. Please note the number of nominees needed for each college/unit. The deadline is Friday, October 28, 2022.

Discussion:

There were some questions about eligibility. Do members have to be tenured or tenure-track? Are unit chairs and deans eligible? Program Directors? What about off-campus faculty?

See section G: <https://www.uidaho.edu/governance/policy/policies/fsh/3/3500>

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

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

**Adjournment:**

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

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 8

Tuesday, October 11, 2022 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #7 (October 4, 2022) **Attach. #1**
- III. Chair's Report
  - [Annual Enrollment](#)
- IV. Provost's Report
- V. Other Policy Business
  - FSH 3710 Paid Parental Leave (vote) **Attach. #2**
- VI. Other Announcements and Communications
  - [APM 30.16](#) Technology Hardware Lifecycle Management – Teresa Amos (Deputy Director IT Planning and Initiatives) Dan Ewart (Vice President Information Technology/ CIO) **Attach. #3** (IT Committee Report)
  - 2022-23 University Level Promotion and Tenure Committee Solicitation – Erin Chapman (Vice Chair) **Attach. #4**
  - Course Materials - Kristy Caldo (Course Materials Manager, Vandal Store) and Darren Croom (President of Texas Book Company) **Attach. #5**
- VII. New Business
- VIII. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2022-2023 Faculty Senate Meeting #7 (October 4, 2022)
- **Attach. #2** FHS 3710
- **Attach. #3** IT Committee Report
- **Attach. #4** ULPT Committee Solicitation
- **Attach. #5** Course Materials

**2022 – 2023 Faculty Senate – Pending Approval**

Meeting # 7

Tuesday, October 4, 2022, 3:30 pm – 5:00 pm

Zoom only

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

**Absent:** Roberson

**Guests/Speakers:** Ryanne Pilgeram, Julia McIlroy

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

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #6 September 27, 2022 – Attach. #1

The minutes of the 2022-23 Meeting #6 September 27, 2022 were approved with the correction of a typographical error.

**Chair's Report:**

- Chair Quinnett expressed appreciation for the intense yet graceful conversation with General Counsel (GC) last week. We are in an information-gathering phase and look forward to additional communication and to invite GC to Senate again. Faculty Affairs plans to prepare a statement and present it to Senators for their endorsement.
- Our shared success stories - Liz Wargo, Leadership and Counseling  
Throughout her career, Liz has served Idaho education, which is her job and her passion. One of the exciting on-going projects is the Idaho Building Capacity project, well into its 3<sup>rd</sup> year of serving vulnerable schools in districts across Idaho. Presentations were made at the National Rural Education Association – many thanks to Taylor Raney! Partnerships with local community organizations in one school district in northern Idaho, aimed at reuniting schooling with nature, are receiving attention from USDA, SBOE, and more. Both academic and non-academic outcomes have improved.
- Taylor Raney will be the next to present one of “Our shared success stories.”
- Call for *ad hoc* senate committee for spread pay. This committee will be charged with researching spread pay records from 2015 and proposing solutions. Senators Murphy, Thorne, and Haltinner volunteered to join the committee.
- Additional members on the University Advising Committee. This group is charged by the Provost and the Senate with taking a deeper look at advising issues of concern to academic units and SEM, and suggesting ways towards a better partnership between departments and SEM. They will also develop a survey. The additional members are needed to represent all colleges and Senate. Colleges that need representation are: COB, CAA, EHHS, and CNR. This is not a permanent policy change in FSH 1640.88. Senator Ahmadzadeh volunteered to be on this *ad hoc* committee as the Senate representative.
- APM 30.16 IT Committee Report – Eric Mittelstaedt Attach. #2

Senator Mittelstaedt went over the IT committee report, see attachment #2. The main committee concerns are the protection and security of university data and the independence of individual faculty members' research. The committee is also concerned about the data security or data management software currently installed on faculty computers, and encourages OIT/ITS to provide clarification because this could result in violations of the Idaho State Board of Education's academic freedom policy. Although APM 30.16 covers everything, routine/minor purchases automatically qualify for exemption. But computers are restricted to a particular brand, Lenovo, which OIT found to have the most competitive prices. Exemptions are possible if required by the grant. See attachment #2 for additional information, including a link to items that can be purchased.

A Senator argued that, in their experience, the OIT/ITS prices are typically twice what one can get from stores or online.

In the interest of moving the meeting forward, Chair Quinnett suggested to continue this conversation in the new business part of the meeting.

- Women's Center 50<sup>th</sup> anniversary is next week!  
<https://www.uidaho.edu/diversity/edu/womens-center/events/50th-anniversary-keynote>
- Many thanks to Kristin Haltinner for her help in putting together the *Black Lives Matter Speaker Series: Fall 2022*.

#### **Provost's Report:**

- General Counsel continues to work on a FAQs regarding abortion guidance.

##### Discussion:

A Senator asked if and how the other universities in the state are addressing the impact of the abortion law. Provost Lawrence explained that institutions are handling it differently and not currently coordinated.

#### **Committee Reports:**

- Faculty Affairs Committee  
FSH 3500 Promotion and Tenure (vote); RYANNE PILGERAM Attach. # 3  
This proposed interim policy revision allows the formation of an additional University Promotion and Tenure Committee if, at the discretion of the provost, the number of dossiers to be considered exceeds the capacity of a single committee. The University Promotion and Tenure Committee has approximately 85 dossiers for consideration this cycle, a number which exceeds its capacity. An additional committee is needed in order to ensure a high quality of review. This revision is also requested as an interim policy, to be effective immediately, because committee assignments need to begin in Fall 2022.  
Vote:  
22/22 in favor; 0/22 against. Motion passes.

#### **Other Policy Business:**

- FSH 3710 Paid Parental Leave – Brandi Terwilliger Attach. #4  
Brandi Terwilliger started with a brief overview/history of the Paid Parental Leave (PPL) policy. Originally, they were tasked with developing a cost-neutral option. The survey that went out to all employees offered three options – 1. A plan modelled after ISU and BSU; 2. Make no changes; 3. A plan modelled after WSU. The outcome of the survey was overwhelmingly in favor of the last option. (Note: WSU doesn't actually have a PPL policy – it uses the state program.)  
A bank of PPL has been established, from which full-time approved board-appointed employees can use 432 hours (prorated for part-time) to be used within the first 12 weeks from the birth,

adoption, or foster placement of a child. 432 hours come from 90% of 40 hours per week for 12 weeks. Brandi proceeded to describe the additional flexibility in our program as compared to WSU. Also, they are not implementing a cap, unlike WSU.

Discussion:

In response to a question, Brandi clarified that, while annual leave can be donated, we cannot donate family or sick leave.

There was an inquiry about fiscal impact and, more broadly, the impact on units when an employee takes family leave and how that would be managed. The Senator would have liked to see more information about that. Brandi and Brian noted that the external consultant performed a very robust cost analysis shared with the Athena/Senate subcommittee and presented to the leadership. The consultant's estimate was just below \$200K of being cost neutral, which President Green found to be sufficiently close to be worked into the budget. The consultant's analysis is extremely thorough and accounts for the need to hire replacements. Brian will check the consultant's analysis and report back any information that may be missing.

They are committed to move the policy through the shared governance process in time for an implementation date of January 1, 2023.

Retroactive implementation presents serious challenges and will not be available. However, Brandi noted that an eligibility review will occur and any remaining eligibility will be prorated in some cases – for instance, a full-time employee who has had a baby one week prior to the implementation date may be entitled to receive 11 weeks of PPL at 90% pay.

In response to a question, Brian replied that WWAMI will participate in the program.

To the question of why more flexibility could not be incorporated, Brandi responded that they mirrored the option favored by more than 70% of the employees (the WSU approach) as closely as possible.

Crystal Callahan spoke for Staff Council, who reviewed the policy and had similar questions/comments as those brought up by faculty. She looks forward to continue working with Senate.

Additional questions can be emailed to Brandi Terwilliger.

**Other Announcements and Communications:**

- Jaggaer Purchasing Software – Julia McIlroy, Director, Purchasing Services  
JAGGAER is a web-based procurement software that manages purchases of goods and services from request to payment. Employees will access JAGGAER through Single Sign-On. The Idaho State Board of Education tasked the four higher education institutions to implement a shared procurement software to generate savings and efficiency. U of I, BSU, ISU and LCSC will go live simultaneously, although the individual JAGGAER sites will be specific to each institution. Employees who purchase goods and/or services for U of I using a purchase order, service agreement or P-card will now shop and buy goods and services through JAGGAER. JAGGAER will improve request-to-purchase order time by streamlining the order



process. Purchasing policies regarding bid limits, bid waivers, etc. will remain the same. All purchase orders and service agreements will be generated and managed in JAGGAER.

Discussion:

In response to questions concerning the purchase of computers and the restriction on the brand discussed earlier, Julia noted that Jaggaer does not remove those restrictions, but can help with any other purchase. Additional questions can be addressed to Julia McIlroy [juliam@uidaho.edu](mailto:juliam@uidaho.edu)

**New Business:**

Chair Quinnett noted the late hour and welcomed a few more comments to reconnect to the IT discussion. The main concern is about the data security/management software installed on faculty computers, and what kind of information is being monitored. This conversation will continue. We'll invite General Counsel to clarify those questions.

**Adjournment:**

The agenda being completed, Chair Quinnett adjourned the meeting at 5:02pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate



# POLICY COVER SHEET

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

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

### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment  
Policy Number & Title: FSH 3710 LEAVE POLICIES FOR ALL EMPLOYEES

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment  
Policy Number & Title:

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

Comprehensive Review was Conducted

Originator: Brandi Terwilliger, Director of Human Resources

Policy Sponsor, if different from Originator: Brian Foisy, VP Finance and Administration

Reviewed by General Counsel  Yes  No Name & Date: Kim Rytter, 9/18/2022

- Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.  
Update language and addition of paid parenting leave under FML
- Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
Fiscal impact has been provided by external consultants and shared with senior leadership
- Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
- 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.

3710

LEAVE POLICIES FOR ALL EMPLOYEES

LAST REVISION: [January 2020](#)

[X](#)

CONTENTS:

- A. General
- B. Annual Leave
- C. Sick Leave
- D. Holidays
- E. Parenting Leave
- F. Military Leave
- G. Leave for Court Required Service and Voting
- H. Leave for Campaigning for or Service in Public Office
- I. Administrative Leave
- J. Academic Transitional Leave
- ~~K.~~ [Terminal Leave](#)
- ~~LK.~~ Shared Leave
- ~~ML.~~ Family Medical Leave
- ~~NM.~~ Service member Family and Medical Leave
- ~~ON.~~ Personal Leave
- ~~P.~~ [Extended Medical Leave](#)
- ~~QO.~~ Leave for Professional Improvement
- ~~RP.~~ Exceptions

## A. GENERAL.

**A-1.** The University of Idaho (hereinafter referred to as university) strives to offer leave programs that are both comprehensive and flexible to meet employee needs. Leave with or without pay is extended to employees under a variety of circumstances described below. Exceptions may be granted in special circumstances [see R below; APM 55.09, 55.07, 55.38; FSH 3120, 3720 and 6230]

**A-2.** The term “leave” refers to an employee’s absence from duty. Each leave type as contained in this policy discusses circumstances in which such an absence may be continued with pay when leave accruals are available or when leave is approved without pay. Certain types of leave may require or provide options to take one leave concurrent with another. For example, sick and annual leave may be taken or may be required to be taken concurrently with other types of leave. All leaves are subject to approval.

**A-3.** Unless otherwise noted, for purposes of this policy, “immediate family member” includes: your spouse, your child, parent, brother, sister, grandparent, and these same relationships of a spouse, by marriage, adoption, or foster arrangement. An immediate family member may also include an individual who has assumed a similar relationship to those above, other than the relationship of spouse\*, and for whom the employee or the individual has had financial responsibility for the other. An immediate family member also may include any individual who is a qualified dependent under IRS regulations. The university reserves the right to request documentation establishing financial responsibility or qualifying status as an IRS dependent. [Federal FMLA criteria will be used in determining “immediate family member”.](#)

\*Due to the 2006 “marriage amendment” to the Idaho Constitution the university, despite the wishes of the Faculty Senate, is unable to include domestic partnerships.

**A-4.** Separation from employment or the term terminating employee refers to an employee’s separation from all employment.

**A-5.** A break in State of Idaho service is defined as job termination that is separated by at least three ~~(3)~~ business days prior to re-employment with the university or any other State of Idaho employer.

**A-6.** Full and part-time employees are eligible for some or all leaves discussed in this policy.

**a.** Benefit-eligible employees are those who hold a board-appointed position [FSH 3080] and are employed at least half time or greater.

**b.** Individuals who are employed at least half time or greater as temporary help (TH) and who are expected to complete five ~~(5)~~ months or more of continuous university service and are eligible to participate in the Public Employers Retirement Plan for Idaho (PERSI) are eligible for limited benefits, including annual leave, sick leave and pay for holidays on which they do not work [FSH 3090].

**A-7.** Leave may not be taken in advance of accrual and may not be taken in excess of 80 hours in a pay period.

**A-8.** Leave may not be taken on an employee's first day of employment. If an employee is unable to report for work on their specified first day of employment; employment will not begin until the first day that the employee reports for active duty.

**A-9.** All employees, including faculty and exempt employees, are responsible for recording all leave taken on bi-weekly time reports and complying with the terms of leave policies, including, but not limited to:

- a. completing application for leave [with supervisor or Human Resources as appropriate](#) and providing [any](#) medical evidence [to HR](#) and other requested information;
- b. abiding by any and all return-to-work restrictions; and
- c. returning to work following expiration of approved leave.

Failure to uphold these responsibilities may result in absence without approved leave. Eligibility to preserve employment may be affected and/or the employee may be subject to disciplinary action, up to and including termination from employment as provided in appropriate university policies [FSH 3910, 3920 and 3930].

**A-10.** Exempt employees (full-time [40 hours per week expectation per FLSA](#)) who work at least four ~~(4)~~ hours in a day will be paid regular pay for the full day. If they work fewer than four ~~(4)~~ hours, the difference will be charged to the appropriate accrued leave. If the employee is on approved [intermittent](#) Family and Medical Leave (FML) they must report each hour missed.

Employees who are not exempt from earning overtime accrual or payments shall record all approved absences in 1/4-hour increments, except when time loss has been made up through an approved flexible schedule.

**A-11.** Absent written agreement to the contrary, an eligible employee typically earns credit toward retirement plan vesting (see your PERSI, IORP or federal retirement plan document for details) and earns annual and sick leave accruals during the portion of any leave that is paid, except that sick and annual leave do not accrue [during terminal leave \[K\]](#), or in some circumstances during administrative leave. ~~See I-7. (I-5).~~ ~~AA~~ An employee typically will not be given such credit for any periods of unpaid leave.

**A-12.** No break in service will occur during any approved paid or unpaid leave for the purposes of determining eligibility for retiree health benefits.

**A-13.** Attendance at work is a job requirement for all positions at the university. Excessive absenteeism can affect job performance and the employee may be subject to disciplinary action.

**A-14.** Departmental administrators are responsible for approving and ensuring the reporting of leave, via Banner, taken by the employees in their respective units. For procedures regarding reporting and monitoring leave see APM 55.09. The Banner system and Human Resources records are the official university leave records.

**A-15.** Human Resources is responsible for coordinating requests and reviewing compliance with all types of leave other than sick, annual and medical appointment leave discussed in this section. [APM 55.09]

**B. ANNUAL LEAVE.** (Available to UI employees listed in A-6 (a) and A-6 (b) as described in Section B)

**B-1.** Employees receive annual leave based on their classification of employment. [FSH 3080]

**a.** Classified Employees on full-time fiscal-year appointments accrue annual leave based on hours worked at the rate of approximately 3.7 hours bi-weekly for the first five full years of service, with a maximum accumulation of 192 hours; 4.6 hours bi-weekly up to 10 years of service, with a maximum accumulation of 240 hours; 5.5 hours bi-weekly up to 15 years of service with a maximum accumulation of 288 hours; and 6.5 hours bi-weekly for more than 15 years of service with a maximum accumulation of 336 hours. [RGP II.E.3; FSH 3080; APM 55.09]

**b.** Faculty on full-time fiscal-year appointments and exempt employees, including postdoctoral fellows, accrue annual leave at the rate of 7.4 hours bi-weekly and may accumulate a maximum of 240 hours. [RGPP II.F.3, FSH 3080, APM 55.09]

**c.** Faculty who hold academic-year appointments do not accrue annual leave. Their periods of obligation and leave are governed primarily by the academic calendar, subject to stipulation by the employee's dean. [FSH 3120]

**B-2.** Annual leave for classified and exempt appointment of less than 100% full-time, but equal to or greater than half-time, is accrued based on hours worked and at a rate based on the employee's classification [B-1]. No annual leave is accrued for less than half-time service.

**B-3.** Temporary employees who are eligible for PERSI accrue annual leave beginning on the first day of employment in an eligible position at a rate of .04625 times hours worked within each bi-week, ~~however leave is not earned until the benefit qualification period has been satisfied.~~

~~Annual leave for qualified temporary employees accrues, but is not earned until the employee has worked at least 20 hours per week and for a period of at least five (5) months (the benefit qualification period). Approval to use accrued, but unearned annual leave may be approved by the employee's supervisor under special circumstances. However, in the event that accrued annual leave is taken before it is earned and the employee also voluntarily separates or is terminated for cause before annual leave is earned, the value of unearned annual leave taken will be withheld from pay, other earning or payments or must otherwise be repaid to university.~~

**Commented [TB(1)]:** This contradicts A-7. Personal leave would be appropriate in cases where no leave is available and there is a need to be out. This paragraph is not necessary

~~Leave Accrual Example:~~

~~Annual leave accrues based only on hours worked.~~

~~62 hours worked times .04625 results in 2.90 hours of accrual and may accumulate to a maximum of 192 hours.~~

**B-4.** Annual leave accrual is temporarily suspended when the accumulation reaches the maximum allowance. Once the leave accumulation drops below the allowed maximum, accruals resume.

**B-5.** Employees eligible for overtime earn overtime based on only hours worked. There is no overtime accrual based on annual leave, sick leave, compensatory time, holidays or any other paid time off.

**B-6.** Annual leave continues to accrue while on any paid leave, except that annual leave does not accrue on hours of compensatory time used; ~~during terminal leave [K]~~; during academic transitional leave [J] or for temporary employees who accrue annual leave based only on hours worked.

**B-7.** At the employee's option, accrued annual leave may be used during any approved leave that could otherwise be taken as sick leave. [See E-3, Parenting Leave for the requirement to use sick leave prior to use of annual leave.](#) ~~[RGP II.1.2.]~~

**B-8.** Annual leave must be scheduled in advance and requested in writing by the employee. Annual leave may not be taken without the supervisor's written approval. Both the employee's vacation preference and business needs of the unit must be considered in establishing mutually agreed periods of leave [APM 55.09].

**a.** Supervisors are responsible for coordinating and approving requests for annual leave of all employees in their respective units.

**b.** An employee on approved annual leave, who becomes eligible to use sick leave through unforeseen events, may use sick leave in lieu of annual leave. Documentation to support the use of sick leave may be required.

**B-9.** ~~Annual Leave~~ balances are paid to employees upon separation (i.e. resignation, retirement layoff, non-renewal, termination) from all State of Idaho employment [I.C. 67-5334]. Leave balances are transferred from the university to other State of Idaho employers when the university employment ends and a new position is accepted with any State of Idaho employer when there is no break in state service [A-5]. However, the university reserves the right to require an employee to exhaust some or all annual leave prior to any job or employment separation.

Employees funded on grants or contracts are expected to use all earned annual leave during the appointment before expiration of the grant(s) or contract(s). Employees

**Commented [TB(2):** This is not true for all employees. Should not be included.

separating employment upon the expiration or termination of a grant or contract, will be required to use annual leave before their last day of employment.

In the event of an employee's death, payment is made to ~~his or her~~ the employee's estate.

The effective date of the employee's separation is the last day on which ~~he or she~~ the employee reports to work for the university, unless Human Resources has approved a written request for alternative termination arrangements that are in the best interests of the university.

~~A termination extended through the use of accrued annual leave must be approved in advance, in writing, by Human Resources and unit administrator and shall be treated as terminal leave. [JK and APM 50.20]~~

In the event that an academic administrator transitions from a position eligible for annual leave to a faculty position in which annual leave does not accrue, balances should be exhausted prior to the start of the new appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave balances exceeding eighty (80) hours must be approved in advance by Human Resources.

**B-10.** Any individual, regardless of type of appointment, with an annual leave balance who transfers or who is reassigned to another unit within the university may be required to exhaust all existing annual leave prior to starting the new assignment.

**B-11.** Payment in lieu of annual leave taken for any reason other than separation from employment is granted only by exception or under other special circumstances within the business needs of the university.

**B-12.** Eligibility requirements for annual leave for temporary help (TH) can be found in FSH 3090.

**C. SICK LEAVE.** (Available to UI employees listed in A-6 (a) and A-6 (b) as described in Section C)

**C-1.** Employees that work at least 40 hours in a bi-weekly pay period for at least five ~~(5)~~ consecutive months accrue sick leave. Accrual is approximately 3.7 hours bi-weekly for full-time service. [FSH 3090 C]

**C-2.** Sick leave accumulation for half-time but less than full-time service is accrued proportionately based on hours worked and earned at the rate of .04625 for each hour worked.

**C-3.** Sick-leave may be accumulated without limit.



**C-4.** Sick leave cannot be taken in advance of accrual. If, at the end of a bi-weekly pay cycle, absences exceed sick leave accumulation, the hours will be charged to compensatory time first, if available, and then to annual leave. If there is no leave accumulation, time will be unpaid.

**C-5.** Sick leave continues to accrue while on any paid leave, except for hours of compensatory time used ~~;~~ ~~during terminal leave;~~ and ~~/or~~ during academic transitional leave [J].

**C-6.** Sick leave may not be used in lieu of annual leave, except when the conditions of B-8. b. above have been met.

**C-7.** Sick leave may be taken only as follows:

**a. Illness or Serious Medical Condition of Employee.** An employee's own illness, injury, or childbirth that prevents the employee from performing ~~his or her~~ their assigned duties; or in the event of exposure to contagious disease if, in the opinion of responsible authority, the health of others would be jeopardized in the work place.

**b. Illness or Serious Medical Condition of an Immediate Family Member.** When the illness, injury, or childbirth of an immediate family member as defined in [A-3] of this policy requires the attendance of another, the employee may use ~~his or her~~ their own available sick leave.

**c. Death of an Immediate Family Member.** In the event of a death of an immediate family member as defined in [A-3] of this policy; up to ~~fifteen (15)~~ days of sick leave may be used immediately following the event, but can be extended if there are special circumstances. The unit administrator and Human Resources may approve an extension of leave for up to a total of ~~thirty (30)~~ days of sick leave.

**d. Death of a Family Member.** Sick leave usage for the death of a family member other than a member of the immediate family as defined in [A-3] of this policy is limited to a maximum of ~~five (5)~~ days of sick leave immediately following the event.

**e. Medical Appointments.** Personal or family appointments for medical, dental, optical treatment or examination, or meeting with an Employee Assistance Program professional, including time for travel to and from such appointments. An employee is allowed up to two hours of time off per month for such appointments without charge to sick leave provided ~~satisfactory arrangements have been made with the prior notification was provided to the~~ employee's supervisor ~~regarding the needed time away (medical information need not be shared only the need for leave)~~. If the employee has absences totaling more than two hours in a month, such absences must be reported and charged to sick leave. There is no carryover balance from month-to-month.

**f. Parenting/Adoption/fostering.** All eligible employees are entitled to use sick leave for parenting, ~~/~~ adoption, and fostering as provided in E. Parenting Leave.

**g. Organ Donation.** Full-time ~~employees~~ may use up to ~~five (5)~~ workdays of prior approved organ donation leave to serve as a bone marrow donor and may use up to ~~thirty (30)~~ workdays of prior approved organ donation leave to serve as a human organ donor. Documentation must be provided to Human Resources in advance of the use of Bone

Marrow or Organ Donation leave. Bone Marrow or Organ Donation leave does not reduce the employee's leave balances and is with continued pay and benefits up to the limits noted. Additional leave may be requested through an approved family medical [ML] or personal [ON] leave.

**C-8.** Documentation may be required to be submitted to Human Resources to support absences. Absences that occur during an approved family medical leave [ML] are exempt from these requirements.

**C-9.** The federal Family Medical Leave Act of 1993 (FMLA) was adopted as law to protect the best interest and job security of employees. The university may initiate family medical leave (FML) and will apply FML concurrently with sick leave when the employee's own illness, work-related injuries, or an illness of a family member is covered by FML.

**C-10.** An employee may be eligible for FML after three (3) consecutive days of sick leave, unpaid or other absence [ML-4] and may initiate a request for FML at any time prior to an absence which they suspect may qualify. However, the university may also initiate FML and will typically take steps to determine if an absence qualifies as FML when an employee has missed five ~~(5)~~ consecutive workdays or longer by providing the employee with a medical certification form and FML application. A failure to comply with a request to complete and return the medical certification form and the FML application may result in absence without pay and/or disciplinary action, up to and including dismissal from employment (see FSH 3910, 3920 and 3930).

**C-11.** Employees transferring without a break in service from a qualified Idaho state agency or from the university to another state agency will be credited with their accrued sick leave by the receiving agency. All unused sick leave is forfeited when an employee is separated from state service. No compensation is made for such unused leave, except as provided in C-12 in the case of employees who are retiring from the university. If an employee returns to state service or to the university within three ~~(3)~~ years after separation, sick leave forfeited at the time of separation will be reinstated.

**C-12.** Employees who retire and then return to work at the university may not be entitled to reinstatement of sick leave balances. In this instance, only the **unused** portion of sick leave that was converted at the time of retirement [C-13 and FSH 3730 [C](#)] to pay for retiree health benefits may be reinstated for employees who separate for retirement purposes and later return to work at the university.

**C-13.** An employee who retires under the eligibility conditions for retirement ~~or disability retirement~~ as stated in FSH 3730 may apply a pre-determined amount of unused sick leave accrued since July 1, 1976, as payment for continued coverage under the university retiree health program. [FSH 3730, APM 55.39]

**D. HOLIDAYS.** (Available to UI employees listed in A-6.(a) and A-6.(b) as described in Section D)

**D-1.** The university is closed at least ~~eleven (11)~~ holidays each fiscal year. [FSH 3460 F-2]

**D-2.** Benefit-eligible employees [A-6.a.] who are employed full time (87.5 percent or greater) receive holiday pay based on eight ~~(8)~~ hours for each holiday. An employee who works a compressed work schedule to include more than eight ~~(8)~~ hours each day, such as four ~~(4)~~ ~~ten~~10-hour workdays in one week, will still receive only eight ~~(8)~~ hours of holiday pay. With supervisor approval, the employee may make up the difference between their regular hours of work and the holiday pay for that day (two ~~(2)~~ hours in this example) through a flexible work schedule within the same work week [FSH 3460], or may use accrued compensatory time or annual leave, or take the time as unpaid.

**D-3.** Benefit-eligible employees [A-6.a.] who are employed at least half time but less than full-time, are entitled to receive holiday pay, pro-rated based on the average number of hours scheduled each week. The number of hours scheduled on a routine basis (not the hours worked in the week in which the holiday falls) is divided by five ~~(5)~~ days. For example:

Average of 20 hours worked per week / 5 days = 4 hours of holiday pay

Average of 25 hours worked per week / 5 days = 5 hours of holiday pay

Average of 30 hours worked per week / 5 days = 6 hours of holiday pay

**D-4.** The university embraces diversity and recognizes that our workforce is derived from many diverse cultures to include many different religious preferences. An individual may be absent from work to observe a religious holiday consistent with ~~his or her~~the individual's own religious beliefs and practices when the day is not consistent with the university's official holidays, provided advance notice is given. Pay for these absences are as follows:

**a.** Benefit-eligible employees may use their accrued compensatory time or annual leave to receive pay for an observed religious holiday that is not an official university holiday.

**b.** Employees who are not benefit-eligible, or who do not have compensatory or annual leave available, may observe the holiday without pay; ~~or~~, with advance supervisory approval, employees may make up the hours in the same work week [FSH 3460].

**D-5.** Benefit-eligible employees are entitled to holiday pay while they are on other approved paid leave, or during any portion of paid or unpaid family medical leave. ~~Extended medical leave and non-FML parenting leave are not family medical leave.~~ Employees on unpaid extended ~~medical leave or unpaid non-FML parenting leave~~ are not entitled to holiday pay.

**E. PARENTING LEAVE (paid or unpaid).** ~~(Parenting leave is a~~ Available to UI employees listed in A-6 (a) who also meet the specific eligibility criteria as described in Section ~~MLE).~~ Parenting Leave is Family and Medical Leave. FMLA allows for 480 hours of unpaid leave for a full-time employee. Eligible University of Idaho employees may use up to 432 hours (full-time employees prorated for less than full time employees) of Family and Medical Leave as paid parental parenting leave due to the birth, adoption, or foster placement of the child. Parenting Leave is Family and Medical Leave (FMLA allows for 480 hours of unpaid leave for a full-time employee). See FMLA section M for definition of parenting leave

## E-1. Definitions.

- a. "Parenting" is defined as the period of bonding that occurs within the first ~~twelve (12)~~ months of the birth, adoption or foster placement of ~~thea~~ child in the family.
- b. "Parenting Leave" is leave taken by an employee under section E to bond with a child within the first ~~twelve (12)~~ months of the birth, adoption or foster placement of the child in the family. Parenting leave is separate and distinct from medical leave taken by a birth mother related to serious health conditions associated with pregnancy and child-birth and from medical leave taken by either parent to care for a child with a serious health condition. See Family Medical Leave Section ~~M-L-1~~ for the relationship of Parenting Leave under this Section E and Family Medical Leave under Section ~~M-L~~ of this FSH 3710.
- c. Child for purposes of this policy means ~~Son or daughter means~~ a biological son or daughter, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is either under age 18, or age 18 or older and incapable of self-care because of a mental or physical disability.

E-2. Employees are eligible for paid Parenting Leave if they meet the criteria under ~~M-L-3~~ or after 180 days from their date of hire. Employees must also successfully complete any applicable initial probationary period or (extension thereof) to be eligible. Eligible employees are entitled to 12 weeks of job protected leave with continuation of group health insurance coverage within 12 months of the birth, adoption, or foster placement of a son or daughter. This is considered non-FML parenting leave. Parenting Leave used under Section E provides some compensation for Parenting ~~Leave~~ under Family Medical Leave and is Family Medical Leave.

- a. Eligible employees will receive a maximum of 432 hours (full-time employees) of paid ~~parental~~parenting leave for the birth, adoption, or foster placement of a child that must be used within 12 weeks immediately after the birth, adoption, or foster placement of a child. Eligible employees working less than full-time will receive a pro-rated portion of paid ~~parental~~parenting leave corresponding to the percentage of hours they normally are scheduled to work.
- b. An employee may not receive more than ~~twelve (12)~~ weeks of ~~parental~~(paid or unpaid) parenting (paid or unpaid) leave in a rolling 12-month period. Multiple births ~~within twelve months~~ or adoptions ~~within 12 months~~ do not increase the length of ~~parental~~parenting leave. Employees may use paid ~~parental~~parenting leave continuously for up to ~~twelve (12)~~ weeks or as a predefined reduced work schedule as long as it is used within 12 weeks of the birth or adoption of the child. Employees may not use paid ~~parental~~parenting leave intermittently. Adoptive or foster parents are not entitled to use more than ~~twelve (12)~~ weeks of ~~parental~~parenting leave in a rolling 12-month period but are exempt from the continuous leave requirement if the adoption is not final.

c. Paid ~~parental~~parenting leave is compensated using up to the maximum allotted paid parenting leave balance (432 hours for full -time) in the first 12 weeks following the birth, adoption, or foster placement of a child. Paid ~~parental~~parenting leave will be paid on regularly scheduled pay dates.

d. Paid ~~parental~~parenting leave shall run concurrently with leave under the FMLA. Any leave taken under this policy that falls under the definition of circumstances qualifying for leave due to the birth or adoption or foster placement of a child, will be counted toward the 12 weeks of available FMLA leave ~~perfor~~ a 12-month period. The employee must apply for and use Parenting Leave/FMLA.

e. If a holiday occurs while an employee is on ~~parental~~parenting leave, such day will be coded to holiday pay and will not count towards the employee's ~~parental~~parenting leave entitlement or FMLA hours. If the employee is on ~~parental~~parenting leave/FMLA when the University authorizes paid administrative or emergency closure leave due to inclement weather and/or an office closure, that time will be recorded as ~~parental~~parenting leave/FMLA. Administrative and emergency closure leave will not extend the ~~parental~~parenting leave entitlement.

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**E-3.** If both parents are employees of the university and eligible for FMLA leave under Section ~~ML~~, the leave must be shared between parents and not exceed 480 hours (12 weeks) of total leave (paid or unpaid). each is entitled to take the same amount of parenting leave as allowed for a single employee. Only one employee is entitled to parenting leave if both parents, as employees, have not met FMLA eligibility requirements as stated in M-3.

**E-4.** Employees can use ~~parental~~parenting leave as outlined or choose to use a combination of accrued paid leave or unpaid leave if all other leave is exhausted (See Section ~~ON~~ regarding use of unpaid leave). Employees must first use accrued sick leave (see FSH 3710 M-2). However, when the combination of the employee's remaining sick leave, plus any additional accrued paid leave that may be available to the employee falls below 80 hours, then the employee may elect to use unpaid leave for parenting. — Any leave taken under ~~this policy~~sections E or ~~L~~ that falls under the definition of circumstances qualifying for leave due to the birth, adoption, or foster placement of a child, is FMLA leave. See section ~~ML~~ for FMLA criteria. Unpaid leave will be considered in accordance with FMLA and other applicable federal and state laws.

**E-5.** Parenting Leave ~~should~~shall be applied for through Benefit Services. When the need for Parenting Leave is foreseeable, an employee must request an application at least ~~thirty (30)~~ days in advance of the need for leave. When events are not foreseeable, employees must provide as much notice as is possible. If an employee is eligible for FMLA leave under Section ~~ML~~, the Parenting Leave described in this section E- is intended to encompass the university's obligation to provide Family Medical Leave under the federal Family Medical Leave Act. See Section ~~ML~~ for return-to-work requirements following approved leave.

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**E-6.** Health benefits continue during Parenting Leave on the same basis as for any similarly-situated employee who is actively at work, regardless of whether the employee is using other forms of accrued leave or taking leave unpaid. The employee's share of cost for health coverage is the amount that is typically payroll-deducted for the employee's own coverage and/or coverage for ~~his/her~~the employee's dependents. The employee is responsible for payment of these amounts during leave. Payroll deductions will be continued for any portion of the leave that is paid. During any portion of leave when no pay is received, the employee must make arrangements to self-pay these amounts. Retirement plan contributions, leave accruals, ~~holiday pay,~~ and credit toward vesting are suspended during unpaid portions of Parenting Leave.

**E-7.** Upon return from Parenting Leave, employees will be assigned to their same or similar position with equivalent pay and status.

**E-8.** Leave may not be used for both foster care and adoption consecutively if foster placement leads to ~~that the~~ adoption of the ~~son or daughter~~child.

**E-9.** Alternate or reduced work schedules are addressed in FSH 3710 ~~ML~~-13-b.

**E-10.** See FSH 3710 R-1 for exceptions to university leave policies.

**F. MILITARY LEAVE.** When an employee goes on military leave it is not considered a break in service. (Available to all UI employees as described in Section F)

**F-1.** Faculty and staff, regardless of whether or not they hold a fiscal-year or academic-year appointment are eligible for leave of up to ~~one hundred twenty (120)~~ hours per calendar year for active duty or military training. Employees who are in board-appointed positions [FSH 3080] are eligible for full pay while on paid military leave. When called to active duty or training, the university will pay the difference between military pay received from the U.S. or State government, but cannot duplicate pay. The employee must provide documentation of military pay received during leave, within ~~ninety (90)~~ days of return from leave or upon earlier job separation. The employee is required to repay to the university any amount which exceeds their regular base pay for the same period. Unpaid military leave may be requested if the employee knows their military pay will exceed their university pay. Annual and sick leave credit towards length of service for retirement plan, and other vesting will continue to accrue according to the applicable plan documents. Instead of taking military leave, an employee may request annual leave on the same basis as any other vacation or other time off and if approved, retain full military pay. [APM 55.09 and 55.38]

**F-2.** Any employee who is called to active duty and/or is required to serve more than ~~one hundred twenty (120)~~ hours is eligible for up to five ~~(5)~~ years of military leave. Eligibility for employee health coverage will continue at a minimum through the first ~~thirty (30)~~ calendar days of service while on an approved military leave. The employee will be required to pay the employee share of the health care costs, as well as the costs for ~~his/her~~the employee's dependents.

**F-3.** An employee may choose to use annual leave and/or accrued compensatory time for military service and continue to receive pay and benefits at any time.

**F-4.** Military leave beyond the first ~~one hundred twenty (1200)~~ hours is generally granted without pay and benefits. Health care coverage will end for the individual who is called to active duty after the first ~~thirty (30)~~ days of service. However, coverage for ~~his/her~~ ~~the employee's~~ dependents may continue and are subject to the applicable benefits based on the university's current Summary Plan Document at the time of reinstatement: contact Benefit Services.

**F-5.** An employee may also have the right to life insurance portability or conversion to an individual life insurance policy following termination of benefits in the group plan.

**F-6.** Upon reinstatement to active university employment, the employee's health plan will resume as if their employment had not been interrupted.

**F-7.** In accordance with state and federal law, an employee upon return will be reinstated to ~~his/her~~ ~~their~~ former position or a comparable position without loss of seniority, status or pay rate provided the employee returns with an honorable discharge and within ~~five (5)~~ years from departure date from the university.

**a.** In some situations, re-employment may not be possible, such as when there has been a significant change in circumstances, if re-employment would impose an undue hardship on the university or department, or if the person's employment was temporary in nature, such as positions that are grant-funded for a specific duration and/or temporary help (TH) positions.

1. If the returning employee's skills need upgrading to meet the requirements for a prior or promoted position, the university will make reasonable efforts to refresh or update these skills unless such efforts would create undue hardship for the university.

2. When an employee with a service-related disability is not qualified to perform the essential functions of ~~his/her~~ ~~the employee's~~ job after the university has made reasonable efforts to accommodate the disability, the employee may be placed in another position of comparable pay, rank, and seniority.

**b.** Employees returning from military leave must provide the university with written timely notification of intent to return to their position. The university may require documentation that the person's application for reemployment is timely and that the person's discharge from uniformed services was under honorable conditions. University procedures will follow the applicable state and federal law, including but not limited to the Uniformed Services Employment & Reemployment Rights Act (USERRA), 38 U.S.C. 4301-4333, enforced by [Department of Labor's Veterans' Employment & Training Services](#) (VETS.)

**F-8.** Retirement benefit contributions are suspended while the employee is on unpaid military leave when the ~~one hundred twenty (120)~~ hours per F-1 have been exceeded. Upon reinstatement to active university employment after military leave, reenrollment in the retirement plan will be accomplished in accordance with the plan documents.

a. Credited state service continues during military leave as though no break in employment has occurred.

b. The employee may elect to make up any employee contributions missed during an approved military leave. Such contributions must be paid into the plan within a period not to exceed three ~~(3)~~ times the length of the military leave, up to a maximum of five ~~(5)~~ years.

c. The university will contribute the regularly scheduled match contributions for any employee make-up payments made in connection with an approved military leave.

d. For purposes of determining eligibility for retiree health coverage, military leave will not count as a break in service provided that re-employment occurs within the parameters of this policy. Further, an employee will receive university service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] during the ~~fifteen (15)~~ days of approved paid military leave; however, the employee will not receive service credit for purposes of determining eligibility under the Retiree Health Program [FSH 3730] for any unpaid military leave.

**F-9.** This policy is intended to comply with applicable state and federal laws, including the Uniformed Services Employment and Reemployment Rights Act (USERRA) of 1994. To the extent that any provision of this policy is ambiguous and/or contradicts the Act or any other law, the applicable law or Act will prevail.

**G. LEAVE FOR COURT REQUIRED SERVICE AND VOTING.** (Available to all UI employees as described in Section G)

**G-1.** Any employee who is summoned for jury duty or subpoenaed as a witness before a court of competent jurisdiction or as a witness in a proceeding before any federal or state administrative agency will be granted leave. Benefit-eligible employees will be granted leave with pay, except as provided below in G-2. Travel expenses in connection with this duty are not subject to reimbursement by the university. [RGP II.1.5.; APM 55.09]

**G-2.** An employee must request annual leave or personal leave without pay for the following:

- a. appearing as a party in a non-job-related proceeding involving the employee;
- b. appearing as an expert witness when the employee is compensated for such appearance; or
- c. appearing as a plaintiff or complainant, or as counsel for a plaintiff or complainant, in a proceeding in which the Board of Regents or any of its institutions, agencies, school or office is a defendant or respondent. [RGP II.1.5.]

**G-3.** Polling places are typically open extended hours and absentee voting is widely available. However, employees who are unable to vote outside of scheduled hours will be allowed time off to vote. If available, an employee may use accrued annual leave, compensatory time or, if approved in advance, may be able to make up time lost to vote



within the same work week [FSH 3460] through a flexible work schedule. Otherwise, time off will be approved, but unpaid.

**H. LEAVE FOR CAMPAIGNING FOR OR SERVING IN PUBLIC OFFICE.** Available to UI employees as described in Section H)

**H-1.** The president approves requests for leaves of absence for the purpose of campaigning for or serving in public office [RGP II. I.5.]. See FSH 6230 E for provisions concerning leave for campaigning and serving in public office.

**H-2.** It is the Board of Regent's intent that state salary not be duplicated to an employee serving as a member of the Idaho Legislature. Any leave for serving as a member of the Idaho State Legislature will be unpaid when the Legislature is in session [RGP II.I.5.]. Certain benefits may continue during the unpaid leave; however, the employee must pay the full cost of coverage.

**I. ADMINISTRATIVE OR EMERGENCY LEAVE.** (Available to all UI employees as described in Section I)

**I-1.** Administrative Leave is leave with pay and benefits. An employee will continue to receive pay and leave accruals in accordance with their regular rate and maintain eligibility for other benefit programs. (~~Terminal leave (K) and a~~Academic transitional leave (J) ~~are is~~ not considered administrative leave.)

**I-2.** At the discretion of the president or ~~his/her~~ designee, an employee may be granted administrative leave when the state or the university will benefit as a result of such leave. [RGP II.I.5.; FSH 3470 B]

**I-3.** Examples of circumstances that may qualify an employee for administrative leave are volunteer fire fighters attending class off campus, official delegates to the annual general convention of Idaho Public Employees' Association, and members of state or local committees, such as the Human Rights Commission, attending official meetings.

**I-4.** With the approval of the president or designee, an administrator may also use administrative leave to remove an employee from the workplace (for example during an investigation or to mediate an employee relations issue), if approved in advance by Human Resources. The President's Office or Provost's Office, as appropriate must be notified.

**I-5.** In all cases involving administrative leave, payroll will coordinate with the department for the appropriate process based on the anticipated duration of the administrative leave. ~~with a duration that is more than one bi-week, an electronic personnel action form (EPAF) must be processed. When leave is less than one full bi-week, H~~hours attributed to administrative leave shall be coded as "Administrative DLeave" on the time/leave record and in the payroll system.

**I-6.** In the absence of a written agreement to the contrary, an employee on administrative leave must be available for recall to work during regular university business hours in the event that the employee's services are required or ~~he/she is~~they are otherwise requested to return to work.

~~J-7.~~ Under certain circumstances, the university may require the use of accrued annual leave and/or compensatory time.

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~~I-8.~~ Administrative Emergency Leave with Pay. When the president or designee makes a decision to close, cancel classes, or postpone the opening the university, employees will be authorized Administrative Emergency Leave with pay (see APM95.21 and FSH3470). When approved, employees will enter hours as follows for emergency closure days:

-Classified and PERSI-eligible TH will enter the hours they would have worked. Exempt and faculty enter leave if leave taken is more than ~~4~~four hours and will record leave only if they were out more than ~~4~~four hours.

a. (TH) Temporary Help (PERSI-eligible only) – enter hours regularly scheduled but not worked due to the closure under the Administrative Emergency Leave code, up to ~~8~~eight hours

b. Classified – enter hours not worked due to closure under the Administrative Emergency Leave code, up to ~~8~~eight hours

c. Exempt & Faculty – enter hours not worked, if over ~~4~~four, due to closure under the Administrative Emergency Leave code, up to ~~8~~eight hours.

#### **J. ACADEMIC TRANSITIONAL LEAVE.** (Available to all UI employees as described in Section J)

~~J-1.~~ Academic transitional leave may apply when an academic administrator steps down from ~~his/her~~their administrative appointment and assumes a faculty appointment. The purpose of academic transitional leave is to prepare the employee for a new faculty appointment. Transition leave is not available in the event of transition from academic faculty to an administrative appointment. Academic transitional leave is granted at the discretion of the university, must be approved by the provost, and approved by the president or designee.

~~J-2.~~ There is no accrual of annual leave during the period of academic transitional leave. All other benefits and leave accruals are provided on the same basis as afforded to similarly situated employees in a faculty job classification. Annual leave balances should be exhausted prior to a new academic faculty appointment. Leave balances that cannot be used will be carried forward. If not used, the balance of unused annual leave will be paid at the time of separation of all State of Idaho service. Carry forward of annual leave balances exceeding ~~eighty~~(80) hours must be approved in advance by Human Resources.

#### ~~K. TERMINAL LEAVE.~~ (Available to all UI employees as described in Section K)

~~K-1.~~ Terminal leave is paid leave received by a terminating employee in lieu of wages at the employer's discretion. An example of terminal leave is leave paid to an employee who is not completing the term of his/her contract at the request of the employer. Sick and annual leave is not accrued during the terminal leave period. Time toward length of service for retirement

Commented [TB(3)]: OGC, HR and VP Foisy agree to removing terminal leave. This is essentially the same as Administrative Leave when used to finish out a contract and a requirement to use accumulated leave is made at that time.

vesting and eligibility for university retiree health benefits [FSH 3730] will continue. The duration of terminal leave is determined at the discretion of the university.

~~K 2.~~ During terminal leave, health benefits continue for an employee and his/her covered family members on the same basis as employees of the same classification who are actively at work. The employee's share of all health care contributions, including employee and dependent medical/dental, supplemental life, and/or any other costs of coverage, will be withheld from the employee's pay. Upon separation from employment, the employee and/or his/her covered family members, as a family or individually, may have rights to medical/dental coverage through COBRA.

~~K 3.~~ The university may require the use of accrued annual leave and/or compensatory time during the terminal leave period or may pay out some or all accrued, but unused balances at the time of termination.

**LK. SHARED LEAVE.** (Available to employees listed in A-6 (a) subject to specific eligibility criteria described in Section ~~LK~~)

~~LK-1.~~ University employees who earn annual leave may donate annual leave hours to shared leave. Shared leave may be donated to a shared leave pool or to the benefit of a specific eligible recipient. See FSH 3710 L-5 below and APM 55.07 ~~C-3~~ for conversion of donated leave to shared leave.

~~LK-2.~~ **Eligibility.** Benefit-eligible employees, including academic year faculty who do not accrue annual leave, are eligible to receive shared leave. If an employee is only eligible for benefits under the Patient Protection and Affordable Care Act (PPACA) they do not qualify for shared leave.

**a. Qualifying Events.** If any benefit-eligible employee [A-6. a.] ~~who has~~ a health condition [L-2.a.1] or ~~whose has an~~ immediate family member [A-3] ~~who~~ has such a condition and the employee is required to take time away from work, and has exhausted all leave, the employee may apply for shared leave.

1. The health condition of the affected individual must be certified by a competent health care provider to be considered as acceptable evidence by the university, and qualify as a serious health condition as defined by family medical leave [ML] to include a need resulting from human organ or bone marrow donation. This provision applies only to the acceptable medical conditions of family medical leave. An employee need not meet the service and other requirements of family medical leave to be considered as an absence eligible for shared leave.

2. An applicant for shared leave who has used ~~his or her~~ their own annual leave for purposes other than attending to a medical condition that is known to create potential for an extraordinary need for leave typically is not eligible for leave from the shared leave pool.

Under extraordinary circumstances, such an applicant may request an exception to receive shared leave from directed donations.

3. Shared leave that is donated from the shared leave pool is intended for use by employees who intend to return to work. An applicant who wishes to receive shared leave and otherwise meets the criteria of the program and does not intend to return to work may apply for shared leave; however, shared leave in this instance is available only from donations directed specifically to that one recipient.

**b. Prerequisites.** An employee must use all other available leave such as sick leave, annual leave, and compensatory time to qualify for shared leave. If an employee receives shared leave during the first year of their employment with the university, and does not return to active service for at least thirty days after completion of their leave, they may be expected to repay the compensation they received, unless this requirement is waived by the president, or his/her designee.

**c. Disability Income.** To be eligible for shared leave for the employee's own medical condition that is expected to last longer than thirty days, employees must first apply for wage replacement benefits that may be available through disability coverage. In cases of job-related injuries, employees must first apply for wage replacement through workers' compensation. Once such benefits begin eligibility for shared leave benefits end. However, an otherwise eligible employee may use shared leave while satisfying the waiting period or after exceeding maximum disability periods for income replacement programs. Shared leave cannot be claimed when time away will be paid through wage replacement programs such as disability and workers' compensation benefits.

#### **LK-3. Donating Annual Leave.**

**a.** Employees who have an accrued annual leave balance may donate to shared leave regardless of their funding salary source. Donations may be made to the shared leave pool and accessed by any eligible recipient or donated directly to a specific shared leave recipient.

**b.** Leave donations made for a specific individual will be drawn from donors' accounts based on a first-received basis. The first donation request received by Benefit Services will be processed before a second donation from other recipients or before hours are withdrawn from the shared leave pool. Donations will be drawn from the donor's annual leave account.

**c.** Leave donations may be made in any amount of not less than ½-hour (.50) increments.

**d.** Shared leave donations may not cause the donor's annual leave balance to fall below ~~forty~~ (40) hours at the time the donation is processed, unless the donor is terminating active employment from the university. Donors should be aware that any shared leave not used by the intended recipient will be returned to the Shared Leave Pool, not returned to the donor(s). Leave donors who desire to donate only as much leave as the intended recipient needs are encouraged to work with HR to make incremental donations to that person.

#### **LK-4. Shared Leave Benefits.**

**a. Maximum Benefit.** The maximum shared leave benefit is limited to four (4) working weeks of leave within a rolling ~~twelve (12)~~-month period. Shared leave hours granted will be prorated based on employee's FTE.

**b.** Recipients of shared leave from the shared leave pool will receive the benefit on a first-come, first-serve basis as the pool balance must not fall below zero dollars. If funds are unavailable from the shared leave pool, then the recipient would be required to solicit direct donations.

**c.** Shared leave requests are reviewed and granted by Benefit Services in accordance with this policy. Applicants awarded shared leave will be notified in writing; if the request is denied, the reason(s) for denial shall also be stated in writing. The requestor may appeal a denied request for shared leave. Appeals must be made in writing to Human Resources within ~~thirty (30)~~ days from the date of denial and must reference the applicable sections of policy and reasons why there is disagreement. Human Resources will respond to appeals within ~~thirty (30)~~ days.

#### ~~LK~~-5. Funding and Conversion.

**a.** Funding for a full year of base salary is provided for most positions. A department typically has received funding for the duration of the employee's full appointment. If an employee is absent without pay, the department would achieve salary savings as a result. The only exceptions would apply to those working from certain special funding sources or who hire a temporary replacement during the period of unpaid leave. Consequently, the department of the employee who will receive shared leave is responsible for funding the employee's pay during leave from shared leave donations.

**b. Conversion for donations.** Hours donated by an employee are calculated at the donor's hourly rate and converted to dollars that will be distributed to the recipient using the recipient's hourly rate. Direct donations donors should be aware that if the conversion value from donated hours is greater than the intended recipient uses, any unused dollars will go into the Shared Leave Pool.

**ML. FAMILY MEDICAL LEAVE.** (Available to all UI employees subject to specific eligibility criteria described in Section ~~ML~~). [Federal Family and Medical Leave Act 29 U.S.C 2601 and amendments will be followed when administering FMLA. Upon exhaustion of FMLA, when there is a continued need for leave for an employee's own serious health condition, federal and state guidance will be followed.](#)

**ML-1.** Family medical leave may be requested by an eligible employee for the following reasons:

**a.** the birth of a [son or daughter/child](#) of the employee and/or in order to care for such [son or daughter/child](#);

**b.** the placement of a [son or daughter/child](#) with the employee for adoption or foster care;

- c. to care for an immediate family member as defined in [A-3] of this policy with a serious health condition as defined in [ML-5] of this policy;
- d. because of the employee's own serious health condition [ML-5]; or
- e. to serve as a human organ or bone marrow donor.

The entitlement to leave under subparagraphs (a) and (b) of this section ~~ML-1~~ for a birth or placement of a ~~son or daughter~~child is encompassed in the Parenting Leave described in Section E, of this policy. Parenting Leave taken under Section E. ~~is Family Medical Leave and by an employee who is also eligible for Family Medical Leave shall be counted as Family Medical Leave, to the full extent of the employee's eligibility for Family Medical Leave at the time the leave is taken. Parenting Leave that falls outside of the requirements of the Family Medical Leave Act does not count against an employee's Family Medical Leave entitlement.~~

~~**ML-2.** Family medical leave and/or service member family medical leave is generally leave without pay. However, when the absence also qualifies for the use of sick leave, if available, employees must first use accrued sick leave. See Parenting Leave for wage replacement. When the combination of the employee's remaining sick leave plus any other accrued paid leave that may be available to the employee falls below 80 hours, the employee may then elect unpaid leave for the Family Medical Leave. When the type of absence does not qualify for the use of sick leave, the employee must use other available accrued paid leave until the employee's remaining sick leave plus any other accrued paid leave that may be available to the employee falls below 80 hours before the employee may use unpaid leave for the Family Medical Leave.~~

~~**ML-3.** Eligibility. If the employee has been employed by the university for a minimum of ~~twelve~~ (12) months and has worked at least 1250 hours during the previous ~~twelve~~ (12) month period prior to the requested leave, the employee is eligible for family medical leave. This eligibility requirement ~~does not apply~~ to eligibility for Parenting Leave under Section E.~~

~~**ML-4.** Length of Leave. A maximum of up to ~~twelve~~ (12) weeks or a total of 480 hours of family medical leave may be granted to eligible full-time employees during a rolling ~~twelve~~ (12) month period. Eligible part-time employees may be granted up to ~~twelve~~ (12) working weeks of leave or a total number of hours consistent with their regular work schedule within a ~~twelve~~ (12) week period. (i.e. 20 hours per week x 12 weeks = 240 hours). The period is measured from the date the employee last used/exhausted family medical leave or became employed by the university to the date leave is to begin. Family medical leave may be taken on a continuous, intermittent, or reduced-hour basis. See Section E for parenting leave requirements.~~

~~**ML-5.** Definitions.~~

~~a. "Serious health condition" is defined as an illness, injury, impairment or physical or mental condition that involves any period of incapacity or treatment connected with in-patient care (i.e. overnight stay) in a hospital, hospice, or residential medical-care facility, and any period of incapacity or subsequent treatment in connection with such in-patient care; continuing~~

treatment by a health care provider, which includes any period of incapacity (i.e. inability to work, attend school, or perform other regular daily activities) due to a health condition (including treatment for or recovery from) lasting more than three (3) consecutive days; and any subsequent treatment or period of incapacity relating to the same condition, that also includes:

1. treatment two (2) or more times by or under the supervision of a health care provider; or one treatment by a health care provider with a continuing regimen of treatment; or
2. pregnancy or prenatal care. A visit to the health care provider is not necessary for each absence; or
3. chronic serious health condition, which continues over an extended period of time, requires periodic visits to a health care provider, and may involve occasional episodes of incapacity (e.g. asthma, diabetes). A visit to a health care provider is not necessary for each absence; or
4. permanent or long-term condition for which treatment may not be effective (e.g. Alzheimer's, a severe stroke, terminal cancer). Only supervision by a health care provider is required, rather than active treatment; or
5. absences to receive multiple treatments for restorative surgery or for a condition which would likely result in a period of incapacity of more than three days if not treated (e.g. chemotherapy or radiation treatments for cancer).

6. Conditions for which cosmetic treatments are administered (such as most treatments for acne or plastic surgery) are not serious health conditions unless inpatient hospital care is required or unless complications develop. Ordinarily, unless complications arise, the common cold, the flu, ear aches, upset stomach, minor ulcers, headaches other than migraine, routine dental or orthodontia problems, periodontal disease, etc., are examples of conditions that do not meet the definition of a serious health condition and do not qualify for FMLA leave. Restorative dental or plastic surgery after an injury or removal of cancerous growths are serious health conditions provided all the other conditions of this section are met. Mental illness or allergies may be serious health conditions, but only if all the conditions of this section are met.

Commented [TB(4): Added from Federal Law language

**ML-6.** Health benefits continue during family medical leave on the same basis as for any similarly situated employee who is actively at work, regardless of whether the employee is using other forms of compensation including accrued leave or taking leave unpaid. The employee's share of cost for health coverage is the amount that is typically payroll-deducted for the employee's own coverage and/or coverage for his/herthe employee's dependents. The employee is responsible for payment of these amounts during leave. Payroll deductions will be continued for any portion of the leave that is paid. During any portion of leave when no pay is received, the employee must make arrangements to self-pay these amounts. Retirement plan contributions, accruals for sick and annual leave and credit toward vesting are suspended during unpaid portions of family medical leave.

**ML-7.** All qualified absences, including those due to a work-related injury, will be considered as family medical leave.

**ML-8.** If there are reasonable circumstances to support that an employee's absence qualifies as family medical leave, the university has the right to classify such absence as family medical leave.

**ML-9.** When the need for family medical leave is foreseeable, an employee must request an application for family medical leave at least ~~thirty~~ (30) days in advance of the need for leave. Application assistance is available from Benefit Services. When events are not foreseeable, employees must provide as much notice as is possible. Application for family medical leave after a return from absence is not recommended; rights to preserved employment and benefits may be adversely affected. In any event, absent extraordinary circumstances, an employee may not claim an absence as a qualified family medical leave event unless done so within the first two ~~(2)~~ days of return from an absence. [See Parenting Leave Section E.](#)

**ML-10.** When leave is taken for personal illness or to care for an immediate family member with a serious health condition, leave may be continuous or intermittent and may include a reduction in hours worked. For intermittent leave, the employee must provide certification from the health care provider caring for the employee and/or family member stating the leave must be taken intermittently. Employees needing intermittent leave must attempt to schedule their leave so as not to disrupt university operations. The university reserves the right to assign an employee to an alternative position with equivalent pay and benefits that better accommodates the employee's intermittent or reduced leave schedule.

**ML-11.** Employees on family medical leave are required to provide documentation to Benefit Services as requested, including intent to return to work. During leave, the university may require an employee to re-certify the medical condition that caused him/her to take leave. A return-to-work release from the health care provider is required before an employee absent due to ~~his or her~~ their own serious health condition may return to work.

**ML-12.** Family medical leave requests for medical treatment or care giving requires certification from the health care provider documenting medical necessity.

**ML-13.** Family medical leave requests for parenting must be approved in advance and completed within ~~twelve~~ (12) months of the birth, adoption, or foster care placement of a child. [See Section E for Parenting Leave requirements.](#)

~~a.~~ Shared leave (if granted) may be used for the disability period related to childbirth. [See Section ~~LK~~ for Shared Leave and Section E for Parenting Leave requirements.](#)

~~b.~~ Intermittent leave or reduced work schedule requests for parenting may not be granted, or may be cancelled by the university with thirty (30) days written notice, based on business needs of the university.

**ML-14.** Family medical leave taken by two ~~(2)~~ university employees to care for a family member who has a serious health condition consists of a maximum ~~twelve~~ (12) weeks of

Commented [TB(5)]: Addressed in Section E



leave for each employee. [See Section E for Parenting Leave requirements. Family medical leave for parenting is addressed in FSH 3710 E.](#)

**ML-15.** If the university obtains information from a credible source, such as the workers' compensation authority, disability carrier, or a medical practitioner, that alters, changes, casts doubt, or fails to support continued leave or the leave application, the university has the right to:

- a. revoke leave;
- b. not grant leave;
- c. require new evidence to support the leave request;
- d. require the employee to return to work if the leave is not substantiated; and/or
- e. when appropriate under applicable employee discipline policies [FSH 3910, 3920, and 3930], take disciplinary action, up to and including dismissal.

**ML-16.** Upon return from family medical leave, employees will be assigned to their same or similar position with equivalent pay and status with or without reasonable accommodation, as appropriate, in accordance with the Americans with Disabilities Act. Job reassignment must be coordinated with Employment Services and approved by Human Resources. The university has no obligation to restore employment to temporary hourly (TH) or other employees if the employment term or project is over and the university would not otherwise have continued employment.

**ML-17.** Family medical leave is not [intended-available](#) for individuals who do not plan to return to work. An employee who applies for and is granted family medical leave and fails to return to work for at least ~~thirty (30)~~ days upon the expiration of their family medical leave period may be obligated to repay the costs of health coverage [and any portion of paid parentalparenting leave](#) provided by the university during any portion of family medical leave. If the university is notified that the employee does not intend to return to work, the family medical leave period will terminate immediately and the employee will be separated from employment on that date. Medical, dental and under some circumstances Health Care Spending Accounts may be continued through the Consolidated Omnibus Budget Reconciliation Act (COBRA). Options for life insurance portability or conversion may also be available. Job separation under these circumstances will result in a lump sum payment of annual leave and/or compensatory balances. In addition, the employee will no longer have a right to restoration to the same or equivalent position.

**NM. SERVICE MEMBER FAMILY AND MEDICAL LEAVE.** The federal Family and Medical Leave Act (FMLA) now entitles eligible employees to take leave for covered family members' service in the Armed Forces (Service member Family and Medical Leave) in two instances. This section of the policy supplements the above family medical leave policy and provides general notice of employee rights to such leave. Except as stated below, an employee's

rights and obligations to service member family and medical leave are governed by the general family medical leave policy.

**NM-1.** Definitions: The following definitions are applicable to this section of the policy.

- a.** “Eligible employee” is a spouse, son, daughter, parent, or for purposes of caring for a family member, the next of kin of a covered family member.
- b.** “Next of kin” is the nearest blood relative of a family member who is in the Armed Forces.
- c.** “Covered family member” means any family member who is a member of the Armed Forces, including a member of the National Guard or Reserves, regardless of where stationed and regardless of combative activities.
- d.** A “covered veteran” is an individual who was a member of the armed forces (including a member of the National Guard or reserves) and was discharged or released under conditions other than dishonorable at any time during the 5-year period before the first date the eligible employee takes FMLA leave to care for the covered veteran.

1. An eligible employee must begin leave to care for a covered veteran within **5-five** years of the veteran’s active duty service, but the “single 12-month period” may extend beyond the **5five**-year period.

**NM-2.** Leave Entitlement: Eligible employees are entitled to take service member family and medical leave for any one, or for a combination of the following reasons:

- a.** Any “qualifying exigency” (as defined by the Secretary of Labor) arising out of the fact that the spouse, or a son, daughter, or parent of the employee is on active duty or has been notified of an impending call or order to active duty in the Armed Forces in support of a “contingency operation,” and/or
- b.** To care for a covered family member who has incurred an injury or illness in the line of duty while on active duty in the Armed Forces, or that existed before the beginning of the member’s active duty and was aggravated by service in the line of duty on active duty in the armed forces, provided that such injury or illness may render the covered family member medically unfit to perform duties of the family member’s office, grade, rank or rating.
- c.** In the case of a covered veteran, an injury or illness that was incurred by the member in the line of duty on active duty in the armed forces (or existed before the beginning of the member’s active duty and was aggravated by service in the line of duty on active duty in the armed forces) and manifested itself before or after the member became a veteran and is:
  - 1. A continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the armed forces and rendered the service member unable to perform the duties of the service member’s office, grade, rank, or rating; or

2. A physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater, and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or

3. A physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or

4. An injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the U.S. Department of Veteran's Affairs Program of Comprehensive Assistance for Family Caregivers.

**NM-3.** Duration of service member family and medical leave:

**a.** When leave is due to a qualifying exigency: an eligible employee may take up to 12 work weeks of leave during any 12-month period.

**b.** When leave is to care for a covered family member: an eligible employee may take up to 26 workweeks of leave during a single 12-month period to care for the covered family member. Leave to care for a covered family member, when combined with other qualifying family medical leave may not exceed 26 weeks in a single 12-month period.

**c.** Concurrent leave: service member family and medical leave runs concurrent with other leave entitlements provided under federal, state and local law.

**ON. PERSONAL LEAVE.** (Available to UI employees listed in A-6-(a) and A-6-(b) as described in Section ON.)

**ON-1.** Any employee not covered by another university leave type within this policy may request a personal leave of absence.

**ON-2.** Personal leave is leave without pay and without benefits. However, the [university supervisor](#) may require the use of sick, annual or any other type of accrued leave if the absence qualifies and leave is available. Personal leave may be taken with pay and benefits when other paid leave such as annual leave is taken concurrently. In rare circumstances, leave may be approved without pay, with continued benefits, but only when approved as an exception and only when doing so meets the business needs of the university. Hiring units are responsible for funding the benefits under these circumstances. [APM 55.38]

**ON-3.** Reasons for requesting a personal leave may include, but are not limited to, religious, personal, and educational matters or for extension of any leave when all other leaves have been exhausted.

**ON-4.** All requests for personal leave must be made to the supervisor in writing. A leave of three (3) working days or less can be approved by the supervisor and are recorded [by the timekeeper](#) on the employee's time record as [Leave Without Pay with Benefits](#). The president or [his/her](#)

designee (i.e., provost) must approve a personal leave which exceeds three ~~(3)~~ working days. Personal leave is not guaranteed and is granted on a case-by-case basis, with the approval of the supervisor and the unit administrator, based on the business needs of the university.

~~ON-5.~~ The president or designee (i.e. provost) may grant personal leave without pay with or without benefits for a period of up to one ~~(1)~~ calendar year, with extensions not to exceed a total of three ~~(3)~~ successive calendar years [RGP II.I.5.]. Consideration is given to such requests on an individual basis in the light of the reason for which it is requested, whether it is leave with or without paid benefits and the effect that granting it will have on the employee's unit or program.

~~ON-6.~~ When a personal leave of absence is granted, the university assures reinstatement of the individual to a position of similar status and pay, but only to the extent that such position continues to exist and would have continued to exist had no leave been taken. Return to work in the same job within the same department is not promised.

~~ON-7.~~ During personal leave without pay an employee is not eligible for holiday pay, the accrual of sick or annual leave, or the use of medical appointment leave, and may not be granted any other type of leave of absence such as family medical or military leave until the employee has first returned to work under active status and otherwise qualifies for such leave.

~~ON-8.~~ An employee who has received approval from the president or ~~his/her~~ designee for a personal leave without pay without ~~paid~~ benefits may ~~not~~ continue to contribute toward and receive the benefits of the institution's insurance and retirement programs, ~~if the laws, rules, regulations, policies and procedures governing the administration of such insurance and retirement programs permit. [RGP II.I.5.]~~. Employees should consult Benefits Services for more detailed information on how personal leave without pay will impact their benefits and their rights to continue coverage through COBRA and life insurance conversion or portability. [APM 55.09 and 55.38]

~~ON-9.~~ Employees who are granted a personal leave of absence without pay are responsible for making arrangements with Benefit Services, before the leave begins, for the continuation or discontinuation of benefits. Also, they should call Benefit Services on their return to active status to make sure that any benefits that had been discontinued are reinstated or to adjust for changes that occurred while they were on leave. [APM 55.38]

~~ON-10.~~ Personal leave is not intended as a vehicle to continue benefits for periods when employees are not working due to academic or seasonal work schedules or for a reduction in hours.

~~P. EXTENDED MEDICAL LEAVE.~~ ~~(Available to all UI employees subject to specific eligibility criteria described in Section P)~~

~~P-1.~~ ~~Extended medical leave (EML) extends job protection and health benefits beyond the expiration of family medical leave. EML is not family medical leave. EML is intended for the following:~~

~~a. Individuals who plan to return to work and have a prognosis to support return to work with assumption of full duties and responsibilities of their position, with or without reasonable accommodation, within a total absence period of no more than twelve (12) consecutive months; or~~

~~b. Individuals who do not have an acceptable prognosis to return to work, but whose absence qualifies for the use of sick leave and who have an unused sick leave balance upon the expiration of family medical leave.~~

~~P-2. EML and other options for an employee's return to work following an approved family medical leave must be coordinated and approved through Benefit Services, in consultation with the supervisor, and are granted at the discretion of the university, but are not guaranteed. EML may not exceed a total absence period of twelve (12) consecutive months.~~

~~P-3. Acceptable medical certification and/or other documentation to support a prognosis for return to work must accompany all requests for EML. If acceptable medical certification and/or other documentation are not provided, notice of contemplated job action to separate the employee from employment at the expiration of family medical leave may be served upon the employee if all sick leave has been exhausted.~~

~~P-4. If there is not a prognosis to return to work as defined above [P-1], notice of contemplated action for job separation will be issued. However, if the employee has a remaining sick leave balance and his/her condition qualifies for the use of sick leave, employment and EML leave will be extended through the earlier of:~~

~~a. the date in which all sick leave will be exhausted; or~~

~~b. expiration of six (6) months of accumulated leave, measured from the date in which leave was first granted for the same condition.~~

~~All sick leave is forfeited upon separation from employment, except as provided in P-6, or as provided in (Idaho State Code 53-4001) rights to reinstate sick leave upon return to work for any State of Idaho agency.~~

~~P-5. Sick and all other available paid leave must be used concurrently with and taken first before any period on unpaid leave during EML. EML is leave with benefits but without pay, unless accrued sick or annual leave or compensatory time is used. Employees are not eligible for holiday pay while on extended medical leave without pay.~~

~~P-6. An employee with a sick leave balance who separates from employment upon the expiration of EML and qualifies as a disabled retiree, or as a retiree eligible for any tier of university retiree medical coverage that requires retiree cost sharing, may convert a predetermined amount of the unused sick leave to pay for the retiree's share of the cost for their own university medical coverage. [FSH 3730]~~

~~P-7. Health benefits will continue during an approved EML in the same manner afforded to any employee of the same classification who is actively at work.~~

~~a.~~ The employee must make arrangements to self-pay his/her share of employee and dependent benefit costs during any portion of EML that is unpaid.

~~b.~~ Sick leave, annual leave, holiday pay and credited service hours toward vesting of annual leave accruals and retirement are not continued during any portion of leave that is unpaid.

~~c.~~ Short and/or long term disability wage replacement payments and/or actively at work provisions for death and other benefits provisions within PERSI and similar contracts refers to an employee being actively at work (employed and not on leave) on the date in which the disability has first begun. An employee whose condition began before taking a leave of absence and who has qualified or met the conditions in accordance with provisions set by the carrier will continue to receive benefits and/or remain eligible for such benefits during Extended Medical Leave, and/or upon separation from employment if unable to return to work. [Refer to Disability and Retirement Plan Handbooks]

~~P-8.~~ Employees who have been granted EML are required to provide documentation to human resources to support progressive medical improvement. Medical certification and other documentation may include temporary restrictions of duties and/or periods of part-time work. However, restrictions of job duties and/or part-time work restrictions must be approved by Human Resources and the hiring authority, and must intend and attempt to phase an employee back to work to a level of full assumption of job duties, with or without reasonable accommodation.

~~P-9.~~ During EML, the university may require reasonable periodic re-certification and updates regarding the employee's medical condition, prognosis for improvement, and fitness for duty. A release to return to work from the health care provider is required before an employee may return to work. The university, at its own expense, may require medical pre-screening for return to work in a position that includes pre-employment medical pre-screening to ensure the safety and fitness for prescribed job duties before an employee is allowed to return to work with or without restriction of job duty.

~~P-10.~~ When an employee's own medical condition or restriction is expected to be chronic, or when the condition fails to progressively improve, notice of contemplated action and job separation or accommodation of disability under ADA should be explored.

~~P-11.~~ If at the expiration of the EML period the employee is still unable to perform the essential duties of his/her position with or without reasonable accommodation, the university has the right to separate any employee from employment and/or to end EML and begin job separation when the medical prognosis ceases to support a return to work within EML limits. [FSH 3910, 3920 and 3930]

**QQ. LEAVE FOR PROFESSIONAL IMPROVEMENT.** (Available to faculty with instructor rank or above, exempt employees and classified staff as described in Section [QQ.](#))

**QQ-1.** Leave for professional improvement is paid leave with benefits for the purpose of participating in professional development programs or experiences for an extended period

of more than two ~~(2)~~ weeks to attain or enhance a skill set that will result in a mutual benefit to the both the university and the employee.

~~Q0-2.~~ Members of the faculty who hold the rank of instructor or above, exempt employees, and classified staff are encouraged to participate in programs of professional improvement. (Tenured faculty may also be eligible for sabbatical leave and should refer to FSH 3720.) Generally, on the recommendation of an applicant's administrative supervisor, and with the approval of the dean/director and the provost/vice president, professional improvement leave may be granted under the following conditions (individual departments may have additional requirements and restrictions):

a. To participate in this plan, the faculty or staff member must have completed four ~~(4)~~ years of service before the time the leave is to begin.

b. Generally, at least two ~~(2)~~ years of service must intervene between a sabbatical leave and a leave for professional improvement or at least five ~~(5)~~ years of service must intervene between a leave for professional improvement and a subsequent request for the same type of leave.

~~Q0-3.~~ The employee requests professional improvement leave with pay by submitting a letter of application to the supervisor at least three ~~(3)~~ months before the leave is to begin. The letter should address the professional development to be derived from the leave, what activities (i.e. research, writing, experience, etc.) will be involved to achieve the professional goals, the duration of the leave, the level of support requested, and the source of funds, if known.

~~Q0-4.~~ Persons granted leave under this policy are expected either to return to the active service of the university for at least one academic or other full work year after completion of the leave, or are required to repay the money received from the university for the period of professional improvement leave granted.

~~Q0-5.~~ The employee must submit a report to the supervisor, the dean/director, and the provost/president regarding his or her developmental experience upon return to active work status.

~~Q0-6.~~ The employee may request approval to use accrued annual leave and to have an equal amount of administrative leave with pay granted to permit ~~his or her~~ the employee's participation in a program of professional improvement.

#### **~~RP.~~ EXCEPTIONS.**

~~R-1.~~ Exceptions to these policies may be considered to the extent that such an exception is not contrary to state and federal laws, the Board of Regents policies and procedures, and are considered in the best interest of the university. The respective unit administrator, Human Resources, and the president or designee as required, can grant exceptions. A request for exception must be submitted and approved by the supervisor and forwarded to Human Resources for further consideration of all approvals.

## Version History

**Amended January 2020.** Changes were made pursuant to FSH 1460 C-3 to comply with Idaho Code 59-1608 and 67-5343 and for clarification purposes.

**Amended July 2017.** Edits were made for clarification purposes and cleanup.

**Amended July 2016.** Many changes were put in place to comply with federal regulation changes on family medical leave. The section on Parenting Leave was revised, and changes were made to allow employees more flexibility in leave use.

**Amended July 2015.** Changes were made to comply with federal regulation changes on family medical leave, a new section on Parenting Leave was added, and to allow employees more flexibility in leave use.

**Amended July 2011.** Section R was removed and a new policy, [FSH 3450](#), was created to address employment actions such as temporary furloughs.

**Amended July 2010.** Section R was added to address the Fiscal Year 2010 Furlough.

**Amended July 2008.** Changes were approved following work involving Faculty and Staff Affairs, General Counsel, and Human Resources and a new section M was added on servicemember family leave due to a federal law change.

**Amended 2002.** Extensive changes were made to subsection K that reflected Regent policy and current practice.

**Adopted 1979.**



## University of Idaho Information Technology Committee's Report on APM.30.16

The University Information Technology (UI-IT) committee and the faculty senate leadership team met with Teresa Amos from the Office of Information Technology/Information Technology Services (OIT/ITS) on Wednesday, September 21, 2022 (3:00 pm - 4:00 pm). Teresa Amos provided very helpful feedback and important comments regarding APM.30.16 or [30.16 - Technology Hardware Lifecycle Management \(uidaho.edu\)](#), which was rewritten in the summer of 2022 and has been posted since July 01, 2022. We, the university information technology committee, hereby submit a summary of our comments.

- The committee understands the goal of APM.30.16 is to make sure assets and intellectual property/products can be protected for the University and the faculty.
- The committee is concerned about the issue of data security or data management software currently installed on faculty computers. Although the committee understands the importance of data security and management for the University and the faculty, the committee would encourage OIT/ITS to clarify in more detail since this could probably result in possible violations of the Idaho State Board of Education's academic freedom policy [III.B. - Academic Freedom and Academic Responsibility | Idaho State Board of Education](#).
- OIT/ITS suggests faculty members carefully review the list of hardware and equipment specifications on the website below and comply with policies or restrictions at the federal, state, and university levels. <https://support.uidaho.edu/TDClient/40/Portal/Requests/ServiceDet?ID=640>; the OIT/ITS is willing to work with individual faculty members more closely for the part of equipment procurement in grant proposals. The committee appreciates the support and raises concerns regarding a timely submission of grant proposals.
- The committee appreciates the comment that there are no intentions to intervene in individual faculty members' research projects and faculty members can acquire any equipment (e.g., a 3D printer) that is not listed on the website of OIT/ITS if these purchases comply with the APM 30.16 policy and most of these purchases have automatically been considered exceptions.
- OIT/ITS has been building a stock of spare parts and computers. The committee believes this will help faculty members acquire the equipment needed for instruction, research, and service/outreach amid an emergency (e.g., the faculty member's computer is not functioning in the middle of the semester).
- OIT/ITS has been addressing special computing needs such as a dual boot OS (e.g., windows plus Linux) on a case-by-case basis. Faculty computers are on the employee network with faster speed and increased bandwidth, as compared to computers on the student network. The committee very much appreciates the support and clarification.

**Appendix: University Information Technology Committee Members**

Faculty	<b>Chair</b>	Liao	Haifeng Felix	2022-23	<a href="mailto:hliao@uidaho.edu">hliao@uidaho.edu</a>	Earth and Spatial Sciences	COS
Vice President for Research or Designee	w/o vote	Harner	Archibald	N/A	<a href="mailto:aharner@uidaho.edu">aharner@uidaho.edu</a>	ORED	
Registrar or Designee	w/o vote	Miller	Tammy	N/A	<a href="mailto:tmiller@uidaho.edu">tmiller@uidaho.edu</a>	Registrar's Office	
Vice President for Finance and Administration or Designee	w/o vote	<b>TBD</b>			-		
Vice President for Digital Learning or Designee	w/o vote	<b>TBD</b>			-		
Vice President for Information Technology or Designee	w/o vote	Amos	Teresa	N/A	<a href="mailto:tamos@uidaho.edu">tamos@uidaho.edu</a>	ITS	
Director of CETL or Designee		Smentowski	Brian	N/A	<a href="mailto:bsmentkowski@uidaho.edu">bsmentkowski@uidaho.edu</a>	CETL	
Faculty		Turner-Rahman	Gregory	2024-25	<a href="mailto:gtrahman@uidaho.edu">gtrahman@uidaho.edu</a>	Art & Design	CAA
Faculty		Woolley	Darryl	2024-25	<a href="mailto:dwoolley@uidaho.edu">dwoolley@uidaho.edu</a>	CBE	CBE
Faculty		Johnston	Jason	2022-23	<a href="mailto:jjohnston@uidaho.edu">jjohnston@uidaho.edu</a>	Music	CLASS
Faculty		Shih	Ting-Yen	2024-25	<a href="mailto:tshih@uidaho.edu">tshih@uidaho.edu</a>	Electrical & Computer Engineering	COS
Faculty/Library		Williamson	Evan	2022-23	<a href="mailto:ewilliamson@uidaho.edu">ewilliamson@uidaho.edu</a>	Library	LIB
Faculty/Off Campus		Godfrey	Bruce	2024-25	<a href="mailto:bgodfrey@uidaho.edu">bgodfrey@uidaho.edu</a>	Library	LIB

Attach. #4



OFFICE OF THE PROVOST AND EXECUTIVE VICE PRESIDENT  
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provost.uidaho.edu

**Date:** October 7, 2022

**To:** Erin Chapman, Vice Chair, Faculty Senate  
**From:** Diane Kelly-Riley, Vice Provost for Faculty  
**Subject:** Selection of Members for University-Level Promotion and Tenure Committee  
**CC:** Francesca Sammarruca, Faculty Secretary

Please alert faculty senators nominations are open for individuals to serve on this year’s University-Level Promotion and Tenure Committees. Two committees will be convened this year given the robust number of dossiers to be reviewed. Details about the committee meetings and nomination process follow:

**Nomination deadline:** Friday, October 28, 2022 [NOMINATION FORM LINK](#)

**Meeting dates:** Saturday, January 28, 8:00am PT, via zoom  
Saturday, February 4, 8:00am PT, via zoom **Committee make-up:** Two

**Meeting availability:**  
Nominees must be available for both meeting dates, but can express preference for one of the dates. Faculty selected for the committee will only participate on one day. The review meeting typically takes between six and eight hours. An orientation meeting will be held within the first two weeks of December. Dossier review begins after the orientation.

**Senator nomination process:**  
College senators must submit the total number of nominees as identified below regardless of the returning 1/3 membership of the committee. If senators do not complete the nomination form by the deadline, the provost shall appoint members from that college/unit.

**Senator consideration:**  
Please ask the Senators to consider the broad cross section of academic duties for the professorate-- scholarly work via teaching, research/creative activity, outreach, and service when making nominations. It is important to have a committee that is representational of these major pursuits. Additionally, encourage senators to nominate professors who have not previously served on the committee recently. Also nominate individuals seen as leaders in their colleges and departments. The responsibilities of the committee collectively are to understand and implement the university’s policies regarding promotion and/or tenure.

College/Unit	Number of Nominees (FSH 3500 G.)	
	One Committee	Two Committees
College of Agricultural & Life Sciences Faculty w/>50% Teaching & Research	2	4
College of Agricultural & Life Sciences Faculty w/>50% University Extension	2	4
College of Letters, Arts & Social Sciences	4	8
College of Art & Architecture	2	4
College of Business & Economics	2	4
College of Education	2	4
College of Engineering	2	4
College of Natural Resources	2	4
College of Law	2	4
College of Science	2	4
Faculty at Large	2	4



**2022 – 2023 Faculty Senate – Pending Approval**      Approved at Mtg #10  
Meeting # 9      October 25, 2022  
Tuesday, October 18, 2022, 3:30 pm – 5:00 pm  
Zoom only

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

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

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

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #8 October 11, 2022 – Attach. #1

The minutes of the 2022-23 Meeting #8 October 11, 2022 were approved as distributed.

**Chair's Report:**

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

**Provost's Report:**

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

- A reminder of the Capital Campaign events this Thursday at 5:00 pm. Everyone is welcome!

Discussion:

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

**Committee Reports:**

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

Discussion:

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

How will this certificate serve the needs of the state and compete with nationally well-established programs? Response: this program is built on industrial robotics, such as automated manufacturing, agriculture, etc.), which uses a high level of automation. They did a survey of 60 other robotics programs in the western U.S. and found that all of them are based on traditional robotics that stems from mechanical engineering. What differentiates this program from others is the software, which is now a much more vital component than it used to be. The program they propose has unique features because it focuses on software together with the mechanical engineering aspect. The software will make robots work together with AI and machine learning techniques. Other senators expressed support and confirmed the large demand for automation engineers.

Vote: 22 Yes; 0 No.

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

Sciences, and Movement Sciences. It is important to note that this degree is not replacing any existing programs; rather, it will fill a gap identified by all programs.

Discussion:

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

Vote: 22 yes; 0 No

**Other Announcements and Communications:**

- FY23 CEC Summary – Brian Foisy, Lodi Price, Kenwyn Richards, Kim Salisbury, Brandi Terwilliger

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

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

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

Discussion:

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

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

ASUI Resolution – Katie Hettinga, Martha Smith

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

due the ambiguities in the “No Public Funds for Abortion Law.” At the same time, improved communication would be helpful moving forward.

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

**New Business:**

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

**Adjournment:**

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

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate



University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 9

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

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2022 Faculty Senate Meeting #08 (October 11, 2022) **Attach. #1**
- III. Chair's Report
  - Our Shared Success Stories – Dan Hickman, Department of Business, CBE
  - Nominations for University P&T Committee due by Oct. 28
  - Spread Pay Ad Hoc Committee– First meeting is on Nov. 4<sup>th</sup>
- IV. Provost's Report
- V. Committee Reports
  - UCC 439 – Nutritional Sciences **Attach. #2**
  - UCC 470 – Graduate Robotic Engineering Certificate **Attach. #3**
- VI. Other Announcements and Communications
  - FY 23 CEC Summary – Brian Foisy, Vice President of Finance and Administration, Lodi Price, Class/Comp. Specialist Human Resources, Kenwyn Richards, Director Academic Budget and Planning, Kim Salisbury, Associate Vice President Budget and Planning, Brandi Terwilliger, Director of Human Resources **Attach. #4**
  - ASUI Resolution – Katie Hettinga, ASUI Senator and Martha Smith, ASUI Senator **Attach. #5**
- VII. New Business
- VIII. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2022-2023 Faculty Senate Meeting #08 (October 11, 2022)
- **Attach. #2** UCC 439
- **Attach. #3** UCC 470
- **Attach. #4** FY 23 CEC Summary
- **Attach. #5** ASUI Resolution

**2022 – 2023 Faculty Senate – Pending Approval**

**Meeting # 8**

Tuesday, October 11, 2022, 3:30 pm – 5:00 pm

Zoom only

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

**Absent:** Long (excused), Pfeifer

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

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

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #7 October 4, 2022 – Attach. #1

The minutes of the 2022-23 Meeting #7 October 4, 2022 were approved as distributed.

**Chair's Report:**

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

**Provost's Report:**

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

**Discussion:**

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

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

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

#### **Other Announcements and Communications:**

- APM 30.16 Technology Hardware Lifecycle Management – Teresa Amos (Deputy Director IT Planning and Initiatives) Dan Ewart (Vice President Information Technology/CIO) Attach. #3 (IT Committee Report)

Senator Mittelstaedt started the conversation summarizing the two issues recently brought up by faculty and discussed at the recent IT committee: procurement process and security software installed on computers. Both will be addressed. Although APM 30.16 is mostly about procurement, some of the security software components are covered in APM 30.16. Teresa Amos explained that APM 30.16 is part of our security posture, which is necessary for the institution to be eligible to receive federal grants. They have to be able to track and manage all computer resources that access certain types of data. More information, including FAQs, can be found at <https://support.uidaho.edu/TDClient/40/Portal/KB/ArticleDet?ID=2304>

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

Addressing some of the questions in the zoom chat, Vice President Ewart noted that APM 30.16 only covers equipment capable of storing and processing data (desktops, laptops, tablets). There are no restrictions on other types of purchases, such as peripherals – like a mouse or a microphone.

In response to a question about items purchased through IT that turn out not to meet the faculty's need, Dan Ewart explained that they have a free-return policy.

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

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

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

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

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

#### **Other Policy Business:**

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

Thanks to Senate Vice Chair Erin Chapman and everyone who contributed to this most important effort!

**Back to APM 30.16:**

Vice President Ewart is confident that in 6 months his team will have data to show that their approach is successful. Secretary Sammaruca suggested that, in the meantime, the IT Committee could try and identify a middle ground.

- 2022-23 University Level Promotion and Tenure Committee (ULPTC) Solicitation – Erin Chapman Attach. #4.

Vice Chair Chapman reviewed the reason for this solicitation: Two committees will be convened this year given the robust number of dossiers to be reviewed. Details about the committee schedule and the process, as well as the link to the nomination form, can be found in the binder's attachment #4. Please note the number of nominees needed for each college/unit. The deadline is Friday, October 28, 2022.

Discussion:

There were some questions about eligibility. Do members have to be tenured or tenure-track? Are unit chairs and deans eligible? Program Directors? What about off-campus faculty?

See section G: <https://www.uidaho.edu/governance/policy/policies/fsh/3/3500>

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

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

**Adjournment:**

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

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

# 439: NUTRITIONAL SCIENCES (PH.D.)

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## In Workflow

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

## Approval Path

1. Mon, 09 Nov 2020 17:45:30 GMT  
Joana Espinoza (joanae): Approved for 063 Chair
2. Mon, 09 Nov 2020 17:46:03 GMT  
Joana Espinoza (joanae): Approved for 07 Curriculum Committee Chair
3. Mon, 09 Nov 2020 17:47:11 GMT  
Joana Espinoza (joanae): Approved for 07 Dean
4. Mon, 09 Nov 2020 17:48:36 GMT  
Joana Espinoza (joanae): Approved for Provost's Office
5. Mon, 16 Nov 2020 19:34:47 GMT  
Rebecca Frost (rfrost): Approved for Curriculum Review
6. Sat, 16 Jan 2021 00:14:24 GMT  
Lauren Perkinson (V00763280): Rollback to 063 Chair for Graduate Council Chair
7. Thu, 21 Jan 2021 17:13:34 GMT  
Michelle McGuire (smcguire): Approved for 063 Chair
8. Wed, 03 Feb 2021 17:05:08 GMT  
Joana Espinoza (joanae): Approved for 07 Curriculum Committee Chair
9. Wed, 03 Feb 2021 17:06:20 GMT  
Joana Espinoza (joanae): Approved for 07 Dean
10. Wed, 03 Feb 2021 17:10:52 GMT  
Joana Espinoza (joanae): Approved for Provost's Office
11. Wed, 10 Feb 2021 23:45:02 GMT  
Sara Mahuron (sara): Rollback to 063 Chair for Assessment
12. Thu, 24 Jun 2021 17:42:12 GMT  
Michelle McGuire (smcguire): Approved for 063 Chair
13. Tue, 31 Aug 2021 22:53:46 GMT  
Brenda Schroeder (bschroeder): Rollback to 063 Chair for 07 Curriculum Committee Chair
14. Sat, 11 Sep 2021 05:36:29 GMT  
Trevor White (trevorw): Approved for V00489170
15. Sat, 11 Sep 2021 05:36:30 GMT  
Michelle McGuire (smcguire): Approved for 063 Chair
16. Sat, 11 Sep 2021 05:37:11 GMT  
Brenda Schroeder (bschroeder): Rollback to Initiator
17. Mon, 13 Sep 2021 22:04:59 GMT  
Michelle McGuire (smcguire): Approved for 063 Chair
18. Tue, 14 Sep 2021 19:58:30 GMT  
Beth Ropski (eropski): Approved for CALS Review
19. Tue, 14 Sep 2021 21:03:29 GMT

- Brenda Schroeder (bschroeder): Approved for 07 Curriculum Committee Chair
20. Mon, 25 Oct 2021 22:35:26 GMT  
Matthew Doumit (mdoumit): Approved for 07 Dean
21. Wed, 27 Oct 2021 17:14:05 GMT  
Dean Panttaja (panttaja): Approved for Provost's Office
22. Wed, 27 Oct 2021 19:50:10 GMT  
Steve Stubbs (sstubbs): Rollback to Provost's Office for Curriculum Review
23. Mon, 08 Nov 2021 17:24:52 GMT  
Dean Panttaja (panttaja): Rollback to 07 Dean for Provost's Office
24. Wed, 10 Nov 2021 17:07:29 GMT  
Steve Stubbs (sstubbs): Rollback to Initiator
25. Thu, 11 Nov 2021 01:13:19 GMT  
Michelle McGuire (smcguire): Approved for 063 Chair
26. Thu, 11 Nov 2021 22:13:25 GMT  
Brenda Schroeder (bschroeder): Approved for CALS Review
27. Thu, 11 Nov 2021 22:14:58 GMT  
Brenda Schroeder (bschroeder): Approved for 07 Curriculum Committee Chair
28. Thu, 18 Nov 2021 22:31:18 GMT  
Matthew Doumit (mdoumit): Approved for 07 Dean
29. Wed, 01 Dec 2021 21:10:28 GMT  
Dean Panttaja (panttaja): Approved for Provost's Office
30. Thu, 02 Dec 2021 18:31:00 GMT  
Steve Stubbs (sstubbs): Approved for Curriculum Review
31. Thu, 02 Dec 2021 18:35:58 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
32. Wed, 16 Mar 2022 23:35:48 GMT  
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
33. Mon, 27 Jun 2022 18:03:59 GMT  
Steve Stubbs (sstubbs): Approved for Registrar's Office
34. Tue, 20 Sep 2022 22:34:11 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
35. Thu, 06 Oct 2022 20:34:21 GMT  
Theodore Unzicker (tunzicker): Approved for V00334704
36. Thu, 06 Oct 2022 20:34:41 GMT  
Theodore Unzicker (tunzicker): Approved for UCC
37. Wed, 12 Oct 2022 21:59:18 GMT  
Steve Stubbs (sstubbs): Approved for Post-UCC Registrar

### New Program Proposal

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

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

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

Changes proposed by: Trevor White

#### Faculty Contact

Faculty Name	Faculty Email
Yimin Chen	Yiminc@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

No

#### Academic Level

Graduate

#### College

Agricultural & Life Sciences

#### Department/Unit:

Family and Consumer Sciences

#### Effective Catalog Year

2023-2024

**Program Title**

Nutritional Sciences (Ph.D.)

**Degree Type**

Major

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

**Program Credits**

78

**Attach Program Change**

PhD\_NutritionalSciences FINAL 11\_10\_2021.doc

**CIP Code**

30.1901 - Nutrition Sciences.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

**Financial Information****What is the financial impact of the request?**

Less than \$250,000 per FY

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

**Describe the financial impact**

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

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

**Curriculum:**

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



**Courses to total 78 credits for this degree.**

## **Distance Education Availability**

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

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

No

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

## **Geographical Area Availability**

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

Moscow

## **Student Learning Outcomes**

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

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

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

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

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

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

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

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

**When will assessment activities occur and at what frequency?**

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

## **Student Learning Outcomes**

### **Learning Objectives**

- Gain expertise in the fundamental principles of nutritional sciences.
- Comprehend the complex interrelationships between nutrition, health, and disease.
- Develop theoretical and methodological skills in selected area of nutritional research.

- Acquire robust written and oral communication skills to disseminate scientific information.
- Begin to contribute to the betterment of human and/or animal nutrition regionally, nationally, and/or globally.

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

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

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

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

**Reviewer Comments**

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

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

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

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

**Brenda Schroeder (bschroeder) (Sun, 12 Sep 2021 20:23:52 GMT):** Rollback: Friendly edits:1. Add learning objectives 2. Add rationale for 42 credits consider a reduction to be close to other non thesis programs at UI.

**Steve Stubbs (sstubbs) (Wed, 27 Oct 2021 19:50:10 GMT):** Rollback: PhD programs must have a minimum of 78 total credits.

**Dean Panttaja (panttaja) (Mon, 08 Nov 2021 17:24:52 GMT):** Rollback: A PhD. program should require a minimum of 78 credits total

**Steve Stubbs (sstubbs) (Wed, 10 Nov 2021 17:07:29 GMT):** Rollback: per request

Key: 439

# Idaho State Board of Education

## Proposal for Undergraduate/Graduate Degree Program

*(Fill out if you are proposing a new program, certificate over 30 credits or expansion.)*

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

**Program Identification for Proposed New or Modified Program:**

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

**Indicate whether this request is either of the following:**

- |   |   |
|---|---|
| <input type="checkbox"/> New Graduate Certificate (30 credits or more)      | <input type="checkbox"/> Expansion of Existing Program  |
| <input type="checkbox"/> New Undergraduate Certificate (30 credits or more) | <input type="checkbox"/> Consolidation of Existing Program  |
| <input checked="" type="checkbox"/> New Graduate Program                    | <input type="checkbox"/> New Off-Campus Instructional Program   |
| <input type="checkbox"/> New Undergraduate Program                          | <input type="checkbox"/> Other (i.e., Contract Program/Collaborative; transitioning an existing program online, etc.) |

\_\_\_\_\_  
College Dean (Institution)                      Date

\_\_\_\_\_  
Vice President for Research (Institution; as applicable)                      Date

\_\_\_\_\_  
Graduate Dean or other official (Institution; as applicable)                      Date

\_\_\_\_\_  
Academic Affairs Program Manager, OSBE                      Date

\_\_\_\_\_  
FVP/Chief Fiscal Officer (Institution)                      Date

\_\_\_\_\_  
Chief Academic Officer, OSBE                      Date

\_\_\_\_\_  
Provost/VP for Instruction (Institution)                      Date

\_\_\_\_\_  
Chief Financial Officer, OSBE                      Date

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President

Date

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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. All questions must be answered.

## **Rationale for Creation or Modification of the Program**

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

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

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

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

List the job titles for which this degree is relevant: There are a variety of potential job titles as a doctoral degree in Nutritional Sciences is very versatile. Examples can be seen within the links below. For example, tenure-track university faculty, educator, biological scientist, biochemist, epidemiologist, animal scientists, animal nutritionist, sports nutritionist, and medical scientist.

	State DOL data	Federal DOL data	Other data source: (describe)
<b>Local (Service Area)</b>			
<b>State</b>	<a href="https://www.bls.gov/oes/current/oes_id.htm#29-0000">https://www.bls.gov/oes/current/oes_id.htm#29-0000</a>  <a href="https://www.bls.gov/oes/current/oes_id.htm#19-0000">https://www.bls.gov/oes/current/oes_id.htm#19-0000</a>		<a href="https://projectionscentral.com/Projections/LongTerm">https://projectionscentral.com/Projections/LongTerm</a>
<b>Nation</b>		<a href="https://www.bls.gov/ooh/life-physical-and-social-science/home.htm">https://www.bls.gov/ooh/life-physical-and-social-science/home.htm</a>  Examples of potential jobs are biochemists and epidemiologists: 2018-2028 Job Outlook is 5-6% (as fast as average) and Employment change is 1,900.	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

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

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

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

passion in nutritional sciences instead. The Ph.D. in Nutritional Sciences provides a strong research science curriculum that can attract prospective students nationwide. The possibility of pursuing many careers in healthcare, agriculture, and academia make this an attractive doctoral degree. We anticipate that most students enrolled in this program will be full-time students.

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

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

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

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

- d. **Societal Need:** Describe additional societal benefits and cultural benefits of the program.



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

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

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

<b>Similar Programs offered by Idaho public institutions (list the proposed program as well)</b>		
<b>Institution Name</b>	<b>Degree name and Level</b>	<b>Program Name and brief description if warranted</b>
N/A		

<b>Similar Programs offered by other Idaho institutions and by institutions in nearby states</b>		
<b>Institution Name</b>	<b>Degree name and Level</b>	<b>Program Name and brief description if warranted</b>
Washington State University	Ph.D. Nutrition and Exercise Physiology	From their website: offers an intensive research and training experience in the broad fields of nutrition and exercise physiology.
University of Washington	Ph.D. Nutritional Sciences	From their website: prepares students to conduct independent research in diverse areas of nutrition science, and apply this knowledge in public health, clinical health care settings, and research in experimental, clinical and public health nutrition.
University of Utah	Ph.D. Nutrition and Integrative Physiology	From their website: trains students interested in conducting translational research on the metabolic basis of disease.

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

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

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

Goal	Objective	Ph.D. in Nutritional Sciences
Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.	Build a culture of collaboration that increases scholarly and creative productivity through interdisciplinary, regional, national and global partnerships	M.S. in Nutritional Sciences is an integrated program including elements of foods, nutrition, biological sciences, physiology, behavior, and health. Students will be presented with concepts through the viewpoints of these disciplines and will graduate with increased ability to tackle interdisciplinary problems related to foods, nutrition, and wellbeing. Students will be expected to conduct research in the faculty laboratories and produce scholarly works. The culture of the Margaret Ritchie School of Family and Consumer Sciences is to employ graduate students in the laboratories and other facilities. This provides hands-on training and experience and excites students to conduct independent research.
	Create, validate and apply knowledge through the coproduction of scholarly and creative works by students, staff, faculty and diverse external partners	
Increase our educational impact	Provide greater access to educational opportunities to meet the evolving needs of society	This proposal will offer an interdisciplinary Ph.D. degree in Nutritional Sciences to help students combine their fields of study within and outside of nutrition and meet their career goals. The Ph.D. in Nutritional Sciences will attract students who would have previously gone to another university. Faculty responsible for Ph.D. in Nutritional Sciences courses will continually assess, revise and improve our courses and overall program to ensure innovation and evolution.
	Foster educational excellence via curricular innovation and evolution	All graduate students in the Ph.D. Nutritional Sciences program will be expected to fulfill graduate hours in teaching experience to prepare students in achieving educational excellence in their future career.
	Create and inclusive learning environment that encourages	The proposed Ph.D. in Nutritional Sciences program emphasizes the importance of inclusive education in the classroom and

	students to take an active role in their student experience	learner agency. Graduate faculties are committed to creating an inclusive and equitable environment that welcomes intellectual discourse.
Foster an inclusive, diverse community of students, faculty and staff and improve cohesion and morale	Build an inclusive, diverse community that welcomes multicultural and international perspectives	Ph.D. in Nutritional Sciences faculty recognize the importance of an inclusive, diverse community that welcomes multicultural and international perspectives. This is particularly important in the realm of nutrition and foods. We believe that this more visible degree option will better encourage international and multicultural students into the degree, thus helping foster an even more inclusive and diverse community of students.

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

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

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

Will this program lead to certification?  
 Yes \_\_\_\_\_ No X

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

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

Yes X No \_\_\_\_\_

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

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

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

**Criteria.** As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
- iii. Is there a contractual obligation or partnership opportunity to justify the program?
- iv. Is the program request or program change in response to accreditation requirements or recommendations?
- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

## **Curriculum, Intended Learning Outcomes, and Assessment Plan**

### **9. Curriculum for the proposed program and its delivery.**

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

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

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

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

<b>Course</b>	<b>Title</b>	<b>Credits</b>
FCS 501 (or equivalent)	Graduate Seminar (taken every Fall semester for the first 3 years)	3
500- level or above	Statistical Analysis	3
500- level or above	Research Methods	3
Additional 500-level of above courses as determined with committee		43
Additional courses to total 78 credits for this degree		26

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

AVS 511 Ruminant Nutrition

AVS 517 Macronutrient Metabolism

AVS 531 Practical Methods in Analyzing Animal Science Experiments

AVS 550 Critical Evaluation of Scientific Research

AVS 563 Growth and Lactation

AVS 567 Advanced Physiology

BIOL 508 Topics in Neuroscience

BIOL 549 Computer Skills for Biologists

BIOL 554 Biochemistry II

BIOL 565 Neurobiology

BIOL 573 Developmental Biology

BIOL 582 Protein Structure and Function

BIOL 587 Eukaryotic Molecular Genetics

FCS 501 Graduate Seminar

FCS 565 Nutrition Therapy and Disease

FS 510 Functional Foods and Health

FS 511 Foods Lipids

FS 512 Protein Structure and Function

FS 513 Food Carbohydrates

FS 514 Starch Chemistry

FS 532 Advanced Food Microbiology

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

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

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

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

The learning outcomes of the Ph.D. in Nutritional Sciences program are :

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

## 11. Assessment plans

- a. Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program. The students will be assessed based on course pass rate. Graduate students will need to pass a comprehensive qualifying exam prior to development of dissertation proposal. The qualifying exam will be developed by all members of the student's dissertation committee. Members of the student's dissertation committee should be from at least two different academic departments. The student will need to successfully propose, conduct, complete and defend of the dissertation project.
- b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?  
The graduate faculty from all actively participating departments for the interdisciplinary program will meet annually before the start of each fall semester to review selected metrics from each course (e.g., average grade, pass rate, grades on selected assignments) and candidly discuss findings, trends, and expectations. Graduate faculty work collaboratively to improve both individual courses and programs during these meetings and throughout the year.
- c. Measures used.** What direct and indirect measures will be used to assess student learning?  
Graduate students will need to pass a comprehensive qualifying exam prior to development of dissertation proposal. The qualifying exam will be developed by all members of the student's dissertation committee. During the students' oral proposal and defense of dissertation, all graduate faculty will ask high-level research and application questions related and unrelated to the dissertation project to comprehensively assess the students' knowledge, critical thinking skills, integrative skills, perspective, and communication skills. Additionally, graduate students will be evaluated during their annual evaluation meeting. The indirect, formative measure includes routine meetings with mentor professors, during which, mentor professor will monitor and assess students' progress.
- d. Timing and frequency.** When will assessment activities occur and at what frequency?  
Meetings with mentors will happen routinely, final class grades will be reviewed at the end of every semester, and the annual evaluation will take place by the end of each year. Comprehensive qualifying exam will ideally be taken and passed no later than the second year. Dissertation proposal presentation is ideally expected to take place no later than the second year, and the dissertation defense will happen at the end of students' programs of study.

## Enrollments and Graduates

12. Existing similar programs at Idaho Public Institutions. Using the chart below, provide

*Revised 11/10/21*

*Page 11*

enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

<b>Existing Similar Programs: Historical enrollments and graduate numbers</b>								
<b>Institution and Program Name</b>	<b>Fall Headcount Enrollment in Program</b>				<b>Number of Graduates From Program (Summer, Fall, Spring)</b>			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
<b>BSU</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>ISU</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>UI</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>LCSC</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>CEI</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>CSI</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>CWI</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>NIC</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

<b>Proposed Program: Projected Enrollments and Graduates First Five Years</b>											
<b>Program Name: Interdisciplinary Ph.D. in Nutritional Sciences</b>											
<b>Projected Fall Term Headcount Enrollment in Program</b>						<b>Projected Annual Number of Graduates From Program</b>					
FY21 (first year)	FY22	FY23	FY24	FY25	FY26	FY21 (first year)	FY22	FY23	FY24	FY25	FY26
4	5	6	8	10	12	0	0	0		4	5

**13. Describe the methodology for determining enrollment and graduation projections.**

Refer to information provided in Question #2 “Need” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

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

**14. Minimum Enrollments and Graduates.**

- a. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums?

We do not anticipate this will be a problem given the fact that each year, as students graduate from our M.S. program in nutrition, they consistently express interest in pursuing a Ph.D. in Nutritional Sciences here at U of I if it can be offered. Our minimum will be 2 students once the program is established. The basis for this is formed from 25% capacity of our Nutritional Sciences graduate students that can be supported by our faculty.

- b. What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

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

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

**15. Physical Resources.**



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

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

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

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

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

There are no additional resources needed.

## 16. Library resources

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

There are no additional resources needed.

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

There are no additional resources needed.

## 17. Personnel resources

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

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

- b. **Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the

program.

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

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

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

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

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

## 18. Revenue Sources

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

None needed.

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

None needed.

- c) **Non-ongoing sources:**

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

- d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b. N/A
- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable. N/A

19. Using the budget template provided by the Office of the State Board of Education, provide the following information:

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

# 470: GRADUATE ROBOTIC ENGINEERING CERTIFICATE

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## In Workflow

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

## Approval Path

1. Fri, 12 Nov 2021 16:38:02 GMT  
Terence Soule (tsoule): Rollback to Initiator
2. Thu, 02 Dec 2021 17:06:55 GMT  
Terence Soule (tsoule): Approved for 131 Chair
3. Fri, 18 Feb 2022 22:51:51 GMT  
Patricia Colberg (colberg): Approved for 08 Curriculum Committee Chair
4. Fri, 18 Feb 2022 23:24:18 GMT  
John Crepeau (crepeau): Approved for 08 Dean
5. Thu, 24 Feb 2022 00:41:10 GMT  
Dean Panttaja (panttaja): Approved for Provost's Office
6. Thu, 24 Feb 2022 16:13:02 GMT  
Steve Stubbs (sstubbs): Rollback to Provost's Office for Curriculum Review
7. Mon, 04 Apr 2022 23:03:01 GMT  
Ken Udas (kudas): Approved for Provost's Office
8. Wed, 06 Apr 2022 20:48:46 GMT  
Steve Stubbs (sstubbs): Approved for Curriculum Review
9. Wed, 06 Apr 2022 21:17:30 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
10. Tue, 06 Sep 2022 22:00:18 GMT  
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
11. Mon, 19 Sep 2022 20:36:22 GMT  
Theodore Unzicker (tunzicker): Approved for Registrar's Office
12. Wed, 21 Sep 2022 17:40:07 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
13. Tue, 27 Sep 2022 22:23:49 GMT  
Theodore Unzicker (tunzicker): Approved for UCC
14. Wed, 12 Oct 2022 21:59:16 GMT  
Steve Stubbs (sstubbs): Approved for Post-UCC Registrar

## New Program Proposal

Date Submitted: Fri, 19 Nov 2021 22:31:03 GMT

**Viewing: 470 : Graduate Robotic Engineering Certificate**

**Last edit: Tue, 27 Sep 2022 16:59:31 GMT**

Changes proposed by: John Shovic

### Faculty Contact

Faculty Name	Faculty Email
John Shovic	jshovic@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

No

**Academic Level**

Graduate

**College**

Engineering

**Department/Unit:**

Computer Science

**Effective Catalog Year**

2023-2024

**Program Title**

Graduate Robotic Engineering Certificate

**Degree Type**

Certificate

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

**Program Credits**

12

**Attach Program Change**

GradRoboticsShort-111821-Proposal-Form\_academic\_FINAL copy.docx

**CIP Code**

11.0701 - Computer Science.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

**Financial Information**

**What is the financial impact of the request?**

Less than \$250,000 per FY

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

**Describe the financial impact**

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

**Curriculum:**

## Robotic Engineering Graduate Certificate

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

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

Code	Title	Hours
CS 553	Advanced Robotics I	3
CS 554	Advanced Robotics II	3
Any 2 of the following:		6
CS 543	Embedded Systems	
CS 544	Supervisory Control and Critical Infrastructure Systems	
CS 549	Fault/Tolerant Systems	
CS 552	Real Time Operating Systems	
CS 555	Course CS 555 Not Found	
CS 566	PLC Programming for Automation	
CS 570	Artificial Intelligence	
CS 572	Evolutionary Computation	
CS 574	Deep Learning	
CS 575	Machine Learning	
CS 577	Python for Machine Learning	
ME 554	Assistive Technologies for Physical Impairment	
ME 564	Robotics: Kinematics, Dynamics, and Control	

**Total Hours** **12**

**Courses to total 12 credits for this certificate**

## Distance Education Availability

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

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

Yes

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

No

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

## Geographical Area Availability

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

Coeur d'Alene  
Moscow

## Student Learning Outcomes

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

LO#1 - An ability to understand and apply engineering principles to software, hardware, safety and environmental aspects of robotic systems.

LO#2 - An ability to understand the entire robotic stack from control software down to the level of embedded systems and motors.

LO#3 - An ability to incorporate modern software paradigms, involving options such as embedded systems, artificial intelligence and machine learning.

LO#4 - An ability to understand professional responsibilities and make informed judgements in practices based on legal and ethical principles as they relate to modern robotic systems.

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

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

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

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

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

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

**When will assessment activities occur and at what frequency?**

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

## Student Learning Outcomes

### Learning Objectives

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

### Learning Outcomes

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

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

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

### Reviewer Comments

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

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

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

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

Key: 470



## SHORT PROPOSAL FORM

Academic Programs

Date of Proposal Submission:	11 /18/2021		
Institution Submitting Proposal:	University of Idaho		
Name of College, School, or Division:	College of Engineering		
Name of Department(s) or Area(s):	Computer Science		
Official Name of Program or Instructional/Administrative Unit:	Computer Science		
Implementation Date:	Fall 2022		
Degree:	Degree Level: Graduate	Degree Type:MS	
CIP code (consult IR /Registrar):	11.0701		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery	Face To Face: 30%, Hybrid 70%, distance Delivery 0%		
Geographical Delivery:	Location(s)	Coeur d'Alene – Moscow/Idaho Falls to follow	Region(s)
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	<input type="checkbox"/> Self-Support fee	<input type="checkbox"/> Professional Fee	<input type="checkbox"/> Online Program Fee

### Proposed Action

<input checked="" type="checkbox"/>	<b>New Certificate Addition of a degree to an existing</b>	<input type="checkbox"/>	<b>program</b>
<input type="checkbox"/>	Undergraduate Certificate (30 credits or more)	<input checked="" type="checkbox"/>	<b>Addition of a certificate to an existing program</b>
<input type="checkbox"/>	Graduate Certificate (30 credits or more)		
<input type="checkbox"/>	Specialized Certificate		

<input type="checkbox"/>	<b>Modification of Existing Undergraduate Programs</b>
<input type="checkbox"/>	Splitting an existing program into two or more programs
<input type="checkbox"/>	Consolidating two or more programs into one program
<input type="checkbox"/>	Converting one program option into a stand-alone program (e.g. BA to BS)
<input type="checkbox"/>	Converting or transitioning a degree level type

<input type="checkbox"/>	<b>Other</b>
<input type="checkbox"/>	Establishing a dual degree from existing programs
<input type="checkbox"/>	New programs consisting of multiple certificates with similar coursework
<input type="checkbox"/>	Program name changes related to Statewide Program Responsibilities (requires Board approval)
<input type="checkbox"/>	Definition of program credit definitions (i.e.



College Dean (Institution) \_\_\_\_\_ Date \_\_\_\_\_

Academic Affairs Program Manager, OSBE \_\_\_\_\_ Date \_\_\_\_\_

FVP/Chief Fiscal Officer (Institution) \_\_\_\_\_ Date \_\_\_\_\_

Chief Financial Officer, OSBE \_\_\_\_\_ Date \_\_\_\_\_

Provost/VP for Instruction (Institution) \_\_\_\_\_ Date \_\_\_\_\_

OSBE Executive Director or Designee \_\_\_\_\_ Date \_\_\_\_\_  
Approval

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

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

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

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

Estimated New Enrollment			
Year	Fall	Spring	Summer
	Headcount	Headcount	Headcount
<b>2022-23</b>	5	5	
<b>2023-24</b>	5	5	
<b>2024-25</b>	7	7	
<b>2025-26</b>	7	7	
<b>2026-27</b>	10	10	

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

Yes \_\_\_\_\_ No X \_\_\_\_\_

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

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

Yes \_\_\_\_\_ No \_\_\_\_\_

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

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

Indicate (X) by each applicable statement:

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

- b. Provide an explanation for all statements you selected.

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

5. Curriculum for the proposed program changes and its delivery.  
 a. Summary of requirements. Provide a summary of program requirements using the following table.

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

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

Graduate Robotic Engineering Certificate

Level: Graduate, 12 credits

Objectives:

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

Required:

CS553 Advanced Robotics I  
 CS554 Advanced Robotics II

Any 2 of the following:

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

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

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

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

Attach. #4

**FY23 CEC SUMMARY**  
**Snapshot as of 05.06.2022**

	Staff GenEd	Staff Non-GenEd	Staff Total	Faculty GenEd	Faculty Non-GenEd	Faculty Total	GenEd Total	Non-GenEd Total	Grand Total	Staff % of Total	Faculty % of Total
FY23 Target Salary	\$ 43,348,284	\$ 39,456,904	\$ 82,805,188	\$ 46,560,837	\$ 21,790,495	\$ 68,351,332	\$ 89,909,121	\$ 61,247,399	\$ 151,156,520	54.78%	45.22%
Pre-CEC Salary	\$ 39,016,807	\$ 39,184,605	\$ 78,201,412	\$ 41,825,022	\$ 20,349,337	\$ 62,174,359	\$ 80,841,829	\$ 59,533,942	\$ 140,375,771	55.71%	44.29%
2% Salary Increase	\$ 788,164	\$ 773,544	\$ 1,561,708	\$ 883,516	\$ 423,193	\$ 1,306,709	\$ 1,671,680	\$ 1,196,737	\$ 2,868,417	54.44%	45.56%
Up to to 80% of Target	\$ 450,088	\$ 205,456	\$ 655,544	\$ 153,215	\$ 76,006	\$ 229,220	\$ 603,302	\$ 281,462	\$ 884,765	74.09%	25.91%
Up to FY23 Minimum Exempt Salary	\$ 9,349	\$ 6,566	\$ 15,915	\$ -	\$ -	\$ -	\$ 9,349	\$ 6,566	\$ 15,915	100.00%	0.00%
Merit Pool Funds	\$ 621,495	\$ -	\$ 621,495	\$ 469,606	\$ -	\$ 469,606	\$ 1,091,101	\$ -	\$ 1,091,101	56.96%	43.04%
Promotion and Tenure Increments	\$ -	\$ -	\$ -	\$ 246,723	\$ 160,877	\$ 407,600	\$ 246,723	\$ 160,877	\$ 407,600	0.00%	100.00%
University-Wide CEC	\$ 1,869,096	\$ 985,567	\$ 2,854,662	\$ 1,753,059	\$ 660,076	\$ 2,413,135	\$ 3,622,155	\$ 1,645,643	\$ 5,267,797	54.19%	45.81%
Additional Unit Funded Non-Merit	\$ 198,154	\$ 696,626	\$ 894,780	\$ 196,584	\$ 514,928	\$ 711,512	\$ 394,738	\$ 1,211,554	\$ 1,606,292	55.70%	44.30%
Additional Unit-Funded Merit	\$ 55,227	\$ 484,174	\$ 539,401	\$ 14	\$ 28,517	\$ 28,530	\$ 55,241	\$ 512,690	\$ 567,931	94.98%	5.02%
Additional Unit-Funded Increases	\$ 253,381	\$ 1,180,800	\$ 1,434,181	\$ 196,598	\$ 543,445	\$ 740,043	\$ 449,979	\$ 1,724,245	\$ 2,174,224	65.96%	34.04%
<b>Total CEC Investment in Salaries</b>	<b>\$ 2,122,477</b>	<b>\$ 2,166,366</b>	<b>\$ 4,288,843</b>	<b>\$ 1,949,656</b>	<b>\$ 1,203,521</b>	<b>\$ 3,153,177</b>	<b>\$ 4,072,134</b>	<b>\$ 3,369,887</b>	<b>\$ 7,442,021</b>	<b>57.63%</b>	<b>42.37%</b>
Final FY23 Salary	\$ 41,139,284	\$ 41,350,971	\$ 82,490,255	\$ 43,774,678	\$ 21,552,858	\$ 65,327,536	\$ 84,913,962	\$ 62,903,829	\$ 147,817,791	55.81%	44.19%
Increase in Salary over FY22	5.44%	5.53%	5.48%	4.66%	5.91%	5.07%	5.04%	5.66%	5.30%		
Total Merit Increases (Pool + Unit Funds)	\$ 676,722	\$ 484,174	\$ 1,160,896	\$ 469,620	\$ 28,517	\$ 498,136	\$ 1,146,342	\$ 512,690	\$ 1,659,032	69.97%	30.03%
Total Salaries versus Target	\$ (2,209,000)	\$ 1,894,067	\$ (314,933)	\$ (2,786,159)	\$ (237,637)	\$ (3,023,796)	\$ (4,995,159)	\$ 1,656,430	\$ (3,338,729)		
Amount needed to bring all up to Target	\$ 4,066,447	\$ 2,991,565	\$ 7,058,012	\$ 3,753,832	\$ 1,195,246	\$ 4,949,078	\$ 7,820,279	\$ 4,186,811	\$ 12,007,090	58.78%	41.22%
Starting Average % of Target			88.33%			91.73%			89.48%		
Progress towards target			4.85%			4.97%			4.89%		
Final Average % of Target			93.18%			96.70%			94.37%		
# Eligible Employees			1413			720			2133	66.24%	33.76%
# Employees Not Eligible for CEC			35			6			41	85.37%	14.63%
# Employees Brought up to 80% of Target			207			64			271	76.38%	23.62%
# Employees Receiving Merit			527 37.30%			269 37.36%			796 37.32%	66.21%	33.79%
# Eligible Still Below 80% of Target Due to Funding			12			0			12	100.00%	0.00%

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

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

IN THE SENATE  
SENATE RESOLUTION NO. F22-R03  
BY SOCIAL ACTION COORDINATOR HETTINGA AND PRO TEMPORE SMITH  
SPONSORED BY SENATOR CROWLEY

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

1. WHEREAS, University of Idaho employees received a memo Friday, September 23rd detailing General Counsel recommendations for UI employees when discussing abortion and providing contraceptives in and out of the classroom. <sup>1</sup>
2. WHEREAS, the guidance from General Counsel is based on the following sections of Idaho State Code Title 18: <sup>1</sup> §18-603 <sup>2</sup> relating to the provision and discussion of contraceptives; §18-5702 <sup>3</sup> relating to the punishment for misuse of public funds; and Title 18 Chapter 87 <sup>4</sup>, the No Public Funds for Abortion Act.[Text Wrapping Break]
3. WHEREAS, General Counsel's role at the University of Idaho is to protect and advise on legal matters pertaining to the business transactions of the university. Their opinions come from legal research and prior court cases and their main objective is to protect the university from legal repercussions. <sup>8</sup>
4. WHEREAS, the purpose of General Counsel's memo is to protect employees of the University of Idaho from potential lawsuits or legal ramifications primarily related to the No Public Funds for Abortion Act. <sup>1</sup> Guidance is aimed at reducing legally risky behaviors, some of which are outlined in following clauses.[Text Wrapping Break]
5. WHEREAS, university employees are prohibited from promoting abortion, counseling in favor of abortion, referring for abortion, dispensing emergency contraception, and advertising or promoting services for abortion or the prevention of conception. <sup>124</sup> Barring staff and faculty members' ability to counsel students on a medical procedure may be harmful to students considering all options or just seeking information.[Text Wrapping Break]
6. WHEREAS, General Counsel cites Idaho State Code §18-603 in its recommendation for the university to stop any provision of standard birth control outside of a clinical setting. <sup>12</sup> Condoms may be provided to prevent the spread of STIs, but they may not be promoted as a method of birth control. <sup>1</sup>[Text Wrapping Break]
7. WHEREAS, a 2020 briefing paper by the Institute for Women's Policy Research states that unintended pregnancies have extremely detrimental impacts on students' educational success. <sup>5</sup> More than half of pregnancies in 18 to 24 year olds are unintended. <sup>5</sup> These pregnancies can be prevented by access to and education on contraceptive options, <sup>5</sup> which is not an option under the recent Counsel guidance. <sup>1</sup> [Text Wrapping Break]
8. WHEREAS, General Counsel's memo calls for a careful approach to discussing abortion in the classroom. Classroom discussions on abortion are limited only when abortion is a topic "relevant to the class subject" and is contingent on instructor neutrality. <sup>1</sup> [Text Wrapping Break]
9. WHEREAS, there are a multitude of courses at the University of Idaho which are not directly related to abortion but discuss current events, state and local law, biological processes, medical procedures, literature, philosophy, religion, and more. <sup>6</sup> Abortion may fit into any of these categories without being a main class focus, meaning academic freedom may be encroached upon by limiting class discussion topics.[Text Wrapping Break]
10. WHEREAS, the University of Idaho encourages academic freedom among all students and staff. Political discussions among contentious issues are vital for the understanding and

growth of students and the Idaho Legislature should not cast a shade of doubt on University of Idaho employees when having these conversations. [Text Wrapping Break]

11. WHEREAS, University employees who are found guilty of violating the laws in Title 18, Chapter 87 are at risk of misdemeanor or felony charges, fines, jail time, termination of employment, and disqualification for any other state employment position which handles public funds. <sup>3 4</sup>

12. WHEREAS, at the urging of the Legislature, the State Board of Education voted to make student government-related fees optional for students so they could choose where their tuition and fees are directed. <sup>10</sup> In State Code §18-8706, state law specifically prohibits the use of tuition and fees paid by students for the provision of abortion services or education. <sup>4</sup> This is hypocritical state policy and a clear overreach of the state government attempting to limit the use of private funds. [Text Wrapping Break]

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

14. WHEREAS, the First Amendment clearly protects Freedom of Speech. Furthermore, noncommercial speech, otherwise known as pure or political speech, is given the highest degree of protection under strict scrutiny analysis. <sup>9</sup> [Text Wrapping Break]

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

16. WHEREAS, the Foundation for Individual Rights and Expression (FIRE) issued a statement criticizing General Counsel's memo, stating the guidance encroaches on academic freedom and freedom of speech, both of which are central to the student experience at public universities. <sup>11</sup> [Text Wrapping Break]

17. WHEREAS, the White House's Press Secretary issued a statement saying, "To be clear, nothing under Idaho law justifies the university's decision to deny students access to contraception. But the situation in Idaho speaks to the unacceptable consequences of extreme abortion bans." <sup>7</sup>

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

19. THEREFORE, BE IT RESOLVED, the Senate body of Associated Students of University of Idaho calls on University of Idaho administration to stand up for its employees and students by:

- a. Revising Guidance on Abortion Laws to protect freedom of speech on campus relating to abortion and contraception; and
- b. Advocating for changes to Title 18, Chapter 87 of Idaho State Code in the 2023 Legislative session.

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

COPIES OF THIS RESOLUTION SHALL BE SENT TO:

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

SOURCES REFERENCED

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<https://drive.google.com/file/d/1Tz5t4g1SCiWXa8S0APNdoKPTPMOKzunU/view?usp=sharing>
2. State Code §18-603:  
<https://legislature.idaho.gov/statutesrules/idstat/title18/t18ch6/sect18-603/#:~:text=18%2D603,.or%20facilitating%20miscarriage%20or%20abortion.>
3. State Code §18-5702:  
<https://legislature.idaho.gov/statutesrules/idstat/Title18/T18CH57/SECT18-5702/>
4. State Code Title 18 Chapter 87:  
<https://legislature.idaho.gov/statutesrules/idstat/title18/t18ch87/#:~:text=CHAPTER%2087%20NO%20PUBLIC%20FUNDS%20FOR%20ABORTION%20ACT&text=GOVERNMENT%20CONTRACTS%20WITH%20ABORTION%20PROVIDERS%20OR%20THEIR%20AFFILIATES%20PROHIBITED.&text=CONTRACTS%20FOR%20ABORTION%20PROCEDURES%20PROHIBITED.&text=USE%20OF%20PUBLIC%20FUNDS%20FOR%20ABORTION%20PROHIBITED>
5. "Improving Success in Higher Education through Increased Access to Reproductive Health Services," 2020: <https://iwpr.org/wp-content/uploads/2020/07/CERH-Higher-Education-brief.pdf>

6. University of Idaho Academic Offerings/Course Catalog:  
<https://catalog.uidaho.edu/academic-offerings/>
7. White House statement: [https://www.idahostatejournal.com/freeaccess/white-house-calls-idaho-abortion-laws-extreme-and-backwards-in-response-to-university-memo/article\\_594b5dfe-3e9a-11ed-a7cd-578779567c36.html](https://www.idahostatejournal.com/freeaccess/white-house-calls-idaho-abortion-laws-extreme-and-backwards-in-response-to-university-memo/article_594b5dfe-3e9a-11ed-a7cd-578779567c36.html)
8. Office of the General Counsel: <https://www.uidaho.edu/general-counsel>
9. Freedom of Speech protections:  
[https://learning.mheducation.com/static/awd/index.html?\\_t=1664339623706#/](https://learning.mheducation.com/static/awd/index.html?_t=1664339623706#/)
10. State Board of Education Optional Student Fees:  
<https://www.ktvb.com/article/news/education/isbe-optional-student-fees-plan/277-cb7cf930-22b7-45fe-a92d-3f863f75f626>
11. FIRE demands University of Idaho retract policy limiting faculty speech on abortion:  
<https://www.thefire.org/fire-demands-university-of-idaho-retract-policy-limiting-faculty-speech-on-abortion/>



**2022 – 2023 Faculty Senate – Pending Approval**Approved at Meeting #12  
November 1, 2022Meeting # 10

Tuesday, October 25, 2022, 3:30 pm – 5:00 pm

Zoom only

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

**Absent:** Long (excused), Mittelstaedt (excused), Tibbals (excused), Gauthier (excused), Hoffmann (excused), Kindall, Raney (excused)

**Guests/Speakers:** David Talbot, Kristy Caldo, Dana Poag

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

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #9 October 18, 2022 – Attach. #1

The minutes of the 2022-23 Meeting #9 October 18, 2022 were approved as distributed.

**Chair's Report:**

- Our shared success stories: Senator Gauthier could not be here today. Chair Quinnett shared some of the highlights in her department: “Cabaret” opens on Friday, October 28, 2022 and closes November 6, 2022 – it has been a true collaboration with Theatre, Dance and Music – an example of creating an experience which brings together our community. The MFA distance program for professional students who wish to pursue a terminal degree in Theater is one of a kind, and a truly collaborative learning process. The Idaho Repertory Theater comes back next summer! Chair Quinnett also shared that she has been offered the opportunity to do a mini-series based on the novel *Night of the Grizzlies*.
- Circling back around to our first meeting with Dr. Freeman regarding Implicit Bias Training, Chair Quinnett encourages units to consider requiring the Unconscious Bias training for P&T committees. CLASS is requiring it for all P&T. This is a really important step towards improving our diversity, equity and inclusion efforts. Here is the link to the Unconscious Bias Training (that can be used for P & T Committees as well):  
<https://www.uidaho.edu/governance/equal-employment-opportunity-affirmative-action/recruitment-and-hiring/training>.  
Note, in particular, Part 2: Minimizing Unconscious Bias on Committees.
- Nominations for University P&T Committee are due by October 28. (Senators gather nominations and submit them to the Provost.)
- The second University Faculty Meeting (UFM) will be on Thursday, October 27 at 3:00 pm via Zoom. This early UFM will help us stay on target with the January 1, 2023 implementation date for FSH 3710. Please attend if you can! <https://uidaho.zoom.us/j/85982967125>

- The Black Lives Matter Speaker Series is ongoing. Visit <https://z-upload.facebook.com/UI.International/posts/5705330506156831>

#### **Provost's Report:**

- The Leadership Weekend was a success. We launched the final phase of the Capital Campaign, with a \$500 million goal. Currently, we are at \$351 million. Several leadership groups visited campus from Thursday to Saturday, such as college advisory boards and alumni advisory boards.
- Enrollment: the October 15 census report, required by the State Board, is out. This is the largest first-year class in U of I history. We are at 9,960 students (not including dual credit). Undergraduate enrollment is up by 3.8%, first-year WUE is up by 35%, the number of international students is up by 65%, and graduate students are up by 0.6%. Overall, enrollment is up by 1.8%.

#### Discussion:

A breakdown on the WUE students by state was requested and will be provided next time.

<https://www.uidaho.edu/about/stats-ranking>

Senators inquired about the timeline for the FAQ about the abortion law that General Counsel is working on. The Provost will inquire.

#### **Other Announcements and Communications:**

- Ombuds Introduction – David Talbot  
The new University Ombuds visited Senate to introduce himself. He shared his professional background and vast experience in conflict resolution with large corporations and his understanding of the role of the ombuds. There was a brief conversation on his approach to conflict resolution in an academic environment. David Talbot is excited to be back at U of I, where he obtained his law degree, and to embrace the new experience of working with faculty. David Talbot splits his time between Boise and Moscow. He encouraged everyone to reach out, [ombuds@uidaho.edu](mailto:ombuds@uidaho.edu).
- Course Materials – Kristy Caldo, Dana Poag  
Dana Poag, Vice President of Texas Book Company, presented Inclusive Access (IA), a partnership between the VandalStore and publishers to provide digital course materials to students at the most-affordable prices. In the IA program, the costs of course materials are automatically charged to the student's account. When an instructor choose IA, all their students are guaranteed access on the first day of classes. There are potential cost savings to students, who can obtain the correct material (appropriate edition, etc.) at up to 60% less than printed textbooks. The use of IA is growing on campuses.  
Kristy has considerable experience managing course material programs. She emphasized the importance of faculty providing course information to her office as soon as possible. The new textbook adoption system should be more user-friendly, although it may take some getting used to.  
Discussion:  
There was some discussion about the pros and cons of the program. Students are automatically enrolled in IA and must manually opt-out if they so wish. Why not give the option to enroll instead? Response: it's a standard practice in the industry. With the opt-out system, publishers offer better prices.

Comment: IA materials can be more expensive than buying the item through Amazon.  
Response: IA is not always the cheapest option, but it is cheaper than buying a new book. Moreover, the book purchased through Amazon may not be the correct one, as selected by the instructor.

Some Senators and parents of U of I students were confused by the information they received because it came without instructions and was not clear if and how one could opt-out.  
Response: an “Inclusive Access Course” email should have gone out five days prior to the beginning of classes. Every student entering an IA course receives an email with the course material and the choice to opt-out. It should be self-explanatory. Kristy is working on streamlining the process. Faculty interested in IA should let her know and will receive information about the costs. There are pros and cons, but overall students appreciated the program. Last semester, 4,300 participated and 95 opted-out.

VandalStore also has the ability to help instructors who use Open Educational Resources (OER).

A Senator noted that IA and OER are two completely different models. A library cannot buy a copy of the IA digital version and place it on reserve, for instance.

If students opt-out, they have to find the course materials on their own.

If students need a hard copy (for instance, because of a disability), can they get a discounted hard copy through IA? Response: They can get a print upgrade over the digital version for an additional cost. Or, if they opt-out, they get their money back and can find the book elsewhere. Most people prefer cheaper options and digital formats.

On the other hand, some Senators observed that students like to have a copy available at the reserve desk at the library – especially if they cannot afford to purchase the book.

Do students own the material for a limited time? Response: the vendor they use provides an app called “Bookshelf.” As long as they have the app, students maintain access to the book.

Kristy and Dana left their contact information and are happy to answer additional questions.  
<https://vandalstore.com/InclusiveAccess>  
[textbooks@uidaho.edu](mailto:textbooks@uidaho.edu)

**New Business:**

There was none.

**Adjournment:**

The agenda being completed, Chair Quinnett adjourned the meeting at 4:23pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 10

Tuesday, October 25, 2022 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #9 (October 18, 2022) **Attach. #1**
- III. Chair’s Report
- IV. Provost’s Report
- V. Other Announcements and Communications
  - Ombuds Introduction – David Talbot
  - Course Materials - Kristy Caldo (Course Materials Manager, Vandal Store) and Darren Croom (President of Texas Book Company) **Attach. #2**
- VI. New Business
- VII. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2022-2023 Faculty Senate Meeting #9 (October 18, 2022)
- **Attach. #2** Course Materials

Attach. #1

**2022 – 2023 Faculty Senate – Pending Approval**

**Meeting # 9**

Tuesday, October 18, 2022, 3:30 pm – 5:00 pm

Zoom only

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

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

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

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #8 October 11, 2022 – Attach. #1

The minutes of the 2022-23 Meeting #8 October 11, 2022 were approved as distributed.

**Chair's Report:**

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

**Provost's Report:**

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

- A reminder of the Capital Campaign events this Thursday at 5:00 pm. Everyone is welcome!

Discussion:

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

**Committee Reports:**

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

Discussion:

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

How will this certificate serve the needs of the state and compete with nationally well-established programs? Response: this program is built on industrial robotics, such as automated manufacturing, agriculture, etc.), which uses a high level of automation. They did a survey of 60 other robotics programs in the western U.S. and found that all of them are based on traditional robotics that stems from mechanical engineering. What differentiates this program from others is the software, which is now a much more vital component than it used to be. The program they propose has unique features because it focuses on software together with the mechanical engineering aspect. The software will make robots work together with AI and machine learning techniques. Other senators expressed support and confirmed the large demand for automation engineers.

Vote: 22 Yes; 0 No.

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

Sciences, and Movement Sciences. It is important to note that this degree is not replacing any existing programs; rather, it will fill a gap identified by all programs.

Discussion:

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

Vote: 22 yes; 0 No

**Other Announcements and Communications:**

- FY23 CEC Summary – Brian Foisy, Lodi Price, Kenwyn Richards, Kim Salisbury, Brandi Terwilliger  
This is a proactive effort to ensure that all employees are aware of the CEC process, which is becoming increasingly complex and multi-step. They will show the type of data that feeds the process, and the application of the various steps to faculty, staff, and the institution. If people are interested in this level of detailed information, the team would be happy to make this a regular visit for an annual report. Attachment #4 displays the CEC summary for FY23.  
When moving into a CEC, the first step is to look at the target salary for faculty and staff and the pre-CEC salary, which is the employee's actual salary. The displayed slide shows \$151 million in total target salary across the institution – calculated for all employees with the exception of postdoctoral fellows and sport coaches – of which 55% is for staff and 45% for faculty. In the most recent CEC cycle, the first step was to ensure that everyone is at 80% of their target salary. 277 staff and 64 faculty were brought up to the minimum target salary. Not every staff could be brought up to 80% of target. Hopefully this problem will be fixed with future legislative appropriations. Merit increases were addressed by the units.  
An important takeaway is that the main differences among employees are established at the level of target salary. For faculty who are not eligible for tenure, the target salary is 90% of the market rate. Once employee data enters the process, CEC does not provide an unfair advantage or disadvantage to any particular group and treats everyone uniformly. The obvious exception is P&T, for which only faculty are eligible. Other than that, all employees are treated equally by the CEC calculations (initial differences are input to the calculation), and the merit side is up to supervisors.

Discussion:

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

ASUI Resolution – Katie Hettinga, Martha Smith

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

due the ambiguities in the “No Public Funds for Abortion Law.” At the same time, improved communication would be helpful moving forward.

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

**New Business:**

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

**Adjournment:**

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

Respectfully Submitted,

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





**2022 – 2023 Faculty Senate – Pending Approval**Approved at Meeting #12  
November 8, 2022Meeting # 11

Tuesday, November 1, 2022, 3:30 pm – 5:00 pm

Zoom only

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

**Absent:** Fuerst, Walsh (excused)

**Guests/Speakers:** Rachel Halverson, Traci Craig, Erin James, Robin Johnson, Kay Dee Holmes, Kent Nelson

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

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #10 October 25, 2022 – Attach. #1

The minutes of the 2022-23 Meeting #10 October 25, 2022 were approved as distributed.

**Chair's Report:**

- Our shared success stories: Senator Jean Marc Gauthier, Program Director VTD. Senator Gauthier spoke about a project where they created a virtual reality environment for Paradise Creek. They presented it at an international conference, and it was selected as one of the ten best virtual realities in the world. He also shared another project in collaboration with Ken Udas about online courses, also as virtual reality. They worked with CNR to create a virtual forest to train fire fighters.
- Annual enrollment ends today at midnight.
- Deadline for required employee annual training: December 8, 2022.
- OIT is trying to mitigate the issues many people have concerns about. Please see the latest communication in today's Register, "OIT Helps Mitigate Tech Challenges." Questions can also be directed to Jerilyn Prescott, OIT deputy director of customer satisfaction and communication.
- Final weekend to watch *Cabaret*. Friday November 4 and Saturday November 5 at 7:30pm; Sunday November 6 at 2pm. It's a wonderful production!

Discussion:

Some Senators are not optimistic that faculty voices will be taken into account by OIT – these Senators don't feel their input is relevant. Chair Quinnett reiterated that these conversations are in progress. President Green is also aware about this issue based on the discussion at the last UFM. Provost Lawrence added that OIT is trying to balance everyone's needs and that Dan Ewart is being extremely open to discussions. Chair Quinnett and Vice Chair Chapman will meet with the Ombuds tomorrow for help with facilitating a resolution.

### **Provost's Report:**

- Not all colleges have submitted the needed nominations for the university P&T committee by last Friday's deadline. The Provost recognizes that it is hard to get people to commit and will extend the deadline to this Friday, Nov. 4. The survey is open.
- Enrollment: The Provost shared some enrollment data requested by a Senator at the previous meeting. The data, which will be made available to everyone, show the enrollment by Idaho regions (there are six) and states. Total enrollment: 11,507. Of those students, 60% are from Idaho. For the new freshman class, 62% are from Idaho and 51% of the Idaho students are from the Boise region. Enrollment from Washington, Oregon and California is substantial and then drops off quickly for other states. If additional data or a different breakout are desired, the Provost will be happy to provide them.

#### Discussion:

A Senator would find it useful to know the school districts from which our students come from. The Provost will find out.

### **Committee Reports (vote):**

- UCC 478 Modern Language Study Academic Certificate – Rachel Halverson, Director, School of Global Studies. Attach. #2  
The School of Global Studies proposes an academic certificate in Modern Language Study. Completion of the certificate documents students' novice proficiency in their chosen language/languages and their knowledge of the fundamentals of second-language acquisition and intercultural communication. This certificate will document study of languages and reflects student readiness to work in a diverse environment where knowledge of intercultural communication is essential.  
Votes: 26/26 in favor.
- UCC 22 American Studies Minor, Inactivation – Traci Craig, Associate Dean, CLASS Attach. #3  
This minor is being removed because the program has been largely dormant for over ten years.  
Votes: 25/25 in favor.
- UCC 491 Technical Writing Academic Certificate – Erin James, Faculty, English Department Attach. #4  
This certificate program helps the Department reach a new student population and will help the University achieve its land grant mission. We hope to attract not only current students in both English and STEM fields but also people who are looking for continuing education and professional development in technical writing and communication. Because the certificate can be earned entirely online in asynchronous classes, it helps us to reach students wherever they are.
- UCC 494 English (BS) – Erin James, Faculty, English Attach. #5  
Departments of English at public universities in the State of Idaho offer only BA degrees in English. We are proposing a BS in English to fill this gap. This will be available in-person and online. Our proposed program is designed to be flexible in that it allows students to choose from a range of classes in English but requires them to take ENGL 202: Introduction to Technical Writing, and ENGL 440: Professional Writing Portfolio. Many students at UI transfer to English from other BS degrees, hoping to fulfill a technical writing degree, and the closest that we currently have is a BA with a concentration in Professional Writing. The BS will not replace this program but will allow for a more specialized concentration in science-related fields as students may opt to select a STEM minor or choose courses in related fields that will support their career goals. Additionally, the BA currently includes a language requirement in our college, which the

BS will not require. The BS can be completed either in-person or fully online. The BS is also a response to demands from prospective students.

Discussion:

There were some questions about the differences between the BA and the BS degrees, and the value of these new programs from the job market standpoint. Erin James explained that these credentials will help graduates who wish to go into technical writing at high-tech companies, or publishing and editing, or grant writing and other forms of professional writing.

Votes (UCC 491 and UCC 494 together): 23/23 in favor.

- UCC 493 Social Media Management Academic Certificate – Robin Johnson, Director, School of Journalism and Mass Media Attach. #6

Social media management positions and careers are in demand in a wide variety of industries and organizations that hire marketers, advertisers, and strategic communicators. This certificate is also a response to student requests.

Discussion:

There was a question about prerequisites and whether there are any restrictions or exclusions. Robin Johnson clarified that the prerequisites have been revised to make the certificate as inclusive as possible.

Votes: 24/24 in favor.

**Other Policy Business (vote):**

- FSH 5600 Research Conflicts of Interest – Kay Dee Holmes, Assistant Director, Research Integrity Attach. #7

This is not a new policy. It's a major update to address gaps and redundancies in the present policy and improve readability. The current name "Financial Conflicts..." has been replaced by "Research Conflicts..." because FSH 5600 only applies to research, in contrast to FSH 6240.

Votes: 21/22 in favor; 1/22 against.

**Other Announcements and Communications:**

- FAQ Guidance for University Employees and Community Regarding State Laws on Abortion and Contraceptives – Kent Nelson, General Counsel

Discussion:

Although the FAQ was helpful, some Senators reported that their constituents still have concerns and feel there isn't enough guidance about classroom speech and what "promoting abortion" means. Kent Nelson responded that such questions cannot be answered in a general way. Instead, GC could visit individual units and discuss their specific needs.

The Senator reiterated their concern: is discussing research that shows the benefits of reproductive freedom a form of "promoting abortion?" General Counsel: we can talk to your group, but we can't eliminate the risks until the statute is clarified.

Regarding a question about whether there are special concerns with recorded classes, GC responded that whether a class is recorded or not shouldn't be relevant. However – a Senator later suggested – recording classes may be the best protection against possible students' accusations of improper speech in the classroom.

The question was raised as to why the nature of the original memo was so different from other schools' communications, where the classroom speech component was absent. Some faculty taught classes for five weeks without guidance. Response: the initial memo was an analysis of

the law and the problems it creates. This was explained well in President Green's follow-up memo. Again, visits to individual units may be the most helpful way to move forward. No more can be said at this time.

**New Business:**

Regarding APM 30.16, Senator Fairley reiterated that faculty are very frustrated because they had no opportunity to provide input, contrary to shared governance. He wants to propose a motion to ask the President to hold APM 30.16 and temporarily revert to the previous conditions until a resolution is found with faculty input. The motion is seconded (Haltinner).

Discussion:

A discussion followed about the pros and cons of proceeding to a vote on the proposed motion.

Arguments on one side: Dan Ewart came to Senate several times as the policy evolved and incorporated faculty feedback. Having this discussion and acting on the motion when Dan Ewart is not present is not productive. Dan Ewart is very willing to meet and talk.

Arguments on the other side: faculty have expressed concerns for years, but the APM policy approved July 2, 2022 does not reflect faculty input. Researchers must be able to select the equipment that's most appropriate for their work.

There were comments concerning the need to change university communication from "vertical" to more collaborative and inclusive. Seeking direct input from affected groups will help reduce the tension in future instances.

Chair Quinnett suggests continuing this discussion at the next meeting and inform the President in the meantime.

Senator J. Long moves to pick up the discussion at the next meeting. Seconded. Motion passes.

**Adjournment:**

The agenda being completed, Chair Quinnett adjourned the meeting at 4:58pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 11

Tuesday, November 1, 2022 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #10 (October 25, 2022) **Attach. #1**
- III. Chair’s Report
  - Our Shared Success Story - Jean Marc Gauthier, Program Director VTD
- IV. Provost’s Report
- V. Committee Reports
  - UCC 478 – Modern Language Study Academic Certificate – Rachel Halverson, Director, School of Global Studies **Attach. #2**
  - UCC 22 – American Studies Minor – Traci Craig, Associate Dean, CLASS **Attach. #3**
  - UCC 491 – Technical Writing Academic Certificate – Erin James, Faculty, English Department **Attach. #4**
  - UCC 494 – English (BS) – Erin James, Faculty, English **Attach. #5**
  - UCC 493 – Social Media Management Academic Certificate – Robin Johnson, Director, School of Journalism and Mass Media **Attach. #6**
- VI. Other Policy Business
  - FSH 5600 Research Conflicts of Interest (vote) – Kay Dee Holmes, Assistant Director, Research Integrity **Attach. #7**
- VII. Other Announcements and Communications
  - [FAQ Guidance for University Employees and Community Regarding State Laws on Abortion and Contraceptives](#) – Kent Nelson, General Counsel
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2022-2023 Faculty Senate Meeting #10 (October 25, 2022)
- **Attach. #3** UCC 478
- **Attach. #2** UCC 22
- **Attach. #4** UCC 491
- **Attach. #5** UCC 494
- **Attach. #6** UCC 493
- **Attach. #7** FSH 5600

**2022 – 2023 Faculty Senate – Pending Approval**

**Meeting # 10**

Tuesday, October 25, 2022, 3:30 pm – 5:00 pm

Zoom only

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

**Absent:** Long (excused), Mittelstaedt (excused), Tibbals (excused), Gauthier (excused), Hoffmann (excused), Kindall, Raney (excused)

**Guests/Speakers:** David Talbot, Kristy Caldo, Dana Poag

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

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #9 October 18, 2022 – Attach. #1

The minutes of the 2022-23 Meeting #9 October 18, 2022 were approved as distributed.

**Chair’s Report:**

- Our shared success stories: Senator Gauthier could not be here today. Chair Quinnett shared some of the highlights in her department: “Cabaret” opens on Friday, October 28, 2022 and closes November 6, 2022 – it has been a true collaboration with Theatre, Dance and Music – an example of creating an experience which brings together our community. The MFA distance program for professional students who wish to pursue a terminal degree in Theater is one of a kind, and a truly collaborative learning process. The Idaho Repertory Theater comes back next summer! Chair Quinnett also shared that she has been offered the opportunity to do a mini-series based on the novel *Night of the Grizzlies*.
- Circling back around to our first meeting with Dr. Freeman regarding Implicit Bias Training, Chair Quinnett encourages units to consider requiring the Unconscious Bias training for P&T committees. CLASS is requiring it for all P&T. This is a really important step towards improving our diversity, equity and inclusion efforts. Here is the link to the Unconscious Bias Training (that can be used for P & T Committees as well):  
<https://www.uidaho.edu/governance/equal-employment-opportunity-affirmative-action/recruitment-and-hiring/training>.  
Note, in particular, Part 2: Minimizing Unconscious Bias on Committees.
- Nominations for University P&T Committee are due by October 28. (Senators gather nominations and submit them to the Provost.)
- The second University Faculty Meeting (UFM) will be on Thursday, October 27 at 3:00 pm *via* Zoom. This early UFM will help us stay on target with the January 1, 2023 implementation date for FSH 3710. Please attend if you can! <https://uidaho.zoom.us/j/85982967125>

- The Black Lives Matter Speaker Series is ongoing. Visit <https://z-upload.facebook.com/UI.International/posts/5705330506156831>

#### **Provost's Report:**

- The Leadership Weekend was a success. We launched the final phase of the Capital Campaign, with a \$500 million goal. Currently, we are at \$351 million. Several leadership groups visited campus from Thursday to Saturday, such as college advisory boards and alumni advisory boards.
- Enrollment: the October 15 census report, required by the State Board, is out. This is the largest first-year class in U of I history. We are at 9,960 students (not including dual credit). Undergraduate enrollment is up by 3.8%, first-year WUE is up by 35%, the number of international students is up by 65%, and graduate students are up by 0.6%. Overall, enrollment is up by 1.8%.

#### Discussion:

A breakdown on the WUE students by state was requested and will be provided next time.

<https://www.uidaho.edu/about/stats-ranking>

Senators inquired about the timeline for the FAQ about the abortion law that General Counsel is working on. The Provost will inquire.

#### **Other Announcements and Communications:**

- Ombuds Introduction – David Talbot  
The new University Ombuds visited Senate to introduce himself. He shared his professional background and vast experience in conflict resolution with large corporations and his understanding of the role of the ombuds. There was a brief conversation on his approach to conflict resolution in an academic environment. David Talbot is excited to be back at U of I, where he obtained his law degree, and to embrace the new experience of working with faculty. David Talbot splits his time between Boise and Moscow. He encouraged everyone to reach out, [ombuds@uidaho.edu](mailto:ombuds@uidaho.edu).
- Course Materials – Kristy Caldo, Dana Poag  
Dana Poag, Vice President of Texas Book Company, presented Inclusive Access (IA), a partnership between the VandalStore and publishers to provide digital course materials to students at the most-affordable prices. In the IA program, the costs of course materials are automatically charged to the student's account. When an instructor choose IA, all their students are guaranteed access on the first day of classes. There are potential cost savings to students, who can obtain the correct material (appropriate edition, etc.) at up to 60% less than printed textbooks. The use of IA is growing on campuses.  
Kristy has considerable experience managing course material programs. She emphasized the importance of faculty providing course information to her office as soon as possible. The new textbook adoption system should be more user-friendly, although it may take some getting used to.  
Discussion:  
There was some discussion about the pros and cons of the program. Students are automatically enrolled in IA and must manually opt-out if they so wish. Why not give the option to enroll instead? Response: it's a standard practice in the industry. With the opt-out system, publishers offer better prices.



Comment: IA materials can be more expensive than buying the item through Amazon.  
Response: IA is not always the cheapest option, but it is cheaper than buying a new book. Moreover, the book purchased through Amazon may not be the correct one, as selected by the instructor.

Some Senators and parents of U of I students were confused by the information they received because it came without instructions and was not clear if and how one could opt-out.

Response: an “Inclusive Access Course” email should have gone out five days prior to the beginning of classes. Every student entering an IA course receives an email with the course material and the choice to opt-out. It should be self-explanatory. Kristy is working on streamlining the process. Faculty interested in IA should let her know and will receive information about the costs. There are pros and cons, but overall students appreciated the program. Last semester, 4,300 participated and 95 opted-out.

VandalStore also has the ability to help instructors who use Open Educational Resources (OER).

A Senator noted that IA and OER are two completely different models. A library cannot buy a copy of the IA digital version and place it on reserve, for instance.

If students opt-out, they have to find the course materials on their own.

If students need a hard copy (for instance, because of a disability), can they get a discounted hard copy through IA? Response: They can get a print upgrade over the digital version for an additional cost. Or, if they opt-out, they get their money back and can find the book elsewhere. Most people prefer cheaper options and digital formats.

On the other hand, some Senators observed that students like to have a copy available at the reserve desk at the library – especially if they cannot afford to purchase the book.

Do students own the material for a limited time? Response: the vendor they use provides an app called “Bookshelf.” As long as they have the app, students maintain access to the book.

Kristy and Dana left their contact information and are happy to answer additional questions.  
<https://vandalstore.com/InclusiveAccess>  
[textbooks@uidaho.edu](mailto:textbooks@uidaho.edu)

**New Business:**

There was none.

**Adjournment:**

The agenda being completed, Chair Quinnett adjourned the meeting at 4:23pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

Attach. #2

# 478: MODERN LANGUAGE STUDY ACADEMIC CERTIFICATE

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## In Workflow

1. 014 Chair (rhalverson@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
12. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
15. Steve Stubbs (sstubbs@uidaho.edu)

## Approval Path

1. Mon, 08 Aug 2022 22:39:29 GMT  
Rachel Halverson (rhalverson): Approved for 014 Chair
2. Mon, 12 Sep 2022 20:42:05 GMT  
Charles Tibbals (ctibbals): Approved for CLASS Review
3. Mon, 12 Sep 2022 20:44:38 GMT  
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Mon, 12 Sep 2022 20:51:00 GMT  
Sean Quinlan (quinlan): Approved for 18 Dean
5. Mon, 03 Oct 2022 22:28:51 GMT  
Gwen Gorzelsky (gwen): Rollback to Initiator
6. Mon, 03 Oct 2022 22:32:30 GMT  
Rachel Halverson (rhalverson): Approved for 014 Chair
7. Mon, 03 Oct 2022 22:39:23 GMT  
Charles Tibbals (ctibbals): Approved for CLASS Review
8. Mon, 03 Oct 2022 22:42:18 GMT  
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
9. Tue, 04 Oct 2022 22:34:01 GMT  
Sean Quinlan (quinlan): Approved for 18 Dean
10. Thu, 06 Oct 2022 13:54:48 GMT  
Gwen Gorzelsky (gwen): Rollback to Initiator
11. Thu, 06 Oct 2022 19:45:05 GMT  
Rachel Halverson (rhalverson): Approved for 014 Chair
12. Thu, 06 Oct 2022 20:04:13 GMT  
Charles Tibbals (ctibbals): Approved for CLASS Review
13. Thu, 06 Oct 2022 21:10:44 GMT  
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
14. Thu, 06 Oct 2022 21:22:22 GMT  
Sean Quinlan (quinlan): Approved for 18 Dean
15. Fri, 07 Oct 2022 19:47:58 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
16. Wed, 12 Oct 2022 17:40:08 GMT  
Steve Stubbs (sstubbs): Approved for Curriculum Review
17. Mon, 17 Oct 2022 19:05:34 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
18. Tue, 18 Oct 2022 16:55:35 GMT  
Steve Stubbs (sstubbs): Approved for Registrar's Office
19. Wed, 19 Oct 2022 17:55:40 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC

20. Tue, 25 Oct 2022 22:53:14 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

### New Program Proposal

Date Submitted: Thu, 06 Oct 2022 19:44:43 GMT

**Viewing: 478 : Modern Language Study Academic Certificate**

**Last edit: Wed, 12 Oct 2022 17:39:47 GMT**

Changes proposed by: Rachel Halverson

#### Faculty Contact

Faculty Name	Faculty Email
Rachel Halverson	rhalverson@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

No

#### Academic Level

Undergraduate

#### College

Letters Arts & Social Sciences

#### Department/Unit:

Modern Languages & Cultures

#### Effective Catalog Year

2023-2024

#### Program Title

Modern Language Study Academic Certificate

#### Degree Type

Certificate

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

#### Program Credits

13

#### CIP Code

16.0101 - Foreign Languages and Literatures, General.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

### Financial Information

**What is the financial impact of the request?**

Less than \$250,000 per FY

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

**Describe the financial impact**

This program has no financial impact, since the courses and faculty are already in place.

**Curriculum:**

The School of Global Studies proposes an academic certificate in Modern Language Study. Completion of the certificate documents students' novice proficiency in their chosen language/languages and their knowledge of the fundamentals of second-language acquisition and intercultural communication. These skills prepare students to enter the diverse workforce in the global economy where effective communication and collaboration with diverse colleagues and clients from a range of cultural, ethnic, and linguistic backgrounds is essential.

Note: Credits earned via Vertically Related Course Credit (Regulation I-2-d) may not be used to satisfy the curricular requirements of this academic certificate.

<b>Code</b>	<b>Title</b>	<b>Hours</b>
FL 201	Course FL 201 Not Found (New Course - Exploration of Language Acq & Intercultural Comm)	1
12 credits from the following:		12
CHIN 101	Elementary Chinese I	
CHIN 102	Elementary Chinese II	
CHIN 201	Intermediate Chinese I	
CHIN 202	Intermediate Chinese II	
FREN 101	Elementary French I	
FREN 102	Elementary French II	
FREN 201	Intermediate French I	
FREN 202	Intermediate French II	
GERM 101	Elementary German I	
GERM 102	Elementary German II	
GERM 201	Intermediate German I	
GERM 202	Intermediate German II	
JAPN 101	Elementary Japanese I	
JAPN 102	Elementary Japanese II	
JAPN 201	Intermediate Japanese I	
JAPN 202	Intermediate Japanese II	
SPAN 101	Elementary Spanish I	
SPAN 102	Elementary Spanish II	
SPAN 201	Intermediate Spanish I	
SPAN 202	Intermediate Spanish II	

**Total Hours**

**13**

**Distance Education Availability**

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

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

No

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

**Geographical Area Availability**

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

Moscow

## Student Learning Outcomes

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

### 1. Communicative Proficiency:

Students will communicate in basic foreign language skills. Students will use elementary structures and vocabulary to discuss such things as daily activities, greetings, routines and habits, family, and personal interests. Students will have the skills necessary to carry on very elementary conversations in their language(s) of study.

-Aligned with the following UI learning outcomes:

# 2 – Think and create

# 3 - Communicate

### 2. Analytical Ability:

Students will create basic original thoughts in their language(s) of study. Students will gain knowledge of the structure of the language(s) and will therefore be able to use the vocabulary learned to form new thoughts and basic sentences. This ability will grow as students become more and more familiar with the structure of the language(s) of study.

-Aligned with the following UI learning outcomes:

# 1 – Learn and Integrate

# 3 – Communicate

# 4 – Clarify Purpose and Perspective

# 5 – Practice Citizenship

### 3. Cultural Understanding and Acquisition of Knowledge:

Students will gain a greater understanding of and appreciation for cultures in which the language(s) of study are spoken, particularly in terms of geography, demography, and the vast differences between the target culture(s) and U.S. culture. Students will begin to think critically about the influence of other cultures on North American society as well as the global and personal connections made by learning about other cultures and peoples.

-Aligned with the following UI learning outcomes:

# 1 – Learn and Integrate

# 2 – Think and create

# 4 – Clarify Purpose and Perspective

# 5 – Practice Citizenship

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

FL 201 "Exploration of Language Acquisition and Intercultural Communication" will assess understanding of the language acquisition process and intercultural communication through written and oral assignments.

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

Each semester the instructor of FL 201 will input signature assignments and assessment of student completion of said assignments in Anthology. During tri-annual assessment meetings, the FL 201 instructor will present the data to the faculty for their review and discussion of student achievement of certificate learning outcomes.

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

FL 201 will serve as a direct measure of student learning for the certificate. A certificate exit survey will be administered to indirectly assess student learning in the program.

**When will assessment activities occur and at what frequency?**

Assessment activities will occur each semester.

## Student Learning Outcomes

### Learning Objectives

#### 1. Communicative Proficiency:

Students will communicate in basic foreign language skills. Students will use elementary structures and vocabulary to discuss such things as daily activities, greetings, routines and habits, family, and personal interests. Students will have the skills necessary to carry on very elementary conversations in their language(s) of study.

-Aligned with the following UI learning outcomes:

# 2 – Think and create

# 3 - Communicate

#### 2. Analytical Ability:

Students will create basic original thoughts in their language(s) of study. Students will gain knowledge of the structure of the language(s) and will therefore be able to use the vocabulary learned to form new thoughts and basic sentences. This ability will grow as students become more and more familiar with the structure of the language(s) of study.

-Aligned with the following UI learning outcomes:

# 1 – Learn and Integrate

# 3 – Communicate

# 4 – Clarify Purpose and Perspective

# 5 – Practice Citizenship

3. Cultural Understanding and Acquisition of Knowledge:

Students will gain a greater understanding of and appreciation for cultures in which the language(s) of study are spoken, particularly in terms of geography, demography, and the vast differences between the target culture(s) and U.S. culture. Students will begin to think critically about the influence of other cultures on North American society as well as the global and personal connections made by learning about other cultures and peoples.

-Aligned with the following UI learning outcomes:

# 1 – Learn and Integrate

# 2 – Think and create

# 4 – Clarify Purpose and Perspective

# 5 – Practice Citizenship

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

This certificate will document study of languages and reflects student readiness to work in a diverse environment where knowledge of intercultural communication is essential. There will be no increase in workload for faculty teaching lower division language courses. The unit currently has the capacity to cover one section of FL 201 each semester.

#### **Reviewer Comments**

**Gwen Gorzelsky (gwen) (Mon, 03 Oct 2022 22:28:51 GMT):** Rollback: Respond 'no' to the question, 'will the program be self-support?'

**Gwen Gorzelsky (gwen) (Thu, 06 Oct 2022 13:54:48 GMT):** Rollback: Rolling back per email exchange to correct self-support checkbox.

Key: 478

# 22: AMERICAN STUDIES MINOR

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## In Workflow

1. CLASS Review (ctibbals@uidaho.edu)
2. 18 Curriculum Committee Chair (folwell@uidaho.edu)
3. 18 Dean (quinlan@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
13. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
14. Steve Stubbs (sstubbs@uidaho.edu)

## Approval Path

1. Fri, 02 Sep 2022 18:36:49 GMT  
Charles Tibbals (ctibbals): Approved for CLASS Review
2. Fri, 02 Sep 2022 20:33:24 GMT  
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
3. Mon, 12 Sep 2022 20:50:01 GMT  
Sean Quinlan (quinlan): Approved for 18 Dean
4. Mon, 03 Oct 2022 20:18:33 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
5. Wed, 05 Oct 2022 15:19:32 GMT  
Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Wed, 05 Oct 2022 18:19:30 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Wed, 05 Oct 2022 20:07:52 GMT  
Steve Stubbs (sstubbs): Approved for Registrar's Office
8. Wed, 19 Oct 2022 17:41:59 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
9. Tue, 25 Oct 2022 22:53:00 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## Program Inactivation Proposal

Date Submitted: Thu, 07 Jul 2022 19:21:52 GMT

### Viewing: 22 : American Studies Minor

Last edit: Thu, 07 Jul 2022 19:21:50 GMT

Changes proposed by: Traci Craig

### Final Catalog

2023-2024

### What is the student impact, if any?

There are currently no students pursuing the minor and the minor has not enrolled students in over five years. The singular American Studies course (AMST 301) will continue to be offered as part of General Education and Upper Division electives.

### What will be the last semester of the teach-out period?

This is not applicable as there are no students pursuing the minor.

### What is the teach-out plan?

This is not applicable as there are no students pursuing the minor.

### Rationale for Inactivation

The program has been largely dormant following faculty retirements over the years and was intended to be discontinued under a prior dean following program prioritization.

**Academic Level**

Undergraduate

**College**

Letters Arts &amp; Social Sciences

**Department/Unit:**

American Studies

**Effective Catalog Year**

2023-2024

**Program Title**

American Studies Minor

**CIP Code**

05.0102 - American/United States Studies/Civilization.

**Curriculum:**

Code	Title	Hours
AMST 301	Studies in American Culture	3
Select five courses numbered 300 or above <sup>1</sup>		15
<b>Total Hours</b>		<b>18</b>

1

The five courses must be approved by the American Studies advisor. No course used toward an American Studies minor may also be used toward any major.

**Courses to total 18 credits for this minor****Distance Education Availability**

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

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

No

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

**Geographical Area Availability****In which of the following geographical areas can this program be completed in person?**

Moscow

Key: 22



Attach. #4

# 491: TECHNICAL WRITING ACADEMIC CERTIFICATE

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## In Workflow

1. 012 Chair (tmacdonald@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
12. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
15. Steve Stubbs (sstubbs@uidaho.edu)

## Approval Path

1. Thu, 22 Sep 2022 20:48:45 GMT  
Tara MacDonald (tmacdonald): Rollback to Initiator
2. Thu, 22 Sep 2022 20:51:26 GMT  
Tara MacDonald (tmacdonald): Approved for 012 Chair
3. Mon, 03 Oct 2022 21:33:21 GMT  
Charles Tibbals (ctibbals): Approved for CLASS Review
4. Mon, 03 Oct 2022 21:33:55 GMT  
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
5. Tue, 04 Oct 2022 22:34:06 GMT  
Sean Quinlan (quinlan): Approved for 18 Dean
6. Sat, 08 Oct 2022 00:00:18 GMT  
Ken Udas (kudas): Approved for Provost's Office
7. Wed, 12 Oct 2022 17:58:09 GMT  
Steve Stubbs (sstubbs): Approved for Curriculum Review
8. Mon, 17 Oct 2022 19:26:45 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
9. Tue, 18 Oct 2022 16:59:43 GMT  
Steve Stubbs (sstubbs): Approved for Registrar's Office
10. Wed, 19 Oct 2022 17:56:59 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
11. Tue, 25 Oct 2022 22:53:17 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Program Proposal

Date Submitted: Thu, 22 Sep 2022 20:50:58 GMT

**Viewing: 491 : Technical Writing Academic Certificate**

**Last edit: Mon, 17 Oct 2022 19:26:31 GMT**

Changes proposed by: Tara MacDonald

### Faculty Contact

Faculty Name	Faculty Email
Tara MacDonald	tmacdonald@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

No

### Academic Level

Undergraduate

**College**

Letters Arts &amp; Social Sciences

**Department/Unit:**

English

**Effective Catalog Year**

2023-2024

**Program Title**

Technical Writing Academic Certificate

**Degree Type**

Certificate

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

**Program Credits**

12

**CIP Code**

23.1303 - Professional, Technical, Business, and Scientific Writing.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

**Financial Information****What is the financial impact of the request?**

Less than \$250,000 per FY

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

**Curriculum:**

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

Code	Title	Hours
ENGL 202	Intro to Professional Writing	3
Select three courses from the following:		9
ENGL 309	Rhetorical Style	
ENGL 313	Business Writing	
ENGL 316	Environmental Writing	
ENGL 317	Technical Writing	
ENGL 318	Science Writing	
ENGL 320	Course ENGL 320 Not Found (Grant Writing)	
ENGL 417	Course ENGL 417 Not Found (Advanced Technical Writing)	
ENGL 418	Course ENGL 418 Not Found (Visual Culture and Rhetoric)	
ENGL 419	Writing for the Web	

ENGL 440

Professional Writing Portfolio

**Total Hours****12****Courses to total 12 credits for this certificate****Distance Education Availability**

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

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

Yes

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

Yes

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

**Geographical Area Availability****In which of the following geographical areas can this program be completed in person?**

Coeur d'Alene

Moscow

**Student Learning Outcomes**

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

The student will be able to...

- develop a professional portfolio to use on the job market,
- enter and successfully communicate in professional environments,
- be strong rhetors who add to their existing skills and backgrounds to solve technical communication problems and produce visual and verbal communication,
- translate discipline-specific discourse to meet the needs of audiences with lower levels of technical expertise,
- articulate the affordances and constraints of technologies to stakeholders,
- communicate solutions to rhetorical problems in a variety of print and digital genres.

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

The certificate will be assessed annually according to standard departmental assessment processes.

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

The assessment findings will be used to revise course assignments, materials, and/or certificate learning outcomes in order to address any significant areas of weakness with the certificate.

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

- Direct: signature assignments in each course will be used to assess both course learning outcomes and certificate learning outcomes
- Indirect: self-evaluations and survey work will be used to assess certificate learning outcomes

**When will assessment activities occur and at what frequency?**

The certificate will be assessed annually according to standard departmental assessment processes.

**Student Learning Outcomes****Learning Objectives**

The student will be able to...

- develop a professional portfolio to use on the job market,
- enter and successfully communicate in professional environments,
- be strong rhetors who add to their existing skills and backgrounds to solve technical communication problems and produce visual and verbal communication,
- translate discipline-specific discourse to meet the needs of audiences with lower levels of technical expertise,
- articulate the affordances and constraints of technologies to stakeholders,

- communicate solutions to rhetorical problems in a variety of print and digital genres.

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

This certificate program helps the Department reach a new student population and will help the University achieve its land grant mission. We hope to attract not only current students in both English and STEM fields but also to appeal to folks across the region and nation who are looking for continuing education and professional development in technical writing and communication. Because the certificate can be earned entirely online in asynchronous classes, it helps us to reach students wherever they are.

**Reviewer Comments**

**Tara MacDonald (tmacdonald) (Thu, 22 Sep 2022 20:48:45 GMT):** Rollback: fix LOs and the self-support question

Key: 491

Attach. #5

# 494: ENGLISH (BS)

## In Workflow

1. 012 Chair (tmacdonald@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
12. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
15. Steve Stubbs (sstubbs@uidaho.edu)

## Approval Path

1. Fri, 30 Sep 2022 21:54:28 GMT  
Tara MacDonald (tmacdonald): Approved for 012 Chair
2. Mon, 03 Oct 2022 21:30:23 GMT  
Charles Tibbals (ctibbals): Approved for CLASS Review
3. Mon, 03 Oct 2022 21:30:36 GMT  
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Tue, 04 Oct 2022 22:34:17 GMT  
Sean Quinlan (quinlan): Approved for 18 Dean
5. Fri, 07 Oct 2022 23:42:14 GMT  
Ken Udas (kudas): Approved for Provost's Office
6. Wed, 12 Oct 2022 18:01:35 GMT  
Steve Stubbs (sstubbs): Approved for Curriculum Review
7. Mon, 17 Oct 2022 21:22:01 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Tue, 18 Oct 2022 17:10:36 GMT  
Steve Stubbs (sstubbs): Approved for Registrar's Office
9. Wed, 19 Oct 2022 17:58:16 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
10. Tue, 25 Oct 2022 22:52:55 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Program Proposal

Date Submitted: Fri, 30 Sep 2022 21:51:29 GMT

### Viewing: 494 : English (BS)

Last edit: Fri, 30 Sep 2022 22:56:21 GMT

Changes proposed by: Tara MacDonald

### Faculty Contact

Faculty Name	Faculty Email
Tara MacDonald	tmacdonald@uidaho.edu

Will this request have a fiscal impact of \$250K or greater?

No

### Academic Level

Undergraduate

### College

Letters Arts & Social Sciences

**Department/Unit:**

English

**Effective Catalog Year**

2023-2024

**Program Title**

English (BS)

**Degree Type**

Major

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

**Program Credits**

45

**Attach Program Change**

SBOE BS in English Proposal.doc

**CIP Code**

23.1303 - Professional, Technical, Business, and Scientific Writing.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

**Financial Information****What is the financial impact of the request?**

Less than \$250,000 per FY

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

**Curriculum:**

Required coursework includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/#j3>)), the general requirements for the B.S. degree, and:

<b>Code</b>	<b>Title</b>	<b>Hours</b>
ENGL 202	Intro to Professional Writing	3
ENGL 440	Professional Writing Portfolio	3
Select 12 credits from the following:		12
ENGL 201	English Grammar: Key Concepts and Terms	
ENGL 207	Persuasive Writing	
ENGL 208	Personal & Exploratory Writing	
ENGL 231	Introduction to Screenwriting	
ENGL 241	Introduction to the Study of Language	
ENGL 257	Survey of Western World Literature I	
ENGL 258	Survey of Western World Literature II	
ENGL 267	Survey of British Literature I	

ENGL 268	Survey of British Literature II
ENGL 277	Survey of American Literature I
ENGL 278	Survey of American Literature II
ENGL 281	Introduction to Women's Literature
ENGL 290	Introduction to Creative Writing
ENGL 298	Fugue Internship
FTV 100	Film History and Aesthetics
FTV 200	Global Film Styles
Select 15 credits from the following:	
ENGL 309	Rhetorical Style
ENGL 310	Critical Theory
ENGL 313	Business Writing
ENGL 316	Environmental Writing
ENGL 317	Technical Writing
ENGL 318	Science Writing
ENGL 320	Course ENGL 320 Not Found ((Grant Writing))
ENGL 322	Climate Change Fiction
ENGL 329	Literature and Film
ENGL 345	Shakespeare
ENGL 365	Gothic Literature
ENGL 366	Utopian and Dystopian Literature
ENGL 380	U.S. Ethnic Literature
ENGL 382	Queer Literature
ENGL 383	African American Literature
ENGL 384	Native American and Indigenous Literature
ENGL 385	World Literature
ENGL 391	Intermediate Poetry Writing
ENGL 392	Intermediate Fiction Writing
ENGL 393	Intermediate Nonfiction Writing
Select 12 credits from the following:	
ENGL 400	Seminar in Literature and Theory
ENGL 401	Writing Workshop for Teachers
ENGL 402	Internship in Tutoring Writing
ENGL 404	Special Topics
ENGL 408	Language Acquisition and Development
ENGL 410	Studies in Linguistics
ENGL 417	Course ENGL 417 Not Found ((Advanced Technical Writing))
ENGL 418	Course ENGL 418 Not Found ((Visual Culture and Rhetoric))
ENGL 419	Writing for the Web
ENGL 444	Sociolinguistics
ENGL 445	Young Adult Literature
ENGL 447	Screenwriting
ENGL 461	Modern and Contemporary Poetry
ENGL 462	Traditions and Trends in Fiction
ENGL 463	(s) Life-Writing and the Essay
ENGL 464	Literature of Oppression and Resistance
ENGL 473	Western American Literature
ENGL 481	(s) Women's Literature
ENGL 482	(s) Major Authors
ENGL 486	Publishing and Editing
ENGL 487	Advanced Creative Writing Techniques
ENGL 491	Advanced Poetry Writing
ENGL 492	Advanced Fiction Writing
ENGL 493	Advanced Nonfiction Writing
ENGL 496	History of the English Language
ENGL 497	Practicum
ENGL 498	(s) Internship

ENGL 499

Directed Study

<b>Total Hours</b>		<b>45</b>
<b>Courses to total 120 credits for this degree</b>		
<b>Degree Maps:</b>		
<b>Fall Term 1</b>		<b>Hours</b>
ENGL 101	Writing and Rhetoric I	3
Oral Communication		3
Mathematics Course		3
Social Science Course		3
Natural Science Course with Lab		4
<b>Hours</b>		<b>16</b>
<b>Spring Term 1</b>		
ENGL 102	Writing and Rhetoric II	3
ENGL 202	Intro to Professional Writing	3
Humanities Course		3
Bachelor of Science Course Requirement		3
Elective		3
<b>Hours</b>		<b>15</b>
<b>Fall Term 2</b>		
Lower-Division English Course		3
Lower-Division English Course		3
Related Field Course		3
Humanities Course		3
Natural Science Course		3-4
<b>Hours</b>		<b>15-16</b>
<b>Spring Term 2</b>		
Lower-Division English Course		3
Lower-Division English Course		3
Related Field Course		3
Natural Science Course with Lab or Core Science		3-4
Elective		3
<b>Hours</b>		<b>15-16</b>
<b>Fall Term 3</b>		
Upper-Division English Course		3
Upper-Division English Course		3
Upper-Division English Course		3
International or American Diversity Course		3
Elective		3
<b>Hours</b>		<b>15</b>
<b>Spring Term 3</b>		
Upper-Division English Course		3
Upper-Division English Course		3
Upper-Division English Course		3
Related Field Course		3
Elective		3
<b>Hours</b>		<b>15</b>
<b>Fall Term 4</b>		
Upper-Division English Course		3
Upper-Division English Course		3
Upper-Division English Course		3
Related Field Course		3
Elective		3
<b>Hours</b>		<b>15</b>
<b>Spring Term 4</b>		
ENGL 440	Professional Writing Portfolio	3
Related Field Course		3
Related Field Course		3
Elective		3
Elective		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>121-123</b>



## Distance Education Availability

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

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

Yes

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

Yes

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

## Geographical Area Availability

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

Moscow

## Student Learning Outcomes

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

LO1. Students' writing is stylistically sophisticated and exhibits correct usage of grammar and citation conventions.

LO2. Students can write a research project that exhibits effective deployment of research as evidence.

LO3. Students can write an analytic essay or report that exhibits both critical thinking and effective argumentation.

LO4. Students demonstrate expertise in composing in digital environments, including strategies for evaluating digital writing technologies, composing texts and other multimedia products in online spaces, conducting research in digital environments, and disseminating texts in digital genres.

**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 not be seeking a specialized accreditation. The BS will be part of standard program review. Each semester, all faculty are involved in assessing our degrees: each faculty member selects a signature assignment from one class and assesses whether students have met one or two key learning outcomes.

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

Faculty review these assessments together in a fall retreat, and the Chair uses the feedback to compile an annual report. The Annual Report, which includes sections on goals, dept needs, and future plans, is then reviewed by the Dean.

The degree-specific learning outcomes are also consistently reviewed for accuracy and clarity. Finally, we also solicit student feedback via in-person conversations with faculty and via anonymous year end surveys.

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

Direct measures: assessment of signature assignments in 202, 440, and other classes as needed; online exit survey for students

Indirect measures: focus groups and in-person exit interviews with students to determine if we are meeting program goals; faculty discussions at department retreats and committee meetings.

**When will assessment activities occur and at what frequency?**

Yearly; in both the spring and fall.

## Student Learning Outcomes

### Learning Objectives

LO1. Students' writing is stylistically sophisticated and exhibits correct usage of grammar and citation conventions.

LO2. Students can write a research project that exhibits effective deployment of research as evidence.

LO3. Students can write an analytic essay or report that exhibits both critical thinking and effective argumentation.

LO4. Students demonstrate expertise in composing in digital environments, including strategies for evaluating digital writing technologies, composing texts and other multimedia products in online spaces, conducting research in digital environments, and disseminating texts in digital genres.

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

Departments of English at public universities in the State of Idaho offer only BA degrees in English. We are proposing a BS in English to fill this gap. This will be available in-person and online.

Our proposed program is designed to be flexible in that it allows students to choose from a range of classes in English but requires them to take ENGL 202: Introduction to Technical Writing, and ENGL 440: Professional Writing Portfolio, thus offering a focus in technical and professional writing.

Many students at UI transfer into English from other BS degrees, hoping to fulfill a technical writing degree, and the closest that we currently have is a BA with a concentration in Professional Writing. The BS will not replace this program but will allow for a more specialized concentration in science-related fields as students may opt to select a STEM minor or choose courses in related fields that will support their career goals. Additionally, the BA currently includes a language requirement in our college, which the BS will not require. The BS is designed to be completed either in-person or fully online.

The increased demand for undergraduate degrees to be fully online will allow us to reach demographics who would otherwise not be interested in our BA degree. We have received requests for an online degree with courses in technical writing from prospective students in Boise, a city that has seen a huge growth in tech companies. Additionally, we currently have a CDA campus location with students interested in online options, as many work full time and/or have families. The BS is thus a response to demands from prospective students.

In addition, Sunny Wallace, the UI Director of Executive projects, is leading a rural and adult service learning project. We met with her team over the summer, all of whom expressed interest in our BS degree. The goal of the project is to improve the quality of life, economic access, and the Idaho college go-on rate for adult and/or rural students. Students will have the opportunity to not only enroll in online degree programs, but also receive credit through cross-disciplinary internships that meet local community and research needs and that can be replicated across Idaho.

The capacity for the program is flexible as existing English courses will be available for both BA and BS students.

Our current staffing resources will be sufficient for this program, including the following new courses:

ENGL 4XX 3 cr Visual and Cultural Rhetoric

ENGL 3XX 3 cr Grant Writing

ENGL 4XX 3 cr Advanced Technical Writing

**Supporting Documents**

English-BS-4 year plan.docx

Key: 494



# Idaho State Board of Education

## FULL PROPOSAL FORM

Academic Degree and Certificate Program

Date of Proposal Submission:	Sept 23, 2022		
Institution Submitting Proposal:	University of Idaho		
Name of College, School, or Division:	College of Letters, Arts and Social Sciences		
Name of Department(s) or Area(s):	Department of English		
Official Name of the Program:	B.S., English		
Implementation Date:	August 2023		
Degree Information:	Degree Level: Undergraduate	Degree Type: Bachelor's	
CIP code (consult IR /Registrar):			
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Program will be available both face-to-face and fully online.		
Geographical Delivery:	Location(s)	Moscow	Region(s)
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	<input type="checkbox"/> Self-Support fee	<input type="checkbox"/> Professional Fee	<input type="checkbox"/> Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	<input type="checkbox"/> Regional Program Responsibility	<input type="checkbox"/> Statewide Program Responsibility	

**Proposed Action**

- New program offering**
- Undergraduate program
  - Graduate program
  - Undergraduate certificate (30 credits or more)
  - Graduate certificate (30 credits or more)
- New branch campus or change in location**

- Modification of Existing Academic Programs**
- Converting one program option to a stand-alone program
  - Consolidating two or more undergraduate programs into one
  - Consolidating two or more graduate programs into one
  - Splitting an existing program into two or more programs
  - Program expansion outside an institution's Designated Service Region as defined in Board Policy III.Z.
  - Adding certificate or degrees to existing programs

College Dean	Date	Vice President for Research (as applicable)	Date
Graduate Dean/other (as applicable)	Date	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer	Date	Chief Financial Officer, OSBE	Date
Provost/VP for Instruction	Date	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director or Designee 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. All questions must be answered.

## **Rationale for Creation or Modification of the Program**

- 1. Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

Departments of English at public universities in the State of Idaho offer only BA degrees in English. We are proposing a BS in English to fill this gap.

Our proposed program is designed to be flexible in that it allows students to choose from a range of classes in English – from creative writing, literature, linguistics, to technical and professional writing – but requires them to take ENGL 202: Introduction to Technical Writing, and ENGL 440: Professional Writing Portfolio, thus offering a focus in technical and professional writing.

Many students at UI transfer into English from other BS degrees, hoping to fulfill a technical writing degree, and the closest that we currently have is a BA with a concentration in Professional Writing. The BS will not replace this program but will allow for a more specialized concentration in science-related fields as students may opt to select a STEM minor or choose courses in related fields that will support their career goals. Additionally, the BA currently requires an intensive language requirement in our college, which the BS will not require.

The BS is designed to be completed either in-person or fully online so as to reach students around the state.

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

- a. Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

According to the Idaho Department of Labor, by 2024 Idaho's economy will see significant growth in STEM occupations. ([Idaho Department of Labor Long-Term Growth Projections Optimistic](#)). The occupational growth rate for STEM occupations from 2014 to 2024 is expected to grow by just over 23% ([Labor Market Projections for Idaho, Idaho Department of Labor](#)).

And STEM occupations include science writers, technical writers, and environmental writers who produce writing in both print and multimedia genres for a wide variety of contexts and spaces. Students entering these fields may prefer to have a BS and not a traditional BA

Nationally, employment for technical writers is projected to grow 12% from 2020 to 2030 (faster than the average for all occupations), and a Bachelor's is listed as the typical entry-level education needed to become a technical writer. In our region, employment is higher

(14.5%) for technical writers than the national average (EMSI Technical Writers Regional Demand, September 2021, and current Bureau of Labor Statistics, Occupational Handbook). The BLS, EMSI, and other data analytics frequently collapse specific job titles under the broader category of technical writers or scientific / science writing. A simple search using the bolded job titles below will yield a wide variety of more specific titles. These are a representative sample of the positions our BS in English graduates would be qualified for upon graduation. Those who fulfill requirements by choosing a STEM minor or STEM majors who double with our BS in English will be qualified for jobs requiring a STEM background.

**Specific Job Titles:**

**Environmental Writer / Natural Resource Writer:**

Environmental Editor  
General Permit Writer  
NPDES Permit Writer  
Air Permit Writer  
Hydrogeologist Permit Writer  
Sustainability Copywriter  
Grant Writer  
Natural Resource Proposal Writer  
Information Writer  
Regulatory Document Writer  
Environmental Writer, Green Content Initiative  
Technical Writer, Environmental

**Engineering Writer:**

Technical & Engineering Writer  
Technical Writer, Internal Developer Relations, Build, Text, Release  
Editor, Technical, Trades, Engineering  
Technical Writer with Engineering Background  
Technical Writer, Content Writer-Engineering Research  
Engineering Technical Writer  
Documentation Engineer / Technical Writer  
Technical Writer/Sales Proposal Engineer

**Science Writer:**

Research and Blog Editor  
Content Writer – Data and Research  
Medical Writer  
Research Scientific Writer  
Research Analyst/Scientific Writer  
Scientific Technical Writer  
Science Writer  
Science Writer, Reporter

- b. Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

In 2020, the University of Idaho's completion rate grew by 8.3%. And between 2012-2020 the completion rates for distance offered programs in our region grew by 200% (EMSI Program Overview 2021). Our BS in English will help to meet this demand because it has a

path to complete degree requirements fully online.

Our online professional writing courses also attract students from other institutions outside of Idaho and the United States.

The increased demand for undergraduate degrees to be fully online will allow us to reach demographics who would otherwise not be interested in our BA degree. We have received requests for an online degree with courses in technical writing from prospective students in Boise, a city that has seen a huge growth in tech companies. Additionally, we currently have a CDA campus location with students interested in online options, as many work full time and/or have families. The BS is thus a response to demands from prospective students who cannot complete our BA because it is not fully online.

Our professional writing (PW) courses are also required by other disciplines. Thirty-three University of Idaho Bachelor of Science programs require one of our PW courses and twenty-three require two. Our BS in English degree will be attractive to students who are interested in double majoring with our degree where they will develop one of the top 3 skills employers want. And because it will not require completion of a foreign language, and can be completed fully online, double majoring will be easier for these students to do.

In addition, Sunny Wallace, the UI Director of Executive projects, is leading a rural and adult service learning project. We met with her team over the summer, all of whom expressed great interest in our BS degree. The goal of the project is to improve the quality of life, economic access, and the Idaho college go-on rate for adult and/or rural students. Students will have the opportunity to not only enroll in online degree programs, but also receive credit through cross-disciplinary internships that meet local community and research needs and that can be replicated across Idaho.

We hope to collaborate further on this project with our BS, and have been invited to participate in the Rural and Adult Serving Summits occurring in Salmon and McCall in October, which will showcase a number of UI programs.

**c. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

Idaho is a state rich in Natural Resources that is managed by both government and private sectors with a high demand for workers who can enter and successfully support communication needs in these professional environments. Natural resource jobs involve research, education, engineering, management, use, and conservation of different natural resources, including water, land, plants, soil, and animals.

The broad-reaching implications for students enrolled in our program include not only preparation to enter this workforce, but opportunities to engage in citizenship, civil service, advocacy, activism, and entrepreneurship. Such an emphasis is a worthy enactment of the College of Liberal Arts and Social Sciences' strategic signature area of human communities.

The BS will also compliment work already being done at UI via the Confluence Lab, which facilitates creative interdisciplinary research projects that bring together scholars in the arts, humanities, and sciences, together with community members, to engage in environmental issues impacting rural communities. It was created by faculty in Natural Resources and English, and involves PhD students in Environmental Science and beyond. BS students will be eligible for internships at the Lab.

**3. Program Prioritization**

Is the proposed new program a result of program prioritization?

Yes \_\_\_\_\_ No X

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

**4. Credit for Prior Learning**

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not Applicable.

**5. Affordability Opportunities**

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

Our professional writing courses, with the exception of ENGL 316: Environmental Writing, do not use publisher textbooks. We have created a type of e-book within our Canvas courses that serves as a main text. And our curriculum is fully set up in Canvas blueprint courses. All faculty teach the same curriculum which can be synced with the blueprint and requires only a few final steps for faculty to set the course up. We plan to utilize the same method for any new courses affiliated with the BS. (We currently only propose three new courses, which will utilize existing faculty specialties: Visual and Cultural Rhetoric; Grant Writing; and Advanced Technical Writing.)

**Enrollments and Graduates**

**6. 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 for the most past four years.

None of [Idaho's public institutions that offer Baccalaureate degrees](#) offer a BS in English.

Insti t	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education 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.

Not Applicable

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

<b>Proposed Program: Projected Enrollments and Graduates First Five Years</b>											
<b>Program Name: BS in English</b>											
<b>Projected Fall Term Headcount Enrollment in Program</b>						<b>Projected Annual Number of Graduates From Program</b>					
FY23_ _ (first year)	FY24_ _	FY25_ _	FY26_ _	FY27_ _		FY23_ _ (first year)	FY24_ _	FY25_ _	FY26_ _	FY27_ _	
6	12	15	20	25							

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

This is difficult to estimate precisely as we do not currently have a fully online program or a BS.

But based on student need, job demand, our current CDA student population (currently at 13), and a Lightcast report (a labor market analytics firm) on Professional, Technical, Business, and Scientific Writing, above is a conservative estimate of student numbers. Additionally, the Rural and Adult Serving initiative from our Director of Executive Projects, Sunny Wallace, is already working to promote our BS in towns like Salmon and McCall, so we expect to have a wide reach.

We also expect students in our existing BA program who do not wish to complete the BA language requirement to transfer over to the BS.

The capacity for the program is therefore flexible. We currently have 136 students enrolled in our BA in English.

University of Idaho recruitment efforts include the following:

**Top of the recruitment funnel: attracting students to U of I**

Advertise the university and our majors/programs to prospective students that have shown an interest in higher education. Encourage prospective students/high schools to visit campus, attend camps and events. Admissions counselor team attends college fairs, and visits high schools and community colleges.



**Middle of the recruitment funnel: engaging promising prospects**

Varied communication (email, postcards, letters, phone calls, texts, etc.) to prospects that have shown interest in university and majors/programs. Invite prospective students to visit campus, attend camps and events. Meaningful communication and meetings between admissions counselor team and prospective students

**Bottom of recruitment funnel: admitted to enrolled (yield campaign)**

Varied yield communication (email, postcards, letters, phone calls, texts, etc.) to admitted students – leverage our alumni network, current students and personal faculty outreach. Invite admitted students to visit campus, attend admitted student events and other university events. Connect admitted students with campus resources (financial aid – discuss finances, advisors/faculty – register for classes, housing, etc.). Admissions counselor team reaches out and connects with prospective/admitted students who have trickled out or been unresponsive.

**Department of English** recruitment efforts include the following:

Reaching out to prospective students such as email and phone, inviting them to attend department events in-person and via Zoom, working with Dual Credit faculty around the state teaching ENGL 101, 175, 257, and 258, and attending UIBound events.

Additional planned recruitment efforts involve working with high schools in Boise to specifically target that population.

**10. Minimum Enrollments and Graduates.**

- a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

We would set a program minimum of 10. Because students in both the BA and BS can take the same classes, there is not a lot of pressure on the BS, at least initially, to have a large number of students.

- b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

If enrollment in the BS program falls below 10, the program will be reevaluated to determine sustainability.

- 11. 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.

We will not be seeking a specialized accreditation. The BS will be part of standard departmental assessment and review. See section 17 for department assessment practices.

- 12. 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 A.**

Not applicable.

**13. 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 State Board of Education.

Will this program lead to certification?

Yes \_\_\_\_\_ No X \_\_\_\_\_

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

**14. Three-Year Plan: If this is a new proposed program, is it on your institution’s approved 3-year plan?**

Yes X No \_\_\_\_\_

If yes, proceed to question 15. If no:

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

Indicate (X) by each applicable statement:

	Program is important for meeting your institution’s regional or statewide program responsibilities.
	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

**b. Provide an explanation for all statements you selected.**

*Program is important for meeting your institution’s regional or statewide program responsibilities.*

*The program is in response to a specific industry need or workforce opportunity.*

## **Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan**

### **15. Curriculum. Provide descriptive information of the educational offering.**

- 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.	45 credit hours
Credit hours in required courses offered by other departments:	18 credit hours (College requirement: For the B.S. degree, the student may substitute the successful completion of an academic minor, second major, or area of emphasis of at least 18 credits approved by the department.)
Credit hours in institutional general education curriculum	48 credit hours (36 Gen Ed plus 12 CLASS)
Credit hours in free electives	9 credit hours
Total credit hours required for degree program:	120 credit hours

- b. Curriculum.** Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

BS in English Requirements

\*All classes worth 3 credits, except for ENGL 201 (1 cr)

Required coursework includes the university requirements (see regulation J-3), the general requirements for the BS degree, and:

Required Course (3 cr):

ENGL 202 Intro to Technical Writing

Select 12 credits from the following (12 cr):

ENGL 201 English Grammar: Key Concepts and Terms (1 cr)

ENGL 207 Persuasive Writing

ENGL 208 Personal & Exploratory Writing

ENGL 231 Introduction to Screenwriting

ENGL 241 Introduction to the Study of Language

ENGL 257 Survey of Western World Literature I

ENGL 258 Survey of Western World Literature II

ENGL 267 Survey of British Literature I

ENGL 268 Survey of British Literature II

ENGL 277 Survey of American Literature I

ENGL 278 Survey of American Literature II

ENGL 281 Introduction to Women's Literature

ENGL 290 Introduction to Creative Writing  
ENGL 298 Internship  
FTV 100 Film History and Aesthetics  
FTV 200 Global Film Styles

Select 15 credits from the following (15 cr):

ENGL 3XX Grant Writing  
ENGL 309 Rhetorical Style  
ENGL 310 Critical Theory  
ENGL 313 Business Writing  
ENGL 316 Environmental Writing  
ENGL 317 Intermediate Technical Writing  
ENGL 318 Science Writing  
ENGL 322 Climate Change Fiction  
ENGL 329 (s) Literature and Film  
ENGL 345 Shakespeare  
ENGL 365 Gothic Literature  
ENGL 366 Utopian and Dystopian Literature  
ENGL 380 U.S. Ethnic Literatures  
ENGL 382 Queer Literature  
ENGL 383 African American Literature  
ENGL 384 Native American and Indigenous Literature  
ENGL 385 World Literature  
ENGL 391 Poetry Writing Workshop  
ENGL 392 Fiction Writing Workshop  
ENGL 393 Nonfiction Writing Workshop

Select 12 credits from the following (12 cr):

ENGL 4XX Visual Culture and Rhetoric  
ENGL 4XX Advanced Technical Writing  
ENGL 400 (s) Seminar in Literature and Theory  
ENGL 401 Writing Workshop for Teachers  
ENGL 402 Internship in Tutoring Writing  
ENGL 404 (s) Special Topics  
ENGL 408 Language Acquisition and Development  
ENGL 410 Studies in Linguistics (cross-listed with 510)  
ENGL 419 Writing for the Web  
ENGL 444 Sociolinguistics  
ENGL 445 Young Adult Literature  
ENGL 447 Screenwriting  
ENGL 461 (s) Modern and Contemporary Poetry  
ENGL 462 (s) Traditions and Trends in Fiction  
ENGL 463 (s) Life-writing and the Essay  
ENGL 464 Literature of Oppression and Resistance  
ENGL 473 Western American Literature  
ENGL 481 (s) Women's Literature  
ENGL 482 (s) Major Authors  
ENGL 486 Publishing and Editing  
ENGL 487 (s) Advanced Creative Writing Techniques  
ENGL 491 Advanced Poetry Writing  
ENGL 492 Advanced Fiction Writing  
ENGL 493 Advanced Nonfiction Writing  
ENGL 496 History of the English Language

ENGL 497 Practicum  
ENGL 498 Internship  
ENGL 499 Directed Study

Choose 3 credits from the following (3 cr):  
ENGL 440 (s) Professional Writing Portfolio

Total for major: 45 hours

Courses total 120 credits for this degree.

- 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.

ENGL 440: Professional Portfolio Writing (capstone)

**16. Learning Outcomes: Expected Student 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 students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

BS Learning Outcomes:

LO1. Students' writing is stylistically sophisticated and exhibits correct usage of grammar and citation conventions.

LO2. Students can write a research project that exhibits effective deployment of research as evidence.

LO3. Students can write an analytic essay or report that exhibits both critical thinking and effective argumentation.

LO4. Students demonstrate expertise in composing in digital environments, including strategies for evaluating digital writing technologies, composing texts and other multimedia products in online spaces, conducting research in digital environments, and disseminating texts in digital genres.

## 17. Assessment plans. Program level

- a. **Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

We will not be seeking a specialized accreditation. The BS will be part of standard program review. Each semester, all faculty are involved in assessing our degrees: each faculty member selects a signature assignment from one class and assesses whether students have met one or two key learning outcomes.

Faculty review these assessments together in a fall retreat, and the Chair uses the feedback to compile an annual report. The Annual Report, which includes sections on goals, dept needs, and future plans, is then reviewed by the Dean.

The degree-specific learning outcomes are also consistently reviewed for accuracy and clarity. Finally, we also solicit student feedback via in-person conversations with faculty and via anonymous year end surveys.

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

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. **Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

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

All faculty have computers that are updated regularly. In addition, multimedia classroom technology is available for teaching in-person or hybrid classes. And all of our existing professional writing courses, all of which will also support the new BS, have fully developed curriculum in Canvas blueprint courses.

When faculty members are assigned to teach one of these courses, their sections are synced with the corresponding blueprint course, and faculty only need to do a few additional steps to ready their section for that semester.

- 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?

None

- 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.

None

**19. Library and Information Resources:** Describe adequacy and availability of library and information resources. Draft of response

- 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.

All of our current library sources will be adequate for the proposed program and students taking online courses have complete access to 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.

None.

**20. Faculty/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?

Our current staffing resources will be sufficient for this program, including the following new courses:

ENGL XXX 3 cr Visual and Cultural Rhetoric  
ENGL XXX 3 cr Grant Writing  
ENGL XXX 3 cr Advanced Technical Writing

- 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.

Not applicable.

- 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?

Our current personnel resources will be able to maintain the quality and productivity of existing programs and will not be negatively impacted by the proposed program.

- 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.

New personnel will not be needed.

## 21. 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.

Not applicable.

- 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.

**22.** Using the excel **budget template** provided by the Office of the State Board of Education, provide the following information:

Not applicable.

- 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).

Attach. #6

# 493: SOCIAL MEDIA MANAGEMENT ACADEMIC CERTIFICATE

## In Workflow

1. 008 Chair (rsjohnson@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
12. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
15. Steve Stubbs (sstubbs@uidaho.edu)

## Approval Path

1. Thu, 29 Sep 2022 21:48:44 GMT  
Robin Johnson (rsjohnson): Approved for 008 Chair
2. Mon, 03 Oct 2022 21:03:53 GMT  
Charles Tibbals (ctibbals): Approved for CLASS Review
3. Mon, 03 Oct 2022 21:04:22 GMT  
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Tue, 04 Oct 2022 06:04:02 GMT  
Sean Quinlan (quinlan): Approved for 18 Dean
5. Sat, 08 Oct 2022 21:55:40 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
6. Wed, 12 Oct 2022 18:01:05 GMT  
Steve Stubbs (sstubbs): Approved for Curriculum Review
7. Mon, 17 Oct 2022 19:27:34 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Tue, 18 Oct 2022 17:00:10 GMT  
Steve Stubbs (sstubbs): Approved for Registrar's Office
9. Wed, 19 Oct 2022 17:59:10 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
10. Tue, 25 Oct 2022 22:53:23 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Program Proposal

Date Submitted: Thu, 29 Sep 2022 21:47:58 GMT

**Viewing: 493 : Social Media Management Academic Certificate**

**Last edit: Mon, 17 Oct 2022 19:27:30 GMT**

Changes proposed by: Robin Johnson

### Faculty Contact

Faculty Name	Faculty Email
Robin	Johnson

**Will this request have a fiscal impact of \$250K or greater?**

No

### Academic Level

Undergraduate

### College

Letters Arts & Social Sciences

**Department/Unit:**

Journalism &amp; Mass Media

**Effective Catalog Year**

2023-2024

**Program Title**

Social Media Management Academic Certificate

**Degree Type**

Certificate

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

**Program Credits**

15

**CIP Code**

09.0702 - Digital Communication and Media/Multimedia.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

**Financial Information****What is the financial impact of the request?**

Less than \$250,000 per FY

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

**Describe the financial impact**

The certificate will have minimal financial impact to the unit as the courses required are already existing. There will be a realignment of faculty resources in the unit for one of the courses to be offered each academic year. All other courses are already offered at least once a year.

**Curriculum:**

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

<b>Code</b>	<b>Title</b>	<b>Hours</b>
JAMM 121	Media Writing	3
JAMM 122	Multimedia Storytelling	3
JAMM 252	Introduction to Strategic Communications	3
JAMM 365	Social Media	3
JAMM 367	Social Media Management and Analytics	3

**Total Hours****15**

**Courses to total 15 credits for this certificate**

## Distance Education Availability

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

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

No

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

## Geographical Area Availability

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

Moscow

## Student Learning Outcomes

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

Students completing the certificate in Social Media Management will be expected to:

Understand concepts and apply theories in the use and presentation of images and information

Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work

Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve

Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness

Apply basic numerical and statistical concepts

Apply tools and technologies appropriate for the communications professions in which they work

**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 strategy for the school is to directly measure whether students are aware, understand and can apply learning outcomes at different waypoints in the curriculum. Doing so will allow the faculty to analyze the attainment of learning outcomes at each waypoint and make changes to improve teaching and learning where it is needed.

Assessment maps provide an overview of the required courses for each learning outcome and the level of knowledge acquisition of the learning outcomes.

Each course on an assessment map includes associated learning outcomes on its syllabus, and course instructors deploy teaching and learning strategies designed to provide students with an awareness, understanding or application of the learning outcomes based on the course level. Syllabi are collected each semester and examined for inclusion of learning outcomes.

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

The assessment report derived from annual program review and assessment for the certificate will provide the basis for discussion among faculty on any curriculum or other changes needed during the Fall faculty retreat typically held the week before Fall classes begin. Changes implemented during faculty meetings will be included in that year's annual program review.

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

Direct measures are derived from assignments, exams or other instruments assigned to students by instructors or specialized instruments with no grading component in the course. The materials should be analyzed by faculty members, professionals or knowledge experts independent of the course or course grades using rubrics or other methods designed to measure knowledge acquisition of learning outcomes. The university also accepts instructor-led measurement and analysis of learning outcomes in individual courses.

Indirect measures provide additional holistic information to help guide assessment decisions and changes to improve teaching and learning. The school uses graduating senior surveys, specialized questions on student course evaluations, awards in student media competitions, three-year post-graduation surveys, retention and graduation rates and high impact practices such as service learning opportunities and alumni mentoring.

### When will assessment activities occur and at what frequency?

At the beginning of a semester, instructors of courses on the assessment maps will be notified of any direct measurement tools that need to be created or existing tools that will be used to collect data. The instructors will be responsible for deploying the tool, collecting or capturing the data or materials needed for assessment, and providing the materials or data to the director or designate. The school uses a schedule that includes semiannual, annual and biennial data collection and analysis to balance the scope of assessment activities with the size of the faculty.

The university's assessment of program-level student learning outcomes ensures student achievement and continuous program-level improvement. Each year faculty and administrators of academic programs collect and analyze data and determine how to improve teaching and learning based on the results. The school adopts the annual assessment reporting deadlines established by the university. Reporting deadlines for assessment reports are around the end of October each year.

## **Student Learning Outcomes**

### **Learning Objectives**

Students completing the certificate in Social Media Management will be expected to:

- Understand concepts and apply theories in the use and presentation of images and information
- Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
- Apply basic numerical and statistical concepts
- Apply tools and technologies appropriate for the communications professions in which they work

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

Social media management positions and careers are in demand in a wide variety of industries and organizations. Students are also increasingly interested in taking a range of courses to allow them to develop the skills in writing, content creation, strategic communication and analytics that are needed according to job market analysis by EMSI and other sources.

The certificate will have minimal financial impact to the unit as the courses required are already existing. There will be a realignment of faculty resources in the unit for one of the courses to be offered each academic year. All other courses are already offered at least once a year.

Key: 493



## POLICY COVER SHEET

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

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

**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title: **FSH 5600 RESEARCH CONFLICTS OF INTEREST**

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title:

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

**Originator: Kay Dee Holmes**

**Policy Sponsor, if different from Originator: Chris Nomura**

**Reviewed by General Counsel**       Yes \_\_\_No    Name & Date: Manisha Wilson 9/1/22

1.     **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.  
Address gaps and redundancies in the present policy and improve readability.
  
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 5650 has been combined in this re-write of 5600 and 5650 will be deleted if the rewrite is approved.
  
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.

**RESEARCH CONFLICTS OF INTEREST POLICY**

**LAST REVISION:** July 2007 (editorial)

CONTENTS:

- A. Purpose
- B. Scope
- C. Definitions
- D. Disclosures, Updates, and Changes
- E. Review and Management of Research Conflicts of Interest
- F. Reporting and Record Retention
- G. Training
- H. Enforcement and Sanctions

**A. PURPOSE**

The purpose of this policy is to ensure that no Research Conflicts of Interest directly and significantly impact the design, conduct, or reporting of research or sponsored project activities at the University of Idaho.

The University of Idaho strives to promote objectivity in Research by ensuring that Research at the University of Idaho is free from bias due to an investigator's financial interests. This policy states the requirements and procedures for disclosing Significant Financial Interests and how a Research Conflict of Interest is determined and managed. Note that for purposes of this policy, a "Research Conflict of Interest" is a "Financial Conflict of Interest" as defined by the U.S. Department of Health and Human Service Public Health Service (PHS) and the Department of Energy (DOE), and a "Conflict of Interest" as defined by the National Science Foundation (NSF) (see C-7).

**B. SCOPE.** This policy applies to Investigators on Research Projects funded by a Funding Entity as defined in C-4.

**C. DEFINITIONS**

**C-1. "Equity"** means any interest in the profits of or other ownership interest in any commercial or non-profit enterprise, including common stock and other securities, and any right to acquire any of the foregoing such as an option, warrant, or other security that is convertible into an equity security.

**C-2. "Family" or "Family Member"** means the Investigator's spouse and dependent children.

**C-3. "Funding Entity"** means a federal agency or other sponsor that requires an Investigator to disclose their Significant Financial Interests.

**C-4. "Intellectual Property"** means the rights from a patent, trademark, copyright, trade secret, or other similar intangible property right, including but not limited to, inventorship or authorship.

**C-5. "Investigator"** means any person at UI who is responsible for the design, conduct, or reporting of funded Research.

**C-6. "Research"** means a creative endeavor or a systematic investigation, study or experiment designed to develop or contribute to generalizable knowledge. The term encompasses basic and applied research (e.g., a published article, book, or book chapter), product development (e.g., a diagnostic test or drug), and any activity for which research funding is available through a grant or cooperative agreement, research grant, career development award, center grant, individual fellowship award, infrastructure award, institutional training grant, program project, or research resources award.

**C-7. "Research Conflict of Interest" or "RCOI"** means a Significant Financial Interest or a financial relationship (for DOE funded projects) of an Investigator or the Investigator's Family that could directly and significantly affect the design, conduct, or reporting of Research.

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Section 5600: Financial Disclosure Policy  
July 2000

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**C-8. “Research Conflict of Interest Officer” or “RCOI Officer”** means the person appointed by the Vice President of Research to review all disclosures of Significant Financial Interests and to identify and resolve and Research Conflicts of Interest.

**C-9. “Significant Financial Interest” or “SFI”** means any of the following Financial Interests held by an Investigator or Family Member:

- a. Remuneration (such as salary, consulting fees, honoraria, paid authorship, payments for services, etc.) received from a foreign or domestic entity other than the UI in the last 12 months and valued at \$5,000 or more;
- b. Equity or other ownership interest in a foreign or domestic entity that is valued at \$5,000 or more;
- c. Equity in a non-publicly traded foreign or domestic entity; or
- d. Income from the previous 12 months or projected income for the next 12 months that is related to Intellectual Property rights and interests and is \$5,000 or more.
- e. Remuneration (such as salary, lab space, and other tangible benefit) from participation in a Foreign - Government-sponsored Talent Recruitment Program (FGTRP) or intangible benefit from participation in an FGTRP. An FGTRP is an effort organized, managed, or funded by a foreign government, or a foreign government instrumentality or entity, to recruit science and technology professionals or students (regardless of citizenship or national origin, or whether having a full-time or part-time position).

A Significant Financial Interest does not include:

1. Remuneration received directly from the University of Idaho for carrying out University responsibilities;
2. Remuneration received from seminars, lectures, or services on advisory committees or review panel, or teaching engagements sponsored by public or nonprofit entities;
3. Remuneration from mutual funds and retirement accounts if the Investigator or Investigator’s Family Member does not directly control the investment decisions made for the fund or account.

**C-10. “SFI Disclosure”** means the electronic form used by the University for Investigators to disclose the Significant Financial Interests of themselves and their Family.

**C-11. “Sponsored Travel”** means travel related to an Investigator’s university responsibilities and paid on behalf of the Investigator rather than reimbursed so that the exact monetary value of the travel is not readily available.

#### **D. DISCLOSURES, UPDATES, AND CHANGES**

**D-1. Disclosures at the time of the proposal.** All Investigators on proposals that require disclosure of SFIs must disclose their SFIs before submitting the proposal for funding. If the Investigator has an SFI Disclosure on file that is less than one year old and reflects all current SFIs for the Investigator and Family Members, a new SFI Disclosure is not required. SFI Disclosures will not be reviewed until the Funding Entity selects the proposal for funding.

**D-2. Disclosures when funding is received.** If an Investigator’s proposal for Research is selected for funding by the Funding Entity the Investigator shall submit an updated SFI Disclosure to reflect any additional Significant Financial Interests the Investigator or Investigator’s Family acquired after the proposal was submitted.

**D-3. Annual disclosures and changes.** It is the Investigator’s responsibility to update the SFI Disclosure within 30 days of the Investigator or Investigator’s Family acquiring a new or increased SFI. Investigators shall keep their SFI Disclosure current and submit an updated SFI Disclosure every 12 months. Investigators shall receive notifications from the University’s electronic system when they need to submit an updated disclosure.



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**D-4. New Investigator added after work begins on a project.** If a new Investigator is added to a Research project after work begins, the new Investigator must submit an SFI disclosure before doing any work on the project. The RCOI Officer has 60 days to review the new Investigator's SFI disclosure and implement a management plan.

**D-5. Disclosure after work begins on a project.** Investigators are required to renew or re-certify their SFI disclosure every 12 months during the life any Research projects that require SFI Disclosures. The RCOI Officer has 60 days from disclosure of the SFI to review the SFI, determine if an FCOI exists, and implement a management plan. If an FCOI is found, the RCOI Officer shall also review all applicable Research projects the Investigator is working on to determine if the FCOI biased the design, conduct, or reporting of any Research project. If an FCOI is found to have biased a Research project, the RCOI Officer shall take steps to mitigate the bias and shall notify the Funding Entity (if required) and take action as required by the Funding Entity.

**D-6. Sponsored Travel disclosures.** Investigators must disclose any Sponsored Travel that was paid for on their behalf in the 12 months preceding the disclosure date, was related to their institutional responsibilities, and was paid for by a foreign or domestic entity (but not a state or federal government entity, a U.S. institution of higher education, a U.S. academic teaching hospital, a U.S. medical center, or a U.S. research institution affiliated with an institution of higher education). If the travel meets the foregoing criteria, the Investigator shall disclose the following information about the travel:

- a. the purpose of the trip,
- b. identity of the sponsor/organizer,
- c. the destination, and
- d. the duration of the travel.

**D-7. Confidentiality.** SFI Disclosures shall be kept confidential to the extent allowed by Idaho law, except as required for the performance of University duties..

## **E. REVIEW AND MANAGEMENT OF RESEARCH CONFLICTS OF INTEREST**

### **E-1. Review and management**

- a. The RCOI Officer shall review all SFI Disclosures to determine if a Research Conflict of Interest exists. A Research Conflict of Interests exists when the RCOI Officer reasonably determines that a SFI could directly and significantly affect the design, conduct, or reporting of the Research. The RCOI Officer may seek input and guidance from other institutional individuals and units when reviewing an SFI Disclosure.
- b. No funds may be encumbered nor work started on a Research project until the SFI Disclosure review is completed and, if required, a management plan put into place.

### **E-2. Management plan for a Research Conflict of Interest**

- a. If the RCOI Officer determines that an SFI is a Research Conflict of Interest, the RCOI Officer will draft a management plan to manage, reduce, or eliminate the Research Conflict of Interest. A management plan could consist of (but is not limited to) any of the following:
  1. Disclosing the Research Conflict of Interest to the appropriate audience or research participants.
  2. Monitoring or oversight of the Research for bias by an independent 3<sup>rd</sup> party.
  3. Modification of the Research plan.
  4. Change of personnel, their duties, or disqualification of personnel from participating in the Research.
  5. Total or partial sale of the SFI that created the RCOI.
  6. Modification or severance of the relationship that created the RCOI.
- b. The RCOI Officer shall submit the management plan to the University's Vice President for Research and Economic Development for approval. Work on the project may begin and costs start to accrue after the management plan has been approved by the VPR.

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**F. REPORTING AND RECORD RETENTION**

**F-1. Reporting.** As required by the funding agency, the University will submit information regarding the FCOI to the funding agency.

**F-2. Record Retention.** Records created and maintained under this Section 5600 shall be kept for at least three years from the date on which the final expenditure report is submitted to the funding agency or as required by the funding agency.

**G. TRAINING.** Investigators shall complete RCOI training before incurring or obligating costs on a project if the Funding Entity requires RCOI training. The training shall be repeated every four years for the life of the project or as required by the Funding Entity and immediately when any of the following occur:

**G-1.** The University revises the policies or procedures of the policy (FSH 5600) in a way that affects the Investigator's obligations;

**G-2.** When an individual is identified as an Investigator;

**G-3.** An Investigator is not in compliance with the University's RCOI policy or management plan; or

**G-4.** When requested by the RCOI Officer, a supervisor, or other University official.

**H. ENFORCEMENT AND SANCTIONS**

**H-1.** Investigators will receive automated reminders to submit their disclosures. Violations of this policy may be grounds for discipline or sanctions against an employee. The RCOI program office may notify investigators who are more than 30 days delinquent on submitting their disclosure or completing training that they need to complete their disclosure or training. The RCOI Officer may suspend relevant activities or impose other sanctions to help resolve Research Conflicts of Interest or noncompliance with this policy and program obligations.

**H-2.** The provisions of H-1 apply not only to noncompliance with this policy but also to noncompliance by an Investigator with any requirement relating to conflicts of interest to which UI is subject under state or federal law.

**Version History:**

**Amended 2023.** Rewritten to address gaps and redundancies and improve readability.

**Amended 2007.** Editorial changes.

**Adopted 1996.**

10/95

**2022 – 2023 Faculty Senate – ~~Pending Approval~~**  
**Meeting # 12**

Tuesday, November 8, 2022, 3:30 pm – 5:00 pm  
Zoom only

Approved at Meeting #14  
November 29, 2022  
(Meeting #13 was Canceled)

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

**Absent:** Fairley (excused), Schwarzlaender (excused), Kindall

Vice Provost for Faculty Kelly-Riley attending in place of Provost Lawrence

**Guests/Speakers:** Terence Soule, Jaap Vos, Tim Prather, Andres Trujillo, Barb Kirchmeier, Eric Anderson, Ryanne Pilgeram, Dan Ewart

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

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #11 November 1, 2022 – Attach. #1

The minutes of the 2022-23 Meeting #11 November 1, 2022 were approved as distributed.

**Chair's Report:**

- Our shared success stories: Senator Kristin Haltinner recognized the faculty she works with, Leontina Hormel, Ryanne Pilgeram, Dilshami Sarathchandra, and Deb Thorne. The books they have recently published have received great press coverage: *Inside the World of Climate Change Skeptics* (Haltinner and Sarathchandra); *No Perfect Birth* (Kristin Haltinner); *Pushed Out* (Ryanne Pilgeram), *Trailer Park America: Reimagining Community in the 21<sup>st</sup> Century* (Leontina Hormel, forthcoming). Deborah Thorne is co-principal investigator on the nationally recognized [Consumer Bankruptcy Project](#). Ryanne Pilgeram has been able to secure “Climate Smart” grants, one of them for a study on women farmers. Congratulations to the team for their amazing accomplishments!
- The spread-pay *ad hoc* committee had their first meeting. They expect to report to Senate in about two weeks.
- The non-tenure-track instructors support *ad hoc* group is also moving on. A survey will come out soon and the data will be shared. A series of inspiring stories about the innovative work our non-tenure-track peers do for the university may help amplify their achievements and successes. If you have success stories you would like to share, please send them our way.

**Provost's Report, delivered by Vice provost for Faculty Diane Kelly-Riley:**

- A reminder of election day. Polls are open until 8pm today.
- Link for Faculty and Staff Excellence Awards: <https://www.uidaho.edu/governance/faculty-staff/university-awards/faculty/categories>. The deadline is Friday, January 27, 2023, but a couple of awards have a nomination process with nominations to be submitted by December 9, 2022. We are planning the University Excellence Awards ceremony for May 4, 2023 – please hold the date. We hope to have an event as nice and well attended as last year at the IUCC arena. This year we have two additional awards that are not yet on the list: Excellence in

General Education Teaching and Excellence in General Education Service. General Education Teaching refers to courses with General Education designation (36 credits at the undergraduate level).

**Committee Reports (vote):**

- **Catalog Items**

- UCC 477 Minor in Cybersecurity – Terence Soule, Department Chair, Computer Science Attach. #2.

There is large and growing demand for employees in a wide range of fields with cybersecurity skills and knowledge. This minor will allow students in a wide range of majors (criminology, sociology, political science, etc.) to gain those skills, making them more attractive to employers and making the degrees more attractive to potential students.

Vote: 27/27 in favor. Motion passes.

- UCC 489 Natural Resources Enterprise Management (B.S.) – Jaap Vos, Interim Department Head, Natural Resources and Society Attach. #3

This proposed program (Bachelor of Science in Natural Resource Enterprise Management) is a new program for the Department and the College. The focus area of the program was identified by stakeholders as a gap in natural resource education and also requested by students. The program builds on existing courses in the College of Natural Resources and the College of Business' Entrepreneurship Minor to create a degree program that takes advantage of the legacy of the traditional natural resources industry, while expanding it to include private sector involvement in the use and management of natural resources. The goal of the program is to expose students to creative, entrepreneurial, and private sector approaches to natural resource management. There are two other programs (Auburn and Kansas State), but they are more limited in scope, which makes our program more innovative and better addresses student needs. Thus, the program has the potential to attract students both regionally and nationally.

Discussion:

There was a request for clarification about the nature of the course NRS 201 – a new introductory course to the major Natural Resources Enterprise Management.

Jaap Vos said they expect over 210 students. In fact, the program has the potential to become the largest in the nation due to the component of more innovative private sector involvement in natural resources.

Vote: 23/23 in favor. Motion passes.

- UCC 77 Crop Sciences and Management (BSPLSC) - Tim Prather, Plant Sciences Attach. #4

This proposal is to change the name of the major to reflect the program we are delivering for students. There was a major named Crop Management that was dropped in a previous cycle. Changing the name also helps recruiting students interested in management.

Vote: 23/24 in favor; 1/24 against. Motion passes.

- UCC 482 Minor in Agricultural Commodity Risk Management – Andres Trujillo, Program Director, Agricultural Economics & Rural Sociology Attach. #5

The Department of Agricultural Economics and Rural Sociology (AERS) created the Agricultural Commodity Risk Management Program in the spring of 2017 as a collaborative effort with the College of Business and Economics (CBE) through the

Barker Trading Program. In Fall 2019 the 12 credit hours certificate in agricultural commodity risk management was added to the curriculum. Discussions and feedback from stakeholders, the industry, alumni, the Barker Trading program board, and current students identify a need for a minor in agricultural commodity risk management that provides additional training in analytics, international trade, and supply chain management. Moreover, a minor provides stronger signaling to potential employers in this field, like trading firms, merchandisers, cooperatives, financial institutions, originators, and overall risk management positions in agribusiness.

Discussion:

A discussion followed about the electives from which students must select at least 4 credits. The language is such that a student can select, for instance, to take a 1-credit lab course multiple times. Andres Trujillo explained that those labs are experiential learning courses, with trading of real money and where every situation is different. Thus, a student who takes the class more than once can participate in different roles, depending on their experience. Hence, the large flexibility.

Vote: 23/25 in favor; 2/25 against. Motion passes.

- **FSH Items**

- Committee on Committees

- FSH 1640.90 University Assessment & Accreditation Committee (UAAC) Directory  
Barb Kirchmeier, Director, Independent Study in Idaho Attach. #6

- The UAAC requests an update of their membership list to add two *ex-officio* non-voting members: the Director of General Education and the Director of CETL. The purpose is to receive feedback from others who are actively engaged in the process of assessment and accreditation. Moreover, our CETL member will help us streamline conversations about, for instance, Canvas and Anthology. The prospective new members have been attending the past few meetings and are fully onboard.

- Vote: 23/23 in favor. Motion passes.

**Other Announcements and Communications:**

- Career Impact Award – Eric Anderson, Interim Director of Career Services, Dr. Pilgeram, Culture, Society and Justice and Dr. Schiele, Chemical & Biological Engineering  
Eric Anderson is pleased to recognize the two award winners: Dr. Pilgeram, Culture, Society and Justice and Dr. Schiele, Chemical & Biological Engineering. They were chosen among 50 nominations!
- Continued discussion on APM 30.16:  
Senator Mittelstaedt is representing Senator Fairley who is unable to be present. A motion is before Senate from the previous meeting to request that President Green suspends APM 30.16 until a solution can be found. Senator Mittelstaedt reported that Senator Fairley would agree to referring the motion to an *ad hoc* committee for further consideration, as long as there is some flexibility on the OIT side for finding a “middle ground.” Vice President Dan Ewart said he is open to this approach. He also noted that we cannot just suspend APM 30.16, because a lot more than the hardware procurement issue is in the policy.  
The discussion continued, with some Senators reiterating the problems their constituents encountered (such as delivery timelines, costs, the fact that some funding agencies do not allow

PIs to use Lenovo computers, etc.), whereas Dan Ewart reiterated the benefits of the centralized approach from APM 30.16, which still offers some flexibility.

Secretary Sammarruca suggested that the debate is not moving us forward. Instead, let's seek a constructive solution by assembling a well-balanced committee to do an in-depth analysis of the problem and make recommendations to Senate.

A *secondary* motion to refer the main motion to an *ad hoc* committee for further analysis was brought forward and seconded (Mittelstaedt/Chapman).

Vote: 19/20 in favor; 1/20 against. Motion passes.

Some senators volunteered. Please email Chair Quinnett if you are interested in being part of this group.

**New Business:**

There was none.

**Adjournment:**

The agenda being completed, Chair Quinnett adjourned the meeting at 4:50pm.

Respectfully Submitted,

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

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 12

Tuesday, November 8, 2022 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #11 (November 1, 2022) **Attach. #1**
- III. Chair's Report
  - Our Shared Success Stories - Kristin Haltinner, Culture, Society and Justice.
- IV. Provost's Report
- V. Committee Reports
  - University Curriculum Committee (Vote)
    - UCC 477: Minor in Cybersecurity – Terence Soule, Department Chair, Computer Science **Attach. #2**
    - UCC 489: Natural Resources Enterprise Management (B.S.) – Jaap Vos, Interim Department Head, Natural Resources and Society **Attach. #3**
    - UCC 77: Crop Sciences and Management (BSPLSC) - Tim Prather, Plant Sciences **Attach. #4**
    - UCC 482: Minor in Agricultural Commodity Risk Management – Andres Trujillo, Program Director, Agricultural Economics & Rural Sociology **Attach. #5**
  - Committee on Committees (Vote)
    - FSH 1640.90 University Assessment & Accreditation Committee (UAAC) Directory – Barb Kirchmeier, Director, Independent Study in Idaho **Attach. #6**
- VI. Other Announcements and Communications
  - Career Impact Award – Eric Anderson, Interim Director of Career Services, Dr. Pilgeram, Culture, Society and Justice and Dr. Schiele, Chemical & Biological Engineering
  - Continued discussion on 30.16 - Jerry Fairley, Earth and Spatial Sciences **Attach. #7**
- VII. New Business
- VIII. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2022-2023 Faculty Senate Meeting #7 (October 4, 2022)
- **Attach. #2** UCC 477
- **Attach. #3** UCC 489
- **Attach. #4** UCC 77
- **Attach #5** UCC 482
- **Attach #6** FSH 1640.90
- **Attach #7** APM 30.16 Proposal

**2022 – 2023 Faculty Senate – Pending Approval**

**Meeting # 11**

Tuesday, November 1, 2022, 3:30 pm – 5:00 pm

Zoom only

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

**Absent:** Fuerst, Walsh (excused)

**Guests/Speakers:** Rachel Halverson, Traci Craig, Erin James, Robin Johnson, Kay Dee Holmes, Kent Nelson

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

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #10 October 25, 2022 – Attach. #1

The minutes of the 2022-23 Meeting #10 October 25, 2022 were approved as distributed.

**Chair's Report:**

- Our shared success stories: Senator Jean Marc Gauthier, Program Director VTD. Senator Gauthier spoke about a project where they created a virtual reality environment for Paradise Creek. They presented it at an international conference, and it was selected as one of the ten best virtual realities in the world. He also shared another project in collaboration with Ken Udas about online courses, also as virtual reality. They worked with CNR to create a virtual forest to train fire fighters.
- Annual enrollment ends today at midnight.
- Deadline for required employee annual training: December 8, 2022.
- OIT is trying to mitigate the issues many people have concerns about. Please see the latest communication in today's Register, "OIT Helps Mitigate Tech Challenges." Questions can also be directed to Jerilyn Prescott, OIT deputy director of customer satisfaction and communication.
- Final weekend to watch *Cabaret*. Friday November 4 and Saturday November 5 at 7:30pm; Sunday November 6 at 2pm. It's a wonderful production!

**Discussion:**

Some Senators are not optimistic that faculty voices will be taken into account by OIT – these Senators don't feel their input is relevant. Chair Quinnett reiterated that these conversations are in progress. President Green is also aware about this issue based on the discussion at the last UFM. Provost Lawrence added that OIT is trying to balance everyone's needs and that Dan Ewart is being extremely open to discussions. Chair Quinnett and Vice Chair Chapman will meet with the Ombuds tomorrow for help with facilitating a resolution.



### **Provost's Report:**

- Not all colleges have submitted the needed nominations for the university P&T committee by last Friday's deadline. The Provost recognizes that it is hard to get people to commit and will extend the deadline to this Friday, Nov. 4. The survey is open.
- Enrollment: The Provost shared some enrollment data requested by a Senator at the previous meeting. The data, which will be made available to everyone, show the enrollment by Idaho regions (there are six) and states. Total enrollment: 11,507. Of those students, 60% are from Idaho. For the new freshman class, 62% are from Idaho and 51% of the Idaho students are from the Boise region. Enrollment from Washington, Oregon and California is substantial and then drops off quickly for other states. If additional data or a different breakout are desired, the Provost will be happy to provide them.

#### Discussion:

A Senator would find it useful to know the school districts from which our students come from. The Provost will find out.

### **Committee Reports (vote):**

- UCC 478 Modern Language Study Academic Certificate – Rachel Halverson, Director, School of Global Studies. Attach. #2  
The School of Global Studies proposes an academic certificate in Modern Language Study. Completion of the certificate documents students' novice proficiency in their chosen language/languages and their knowledge of the fundamentals of second-language acquisition and intercultural communication. This certificate will document study of languages and reflects student readiness to work in a diverse environment where knowledge of intercultural communication is essential.  
Votes: 26/26 in favor.
- UCC 22 American Studies Minor, Inactivation – Traci Craig, Associate Dean, CLASS Attach. #3  
This minor is being removed because the program has been largely dormant for over ten years.  
Votes: 25/25 in favor.
- UCC 491 Technical Writing Academic Certificate – Erin James, Faculty, English Department Attach. #4  
This certificate program helps the Department reach a new student population and will help the University achieve its land grant mission. We hope to attract not only current students in both English and STEM fields but also people who are looking for continuing education and professional development in technical writing and communication. Because the certificate can be earned entirely online in asynchronous classes, it helps us to reach students wherever they are.
- UCC 494 English (BS) – Erin James, Faculty, English Attach. #5  
Departments of English at public universities in the State of Idaho offer only BA degrees in English. We are proposing a BS in English to fill this gap. This will be available in-person and online. Our proposed program is designed to be flexible in that it allows students to choose from a range of classes in English but requires them to take ENGL 202: Introduction to Technical Writing, and ENGL 440: Professional Writing Portfolio. Many students at UI transfer to English from other BS degrees, hoping to fulfill a technical writing degree, and the closest that we currently have is a BA with a concentration in Professional Writing. The BS will not replace this program but will allow for a more specialized concentration in science-related fields as students may opt to select a STEM minor or choose courses in related fields that will support their career goals. Additionally, the BA currently includes a language requirement in our college, which the

BS will not require. The BS can be completed either in-person or fully online. The BS is also a response to demands from prospective students.

Discussion:

There were some questions about the differences between the BA and the BS degrees, and the value of these new programs from the job market standpoint. Erin James explained that these credentials will help graduates who wish to go into technical writing at high-tech companies, or publishing and editing, or grant writing and other forms of professional writing.

Votes (UCC 491 and UCC 494 together): 23/23 in favor.

- UCC 493 Social Media Management Academic Certificate – Robin Johnson, Director, School of Journalism and Mass Media Attach. #6  
Social media management positions and careers are in demand in a wide variety of industries and organizations that hire marketers, advertisers, and strategic communicators. This certificate is also a response to student requests.

Discussion:

There was a question about prerequisites and whether there are any restrictions or exclusions. Robin Johnson clarified that the prerequisites have been revised to make the certificate as inclusive as possible.

Votes: 24/24 in favor.

**Other Policy Business (vote):**

- FSH 5600 Research Conflicts of Interest – Kay Dee Holmes, Assistant Director, Research Integrity Attach. #7

This is not a new policy. It's a major update to address gaps and redundancies in the present policy and improve readability. The current name "Financial Conflicts..." has been replaced by "Research Conflicts..." because FSH 5600 only applies to research, in contrast to FSH 6240.

Votes: 21/22 in favor; 1/22 against.

**Other Announcements and Communications:**

- FAQ Guidance for University Employees and Community Regarding State Laws on Abortion and Contraceptives – Kent Nelson, General Counsel

Discussion:

Although the FAQ was helpful, some Senators reported that their constituents still have concerns and feel there isn't enough guidance about classroom speech and what "promoting abortion" means. Kent Nelson responded that such questions cannot be answered in a general way. Instead, GC could visit individual units and discuss their specific needs.

The Senator reiterated their concern: is discussing research that shows the benefits of reproductive freedom a form of "promoting abortion?" General Counsel: we can talk to your group, but we can't eliminate the risks until the statute is clarified.

Regarding a question about whether there are special concerns with recorded classes, GC responded that whether a class is recorded or not shouldn't be relevant. However – a Senator later suggested – recording classes may be the best protection against possible students' accusations of improper speech in the classroom.

The question was raised as to why the nature of the original memo was so different from other schools' communications, where the classroom speech component was absent. Some faculty taught classes for five weeks without guidance. Response: the initial memo was an analysis of

the law and the problems it creates. This was explained well in President Green's follow-up memo. Again, visits to individual units may be the most helpful way to move forward. No more can be said at this time.

**New Business:**

Regarding APM 30.16, Senator Fairley reiterated that faculty are very frustrated because they had no opportunity to provide input, contrary to shared governance. He wants to propose a motion to ask the President to hold APM 30.16 and temporarily revert to the previous conditions until a resolution is found with faculty input. The motion is seconded (Haltinner).

Discussion:

A discussion followed about the pros and cons of proceeding to a vote on the proposed motion.

Arguments on one side: Dan Ewart came to Senate several times as the policy evolved and incorporated faculty feedback. Having this discussion and acting on the motion when Dan Ewart is not present is not productive. Dan Ewart is very willing to meet and talk.

Arguments on the other side: faculty have expressed concerns for years, but the APM policy approved July 2, 2022 does not reflect faculty input. Researchers must be able to select the equipment that's most appropriate for their work.

There were comments concerning the need to change university communication from "vertical" to more collaborative and inclusive. Seeking direct input from affected groups will help reduce the tension in future instances.

Chair Quinnett suggests continuing this discussion at the next meeting and inform the President in the meantime.

Senator J. Long moves to pick up the discussion at the next meeting. Seconded. Motion passes.

**Adjournment:**

The agenda being completed, Chair Quinnett adjourned the meeting at 4:58pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

# 477: MINOR IN CYBERSECURITY

## In Workflow

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

## Approval Path

1. Tue, 23 Aug 2022 21:24:41 GMT  
Terence Soule (tsoule): Approved for 131 Chair
2. Wed, 24 Aug 2022 21:30:22 GMT  
Patricia Colberg (colberg): Approved for 08 Curriculum Committee Chair
3. Fri, 14 Oct 2022 16:47:31 GMT  
Suzanna Long (long): Approved for 08 Dean
4. Tue, 18 Oct 2022 22:31:48 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
5. Thu, 20 Oct 2022 15:37:59 GMT  
Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Thu, 20 Oct 2022 15:57:34 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Mon, 24 Oct 2022 16:42:07 GMT  
Steve Stubbs (sstubbs): Approved for Registrar's Office
8. Wed, 26 Oct 2022 16:11:36 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
9. Wed, 02 Nov 2022 15:57:34 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Program Proposal

Date Submitted: Tue, 23 Aug 2022 21:11:13 GMT

**Viewing: 477 : Minor in Cybersecurity**

**Last edit: Thu, 20 Oct 2022 15:56:49 GMT**

Changes proposed by: Terence Soule

### Faculty Contact

Faculty Name	Faculty Email
Terence Soule	tsoule@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

No

### Academic Level

Undergraduate

### College

Engineering

### Department/Unit:

Computer Science

**Effective Catalog Year**

2023-2024

**Program Title**

Minor in Cybersecurity

**Degree Type**

Minor

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

**Program Credits**

19

**CIP Code**

11.0701 - Computer Science.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

**Financial Information****What is the financial impact of the request?**

Less than \$250,000 per FY

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

**Describe the financial impact**

This minor is based on existing courses. It does not require any additional resources. It is likely to make a number of majors (criminology, MIS, sociology, political science, etc. ) much more attractive, which should improve recruitment.

**Curriculum:**

Code	Title	Hours
CYB 110	Cybersecurity and Privacy	3
CYB 210	Cybersecurity Architectures and Management	3
CYB 401	Cybersecurity as a Profession	1
PHIL 103	Introduction to Ethics	3
One programming course from the following:		3-4
CS 120	Computer Science I	
CS 112	Computational Thinking and Problem Solving	
CS 212	Practical Python	
MATH 183	Introduction to Data Science in Python	
Two subject courses from the following:		6
ACCT 305	Accounting Information Systems	
CRIM 101	Introduction to Criminology	
CRIM 333	Elite and White Collar Crime	
CS 121	Computer Science II	
CYB 220	Secure Coding and Analysis	

MATH 176	Discrete Mathematics
MATH 415	Cryptography
MIS 350	Managing Information
PHIL 202	Introduction to Symbolic Logic
PHIL 312	Decision Theory
PHIL 208	Business Ethics
POLS 410	Game Theory
POLS 467	Constitutional Law

**Total Hours**

**19-20**

**Courses to total 19 credits for this minor**

## Distance Education Availability

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

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

No

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

## Geographical Area Availability

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

Moscow

## Student Learning Outcomes

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

After completing the minor students will be able to:

- Identify potential cybersecurity and privacy problems in a product, process, or organization
- List and describe potential avenues for appropriate solutions to cybersecurity and privacy problems
- Recognize professional responsibilities and make informed judgments in cybersecurity practice based on legal and ethical principles.

**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 process will follow the basic process already used in the CS Department to maintain our accreditation and Center of Academic Excellence status. We will collect assessment data based on student performance on assignments, quizzes, tests, and other course materials in each of the core courses: CYB110, CYB220, Phil103, and CYB400. A team of involved instructors will meet annually to review student performance and determine if it meets our expectations. Because cybersecurity is a rapidly changing field, they will also review program content to determine if it remains appropriate.

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

As noted above we will review that assessment data annually and use it to determine what changes in can be made to improve the program. Because continuous improvement is a requirement for accreditation, this process is already firmly in place to support our CS and Cybersecurity Bachelor's degrees.

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

Direct measures will include performance on assignments, quizzes, tests, and other in class curricular activities. We will use several indirect measures. End-of-course student evaluations, which include feedback on the relevance of that course, will be used to determine if the courses making up the program are useful to students coming from a variety of backgrounds. Annual meetings with representatives of the related departments (criminology, MIS, sociology, political science, etc.) will be used to determine if the program is beneficial to students from those departments.

**When will assessment activities occur and at what frequency?**

Instructors will collect assessment data every semester at the end of each course. A committee of involved faculty will review the assessment data annually. The committee will also meet with representatives of the related departments (criminology, MIS, sociology,

political science, etc.) annually to receive feedback about how the program is supporting, or failing to support, students from those majors.

## **Student Learning Outcomes**

### **Learning Objectives**

- Understand the importance of cybersecurity and privacy for individuals, organizations, and governments.
- Gain fundamental skills in programming and in designing, creating, maintaining, and assessing cybersecurity systems.
- Understand ethics as it applies to cybersecurity and privacy.

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

There is a huge and growing demand for employees in a wide range of fields with cybersecurity skills and knowledge. This minor will allow students in a wide range of majors (criminology, MIS, sociology, political science, etc.) to gain those skills making them more attractive to employers and making the degrees more attractive to potential students.

The minor is based on existing courses, so will not require the development of new courses. However, we expect enrollment in those courses to increase, potentially significantly. This may require shifting TA resources to manage the additional enrollments.

Key: 477

# 489: NATURAL RESOURCES ENTERPRISE MANAGEMENT (B.S.)

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## In Workflow

1. 153 Chair (jvos@uidaho.edu)
2. 11 Curriculum Committee Chair (evas@uidaho.edu)
3. 11 Dean (drbecker@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
13. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
14. Steve Stubbs (sstubbs@uidaho.edu)

## Approval Path

1. Wed, 28 Sep 2022 00:36:05 GMT  
Jacobus Vos (jvos): Approved for 153 Chair
2. Mon, 03 Oct 2022 19:22:27 GMT  
Eva Strand (evas): Approved for 11 Curriculum Committee Chair
3. Tue, 04 Oct 2022 15:02:40 GMT  
Dennis Becker (drbecker): Approved for 11 Dean
4. Sat, 08 Oct 2022 22:03:12 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
5. Wed, 12 Oct 2022 17:57:46 GMT  
Steve Stubbs (sstubbs): Approved for Curriculum Review
6. Mon, 17 Oct 2022 19:25:02 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Tue, 18 Oct 2022 17:10:05 GMT  
Steve Stubbs (sstubbs): Approved for Registrar's Office
8. Wed, 26 Oct 2022 17:05:31 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
9. Wed, 02 Nov 2022 16:14:10 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Program Proposal

Date Submitted: Wed, 28 Sep 2022 00:35:03 GMT

**Viewing: 489 : Natural Resources Enterprise Management (B.S.)**

**Last edit: Mon, 31 Oct 2022 20:55:20 GMT**

Changes proposed by: Jacobus Vos

### Faculty Contact

Faculty Name	Faculty Email
Jaap Vos	jvos@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

No

### Academic Level

Undergraduate

### College

Natural Resources



**Department/Unit:**

Natural Resources &amp; Society

**Effective Catalog Year**

2023-2024

**Program Title**

Natural Resources Enterprise Management (B.S.)

**Degree Type**

Major

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

**Program Credits**

120

**Attach Program Change**

NREM-BudgetProposalForm.xlsx

NREM-AcademicDegreeCertificate-FullProposalFormFinal.docx

**CIP Code**

03.9999 - Natural Resources and Conservation, Other.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

**Financial Information****What is the financial impact of the request?**

Less than \$250,000 per FY

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

**Describe the financial impact**

Program takes advantage of existing course work. Financial impacts are minimal and limited to the hiring of adjuncts when warranted due to enrollment (predicted in third year AY 25).

**Curriculum:**

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)), and:

<b>Code</b>	<b>Title</b>	<b>Hours</b>
FOR 221/WLF 220	Principles of Ecology	3
FOR 375	Fundamentals of Geomatics	3
NR 101	Exploring Natural Resources	2
NRS 125	Introduction to Conservation and Natural Resources	3
NRS 201	Course NRS 201 Not Found (new course proposal)	2
NRS 235	Society and Natural Resources	3
NRS 311	Public Involvement in Natural Resource Management	3

NRS 383	Natural Resource and Ecosystem Service Economics	3
NRS 462	Natural Resource Policy	3
NRS 497	Senior Thesis	3
Select 9 credits from the following list:		9
ENTR 314	Startup Innovation and Ideation	
ENTR 315	Feasibility Analysis	
ENTR 316	Business Model Design	
ENTR 317	Intellectual Property and Legal Issues for New Ventures	
ENTR 318	Prototype Development	
ENTR 319	New Venture Marketing	
ENTR 320	New Venture Funding	
ENTR 321	Accounting for Entrepreneurs	
ENTR 322	Social Ventures	
ENTR 323	Launching Tech Ventures	
Select one of the following emphasis areas:		21-28
Natural Resources Stewardship ( <a href="https://catalog.uidaho.edu/colleges-related-units/natural-resources/natural-resources-society/natural-resources-enterprise-management-bs/#NaturalResourcesStewardship">https://catalog.uidaho.edu/colleges-related-units/natural-resources/natural-resources-society/natural-resources-enterprise-management-bs/#NaturalResourcesStewardship</a> )		
Natural Resources Development ( <a href="https://catalog.uidaho.edu/colleges-related-units/natural-resources/natural-resources-society/natural-resources-enterprise-management-bs/#NaturalResourcesDevelopment">https://catalog.uidaho.edu/colleges-related-units/natural-resources/natural-resources-society/natural-resources-enterprise-management-bs/#NaturalResourcesDevelopment</a> )		
<b>Total Hours</b>		<b>58-65</b>

### A. Natural Resources Stewardship

Code	Title	Hours
ENGL 313	Business Writing	3
or ENGL 316	Environmental Writing	
or ENGL 317	Technical Writing	
NRS 364	Politics of the Environment	3
NRS 387	Environmental Communication Skills	3
NRS 475	Local and Regional Environmental Planning	3
Choose five courses from the following:		9-16
AGEC 477	Law, Ethics, and the Environment	
COMM 456	Nonprofit Fundraising	
ENVS 479	Introduction to Environmental Regulations	
FOR 326	Fire Ecology	
FOR 493	Business of Forestry	
HIST 424	American Environmental History	
MHR 311	Introduction to Management	
MHR 418	Managing Organization Design and Leading Changes	
NRS/FOR 472	Remote Sensing of the Environment	
ORGS 305	Nonprofit Organizations	
ORGS 320	Budgeting for Small Organizations	
ORGS 323	Messaging for Small Organizations	
ORGS 407	Advanced Nonprofit Organizations	
REM 280	Introduction to Wildland Restoration	
WLF/FISH 314	Ecology of Terrestrial Vertebrates	
WLF 440	Conservation Biology	
<b>Total Hours</b>		<b>21-28</b>

Courses to total 120 credits for this degree

### B. Natural Resources Development

Code	Title	Hours
FOR 326	Fire Ecology	3
REM 280	Introduction to Wildland Restoration	2
WLF/FISH 314	Ecology of Terrestrial Vertebrates	3
WLF 440	Conservation Biology	3
Choose five courses from the following:		11-17

FISH 430	Riparian and River Ecology
FOR 430	Forest Operations
FOR 451	Fuels Inventory and Management
FOR 462	Watershed Science and Management
FOR 484	Forest Policy and Administration
FOR 493	Business of Forestry
NRS/FOR 472	Remote Sensing of the Environment
ORGS 305	Nonprofit Organizations
ORGS 323	Messaging for Small Organizations
REM 429	Landscape Ecology
REM 456	Integrated Rangeland Management
REM 459	Rangeland Ecology
WLF 492	Wildlife Management

**Total Hours****22-28****Courses to total 120 credits for this degree****Degree Maps:****Natural Resources Stewardship Emphasis**

	<b>Hours</b>	
<b>Fall Term 1</b>		
BIOL 102	Biology and Society	3
BIOL 102L	Biology and Society Lab	1
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
NR 101	Exploring Natural Resources	2
Oral Communications Course		3
<b>Hours</b>		<b>15</b>
<b>Spring Term 1</b>		
ENGL 102	Writing and Rhetoric II	3
FOR 221	Principles of Ecology	3
NRS 125	Introduction to Conservation and Natural Resources	3
Humanistic and Artistic Ways of Knowing Course		3
American Diversity Course		3
<b>Hours</b>		<b>15</b>
<b>Fall Term 2</b>		
NRS 201	Course NRS 201 Not Found	2
Social and Behavioral Ways of Knowing Course		3
Scientific Ways of Knowing Course		4
Elective Course		3
Elective Course		3
<b>Hours</b>		<b>15</b>
<b>Spring Term 2</b>		
NRS 235	Society and Natural Resources	3
Humanistic and Artistic Ways of Knowing Course		3
International Course		3
Elective Course		3
Elective Course		3
<b>Hours</b>		<b>15</b>
<b>Fall Term 3</b>		
FOR 375	Fundamentals of Geomatics	3
NRS 364	Politics of the Environment	3
ENGL 313 OR ENGL 316 OR ENGL 317		3
Major Elective Course		3
ENTR 317 OR ENTR 318 OR ENTR 319 OR ENTR 320 OR ENTR 321 OR ENTR 322		3
<b>Hours</b>		<b>15</b>
<b>Spring Term 3</b>		
NRS 311	Public Involvement in Natural Resource Management	3
NRS 383	Natural Resource and Ecosystem Service Economics	3
NRS 387	Environmental Communication Skills	3
ENTR 317 OR ENTR 318 OR ENTR 319 OR ENTR 320 OR ENTR 321 OR ENTR 322		3
Major Elective Course		3
<b>Hours</b>		<b>15</b>
<b>Fall Term 4</b>		
NRS 462	Natural Resource Policy	3
NRS 475	Local and Regional Environmental Planning	3

ENTR 317 OR ENTR 318 OR ENTR 319 OR ENTR 320 OR ENTR 321 OR ENTR 322	3
Major Elective Course	3
Elective Course	3
<b>Hours</b>	<b>15</b>
<b>Spring Term 4</b>	
NRS 497 Senior Thesis	3
Capstone Experience Course	3
Major Elective Course	3
Major Elective Course	3
Elective Course	3
<b>Hours</b>	<b>15</b>
<b>Total Hours</b>	<b>120</b>

## Natural Resources Development Emphasis

<b>Fall Term 1</b>		<b>Hours</b>
BIOL 102 Biology and Society		3
BIOL 102L Biology and Society Lab		1
ENGL 101 Writing and Rhetoric I		3
MATH 143 College Algebra		3
NR 101 Exploring Natural Resources		2
Oral Communications Course		3
<b>Hours</b>		<b>15</b>
<b>Spring Term 1</b>		
ENGL 102 Writing and Rhetoric II		3
FOR 221 Principles of Ecology		3
NRS 125 Introduction to Conservation and Natural Resources		3
Humanistic and Artistic Ways of Knowing Course		3
American Diversity Course		3
<b>Hours</b>		<b>15</b>
<b>Fall Term 2</b>		
NRS 201 Course NRS 201 Not Found		2
Social and Behavioral Ways of Knowing Course		3
Scientific Ways of Knowing Course		4
Elective Course		3
Elective Course		3
<b>Hours</b>		<b>15</b>
<b>Spring Term 2</b>		
NRS 235 Society and Natural Resources		3
REM 280 Introduction to Wildland Restoration		2
Humanistic and Artistic Ways of Knowing Course		3
International Course		3
Elective Course		3
Elective Course		1
<b>Hours</b>		<b>15</b>
<b>Fall Term 3</b>		
FOR 326 Fire Ecology		3
FOR 375 Fundamentals of Geomatics		3
FISH/WLF 314 Fish Ecology		3
ENTR 317 OR ENTR 318 OR ENTR 319 OR ENTR 320 OR ENTR 321 OR ENTR 322 OR ENTR 323		3
Major Elective Course		3
<b>Hours</b>		<b>15</b>
<b>Spring Term 3</b>		
NRS 311 Public Involvement in Natural Resource Management		3
NRS 383 Natural Resource and Ecosystem Service Economics		3
ENTR 317 OR ENTR 318 OR ENTR 319 OR ENTR 320 OR ENTR 321 OR ENTR 322 OR ENTR 323		3
Major Elective Course		3
Elective Course		3
<b>Hours</b>		<b>15</b>
<b>Fall Term 4</b>		
NRS 462 Natural Resource Policy		3
WLF 440 Conservation Biology		3
ENTR 317 OR ENTR 318 OR ENTR 319 OR ENTR 320 OR ENTR 321 OR ENTR 322 OR ENTR 323		3
Major Elective Course		3
Elective Course		3
<b>Hours</b>		<b>15</b>
<b>Spring Term 4</b>		
NRS 497 Senior Thesis		3
Capstone Experience Course		3

Major Elective Course		3
Major Elective Course		3
Elective Course		3
	<b>Hours</b>	<b>15</b>
	<b>Total Hours</b>	<b>120</b>

## Distance Education Availability

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

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

No

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

## Geographical Area Availability

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

Moscow

## Student Learning Outcomes

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

After completing the Natural Resources Enterprise Management degree:

Graduates will be able to communicate effectively and will be able to create and practice effective oral, written, and graphic communication with diverse audiences.

Graduates will be able to critically evaluate and integrate concepts and knowledge from ecological, social, economic, political and business perspectives.

Graduates will be able to integrate and critically assess diverse viewpoints and perspectives that increase their ability to effectively manage natural resources and the environment as well as operate natural resource-based businesses/organizations.

Graduates will be able to synthesize ideas and information, to identify, analyze and address natural resource management issues, and develop planning and management skills to productively address conservation and environmental issues.

Graduates will demonstrate an integrated understanding of business and entrepreneurial principles and apply their knowledge to entrepreneurial opportunities in natural resource management and nature-based businesses/organizations

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

Assessment will be measured directly through student performance on specific projects and exams associated with required coursework. This includes their ability to apply their knowledge and skills in an internship and learn from that experience in NRS 497.

Indirect assessment will occur through a portfolio requirement in which the students will be asked to assess in how far they have achieved the learning outcomes of the program and provide examples of places in the curriculum where they addressed specific learning outcomes. In addition, they will be asked to reflect on the effectiveness of the program in preparing them for a career. The portfolios will be reviewed by the faculty and followed up with an exit interview as part of the last credit that students take of NRS 497.

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

Assessment findings will be shared with each instructor teaching a course that includes a direct assessment tool. Findings will be shared with Department faculty as part of the annual Department retreat held each August before the Fall Semester. Findings will be used to assess if the learning objectives are being met, and if not, courses and the program will be modified as needed.

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

Assessment will be measured directly through student performance on specific projects and exams associated with required coursework. This includes their ability to apply their knowledge and skills in an internship and learn from that experience in NRS 497.

Indirect assessment will occur through a portfolio requirement in which the students will be asked to assess in how far they have achieved the learning outcomes of the program and provide examples of places in the curriculum where they addressed specific learning outcomes. In addition, they will be asked to reflect on the effectiveness of the program in preparing them for a career. The portfolios will be reviewed by the faculty and followed up with an exit interview as part of the last credit that students take of NRS 497.

**When will assessment activities occur and at what frequency?**

Assessment activities will occur annually, associated with each class when scheduled in either the fall or spring semesters. The portfolios will be reviewed by the faculty and followed up with an exit interview as part of the last credit that students take of NRS 497.

**Student Learning Outcomes****Learning Objectives**

After completing the Natural Resources Enterprise Management degree:

Graduates will be able to communicate effectively and will be able to create and practice effective oral, written, and graphic communication with diverse audiences.

Graduates will be able to critically evaluate and integrate concepts and knowledge from ecological, social, economic, political and business perspectives.

Graduates will be able to integrate and critically assess diverse viewpoints and perspectives that increase their ability to effectively manage natural resources and the environment as well as operate natural resource-based businesses/organizations.

Graduates will be able to synthesize ideas and information, to identify, analyze and address natural resource management issues, and develop planning and management skills to productively address conservation and environmental issues.

Graduates will demonstrate an integrated understanding of business and entrepreneurial principles and apply their knowledge to entrepreneurial opportunities in natural resource management and nature-based businesses/organizations

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

This proposed program (Bachelor of Science in Natural Resource Enterprise Management) is a new program for the Department and College. The focus area of the program was identified by stakeholders as a gap in natural resource education. Additionally, there has been an increasing interest among students in natural resources from a recreation and preservation perspective, as well as a more private sector approach to the management of natural resources.

The program takes advantage existing courses in the College of Natural Resources and the College of Business' Entrepreneurship Minor to create a degree program that takes advantage of the legacy of the traditional natural resources industry, while expanding it to include private sector involvement in the use and management of natural resources. The goal of the program is to expose students to creative, entrepreneurial and private sector approaches to natural resource management. It will allow us to train a new generation of leaders that are prepared for the future of natural resource management in Idaho and the evolving public perception of how we use our public land and natural resources.

Since this new degree program primarily builds upon existing course offerings in CNR and the College of Business, we do not anticipate significant resources are needed to develop and deliver the program. In addition, the Department has discontinued its NRS degree which has freed up resources allowing us to better meet the needs of our stakeholders. Recently hired faculty who would fit well with program.

**Reviewer Comments**

**Rebecca Frost (rfrost) (Fri, 28 Oct 2022 23:16:07 GMT):** 4-year plans added for both options. It is strongly advised that the department look over these plans for any course sequencing issues as they did not submit the required plan with their program proposal.

Key: 489



# Idaho State Board of Education

## FULL PROPOSAL FORM

Academic Degree and Certificate Program

Date of Proposal Submission:	September 15, 2022		
Institution Submitting Proposal:	University of Idaho		
Name of College, School, or Division:	College of Natural Resources		
Name of Department(s) or Area(s):	Department of Natural Resources and Society		
Official Name of the Program:	Natural Resources Enterprise Management		
Implementation Date:	July 1, 2023		
Degree Information:	Degree Level: Bachelor	Degree Type: Bachelor of Science	
CIP code (consult IR /Registrar):			
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	100 percent face-to-face		
Geographical Delivery:	Location(s)	Moscow	Region(s)
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	<input type="checkbox"/>	Self-Support fee	<input type="checkbox"/> Professional Fee <input type="checkbox"/> Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	<input checked="" type="checkbox"/>	Regional Program Responsibility	<input type="checkbox"/> Statewide Program Responsibility

### Proposed Action

- New program offering**
- Undergraduate program
  - Graduate program
  - Undergraduate certificate (30 credits or more)
  - Graduate certificate (30 credits or more)
- New branch campus or change in location**

- Modification of Existing Academic Programs**
- Converting one program option to a stand-alone program
  - Consolidating two or more undergraduate programs into one
  - Consolidating two or more graduate programs into one
  - Splitting an existing program into two or more programs
  - Program expansion outside an institution's Designated Service Region as defined in Board Policy III.Z.
  - Adding certificate or degrees to existing programs

_____ College Dean	_____ Date	_____ Vice President for Research (as applicable)	_____ Date
_____ Graduate Dean/other (as applicable)	_____ Date	_____ Academic Affairs Program Manager, OSBE	_____ Date
_____ FVP/Chief Fiscal Officer	_____ Date	_____ Chief Financial Officer, OSBE	_____ Date
_____ Provost/VP for Instruction	_____ Date	_____ Chief Academic Officer, OSBE	_____ Date
_____ President	_____ Date	_____ SBOE/Executive Director or Designee	_____ 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. All questions must be answered.

## **Rationale for Creation or Modification of the Program**

- 1. Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

*This proposed program (Bachelor of Science in Natural Resource Enterprise Management) is a new program for the Department and College. The program takes advantage of existing courses in the College of Natural Resources and the College of Business' Entrepreneurship Minor to create a degree program that takes advantage of the legacy of the traditional natural resources industry, while expanding it to include private sector involvement in the use and management of natural resources. The goal of the program is to expose students to creative, entrepreneurial, and private sector approaches to natural resource management. It will allow us to train a new generation of leaders prepared for the future of natural resource management in Idaho and the evolving public perception of how we use our public land and natural resources.*

*Since this new degree program primarily builds upon existing course offerings in CNR and the College of Business, we do not anticipate significant resources are needed to develop and deliver the program. We do anticipate we will have to hire several adjunct faculty once the program is at full enrollment after several years.*

*Given there is only one similar degree in the US at Auburn University, we expect it will attract a significant number of students currently not enrolled at UI or being served by other institutions in the state.*

*The program consists of two different emphasis areas, **Natural Resources Stewardship** and **Natural Resources Development**. The **Natural Resources Stewardship** emphasis prepares students for the management of natural resources by the private and non-profit sector. The **Natural Resources Development emphasis** prepares students for running their own natural resource-based business.*

- 2. Need for the Program.** Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.
  - a. Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

*The focus area of the program was identified by stakeholders as a gap in natural resource education. Additionally, there has been an increasing interest among students in natural resources for a more business oriented approach to recreation and conservation education, as well as a more private sector approach to the management of natural resources.*

*The proposed program has two distinct emphasis areas that meet two different needs. The Natural Resource Stewardship emphasis focuses on the private sector management of natural resource. The conservation of private lands is an innovative tactic that leverages the increasing interest of the private sector to take part in the conservation of natural resources and includes the use of land trusts, conservation easements, etc. The Natural Resources Development emphasis prepares students for running their own natural resource-based business.*

*There is no BLS code that adequately captures either one of the two emphasis areas, but the nature-based non extractive industries are an important part of the U.S. economy. In 2020, the outdoor recreation economy accounted for 1.8 percent of GDP. According to the same data the impact on Idaho’s economy is even higher at 2.7 percent of Idaho’s GDP providing a total of 29,867 jobs (Bureau of Economic Analysis, U.S. Department of Commerce). Table 1 shows that this number was significantly down due to the COVID-19 pandemic and that Idaho’s outdoor recreation economy had been growing significantly from 2015-2019.*

*Table 1 Jobs in Idaho’s outdoor recreation sector*

<i>Year</i>	<i>Jobs (in thousands)</i>
<i>2015</i>	<i>31.1</i>
<i>2016</i>	<i>31.5</i>
<i>2017</i>	<i>33.0</i>
<i>2018</i>	<i>34.6</i>
<i>2019</i>	<i>35.4</i>

*Based on Headwaters Economics (<https://headwaterseconomics.org/economic-development/trends-performance/outdoor-recreation-economy-by-state/>)*

*The relevance of outdoor recreation for jobs in Idaho and the Mountain West can further be illustrated by looking at the BLS data for 39-7010 Tour and Travel Guides, which shows the relative high number of jobs for Tour and Travel Guides in Idaho and the Mountain West (figure 1).*

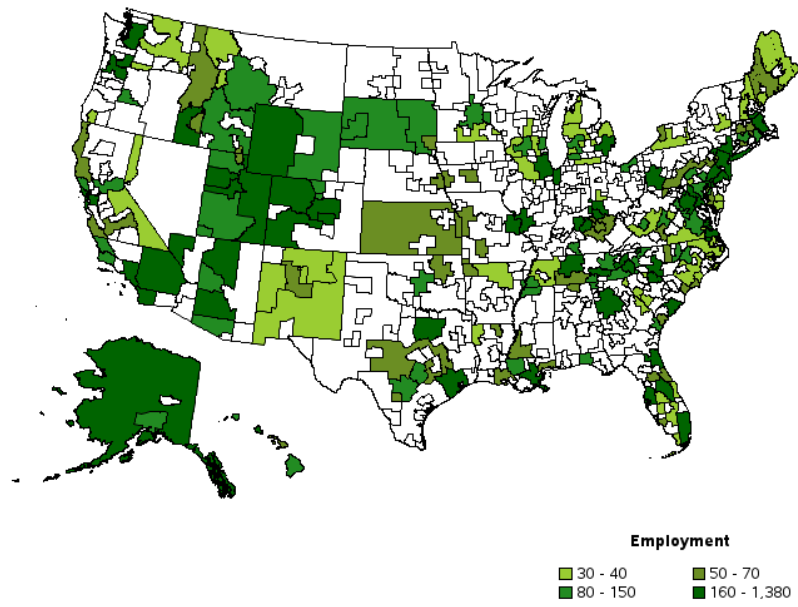


Figure 1 Employment of tour and travel guides (May 2021) U.S. Bureau of Labor Statistics, <https://www.bls.gov/oes/current/oes397010.htm>

- b. **Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

*The current generation of new students are increasingly interested in natural resources from a preservation and recreation perspective. We anticipate that the majority of these students will enroll as full-time students and anticipate both primary and secondary sources of demand:*

*Primary Source of Demand:*

*This will consist of be recent high school graduates residing in the Pacific Northwest states of Idaho, Oregon, and Washington. Within Idaho, the degree will be specifically targeted at the rural high school student population.*

*Secondary Source of Demand:*

*It is expected that this degree program will build of the College of Natural Resources' national reputation. There are only three somewhat similar programs in the country and relative to these degree programs, we can deliver a much deeper curriculum offering.*

*There is one similar program at Auburn University, a B.S. in Wildlife Enterprise Management in the School of Forestry and Wildlife Sciences. In its second year of existence (2020) that program had 111 students (ref). A much narrower program at Kansas State University, a B.S. in Wildlife and Outdoor Enterprise Management, averaged 92 students per year between 2013 and 2018. We could not find enrollment data for the B.S.*

c. **Societal Need:** Describe additional societal benefits and cultural benefits of the program.

**3. Program Prioritization**

Is the proposed new program a result of program prioritization?

Yes \_\_\_\_\_ No X

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

**4. Credit for Prior Learning**

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

*Not Applicable*

**5. Affordability Opportunities**

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

*The College of Natural Resources awards more than \$800,000 in scholarships, which will include this degree program. Internships are required and most likely would help offset cost of education. Potentially looking for endowment money to provide scholarships. The College Director of Development believes we will be able to raise \$500,000 in scholarship money in the first 5 years since it provides us with an opportunity to approach new potential donors such as the Rocky Mountain Elk Foundation and the Boone and Crocket Club.*

**Enrollments and Graduates**

6. **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 for the most past four years.

*No similar degree program exists among the public higher education institutions in Idaho.*

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education 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.

*No similar degree program exists among the public higher education institutions in Idaho.*

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

<b>Proposed Program: Projected Enrollments and Graduates First Five Years</b>										
<b>Program Name: Natural Resources Enterprise Management</b>										
<b>Projected Fall Term Headcount Enrollment in Program</b>					<b>Projected Annual Number of Graduates From Program</b>					
FY23 (first year)	FY24	FY25	FY26	FY27	FY23 (first year)	FY24	FY25	FY26	FY27	
5	25	50	80	110	0	0	0	3	15	

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

*From a student recruitment perspective, the College of Natural Resources recruits nationally – about one-half of the college’s undergraduate students are nonresidents. The college employs a strategic enrollment plan that segments and targets defined populations for each of its degree programs. To recruit for this proposed degree program, the college will target rural communities located in Idaho, California, Oregon, and Washington, implementing high school visits and various print and digital communication campaigns to introduce the program to prospective students. Students expressing interest in the program will be directly contacted by a recruiter and faculty (i.e., one-on-one recruitment interaction). The college’s national recruitment efforts will also very likely attract students from beyond Idaho and the West to this degree program.*

*As mentioned earlier, there is one similar program at Auburn University, a B.S. in Wildlife Enterprise*

*Management in the School of Forestry and Wildlife Sciences. In its second year of existence (2020) that program had 111 students (ref). A much narrower program at Kansas State University, a B.S. in Wildlife and Outdoor Enterprise Management, averaged 92 students per year between 2013 and 2018. Based on the enrolment numbers in these two programs, our headcount projections are very conservative.*

**10. Minimum Enrollments and Graduates.**

- a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

*The University of Idaho has contracted with Gray Associates, a company that has developed a dynamic database for the institution (Program Economics Platform), which allows for the calculation of the contribution margin (net revenue less costs) for each academic program. This proposed academic program will be discontinued if it experiences three consecutive years of negative contribution margin.*

*We believe that our enrollment projections for the degree program are fairly conservative and we fully expect that this program will allow us to attract a substantial number of students to the University that are currently not enrolled at UI or being served by other institutions in the state.*

*There are minimal costs associated with offering the program since it takes advantage of courses that are already offered and scheduled on a regular basis. In addition, it will support and boost the enrollment in the College of Business' Entrepreneurship Minor.*

*While it is difficult to pinpoint an exact minimum enrollment that justifies continuance of the proposed academic program since delivery is contingent on the cost structure, which can change year-to-year based, we believe that at least 15 students are necessary to result in a positive contribution margin.*

- b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

*The sunset clause by which this degree will be considered for discontinuance is if the program fails to generate a positive contribution margin for three consecutive years.*

**11. 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.

*Like all other academic programs at the University of Idaho, the proposed program will be required to perform an annual Academic Program Review (APR), which is a self-study quality assessment process required by the Idaho State Board of Education and the institution's accreditor, the Northwest Commission on Colleges and Universities (NWCCU). The APR process requires an examination of linked coursework to determine if student the stated learning outcomes for the academic program are being achieved and how well they are being achieved. The APR process also requires that academic programs annually assess student achievement, program demand and productivity, financial health, and resource use.*

**12. 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 A.**

*Not applicable to this degree*

- 13. 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 State Board of Education.

Will this program lead to certification?

Yes \_\_\_\_\_ No X \_\_\_\_\_

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

- 14. Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?**

Yes X No \_\_\_\_\_

If yes, proceed to question 15. If no:

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

Indicate (X) by each applicable statement:

<input type="checkbox"/>	Program is important for meeting your institution's regional or statewide program responsibilities.
<input type="checkbox"/>	The program is in response to a specific industry need or workforce opportunity.
<input type="checkbox"/>	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
<input type="checkbox"/>	There is a contractual obligation or partnership opportunity related to this program.
<input type="checkbox"/>	The program is in response to accreditation requirements or recommendations.
<input type="checkbox"/>	The program is in response to recent changes to teacher certification/endorsement requirements.

- b. Provide an explanation for all statements you selected.**

**Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan**

- 15. Curriculum. Provide descriptive information of the educational offering.**

- 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.	21-30
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Credit hours in required courses offered by other departments:	21-33
Credit hours in institutional general education curriculum	36-43
Credit hours in free electives	2-17
Total credit hours required for degree program:	120

- b. **Curriculum.** Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

**SBOE/University of Idaho Core**

<b>Written Communications</b> (3-6 credits, depending on placement)	
ENGL 101 Writing and Rhetoric I	3
ENGL 102 Writing and Rhetoric II	3
<b>Oral Communication</b> (2-3 credits)	
<b>Scientific Ways of Knowing</b> (8 credits)	
BIOL 102 Biology and Society	3
CHEM 101 Introduction to Chemistry	3
SOILS 205 The Soil Ecosystem	3
CHEM 111 General Chemistry (recommended for NRD Bin)	3
BIOL 114 Organisms and Environment (recommended for NRD Bin)	3
<b>Mathematical Ways of Knowing</b> (3 credits)	
MATH 143 College Algebra	3
or	
STAT 251 Statistical Methods	3
<b>Humanistic and Artistic Ways of Knowing</b>	6
<b>Social and Behavioral Ways of Knowing</b>	6
<b>American Diversity</b>	3
<b>International</b>	3-4
<b>Capstone Experience</b>	2-4
	36-43 Credits

**Entrepreneurship Minor** (required) 18 Credits

**Natural Resources Foundation**

NR 101 Exploring Natural Resources	2
FOR 221/WLF 220 Principles of Ecology	3
NRS 235 Society and Natural Resources	3
NRS 383 Natural Resource and Ecosystem Service Economics	3
FOR 375 Fundamentals of Geomatics	3
NRS 125 Introduction to Conservation and Natural Resources	3
NRS 311 Public Involvement in Natural Resource Management	3
NRS 462 Natural Resource Policy	3
NRS 201 Introduction to NREM	2
NRS 497 Senior Research/Experience	1



NRS 497 Senior Research/Experience	1
NRS 497 Senior Research/Experience	1
	28 Credits

**Emphasis Areas** (choose one emphasis area)

**Natural Resources Stewardship**

ENG 313, or 316, or 317 Business/Environmental/Technical Writing	3
NRS 364 Politics of the Environment	3
NRS 387 Environmental Communication Skills	3
NRS 475 Local and Regional Environmental Planning	3

**Choose five courses from the following list:**

AGEC 477 Law, Ethics, and the Environment	3
COMM 456 Nonprofit Fundraising	3
ENVS 479 Introduction to Environmental Regulations	3
FOR 326 Fire Ecology	3
FOR 493 Business of Forestry	2
HIST 424 American Environmental History	3
MHR 311 Introduction to Management	3
MHR 418 Managing Organization Design and Leading Changes	3
NRS/FOR 472 Remote Sensing of the Environment	4
ORGS 305 Nonprofit Organizations	3
ORGS 320 Budgeting for Small Organizations	1
ORGS 323 Messaging for Small Organizations	1
ORGS 407 Advanced Nonprofit Organizations	3
REM 280 Introduction to Wildland Restoration	2
WLF 314 or FISH 314 Ecology of Terrestrial Vertebrates	3
WLF 440 Conservation Biology	3

21-28 Credits

**Natural Resources Development**

FOR 326 Fire Ecology	3
REM 280 Introduction to Wildland Restoration	3
WLF 314 or FISH 314 Ecology of Terrestrial Vertebrates	3
WLF 440 Conservation Biology	3

**Choose five courses from the following list:**

FISH 430 Riparian Ecology and Management	3
FOR 430 Forest Operations	3
FOR 451 Fuels Inventory and Management	3
FOR 462 Watershed Science and Management	3
FOR 484 Forest Policy and Administration	2
FOR 493 Business of Forestry	2
NRS/FOR 472 Remote Sensing of the Environment	4
ORG 305 Nonprofit Organizations	3
ORG 323 Messaging for Small Organizations	1
REM 429 Landscape Ecology	3
REM 456 Integrated Rangeland Management	3
REM 459 Rangeland Ecology	3
WLF 492 Wildlife Management	4

23-29 Credits

Free Electives

2-17 Credits

*Total credits for degree: 120*

- 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 take at least three credits of NRS 497 over three semesters, which will include at least one credit of internship.*

**16. Learning Outcomes: Expected Student 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 students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

*Graduates will be able to communicate effectively and will be able to create and practice effective oral, written, and graphic communication with diverse audiences.*

*Graduates will be able to critically evaluate and integrate concepts and knowledge from ecological, social, economic, political and business perspectives.*

*Graduates will be able to integrate and critically assess diverse viewpoints and perspectives that increase their ability to effectively manage natural resources and the environment as well as operate natural resource-based businesses/organizations.*

*Graduates will be able to synthesize ideas and information, to identify, analyze and address natural resource management issues, and develop planning and management skills to productively address conservation and environmental issues.*

*Graduates will demonstrate an integrated understanding of business and entrepreneurial principles and apply their knowledge to entrepreneurial opportunities in natural resource management and nature-based businesses/organizations*

**17. Assessment plans.**

- a. **Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

*Assessment will be measured directly through student performance on specific projects and exams associated with required coursework. This includes their ability to apply their knowledge and skills in an internship and learn from that experience in NRS 497.*

*Indirect assessment will occur through a portfolio requirement in which the students will be asked to assess in how far they have achieved the learning outcomes of the program and provide examples of places in the curriculum where they addressed specific learning outcomes. In addition, they will be asked to reflect on the effectiveness of the program in preparing them for a career. The portfolios will be reviewed by the faculty and followed up with an exit interview as part of the last credit that students take of NRS 497.*

*Assessment is an ongoing activity with results being communicated to the faculty every fall semester. Based on the results of the assessment, the faculty will propose improvements in the programs*

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

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

**18. Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

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

*We will utilize existing College of Natural Resources physical facilities and equipment to deliver the program.*

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

*We anticipate minimal impact of the new program on the physical resources of existing programs.*

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

*We anticipate minimal impact of the new program on the College of Natural Resources' physical facilities.*

**19. Library and Information Resources:** Describe adequacy and availability of library and information 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.

*We do not anticipate that the program will place significant demands on the UI Library and other informational 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.

*No new library resources are needed for successful implementation of the program.*

## **20. Faculty/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?

*We anticipate minimal impact of the new program on existing programs. The Department has discontinued its NRS degree which has freed up resources allowing us to better meet the needs of our stakeholders. Recently hired faculty that would fit well with program.*

- b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

*The program will take advantage of the instructional, support and administrative resources that have been freed up by consolidation of the undergraduate NRS degree with the environmental science 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?

*We anticipate minimal impact of the new program 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.

*The proposed degree program takes advantage of existing course work in CNR and the minor in entrepreneurship in the College of Business. The degree program only requires development of one new course "Introduction to Natural Resource Entrepreneurship Management" and 3 credits of senior research experience. The new course will be developed by a recently hired faculty member. We do anticipate that we will potentially need part time instructors when the enrolment numbers warrant additional sections of existing courses.*

## **21. 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?

*We do not anticipate a significant reallocation of funds to support the program. Funding for the increased instructional costs associated with hiring part-time instructors will come from existing non-state appropriated funds to the Department from the College of Natural Resources.*

- 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.

*No new appropriation of funds is requested to support the program.*

- 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?

*No one-time funding sources are anticipated (other than funding raised for the support of students in the program).*

- 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?

*No grants, special fees, or contracts are being proposed to fund the program.*

- 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.

*No local fees, only course fees are the course fees that already exist.*

- 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.

*No additional fees are anticipated to be requested.*

22. Using the excel **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).

### 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

	<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>		<u>FY 26</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	5	5	25	25	50	50	80	80
B. Shifting enrollments	0	0	0	0	0	0	0	0
<b>Total Enrollment</b>	<b>5</b>	<b>5</b>	<b>25</b>	<b>25</b>	<b>50</b>	<b>50</b>	<b>80</b>	<b>80</b>

### II. REVENUE

	<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>		<u>FY 26</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	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	\$30,900.00	\$0.00	\$154,500.00	\$0.00	\$309,000.00	\$0.00	\$494,400.00	\$0.00
5. Student Fees	\$11,080.00	\$0.00	\$55,400.00	\$0.00	\$110,800.00	\$0.00	\$177,280.00	\$0.00
6. Other (i.e., Gifts)	\$0.00	\$50,000.00	\$0.00	\$100,000.00	\$0.00	\$100,000.00	\$0.00	\$150,000.00
<b>Total Revenue</b>	<b>\$41,980</b>	<b>\$50,000</b>	<b>\$209,900</b>	<b>\$100,000</b>	<b>\$419,800</b>	<b>\$100,000</b>	<b>\$671,680</b>	<b>\$150,000</b>

*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

	<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>		<u>FY 26</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
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	\$6,000.00	\$0.00	\$12,000.00	\$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	\$900.00	\$0.00	\$4,500.00	\$0.00	\$9,000.00	\$0.00	\$14,400.00	\$0.00
8. Fringe Benefits	\$367.20	\$0.00	\$1,836.00	\$0.00	\$3,672.00	\$0.00	\$5,875.20	\$0.00
9. Other:	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Personnel and Costs</b>	<u>\$1,267.20</u>	<u>\$0.00</u>	<u>\$6,336.00</u>	<u>\$0.00</u>	<u>\$18,672.00</u>	<u>\$0.00</u>	<u>\$32,275.20</u>	<u>\$0.00</u>

<b>B. Operating Expenditures</b>	<u>FY</u>		<u>FY</u>		<u>FY</u>		<u>FY</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time



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	\$125.00	\$0.00	\$625.00	\$0.00	\$1,250.00	\$0.00	\$2,000.00	\$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	\$1,500.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	\$0.00
<b>Total Operating Expenditures</b>	<b>\$1,625</b>	<b>\$0</b>	<b>\$2,125</b>	<b>\$0</b>	<b>\$2,750</b>	<b>\$0</b>	<b>\$3,500</b>	<b>\$0</b>

	FY _____		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>								
1. Library Resources	\$0.00	\$0.00	0	\$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
<b>Total Capital Outlay</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

	FY _____		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time

**D. Capital Facilities  
Construction or Major  
Renovation**

\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
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**E. Other Costs**

Utilities	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Other Costs</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**TOTAL EXPENDITURES:** \$2,892   \$0   \$8,461   \$0   \$21,422   \$0   \$35,775   \$0

**Net Income (Deficit)**   \$39,088   \$50,000   \$201,439   \$100,000   \$398,378   \$100,000   \$635,905   \$150,000

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

I.A.	Conservative estimate of new students enrolling in the program
II.4	Conservative estimate of tuition based on all resident enrollment and \$6,180 resident tuition
II.5	Fee estimates include \$2216 for mandatory University fees per student
II.6	Estimate of new scholarships via CNR Advancement office
III.A3	Adjunct faculty salary based upon CNR standard of \$2,000 per CH for temporary instructors
III.A.7	Administrative support estimated at \$180 per enrolled student
III.A.8	Administrative support fringe rate of 40.8%
III.B.5	Materials and supplies for student recruitment; estimated \$25 per student, includes travel and based on CNR recruitment analysis
III.B.8	Miscellaneous administrative costs supporting program

# 77: CROP SCIENCE AND MANAGEMENT (BSPLSC)

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## In Workflow

1. 082 Chair (jmarshall@uidaho.edu)
2. CALS Review (bschroeder@uidaho.edu)
3. 07 Curriculum Committee Chair (bschroeder@uidaho.edu)
4. 07 Dean (mdoumit@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
12. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
15. Steve Stubbs (sstubbs@uidaho.edu)

## Approval Path

1. Fri, 09 Sep 2022 17:27:32 GMT  
Juliet Marshall (jmarshall): Approved for 082 Chair
2. Tue, 13 Sep 2022 19:43:05 GMT  
Beth Ropski (eropski): Rollback to Initiator
3. Wed, 05 Oct 2022 20:01:53 GMT  
Juliet Marshall (jmarshall): Approved for 082 Chair
4. Fri, 07 Oct 2022 22:46:10 GMT  
Brenda Schroeder (bschroeder): Approved for CALS Review
5. Fri, 07 Oct 2022 22:49:47 GMT  
Brenda Schroeder (bschroeder): Approved for 07 Curriculum Committee Chair
6. Sat, 08 Oct 2022 02:32:48 GMT  
Matthew Doumit (mdoumit): Approved for 07 Dean
7. Sat, 08 Oct 2022 22:06:12 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
8. Wed, 12 Oct 2022 18:05:09 GMT  
Steve Stubbs (sstubbs): Approved for Curriculum Review
9. Mon, 17 Oct 2022 21:21:32 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
10. Tue, 18 Oct 2022 17:14:20 GMT  
Steve Stubbs (sstubbs): Approved for Registrar's Office
11. Wed, 26 Oct 2022 17:20:04 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
12. Wed, 02 Nov 2022 16:23:34 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## History

1. Jun 25, 2021 by Amy Kingston (amykingston)
2. Sep 22, 2021 by Sara Mahuron (sara)

Date Submitted: Tue, 04 Oct 2022 23:59:24 GMT

**Viewing: 77 : Crop Science and Management (BSPLSC)**

**Last approved: Wed, 22 Sep 2021 23:14:18 GMT**

**Last edit: Mon, 17 Oct 2022 21:21:27 GMT**

Changes proposed by: Timothy Prather

**Faculty Contact**

Faculty Name	Faculty Email
Tim Prather	tprather@uidaho.edu

**Change Type (Choose all that apply)**

Change the name of a degree, major, option, emphasis, minor, certificate, concentration or specialization

**Description of Change**

Changing the name to better represent the program material presented to students.

**Will this request have a fiscal impact of \$250K or greater?**

No

**Academic Level**

Undergraduate

**College**

Agricultural & Life Sciences

**Department/Unit:**

Plant Sciences

**Effective Catalog Year**

2023-2024

**Program Title**

Crop Science and Management (BSPLSC)

**Program Credits**

120

**CIP Code**

01.1102 - Agronomy and Crop Science.

**Curriculum:**

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/#j3>)) and:

Code	Title	Hours
AGED 406 or AGED 407	Exploring International Agriculture Global Agricultural & Life Sciences Systems	3
BIOL 115 & 115L	Cells and the Evolution of Life and Cells and the Evolution of Life Laboratory	4
PLSC 102	The Science of Plants in Agriculture	3
PLSC 400	Seminar	1
SOIL 205	The Soil Ecosystem	3
Select one of the following:		4-5
BIOL 250 & BIOL 255	General Microbiology and General Microbiology Lab	
EPPN 154 & EPPN 155	Microbiology and the World Around Us and Microbiology and the World Around Us: Laboratory	
Select one of the following:		4
CHEM 101 & 101L	Introduction to Chemistry and Introduction to Chemistry Laboratory	
CHEM 111 & 111L	General Chemistry I and General Chemistry I Laboratory	
Select one of the following:		3
ENGL 313	Business Writing	
ENGL 317	Technical Writing	
Select one of the following:		3-4
MATH 143	College Algebra	

MATH 160	Survey of Calculus	
MATH 170	Calculus I	
Select one of the following:		3
PLSC 398	Internship	
PLSC 402	Undergraduate Research in Plant Science	
PLSC 499	Directed Study	
<b>Crop Science Courses</b>		
CHEM 275	Carbon Compounds	3
ENT 322	General and Applied Entomology	4
GENE 314	General Genetics	3
PLSC 207	Introduction to Biotechnology	3
PLSC 338	Weed Control	4
PLSC 401	Plant Physiology	3
PLSC 407	Field Crop Production	3
PLP 415	Plant Pathology	3
PLP 416	Plant Pathology Lab	1
PLSC 438	Pesticides in the Environment	3
PLSC 446	Plant Breeding	3
PLSC 480	Field Trip	1
SOIL 206	The Soil Ecosystem Lab	1
SOIL 446	Soil Fertility	1-3
STAT 251	Statistical Methods	3
Select 12 credits of Crop Science electives from the following:		12
PLSC 201	Principles of Horticulture	
PLSC 205	General Botany	
PLSC 300	Plant Propagation	
PLSC 398	Internship	
PLSC 408	Cereal Science	
PLSC 410	Invasive Plant Biology	
PLSC 433	Plant Tissue Culture Techniques	
PLSC 440	Advanced Laboratory Techniques	
PLSC 444	Forage and Grassland Management	
PLSC 451	Vegetable Crops	
PLSC 488	Genetic Engineering	
PLSC 490	Potato Science	
Select 6 credits of Professional Support electives from the following:		6
AGEC 278	Farm and Agribusiness Management	
AGEC 289	Agricultural Markets and Prices	
AGEC 302	Managerial Economics: Consumption & Markets	
AGEC 356	Agricultural and Rural Policy	
AGEC 447	International Development Economics	
ASM 107	Beginning Welding	
ASM 305	GPS and Precision Agriculture	
ASM 315	Irrigation Systems and Water Management	
STAT 431	Statistical Analysis	

**Total Hours** **88-92**

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

**Degree Maps:**

		Hours
<b>Fall Term 1</b>		
ENGL 101	Writing and Rhetoric I	3
PLSC 102	The Science of Plants in Agriculture	3
Oral Communication Course		2
MATH 143 OR MATH 160 OR MATH 170		3
(CHEM 101 AND CHEM 101L) OR (CHEM 111 AND CHEM 111L)		4
<b>Hours</b>		<b>15</b>
<b>Spring Term 1</b>		
BIOL 115	Cells and the Evolution of Life	3

BIOL 115L	Cells and the Evolution of Life Laboratory	1
ENGL 102	Writing and Rhetoric II	3
Humanistic and Artistic Ways of Knowing Course		3
Professional Support, Major Elective Course		3
Elective Course		1
<b>Hours</b>		<b>14</b>
<b>Fall Term 2</b>		
CHEM 275	Carbon Compounds	3
PLSC 338	Weed Control	4
SOIL 205	The Soil Ecosystem	3
SOIL 206	The Soil Ecosystem Lab	1
STAT 251	Statistical Methods	3
<b>Hours</b>		<b>14</b>
<b>Spring Term 2</b>		
GENE 314	General Genetics	3
Social and Behavioral Ways of Knowing Course		3
Crop Science, Major Elective Course		3
(EPPN 154 AND EPPN 155)		4
ENGL 313 OR ENGL 317		3
<b>Hours</b>		<b>16</b>
<b>Fall Term 3</b>		
ENT 322	General and Applied Entomology	4
PLP 415	Plant Pathology	3
PLP 416	Plant Pathology Lab	1
PLSC 207	Introduction to Biotechnology	3
Humanistic and Artistic Ways of Knowing Course		3
Elective Course		3
<b>Hours</b>		<b>17</b>
<b>Spring Term 3</b>		
PLSC 407	Field Crop Production	3
PLSC 438	Pesticides in the Environment	3
Social and Behavioral Ways of Knowing Course		3
Crop Science, Major Elective Course		3
AGED 406 OR AGED 407		3
<b>Hours</b>		<b>15</b>
<b>Fall Term 4</b>		
PLSC 400	Seminar	1
PLSC 480	Field Trip	1
Crop Science, Major Elective Course		3
Professional Support, Major Elective Course		3
International Course		3
PLSC 398 OR PLSC 402 OR PLSC 499		3
<b>Hours</b>		<b>14</b>
<b>Spring Term 4</b>		
PLSC 401	Plant Physiology	3
PLSC 446	Plant Breeding	3
SOIL 446	Soil Fertility	3
American Diversity Course		3
Crop Science, Major Elective Course		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>120</b>

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

## Distance Education Availability

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

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

No

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

## Geographical Area Availability

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

Moscow

## Student Learning Outcomes

Have learning outcomes changed?

No

### Learning Objectives

1. Students will be able to recognize and apply scientific principles and concepts to production or management of agronomic crops and different field crop production systems.
2. Students will be able to present and explain important concepts for field crop production and will be able to recognize and analyze various procedures for producing various agronomic crops.
3. Students will gain experiential practice in applying their knowledge of agronomy and field crop production through internships or laboratory research experiences and participation in student clubs/organizations.
4. Students will be able to communicate effectively, verbally and in writing, problems, analyses, and solutions to agronomic problems to a variety of audiences.

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

We are changing the name of the major to reflect the program we are delivering for students.

### Reviewer Comments

**Beth Ropski (eropski) (Tue, 13 Sep 2022 19:43:05 GMT):** Rollback: Please remove CHEM 276 (not currently offered). Change justification to omit reference to dropped major.

Key: 77

## In Workflow

1. **054 Chair**
2. **CALS Review**
3. **07 Curriculum Committee Chair**
4. **07 Dean**
5. **Provost's Office**
6. **Curriculum Review**
7. **Degree Audit Review**
8. **Registrar's Office**
9. **Ready for UCC**
10. **UCC**
11. **Faculty Senate Chair**
12. Provost's Office
13. State Approval
14. NWCCU
15. Steve Stubbs

## Approval Path

1. Wed, 07 Sep 2022 22:55:07 GMT  
Christopher McIntosh (mcintosh): Approved for 054 Chair
2. Tue, 13 Sep 2022 19:50:36 GMT  
Brenda Schroeder (bschroeder): Approved for CALS Review
3. Tue, 13 Sep 2022 20:18:22 GMT  
Brenda Schroeder (bschroeder): Approved for 07 Curriculum Committee Chair
4. Tue, 27 Sep 2022 19:30:19 GMT  
Matthew Doumit (mdoumit): Approved for 07 Dean
5. Thu, 06 Oct 2022 13:56:24 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
6. Thu, 06 Oct 2022 19:49:56 GMT  
Steve Stubbs (sstubbs): Approved for Curriculum Review
7. Tue, 11 Oct 2022 16:00:59 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Tue, 11 Oct 2022 23:29:46 GMT  
Steve Stubbs (sstubbs): Approved for Registrar's Office
9. Wed, 26 Oct 2022 17:18:35 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
10. Wed, 02 Nov 2022 16:23:42 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

**New Program Proposal**



Date Submitted: Wed, 07 Sep 2022 22:51:54 GMT

Viewing: **482 : Minor in Agricultural Commodity Risk Management**

Last edit: Tue, 11 Oct 2022 16:00:36 GMT

Changes proposed by: Andres Trujillo-Barrera

**Faculty Contact**

Faculty Name	Faculty Email
Andres Trujillo	aatrujillo@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

No

**Academic Level**

Undergraduate

**College**

Agricultural & Life Sciences

**Department/Unit:**

Agricultural Econ & Rural Soc

**Effective Catalog Year**

2023-2024

**Program Title**

Minor in Agricultural Commodity Risk Management

**Degree Type**

Minor

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

**Program Credits**

19

**Attach Program Change**

**CIP Code**

01.0103 - Agricultural Economics.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

## Financial Information

**What is the financial impact of the request?**

Less than \$250,000 per FY

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

**Describe the financial impact**

The fiscal impact will be limited to the production of materials to advertise and promote the minor.

**Curriculum:**

Course List		
Code	Title	Hours
Select two of the following:		6
<a href="#"><u>AGEC 389</u></a>	Understanding and Using Futures and Options Markets	
<a href="#"><u>AGEC 414</u></a>	Financial Analysis of Agricultural Firms	
<a href="#"><u>AGEC 490</u></a>	Commodity Price Analysis	
Select one of the following:		3
<a href="#"><u>FIN 465</u></a>	Introduction to Market Trading	
<a href="#"><u>FIN 466</u></a>	Market Trading Strategies	
Select at least 4 credits from the following: <sup>1</sup>		4

Course List		
Code	Title	Hours
<a href="#"><u>AGEC 389L</u></a>	Applied Commodity Market Analysis Lab	
<a href="#"><u>AGEC 398</u></a>	Internship	
<a href="#"><u>AGEC 468</u></a>	Risk Management: Commodity Merchandising	
<a href="#"><u>AGEC 469</u></a>	Risk Management: Commodity Trading	
<a href="#"><u>FIN 467</u></a>	Barker Capital Management Group	
<a href="#"><u>FIN 468</u></a>	Market Trading Lab	
Select 6 credits from the following: <sup>2</sup>		6
<a href="#"><u>AGEC 481</u></a>	Agricultural Markets in a Global Economy	
<a href="#"><u>OM 470</u></a>	Supply Chain Management	
<a href="#"><u>ECON 453</u></a>	Econometrics	
Total Hours		19

1

[AGEC 389L](#), [AGEC 468](#), and [AGEC 469](#) are repeatable.

2

[AGEC 389](#), [AGEC 414](#), or [AGEC 490](#) may be taken for this elective if not taken as one of the first two required course choices.

Course List			
Code	Title	Hours	
<b>Courses to total 19 credits for this minor.</b>			

## Distance Education Availability

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

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

No

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

## Geographical Area Availability

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

Moscow

## Student Learning Outcomes

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

Students completing the Risk Management curriculum track will be able to:

- Develop and implement producer-and commercial-level hedging strategies, and understand the mechanics of trading futures, spreads, and options on both liquid and illiquid commodities.
- Analyze fundamental datasets focused on global supply and demand as well as region-specific prices to develop quality risk management strategies; utilize technical analysis to gather intuition on the current market sentiment and direction; develop predictive price movement capacity.
- Risk managing the supply chain from farm to fork, including hedging currency and freight risks.
- Understand the relationships within the market structures, transportation logistics, business strategies, and risk management; learn how to derive premiums in the marketplace through commodity differentiation and marketing innovation
- Analyze the life cycle of a commodity to understand how to harness opportunities from regional and global supply chain challenges

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

Intended learning outcomes of the program will be assessed through assignments collected from each course to assemble a body of work for program evaluation. In addition, indirect measures will be obtained to provide assessment through external means to check on direct measures. The learning outcomes are assessed through a two-fold process of activity-based curriculum with final projects and assignments submitted by the students, all serving as a body of work to determine if in fact overall learning objectives of the program curriculum are being met.

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

The body of work encompassed by students completing the program will be evaluated on an annual basis. Curriculum content and instruction will be modified to address areas of the program that show a need for improvement or reinforcement of concepts.

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

Direct measures will include homework assignments, trading outcomes from the point of rationale used to implement hedged and outright trading positions, and application of sound risk management practices will be utilized as a gauge of student learning from the program. For example, analysis of the life cycle for a commodity relative to supply and demand factors is an intended learning outcome of AGECE 389L, built upon the definitions and mechanics of futures markets learned in AGECE 389 and applied through trade simulators. The ability to develop and implement commodity hedging strategies is an intended learning outcome of AGECE 468, assessed by student ability to establish actual hedged grain positions utilizing regional cash grain markets and exchange-traded futures. The ability to implement actual futures trading positions based upon market analysis and risk parameters is learned in AGECE 469. Evaluation of written reports and presentation of commodity price analysis will be used in AGECE 490. Indirect measures will be derived from internship response from providers, exit interviews from students participating in the program, career placement and industry feedback from employers, along with continued input from advisory board representatives from both the Barker Program in the College of Business & Economics and Department of Agricultural Economics and Rural Sociology in the College of Agricultural & Life Sciences.

### **When will assessment activities occur and at what frequency?**

Assessment of overall certificate program activities will be reviewed on an annual basis through both departmental and industry representation, but student feedback will be assessed both during and after each semester of coursework as an indicator of program effectiveness.

## **Student Learning Outcomes**

### **Learning Objectives**

Students completing the Risk Management curriculum track will be able to:

- Develop and implement producer-and commercial-level hedging strategies, and understand the mechanics of trading futures, spreads, and options on both liquid and illiquid commodities.
- Analyze fundamental datasets focused on global supply and demand as well as region-specific prices to develop quality risk management strategies; utilize technical analysis to gather intuition on the current market sentiment and direction; develop predictive price movement capacity.
- Risk managing the supply chain from farm to fork, including hedging currency and freight

risks.

- Understand the relationships within the market structures, transportation logistics, business strategies, and risk management; learn how to derive premiums in the marketplace through commodity differentiation and marketing innovation
- Analyze the life cycle of a commodity to understand how to harness opportunities from regional and global supply chain challenges

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

The Department of Agricultural Economics and Rural Sociology (AERS) created the Agricultural Commodity Risk Management Program in the spring of 2017 as a collaborative effort with the College of Business and Economics (CBE) through the Barker Trading Program. Since the inception of the program, AERS has developed a new curriculum to accommodate the growing interest in this field of study for CALS and CBE students. In Fall 2019 the 12 credit hours certificate in agricultural commodity risk management was added to the curriculum. Discussions and feedback from stakeholders, the industry, alumni, the Barker Trading program board, and current students identify a need for a minor in agricultural commodity risk management that provides additional training in analytics, international trade, and supply chain management. Moreover, a minor provides stronger signaling to potential employers in this field, like trading firms, merchandisers, cooperatives, financial institutions, originators, and overall risk management positions in agribusiness.

To acknowledge the completion of a concentrated coursework in the study of agricultural risk management for both CALS and CBE students participating in the Barker Program, AERS is seeking approval for a minor in Agricultural Commodity Risk Management. The workload for the new minor does not affect current faculty appointments. The minor is an extension of the certificate by adding electives in three areas identified as crucial by employers. Analytics, supply chain management, and international trade. The minor offers exposure to those areas in addition to the core areas of agricultural risk management and commodity trading. AERS faculty will be teaching the curriculum integrated into the minor, complementing several courses currently offered through the CBE.

### **Supporting Documents**

### **Reviewer Comments**

Key: 482

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B





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**UI FACULTY-STAFF HANDBOOK**  
Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE  
Section 1640: Committee Directory

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**1640.90**  
**UNIVERSITY ASSESSMENT & ACCREDITATION COMMITTEE (UAAC)**

**A. FUNCTION**

**A-1.** Facilitate communication on the development and implementation of the program review process, student learning outcomes assessment, and university-wide student achievement and satisfaction surveys in respective departments and colleges. The UAAC will support the development of assessment activities that assess university-wide student learning outcomes to ensure a quality education and co-curricular experience, continuous program improvement, and compliance with accreditation standards.

**A-2.** Facilitate communication between Institutional Assessment and Accreditation (IAA) and faculty.

**A-3.** Develop and implement program and learning outcomes assessment guidelines based on SBOE and NWCCU expectations.

**A-4.** Recognize those who are actively engaged in assessment work.

**A-5.** Review and comment on results from university-wide assessment plans and individual program assessment plans and processes and recommend ways for improvement.

**A-6.** Provide input and feedback on the online UI student learning outcomes reporting system as requested.

**A-7.** Serve as subject matter experts from colleges and units on student learning outcomes assessment and continuous program improvement.

**A-8.** Review Annual Program Reviews (APR) and specialized accreditation reports and assist with feedback to programs and the Provost's Office.

**A-9.** Review NWCCU reports and recommendations and provide input or feedback.

**A-10.** Assist with special projects pertaining to accreditation or APRs, as appropriate.

**A-11.** Advise on matters related to ongoing collection of data and evidence for accreditation standards.

**A-12.** Maintain a timeline for accreditation reporting.

**A-13.** Advise IAA on accreditation issues, as requested.

**B. STRUCTURE AND MEMBERSHIP.** Eleven faculty representatives, comprising one from Library and one from each of the following colleges: Agricultural and Life Sciences; Art and Architecture; Business and Economics; Education, Health and Human Sciences; Engineering; Graduate Studies; Law; Letters, Arts, and Social Sciences; Natural Resources; and Science. The representative from the College of Graduate Studies shall be named by their Dean. Preference shall be given to faculty members with expertise and experience in assessment and accreditation, and a chair shall be chosen by the Committee on Committees from among the faculty representatives, preferably a tenured faculty member. The following positions shall serve on the committee as ex officio members (without vote): the Vice Provost of Academic Initiatives or designee, Associate Director of Assessment & Accreditation, a recorder from the office of Assessment & Accreditation, a representative from the office of Equity, Diversity & Inclusion, a representative from the Division of Student Affairs, ~~and a representative from Strategic Enrollment management, the Director of General Education, and the Director of CETL (or designee).~~

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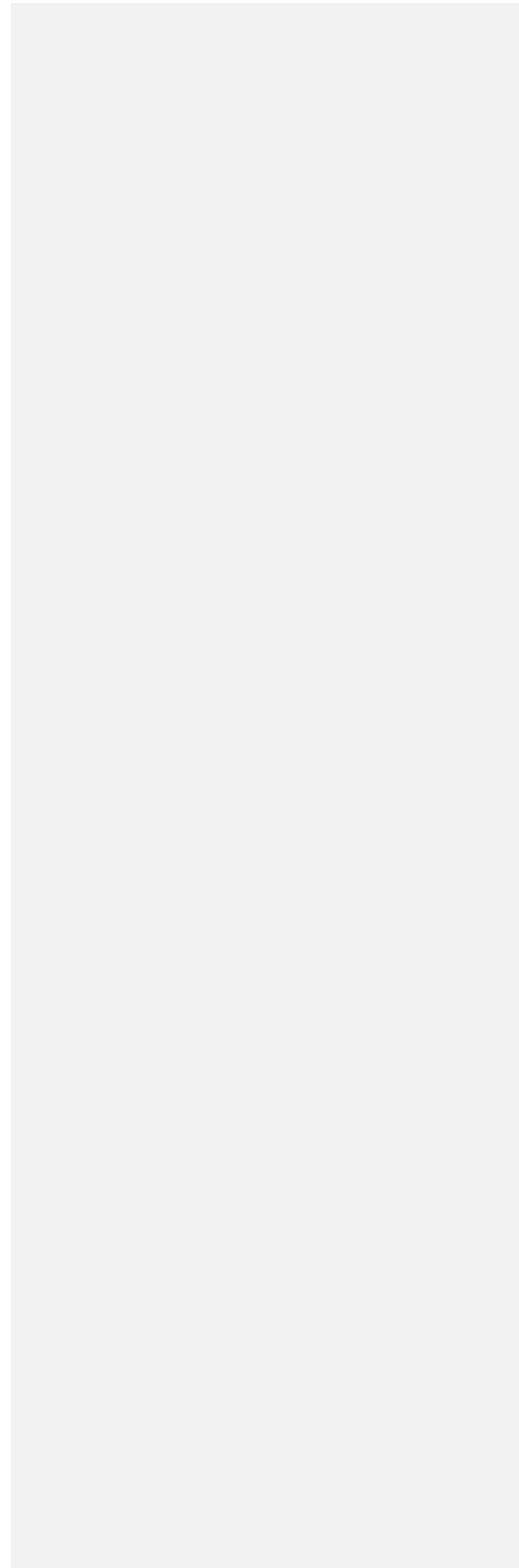
#

**UI FACULTY-STAFF HANDBOOK**

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1640: Committee Directory

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## Attach. #7

Faculty Senate calls upon President Green to roll back the July 1, 2022 update of APM 30.16, until such time as a new update can be developed, with input from the Faculty, that recognizes the right of Faculty to choose the computing equipment most appropriate for their work.

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 13

Tuesday, November 15, 2022 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #12 (November 8, 2022) **Attach. #1**
- III. Chair's Report
  - Our Shared Success Story – Dakota Roberson, Electrical and Computer Engineering
- IV. Provost's Report
- V. Committee Reports
  - University Curriculum Committee (Vote)
    - UCC 469: Undergraduate Robotics Systems Academic Certificate – John Shovic, Computer Science **Attach. #2**
    - UCC 471: Graduate Certificate in Climate Change – Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach. #3**
    - UCC 474: M.S. Geographic Information Science – Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach. #4**
    - UCC 475: Earth and Spatial Sciences (BS) – Alistair, Department Chair, Earth and Spatial Sciences **Attach. #5**
    - UCC 476: Environmental Hydrogeology Academic Certificate – Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach. #6**
- VI. Other Policy Business
  - FSH 3065 Affirmative Action and Equal Employment Opportunity Hiring (vote) – Elissa Keim, Director, Employee Development & Workforce Diversity **Attach. #7**
  - \*APM 01.01 Office of General Counsel **Attach. #8**
- VII. Other Announcements and Communications
  - Green Dot – Cory Damron, Program Coordinator, Violence Prevention, Dean of Students
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2022-2023 Faculty Senate Meeting #12 (November 8, 2022)
- **Attach. #2** UCC 469
- **Attach. #3** UCC 471
- **Attach. #4** UCC 474
- **Attach. #5** UCC 475
- **Attach. #6** UCC 476

- **Attach. #7** FSH 3065
- **Attach. #8** \*APM 01.01

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

**2022 – 2023 Faculty Senate – Pending Approval**

Meeting # 12

Tuesday, November 8, 2022, 3:30 pm – 5:00 pm

Zoom only

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

**Absent:** Fairley (excused), Schwarzlaender (excused), Kindall

Vice Provost for Faculty Kelly-Riley attending in place of Provost Lawrence

**Guests/Speakers:** Terence Soule, Jaap Vos, Tim Prather, Andres Trujillo, Barb Kirchmeier, Eric Anderson, Ryanne Pilgeram, Dan Ewart

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

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #11 November 1, 2022 – Attach. #1

The minutes of the 2022-23 Meeting #11 November 1, 2022 were approved as distributed.

**Chair's Report:**

- Our shared success stories: Senator Kristin Haltinner recognized the faculty she works with, Leontina Hormel, Ryanne Pilgeram, Dilshami Sarathchandra, and Deb Thorne. The books they have recently published have received great press coverage: *Inside the World of Climate Change Skeptics* (Haltinner and Sarathchandra); *No Perfect Birth* (Kristin Haltinner); *Pushed Out* (Ryanne Pilgeram), *Trailer Park America: Reimagining Community in the 21<sup>st</sup> Century* (Leontina Hormel, forthcoming). Deborah Thorne is co-principal investigator on the nationally recognized [Consumer Bankruptcy Project](#). Ryanne Pilgeram has been able to secure “Climate Smart” grants, one of them for a study on women farmers. Congratulations to the team for their amazing accomplishments!
- The spread-pay *ad hoc* committee had their first meeting. They expect to report to Senate in about two weeks.
- The non-tenure-track instructors support *ad hoc* group is also moving on. A survey will come out soon and the data will be shared. A series of inspiring stories about the innovative work our non-tenure-track peers do for the university may help amplify their achievements and successes. If you have success stories you would like to share, please send them our way.

**Provost's Report, delivered by Vice provost for Faculty Diane Kelly-Riley:**

- A reminder of election day. Polls are open until 8pm today.
- Link for Faculty and Staff Excellence Awards: <https://www.uidaho.edu/governance/faculty-staff/university-awards/faculty/categories>. The deadline is Friday, January 27, 2023, but a couple of awards have a nomination process with nominations to be submitted by December 9, 2022. We are planning the University Excellence Awards ceremony for May 4, 2023 – please hold the date. We hope to have an event as nice and well attended as last year at the IUCC arena. This year we have two additional awards that are not yet on the list: Excellence in

General Education Teaching and Excellence in General Education Service. General Education Teaching refers to courses with General Education designation (36 credits at the undergraduate level).

**Committee Reports (vote):**

• **Catalog Items**

- UCC 477 Minor in Cybersecurity – Terence Soule, Department Chair, Computer Science Attach. #2.

There is large and growing demand for employees in a wide range of fields with cybersecurity skills and knowledge. This minor will allow students in a wide range of majors (criminology, sociology, political science, etc.) to gain those skills, making them more attractive to employers and making the degrees more attractive to potential students.

Vote: 27/27 in favor. Motion passes.

- UCC 489 Natural Resources Enterprise Management (B.S.) – Jaap Vos, Interim Department Head, Natural Resources and Society Attach. #3

This proposed program (Bachelor of Science in Natural Resource Enterprise Management) is a new program for the Department and the College. The focus area of the program was identified by stakeholders as a gap in natural resource education and also requested by students. The program builds on existing courses in the College of Natural Resources and the College of Business' Entrepreneurship Minor to create a degree program that takes advantage of the legacy of the traditional natural resources industry, while expanding it to include private sector involvement in the use and management of natural resources. The goal of the program is to expose students to creative, entrepreneurial, and private sector approaches to natural resource management. There are two other programs (Auburn and Kansas State), but they are more limited in scope, which makes our program more innovative and better addresses student needs. Thus, the program has the potential to attract students both regionally and nationally.

Discussion:

There was a request for clarification about the nature of the course NRS 201 – a new introductory course to the major Natural Resources Enterprise Management.

Jaap Vos said they expect over 210 students. In fact, the program has the potential to become the largest in the nation due to the component of more innovative private sector involvement in natural resources.

Vote: 23/23 in favor. Motion passes.

- UCC 77 Crop Sciences and Management (BSPLSC) - Tim Prather, Plant Sciences Attach. #4

This proposal is to change the name of the major to reflect the program we are delivering for students. There was a major named Crop Management that was dropped in a previous cycle. Changing the name also helps recruiting students interested in management.

Vote: 23/24 in favor; 1/24 against. Motion passes.

- UCC 482 Minor in Agricultural Commodity Risk Management – Andres Trujillo, Program Director, Agricultural Economics & Rural Sociology Attach. #5

The Department of Agricultural Economics and Rural Sociology (AERS) created the Agricultural Commodity Risk Management Program in the spring of 2017 as a collaborative effort with the College of Business and Economics (CBE) through the

Barker Trading Program. In Fall 2019 the 12 credit hours certificate in agricultural commodity risk management was added to the curriculum. Discussions and feedback from stakeholders, the industry, alumni, the Barker Trading program board, and current students identify a need for a minor in agricultural commodity risk management that provides additional training in analytics, international trade, and supply chain management. Moreover, a minor provides stronger signaling to potential employers in this field, like trading firms, merchandisers, cooperatives, financial institutions, originators, and overall risk management positions in agribusiness.

Discussion:

A discussion followed about the electives from which students must select at least 4 credits. The language is such that a student can select, for instance, to take a 1-credit lab course multiple times. Andres Trujillo explained that those labs are experiential learning courses, with trading of real money and where every situation is different. Thus, a student who takes the class more than once can participate in different roles, depending on their experience. Hence, the large flexibility.

Vote: 23/25 in favor; 2/25 against. Motion passes.

- **FSH Items**

- Committee on Committees

- FSH 1640.90 University Assessment & Accreditation Committee (UAAC) Directory Barb Kirchmeier, Director, Independent Study in Idaho Attach. #6

- The UAAC requests an update of their membership list to add two *ex-officio* non-voting members: the Director of General Education and the Director of CETL. The purpose is to receive feedback from others who are actively engaged in the process of assessment and accreditation. Moreover, our CETL member will help us streamline conversations about, for instance, Canvas and Anthology. The prospective new members have been attending the past few meetings and are fully onboard.

- Vote: 23/23 in favor. Motion passes.

**Other Announcements and Communications:**

- Career Impact Award – Eric Anderson, Interim Director of Career Services, Dr. Pilgeram, Culture, Society and Justice and Dr. Schiele, Chemical & Biological Engineering  
Eric Anderson is pleased to recognize the two award winners: Dr. Pilgeram, Culture, Society and Justice and Dr. Schiele, Chemical & Biological Engineering. They were chosen among 50 nominations!
- Continued discussion on APM 30.16:  
Senator Mittelstaedt is representing Senator Fairley who is unable to be present. A motion is before Senate from the previous meeting to request that President Green suspends APM 30.16 until a solution can be found. Senator Mittelstaedt reported that Senator Fairley would agree to referring the motion to an *ad hoc* committee for further consideration, as long as there is some flexibility on the OIT side for finding a “middle ground.” Vice President Dan Ewart said he is open to this approach. He also noted that we cannot just suspend APM 30.16, because a lot more than the hardware procurement issue is in the policy.  
The discussion continued, with some Senators reiterating the problems their constituents encountered (such as delivery timelines, costs, the fact that some funding agencies do not allow



PIs to use Lenovo computers, etc.), whereas Dan Ewart reiterated the benefits of the centralized approach from APM 30.16, which still offers some flexibility.

Secretary Sammarruca suggested that the debate is not moving us forward. Instead, let's seek a constructive solution by assembling a well-balanced committee to do an in-depth analysis of the problem and make recommendations to Senate.

A *secondary* motion to refer the main motion to an *ad hoc* committee for further analysis was brought forward and seconded (Mittelstaedt/Chapman).

Vote: 19/20 in favor; 1/20 against. Motion passes.

Some senators volunteered. Please email Chair Quinnett if you are interested in being part of this group.

**New Business:**

There was none.

**Adjournment:**

The agenda being completed, Chair Quinnett adjourned the meeting at 4:50pm.

Respectfully Submitted,

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

# 469: UNDERGRADUATE ROBOTICS SYSTEMS ACADEMIC CERTIFICATE

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## In Workflow

1. 131 Chair (tsoule@uidaho.edu; arleen@uidaho.edu)
2. 08 Curriculum Committee Chair (colberg@uidaho.edu)
3. 08 Dean (long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. John Shovic (jshovic@uidaho.edu)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
12. Assessment (sara@uidaho.edu)
13. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Fri, 12 Nov 2021 16:38:12 GMT  
Terence Soule (tsoule): Rollback to Initiator
2. Fri, 16 Sep 2022 23:27:12 GMT  
Terence Soule (tsoule): Approved for 131 Chair
3. Wed, 19 Oct 2022 15:47:57 GMT  
Patricia Colberg (colberg): Approved for 08 Curriculum Committee Chair
4. Wed, 19 Oct 2022 16:02:46 GMT  
Suzanna Long (long): Approved for 08 Dean
5. Fri, 21 Oct 2022 17:45:38 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
6. Tue, 25 Oct 2022 14:18:43 GMT  
Steve Stubbs (sstubbs): Approved for Curriculum Review
7. Thu, 27 Oct 2022 17:30:34 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Thu, 27 Oct 2022 23:57:31 GMT  
Steve Stubbs (sstubbs): Approved for Registrar's Office
9. Wed, 02 Nov 2022 17:48:37 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
10. Tue, 08 Nov 2022 21:07:17 GMT  
Theodore Unzicker (tunzicker): Approved for UCC
11. Fri, 11 Nov 2022 16:19:12 GMT  
John Shovic (jshovic): Approved for V00094955

## New Program Proposal

Date Submitted: Wed, 14 Sep 2022 23:02:15 GMT

**Viewing: 469 : Undergraduate Robotics Systems Academic Certificate**

**Last edit: Wed, 09 Nov 2022 19:25:09 GMT**

Changes proposed by: John Shovic

### Faculty Contact

Faculty Name	Faculty Email
John Shovic	jshovic@uidaho.edu

Will this request have a fiscal impact of \$250K or greater?

No

**Academic Level**

Undergraduate

**College**

Engineering

**Department/Unit:**

Computer Science

**Effective Catalog Year**

2022-2023

**Program Title**

Undergraduate Robotics Systems Academic Certificate

**Degree Type**

Certificate

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

**Program Credits**

18

**Attach Program Change**

469 UnderGradRoboticsShort-091222-Proposal-Form\_academic\_FINAL+gg.pdf

**CIP Code**

11.0701 - Computer Science.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

**Financial Information**

**What is the financial impact of the request?**

Less than \$250,000 per FY

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

**Discribe the financial impact**

None. Classes are already in CS Curriculum.

**Curriculum:**

Undergraduate Robotics Systems Academic Certificate

Certificate Objectives:

Robotic automation has spread through all different types of manufacturing, food processing and agriculture. The key to companies remaining competitive is to continue to increase productivity through automation using robotics. This certificate produces students that have a deep understanding of the Robotics stack from the lower level motors and controllers, through PLC controllers and into higher level cognitive processes including using modern AI techniques.

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

Required Coursework:

Code	Title	Hours
Required Coursework		
CS 453	Advanced Robotics I	3
CS 454	Advanced Robotics II	3
CS 443	Embedded Systems	3
Any 3 courses of the following:		9
CS 466	PLC Programming for Automation	
CS 455	Machine Vision	
CS 452	Real-Time Operating Systems	
CS 470	Artificial Intelligence	
CS 472	Evolutionary Computation	
CS 474	Deep Learning	
CS 475	Machine Learning	
CS 477	Python for Machine Learning	
CS 449	Fault-Tolerant Systems	
CS 444	Supervisory Control and Critical Infrastructure Systems	
ME 454	Assistive Technologies for Physical Impairment	
ME 464	Robotics: Kinematics, Dynamics, and Control	
<b>Total Hours</b>		<b>18</b>

#### Courses to total 18 credits for this certificate

Students should consult with their academic advisor regarding this certificate.

### Distance Education Availability

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

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

Yes

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

No

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

### Geographical Area Availability

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

Coeur d'Alene  
Moscow

### Student Learning Outcomes

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

LO#1 - An ability to understand and apply engineering principles to software, hardware, safety and environmental aspects of robotic systems.

LO#2 - An ability to understand the entire robotic stack from control software down to the level of embedded systems and motors.

LO#3 - An ability to add modern software paradigms, such as Artificial Intelligence and Machine Learning to robotic systems.

LO#4 - Recognize professional responsibilities and make informed judgements in practices based on legal and ethical principles

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

An outside entity, specifically a representative from industry, will be used to review student presentations, project physical results and feedback gathered in CS454 Advanced Robotics II on an annual basis.

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

Project results and difficulty will be reviewed each semester and adjusted as necessary. An important aspect of these classes is that most projects will be built upon previous class work and graduate student work so the content taught in the class will be evolving on an ongoing basis.

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

Traditional exams will be required. In addition, written and oral presentations will be graded. In the required courses, an oral exam of the students will be required at the end of the class to evaluate student learning.

In the spring semester, students will be surveyed to gain additional input.

**When will assessment activities occur and at what frequency?**

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

## **Student Learning Outcomes**

### **Learning Objectives**

1. Graduates will be able to apply modern software design and engineering principles and practices to the hardware, software, safety and environmental aspects of a robotic system.
2. Graduates will be able to analyze, evaluate and design parts of the robotic stack and will be able to communicate with other disciplines working on robotic systems.

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

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

### **Reviewer Comments**

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

**Linda Lundgren (lindalundgren) (Fri, 21 Oct 2022 15:59:59 GMT):** Uploaded revised state form, per GG.

**Rebecca Frost (rfrost) (Thu, 27 Oct 2022 17:28:39 GMT):** Adjusted curriculum to catalog standard. Certificate included statement referring to Regulation J-3 requiring a "B" grade. Appropriate catalog citation for undergraduate certificates requiring a "C" grade was added. The department added statement should be evaluated and removed if not necessary.

**Theodore Unzicker (tunzicker) (Tue, 08 Nov 2022 20:58:49 GMT):** Program approved by UCC. However, John Shovic will need to update the attached SBOE form to remove degree verbiage from item 5a. Also removed unneeded "B" or better verbiage from curriculum bloc.

Key: 469



# SHORT PROPOSAL FORM

Academic Programs

Date of Proposal Submission:	9/6/2022		
Institution Submitting Proposal:	University of Idaho		
Name of College, School, or Division:	College of Engineering		
Name of Department(s) or Area(s):	Computer Science		
Official Name of Program or Instructional/Administrative Unit:	Computer Science		
Implementation Date:	Spring 2023		
Degree:	Degree Level: Undergraduate	Degree Type: BS	
CIP code (consult IR /Registrar):	11.0701		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery	Face To Face: 30%, Hybrid 70%, distance Delivery 0%		
Geographical Delivery:	Location(s)	Moscow, Coeur d'Alene	Region(s)
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	<input type="checkbox"/> Self-Support fee	<input type="checkbox"/> Professional Fee	<input type="checkbox"/> Online Program Fee

**Proposed Action**

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

College Dean (Institution) \_\_\_\_\_ Date \_\_\_\_\_

Academic Affairs Program Manager, OSBE \_\_\_\_\_ Date \_\_\_\_\_

FVP/Chief Fiscal Officer (Institution) \_\_\_\_\_ Date \_\_\_\_\_

Chief Financial Officer, OSBE \_\_\_\_\_ Date \_\_\_\_\_

Provost/VP for Instruction (Institution) \_\_\_\_\_ Date \_\_\_\_\_

OSBE Executive Director or Designee \_\_\_\_\_ Date \_\_\_\_\_  
Approval

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

1. Provide an overview of the changes that includes need and rationale for the proposed modification or change. Identify any existing program that this program will replace.  
**Industrial automation in manufacturing is key to improving productivity and maintaining competitiveness both domestically and internationally. This certificate will produce students that have a deep understanding of the Robotics stack from the lower level motors and controllers, through PLC controllers and into higher level cognitive processes including using modern AI techniques.**
2. Discuss impact of proposed modification on student enrollment. Using the chart below, provide projected new enrollments for the proposed certificate or modified program:

		Estimated New Enrollment			
Year			Fall	Spring	Summer
			Headcount	Headcount	Headcount
<b>2023-24</b>			5	5	
<b>2024-25</b>			10	10	
<b>2025-26</b>			15	15	
<b>2026-27</b>			20	20	
<b>2027-28</b>			20	20	

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

Yes\_\_\_\_\_ No\_\_\_X\_\_\_

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

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

Yes          No

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

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

Indicate (X) by each applicable statement:

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

- b. Provide an explanation for all statements you selected.

**Industrial Automation and Robotics are key to improving the productivity of modern manufacturing and maintaining a competitive position for Idaho manufacturers both domestically and internationally. There are numerous manufacturing partnerships possible such as Idaho Forest Group and other Idaho manufacturing companies.**

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

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

Credit hours in required courses offered by the department (s) offering the program.	18
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	9
Total credit hours required for degree program:	<del>420</del> <del>BS Computer Science</del>

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

Robotics System Academic Certificate Curriculum:

Level: Undergraduate, 18 credits Expected  
submission: September 2022

Objectives:

- Produce students that have a deep understanding of the Robotics stack from the lower level motors and controllers, through PLC controllers and into higher level cognitive processes including using modern AI techniques.

Required:

CS453 Advanced Robotics I  
CS454 Advanced Robotics II CS443  
Embedded Systems

Any 3 of the following:



CS404 Programmable Logic Controllers for Manufacturing  
CS455 Machine Vision  
CS452 Real Time Operating Systems  
CS470 Artificial Intelligence  
CS472 Evolutionary Computation  
CS474 Deep Learning  
CS475 Machine Learning  
CS477 Python for Machine Learning  
CS449 Fault-Tolerant Systems  
CS444 Supervisory Control Critical Infrastructure Systems  
ME 454 Assistive Technologies for Physical Impairment  
ME 464 Robotics: Kinematics, Dynamics, and Control

- This certificate will be managed by the CS department and coordinated by John Shovic.

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

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

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

# 471: GRADUATE CERTIFICATE IN CLIMATE CHANGE

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## In Workflow

1. Geol/Geog Review (renee@uidaho.edu)
2. 225 Chair (alistair@uidaho.edu)
3. 19 Curriculum Committee Chair (markn@uidaho.edu)
4. 19 Dean (gingercarney@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Graduate Council Chair (slthomas@uidaho.edu)
9. Registrar's Office (none)
10. Ready for UCC (disable)
11. UCC (none)
12. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
15. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Tue, 05 Apr 2022 22:45:53 GMT  
Renee Jensen-Hasfurther (renee): Approved for Geol/Geog Review
2. Tue, 05 Apr 2022 22:49:35 GMT  
Alistair Smith (alistair): Approved for 225 Chair
3. Mon, 09 May 2022 07:54:03 GMT  
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
4. Mon, 09 May 2022 15:19:06 GMT  
Ginger Carney (gingercarney): Approved for 19 Dean
5. Tue, 10 May 2022 16:15:13 GMT  
Dean Panttaja (panttaja): Approved for Provost's Office
6. Mon, 27 Jun 2022 18:27:43 GMT  
Steve Stubbs (sstubbs): Approved for Curriculum Review
7. Wed, 05 Oct 2022 18:30:57 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Thu, 13 Oct 2022 19:17:16 GMT  
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
9. Tue, 18 Oct 2022 16:54:03 GMT  
Steve Stubbs (sstubbs): Approved for Registrar's Office
10. Wed, 26 Oct 2022 17:01:09 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
11. Wed, 02 Nov 2022 16:22:01 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Program Proposal

Date Submitted: Thu, 24 Mar 2022 17:45:33 GMT

**Viewing: 471 : Graduate Certificate in Climate Change**

**Last edit: Tue, 18 Oct 2022 16:59:08 GMT**

Changes proposed by: Alistair Smith

### Faculty Contact

Faculty Name	Faculty Email
Alistair Smith	alistair@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

No

### Academic Level

Graduate

**College**

Science

**Department/Unit:**

Geography &amp; Geological Sciences

**Effective Catalog Year**

2023-2024

**Program Title**

Graduate Certificate in Climate Change

**Degree Type**

Certificate

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

**Program Credits**

12

**CIP Code**

40.0401 - Atmospheric Sciences and Meteorology, General.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

Yes

**Financial Information****What is the financial impact of the request?**

Less than \$250,000 per FY

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

**Describe the financial impact**

No financial impact. Courses required for the certificate are already being taught.

**Curriculum:**

At least half of the credits completed towards the certificate must be in graduate level coursework and all required coursework must be completed with a grade of 'B' or better (O-10-b).

Code	Title	Hours
GEOG 513	Global Climate Change	3
Select three courses from the following:		9
BE 553	Northwest Climate and Water Resources Change	
GEOG 430	Climate Change Ecology	
GEOG 455	Societal Resilience and Adaptation to Climate Change	
GEOG 488	Geography of Energy Systems	
GEOG 517	Tree Rings and Environmental Change	
GEOG 535	Climate Change Mitigation	
GEOL 535	Glaciology and the Dynamic Frozen Earth	

GEOL 562	Petroleum Systems and Stratigraphic Concepts
SOC 466	Climate Change and Society

**Total Hours**

**12**

**Courses to total 12 credits for this certificate**

### **Distance Education Availability**

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

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

No

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

### **Geographical Area Availability**

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

Moscow

### **Student Learning Outcomes**

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

1. Demonstrate a depth of knowledge of global climate challenges and problems.
2. Demonstrate the ability to synthesize information related to solutions to current climate change challenges.
3. Demonstrate a depth of knowledge of global climate change adaptation and mitigation solutions.
4. Demonstrate a depth of knowledge of subject matter areas related to global climate change including water and energy systems and understand how they related to climate change.
5. Communicate effectively and professionally.

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

The required course in Global Climate Change will serve as an indicator course to act as an indicator of the overall quality of the certificate. This indirect measure of program performance will allow the program faculty to evaluate whether each cohort is maintaining a high degree of rigor in the certificate.

We will also conduct a survey of students who complete the certificate. The survey will assess the degree to which they felt the student demonstrated key concepts related to climate change.

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

Annual meetings with faculty to discuss survey results and adjust curricula as necessary.

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

Indirect measures such as course grades will be used. Direct measures will be inferred from the survey results and interactions with future employers of the students.

**When will assessment activities occur and at what frequency?**

Annually.

### **Student Learning Outcomes**

#### **Learning Objectives**

1. Demonstrate a depth of knowledge of global climate challenges and problems.
2. Demonstrate the ability to synthesize information related to solutions to current climate change challenges.
3. Demonstrate a depth of knowledge of global climate change adaptation and mitigation solutions.
4. Demonstrate a depth of knowledge of subject matter areas related to global climate change including water and energy systems and understand how they related to climate change.
5. Communicate effectively and professionally

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

Climate change is a global problem and its effects are apparent across the state of Idaho, with droughts, fires and other hazards. The department has always provided leadership in this area at the University of Idaho, specifically through the existing climate change undergraduate academic certificate. Over the years we have had several graduate students express interest in a graduate version of the certificate and this change is proposed to meet those needs.

**Reviewer Comments**

**Ken Udas (kudas) (Mon, 09 May 2022 16:23:48 GMT):** Changed "Self Support" from YES to NO following consultation with the department head.

**Rebecca Frost (rfrost) (Wed, 05 Oct 2022 18:30:49 GMT):** GEOG 411/512 and GEOL 574 both appear to be dormant courses. The department should submit course change forms to activate both courses if it is intended that they be available for this certificate. If these courses are not reactivated then the courses will be removed from the elective options for catalog purposes.

Key: 471

# 474: M.S. GEOGRAPHIC INFORMATION SCIENCE

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## In Workflow

1. Geol/Geog Review (renee@uidaho.edu)
2. 225 Chair (alistair@uidaho.edu)
3. 19 Curriculum Committee Chair (markn@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
5. 19 Dean (gingercarney@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Graduate Council Chair (slthomas@uidaho.edu)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
13. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
14. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Mon, 21 Mar 2022 15:36:04 GMT  
Renee Jensen-Hasfurther (renee): Approved for Geol/Geog Review
2. Mon, 21 Mar 2022 15:36:42 GMT  
Alistair Smith (alistair): Approved for 225 Chair
3. Mon, 21 Mar 2022 16:58:12 GMT  
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
4. Wed, 27 Apr 2022 16:24:51 GMT  
Ken Udas (kudas): Approved for Provost's Office
5. Wed, 27 Apr 2022 20:40:01 GMT  
Lindsey Brown (lindseybrown): Approved for 19 Dean
6. Wed, 05 Oct 2022 15:27:29 GMT  
Steve Stubbs (sstubbs): Approved for Curriculum Review
7. Wed, 05 Oct 2022 19:20:30 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Thu, 13 Oct 2022 20:17:24 GMT  
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
9. Wed, 26 Oct 2022 17:00:20 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
10. Wed, 02 Nov 2022 16:21:36 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Program Proposal

Date Submitted: Fri, 11 Mar 2022 22:26:57 GMT

**Viewing: 474 : M.S. Geographic Information Science**

**Last edit: Thu, 03 Nov 2022 15:59:36 GMT**

Changes proposed by: Alistair Smith

### Faculty Contact

Faculty Name	Faculty Email
Alistair Smith	alistair@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

Yes

### Academic Level

Graduate

### College

Science

**Department/Unit:**

Earth &amp; Spatial Sciences

**Effective Catalog Year**

2023-2024

**Program Title**

M.S. Geographic Information Science

**Degree Type**

Major

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

**Program Credits**

30

**Attach Program Change**

Academic\_Degree\_and\_Certificate\_Full Proposal\_Form\_MS-GIS-rev.doc  
Budget - Full Proposal Form\_GIS-MS-rev.xlsx

**CIP Code**

45.0702 - Geographic Information Science and Cartography.

**Emphasis/Option CIP Code(s)****Code(s)**

29.0203

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

Yes

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

Yes

**Financial Information****What is the financial impact of the request?**

Greater than \$250,000 per FY

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

**Describe the financial impact**

The new degree will lead to significant increase in graduate enrollment and associated tuition revenue into the institution.

The proposed program will include the hiring of a new clinical faculty member to provide curricula leadership including working with the Department Chair on recruiting, marketing, and advising of non-thesis masters students. This clinical faculty member will also develop and teach online courses in the program and liaise with existing University of Idaho instructional resources (e.g., the Center for Excellence in teaching and Learning) to lead a team to develop and deliver high quality online courses.

**Curriculum:**

Code	Title	Hours
Core Curriculum: 18 cr. (non-thesis-16 cr. plus 2 cr. 599) - 22 cr. (thesis) (16 cr. plus 6 cr. 500)		
GEOG 475	Intermediate GIS (Core Curriculum)	3

GEOG 583	Remote Sensing IMAGE ANALYSIS/GIS Integration	3
GEOG 507	Spatial Analysis and Modeling	3
GEOG 525	Course GEOG 525 Not Found (Graduate GIS Fundamentals) at UCC approval	3
GEOG 593	Course GEOG 593 Not Found (Geovisualization) at UCC approval	3
GEOG 596	Geography Department Seminar	1

*Thesis or Non-Thesis Track:* 2-6

Thesis Track (6 credits):

GEOG 500 or GEOL 500	Master's Research and Thesis (Thesis students will take 6 thesis credits) Master's Research and Thesis
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Non-Thesis Track (2 credits)

GEOG 599 or GEOL 599	Research (Research students will take 2 research credits) Research
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### Application Areas

Select one of the Following Application Areas: 8-12

Remote Sensing (<https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/geographic-information-science-ms/#RemoteSensing>)

GIS Programming (<https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/geographic-information-science-ms/#GISProgramming>)

Natural Hazards and Emergency Planning (<https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/geographic-information-science-ms/#NaturalHazardsandEmergencyPlanning>)

Geospatial Aspects of Sustainable Planning (<https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/geographic-information-science-ms/#GeospatialAspectsOfSustainablePlanning>)

Geotechnician (<https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/geographic-information-science-ms/#Geotechnician>)

Geospatial Habitat Assessment (<https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/geographic-information-science-ms/#GeospatialHabitatAssessment>)

Geospatial Intelligence (<https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/geographic-information-science-ms/#GeospatialIntelligence>)

**Total Hours** 26-34

**Courses to total 30 credits for this degree**

### A. Remote Sensing

Code	Title	Hours
Select 8 credits for thesis students, 12 credits for non-thesis from the following:		
GEOG 524	Hydrologic Applications of GIS and Remote Sensing	3
NRS 578	LIDAR and Optical Remote Sensing Analysis	3
FOR/NRS 472	Remote Sensing of the Environment	4
FOR 535	Remote Sensing of Fire	3
REM 476	Unmanned Aerial Systems (UAS) Operations	1
REM 475	Remote Sensing Application with Unmanned Aerial Systems (UAS)	3
ECE 516	Image Sensors and Systems	3
NRS 552	Current Lit in Remote Sensing	1

### B. GIS Programming

Code	Title	Hours
Select 8 credits for thesis, 12 credits for non-thesis from the following:		
GEOG 479	GIS Programming	3
STAT 419	Introduction to SAS/R Programming	3
STAT 426	SAS Programming	3
STAT 427	R Programming	3
ENVS 511	Data Wizardry in Environmental Sciences	3
CS 479	Data Science	3

### C. Natural Hazards and Emergency Planning

Code	Title	Hours
Select 8 credits for thesis, 12 credits for non-thesis from the following:		
GEOG 411	Natural Hazards and Society	3
GEOG 414	Socioeconomic Applications of GIS	3
GEOL 567	Volcanology	3



FOR 554	Air Quality, Pollution, and Smoke	3
NRS 576	Environmental Project Management and Decision Making	2
NRS 588	NEPA in Policy and Practice	3
CE 535	Fluvial Geomorphology and River Mechanics	3
GEOE 535	Seepage and Slope Stability	3
TM 517	Critical Infrastructure Security and Resilience Fundamentals	3
TM 525	Emergency Management and Planning	3
INDT 470	Homeland Security	3

#### D. Geospatial Aspects of Sustainable Planning

Code	Title	Hours
Select 8 credits for thesis, 12 credits for non-thesis from the following:		
GEOG 535	Climate Change Mitigation	3
GEOG 414	Socioeconomic Applications of GIS	3
SOIL 536	Principles of Sustainability	3
SOIL 544	Water Quality in the Pacific Northwest	3
SOIL 548	Drinking Water and Human Health	3
ENVS 520	Introduction to Bioregional Planning	3
ENVS 523	Planning Sustainable Places	3
ENVS 530	Planning Theory and Process	3
ENVS 511	Data Wizardry in Environmental Sciences	3
TM 517	Critical Infrastructure Security and Resilience Fundamentals	3
TM 525	Emergency Management and Planning	3
ARCH 558	Urban Design and Planning Studio	3

#### E. Geotechnician

Code	Title	Hours
Select 8 credits for thesis, 12 credits for non-thesis from the following:		
GEOL 471	Ore Deposits and Exploration	3
GEOL 531	Chemical Hydrogeology	3
STAT 419	Introduction to SAS/R Programming	3
STAT 431	Statistical Analysis	3
NRS 578	LIDAR and Optical Remote Sensing Analysis	3
ENVS 579	Introduction to Environmental Regulations	3
SOIL 544	Water Quality in the Pacific Northwest	3
SOIL 548	Drinking Water and Human Health	3

#### F. Geospatial Habitat Assessment

Code	Title	Hours
Select 8 credits for thesis, 12 credits for non-thesis from the following:		
REM 429	Landscape Ecology	3
REM 507	Landscape and Habitat Dynamics	3
REM 520	Advanced Vegetation Measurement and Monitoring	3
NRS 578	LIDAR and Optical Remote Sensing Analysis	3
NRS 588	NEPA in Policy and Practice	3
NRS 552	Current Lit in Remote Sensing	1
FOR 514	Forest Biometrics	3
WLF 511	Wildland Habitat Ecology and Assessment	2

#### G. Geospatial Intelligence

Code	Title	Hours
Select 8 credits for thesis, 12 credits for non-thesis from the following:		
GEOG 414	Socioeconomic Applications of GIS	3
GEOG 550	Sustainability of Global Development	3-4
GEOG 565	Geopolitics and Conflict	3
ECON 446	International Economics	3
ECON 447	International Development Economics	3
NRS 578	LIDAR and Optical Remote Sensing Analysis	3
INDT 470	Homeland Security	3

CS 575	Machine Learning	3
CS 577	Python for Machine Learning	3
CS 579	Data Science	3
POLS 410	Game Theory	3

## Distance Education Availability

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

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

Yes

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

Yes

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

## Geographical Area Availability

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

Moscow  
Online Only

## Student Learning Outcomes

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

1. Demonstrate a depth of knowledge of spatial analysis and mapping techniques.
2. Demonstrate the ability to gather and analyze appropriate data and write results in context of existing literature and significance of the analysis.
3. Demonstrate advanced skills to conduct either disciplinary or interdisciplinary analyses using geographical information systems methods and datasets for Earth system science problems.
4. Apply mastery of key principals and core concepts in geographical information systems with a depth of knowledge in one of seven application areas cover critical land resource management and industrial workforce needs.
5. Demonstrate the ability to synthesize ideas and information to identify, analyze and problem-solve Earth system science and land resource management issues; demonstrate an application of this synthesis.
6. Collaborate with a faculty advisor and graduate committee to conduct independent research.
7. Communicate effectively, professionally, and within group settings.

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

1. Cohort performance in indicator courses: Each of the five non-seminar/non research courses in the degree will serve as an indicator course to act as an indicator of the overall quality of the program. This indirect measure of program performance will allow the program faculty to evaluate whether each cohort is maintaining a high degree of rigor in the degree. The program faculty will additionally identify at least two courses per option area to also act as indicator courses to evaluate the rigor in each option. The benchmark metric will be initialized by measuring the percentage of the first cohort to achieve at least a B within each indicator course.
2. Completion of integrative project: Each of the thesis or non-thesis options required the completion of an integrative project. Prior to the completion of each project the student will complete a self-reflective survey to assess the degree to which key concepts related to geographical information systems methods and theory were understood and applied.
3. End of degree survey: Prior to signing off on the completed integrative project, each student's graduate advisory committee will complete a survey to assess the degree to which they felt the student demonstrated key concepts related to geographical information systems methods and theory. The survey will also collect additional information including the number of internal and external presentations conducted by the student, the number of publications submitted, and whether the student applied or received funding to support their program.
4. Employer survey: A year following employment of a completed student, the graduates' employers will be asked to complete a brief survey to assess the degree to which they felt the student demonstrated key concepts related to geographical information. The survey will also collect additional information on what expertise areas the employers felt were meeting expectations or not meeting expectations. We will also solicit advice on potential new application areas given current and future needs.

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

The assessment findings will be discussed at dedicated bi-annual faculty meetings, with the vice provosts for academic initiatives and online learning in attendance. The program director and departmental chair will conduct monthly meetings with the Director of the UI's Center for Excellence in Teaching and Learning to ensure that courses meet institutional standards of online instruction. Trainings will be mandated with the UI's Center for Excellence in Teaching and Learning for faculty members seeking to deliver courses in this program to ensure they meet institutional standards of online instruction. The program director and departmental chair will meet each semester with the UI assessment and accreditation officials to ensure there is a constant dialog on expectations, including a timeline to meet expectations to meet and retain compliance.

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

Indirect measures will include grades and performance in indicator courses and the completion of the integrative project - this data will help guide how effective the courses are at enabling students to expand and apply their knowledge. Direct measures will be derived through the interaction with the employers conducted one year after employment, as this will allow us to refine the curricula to directly meet employer's needs.

**When will assessment activities occur and at what frequency?**

Most assessment activities will occur annually. In addition, the program director and departmental chair will conduct monthly meetings with the Director of the UI's Center for Excellence in Teaching and each semester with representatives from the UI offices of the vice provosts for academic initiatives and digital learning initiatives to ensure that there is a constant dialog on expectations, including a timeline to meet expectations to meet and retain compliance.

**Student Learning Outcomes****Learning Objectives**

1. Demonstrate a depth of knowledge of spatial analysis and mapping techniques.
2. Demonstrate the ability to gather and analyze appropriate data and write results in context of existing literature and significance of the analysis.
3. Demonstrate advanced skills to conduct either disciplinary or interdisciplinary analyses using geographical information systems methods and datasets for Earth system science problems.
4. Apply mastery of key principals and core concepts in geographical information systems with a depth of knowledge in one of seven application areas cover critical land resource management and industrial workforce needs.
5. Demonstrate the ability to synthesize ideas and information to identify, analyze and problem-solve Earth system science and land resource management issues; demonstrate an application of this synthesis.
6. Collaborate with a faculty advisor and graduate committee to conduct independent research.
7. Communicate effectively, professionally, and within group settings.

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

There is considerable state-wide and national demand for skilled workers that can analyze spatial datasets, maps, and use that information to help people make decisions. This is highlighted by the Department of Labor Statistics projection that jobs in this area will increase by 30% over the next decade. Across the State of Idaho, demand has considerably increased for advanced workforce skills in not only the spatial analysis of decision support data, but the acquisition and processing of new forms of sensors and data from drones and other sensor data. These stakeholders include representatives from multiple industry sectors including land resource management such as forestry, fisheries, wildlife science, rangeland management; broader resource exploration such as mining; water resources; hydrology; environmental management; geospatial analytics; climate change modeling; risk and emergency planning: fires, floods, landslides and other natural hazards; landscape remediation and restoration; among others. As such, this represents a clear need that is aligned and critical to the land grant mission of the University of Idaho.

At the University of Idaho, this department has led the education of these workforce skills most notably through the Geographical Information Science (GIS) undergraduate academic certificate. In this proposal, we take the next logical step to meet the demands of the State's employers and propose the establishment of an Master of Science Degree in Geographical Information Systems. This proposed degree builds on the existing departmental graduate curriculum and faculty expertise, while also leveraging faculty expertise and courses offered across multiple colleges at the University of Idaho to over seven different application areas.

The proposed degree works in synergy with an existing Professional Science Master (PSM) degree that has a Geographical Information Systems option that is currently offered at the University of Idaho. In the case of the PSM, a smaller subset of the same core courses already taught by the department are taken by the students. The remaining PSM courses taken by the students are focused on scientific communication, ethics, leadership, and economics. In contrast, students in the proposed M.S. in Geographical Information Systems undertake a full 30 credits of depth in Geographical Information Systems, with options that provide additional depth in key application areas. The 12 credits of overlapping core courses provide a high level of efficiency in offering the new major alongside the PSM, while providing students with two clear pathways: i.e., the M.S. degree that represents core Geographical Information Systems knowledge plus depth of applied skills for students that already have expertise and knowledge in the transferable skill areas, versus the PSM degree that represents the majority of the core Geographical Information Systems knowledge plus training in transferable skills.

To further meet the demands of a dynamic and mobile State of Idaho workforce we propose that this degree be offered as both 1) an online M.S. non-thesis degree targeted at existing employees of state agencies and industries, where they can learn addition skills while continuing at their employment locations, and 2) as an on-campus M.S. thesis degree targeted at not-yet employed persons that are seeking competitive advantages prior to entering the workforce or are seeking retraining to change careers.

The department is currently hiring a new faculty member with GIS expertise and is planning the hire of a new clinical faculty member to provide leadership in both quality online development, graduate advising, and further curricula development.

**Supporting Documents**

474\_ MS Geographic Information Science.pdf  
Geographic Information Science\_10-5-22.docx

**Reviewer Comments**

**Ken Udas (kudas) (Tue, 26 Apr 2022 18:30:42 GMT):** Updated Fee designation from Self Support to Online Fee.

**Ken Udas (kudas) (Tue, 26 Apr 2022 18:37:50 GMT):** Attached Budget

**Ken Udas (kudas) (Tue, 26 Apr 2022 18:40:06 GMT):** Removed "GEOG 524 Hydro Applications of GIS/Remote Sensing (3cr)" from option #3

**Lindsey Brown (lindseybrown) (Wed, 27 Apr 2022 20:39:51 GMT):** Approved for 19 Dean Ginger Carney as per email to Lindsey Brown on 4/27/22. - LB.

**Rebecca Frost (rfrost) (Wed, 05 Oct 2022 19:12:27 GMT):** FOR 272 should be removed as an elective option in the Remote Sensing area as it cannot be used towards a graduate degree.

**Rebecca Frost (rfrost) (Wed, 05 Oct 2022 19:20:01 GMT):** Text entry for curriculum requirements was reformatted for catalog. Original entry attached as word document.

**Stephanie Thomas (slthomas) (Thu, 13 Oct 2022 20:16:27 GMT):** corrected issues to match the original requirements requested and approved before catalog formatting--some notes remain until require courses pass UCC

Key: 474



# Idaho State Board of Education

## FULL PROPOSAL FORM

Academic Degree and Certificate Program

Date of Proposal Submission:	March 18 <sup>th</sup> 2022		
Institution Submitting Proposal:	University of Idaho		
Name of College, School, or Division:	College of Science		
Name of Department(s) or Area(s):	Department of Earth and Spatial Science		
Official Name of the Program:	M.S. Geographic Information Science		
Implementation Date:	2023-2024		
Degree Information:	Degree Level: Graduate	Degree Type: Master of Science	
CIP code (consult IR /Registrar):	45.0702		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Distance delivery (for non-thesis option). In person (for thesis option).		
Geographical Delivery:	Location(s)	Moscow, Online.	Region(s) National
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	Self-Support fee	Professional Fee	X Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	Regional Program Responsibility	X	Statewide Program Responsibility

### Proposed Action

- New program offering**
- Undergraduate program
  - Graduate program
  - Undergraduate certificate (30 credits or more)
  - Graduate certificate (30 credits or more)
- New branch campus or change in location**

- Modification of Existing Academic Programs**
- Converting one program option to a stand-alone program
  - Consolidating two or more undergraduate programs into one
  - Consolidating two or more graduate programs into one
  - Splitting an existing program into two or more programs
  - Program expansion outside an institution's Designated Service Region as defined in Board Policy III.Z.
  - Adding certificate or degrees to existing programs

College Dean	Date	Vice President for Research (as applicable)	Date
Graduate Dean/other (as applicable)	Date	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer	Date	Chief Financial Officer, OSBE	Date
Provost/VP for Instruction	Date	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director or Designee 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. All questions must be answered.

## **Rationale for Creation or Modification of the Program**

- 1. Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

Historically, the *Department of Geography* and the *Department of Geological Sciences* merged into a combined unit called the *Department of Geography and Geological Sciences*. This year, the Department proposed to change its name to the **Department of Earth and Spatial Sciences** to better reflect the modern understanding of these disciplines and to be more aligned with courses and topics taught in State and regional high schools.

This year, the department proposed to merge its traditional undergraduate degrees in Geology (B.S.) and Geography (B.S.) into a combined degree with the same name as the new department: **B.S. Earth and Spatial Sciences**. In making this change the faculty gained efficiencies in course offerings while also increasing options to expand workforce development to meet stakeholder needs. As part of the department merger the traditional MS and PhD degrees in Geography and Geology have been retained. However, the efforts to improve the undergraduate curricula identified opportunities for improved integration of graduate courses that are more responsive to the needs of employers for a skilled workforce in the State of Idaho, and regionally. Specifically, there is considerable state-wide and national demand for skilled workers that can analyze spatial datasets, maps, and use that information to help people make decisions (see Section 2 for more details). At the University of Idaho, this department has led the education of these workforce skills most notably through the Geographic Information Science (GIS) undergraduate academic certificate. In this proposal, we take the next logical step to meet the demands of the State's employers and propose the establishment of an Master of Science Degree in Geographical Information Systems. This proposed degree builds on the existing departmental graduate curriculum and faculty expertise, while also leveraging faculty expertise and courses offered across the University of Idaho.

To further meet the demands of a dynamic and mobile State workforce we propose that this degree be offered as both 1) an online M.S. non-thesis degree targeted at existing employees of state agencies and industries, where they can learn addition skills while continuing at their employment locations, and 2) as an on-campus M.S. thesis degree targeted at not-yet employed persons that are seeking competitive advantages prior to entering the workforce or are seeking retraining to change careers. To meet the demands of a diverse workforce we propose that this degree would 1) provide students with a key set of skills common to the analysis of spatial data across multiple application areas and 2) be relevant to a wide array of land management and industry sectors through proposing a series of application areas where students would gain depth in those areas. To deliver the application areas, we propose to collaborate with departments across the University of Idaho that have existing courses in those areas. Many of these individual courses are already available online as electives within the College of Natural Resources Master of Natural Resources degree program and the University-wide online M.S. in Environmental Science.

The proposed degree works in synergy with an existing Professional Science Master (PSM) degree that has a Geographical Information Systems option that is currently offered at the University of Idaho. In the case of the PSM, a smaller subset of the same core courses already taught by the department are taken by the students. The remaining PSM courses taken by the students are focused on scientific communication, ethics, leadership, and economics. In contrast, students in the

proposed M.S. in Geographical Information Systems undertake a full 30 credits of depth in Geographical Information Systems, with options that provide additional depth in key application areas. The 12 credits of overlapping core courses provide a high level of efficiency in offering the new major alongside the PSM, while providing students with two clear pathways: i.e., the M.S. degree that represents core Geographical Information Systems knowledge plus depth of applied skills for students that already have expertise and knowledge in the transferable skill areas, versus the PSM degree that represents the majority of the core Geographical Information Systems knowledge plus training in transferable skills.

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

**a. Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

The Idaho State Board of Education recognized that Idaho needs a STEM education-career pipeline and created the Idaho STEM Action Center in 2015 to support a competitive Idaho workforce and economy through STEM. In 2019, the Idaho STEM Action Center found that over 7000 STEM jobs went unfilled in Idaho due to lack of skills and education for appropriate job placement. The second most common job category that remained unfilled were jobs involving computer skills. Our department already provides training and undergraduate certifications in Geographic Information Science, a specialized computer analysis tool, which is valuable to the workforce's needs in Idaho and nationally. The proposed M.S. degree expands on this legacy of leading and will further help train and transform the Idaho workforce enabling it to keep pace and remain nationally competitive with a rapidly changing set of spatial skills and tools.

Supporting information: Idaho Department of Labor, Occupational Employment & Wage Survey <https://lmi.idaho.gov/oes>

Across the State of Idaho, demand has considerably increased for advanced workforce skills in not only the spatial analysis of decision support data, but the acquisition and processing of new forms of sensors and data from drones and other sensor data. These stakeholders include representatives from multiple industry sectors including land resource management such as forestry, fisheries, wildlife science, rangeland management; broader resource exploration such as mining; water resources; hydrology; environmental management; geospatial analytics; climate change modeling; risk and emergency planning: fires, floods, landslides and other natural hazards; landscape remediation and restoration; among others. As such, this represents a clear need that is aligned and critical to the land grant mission of the University of Idaho.

In terms of National demand, the proposed degree prepares graduates for multiple careers that the U.S. Bureau of Labor Statistics projects as exhibiting moderate to strong growth for 2020-2030:

2020 National Employment Matrix title	2020 National Employment Matrix code	Actual 2020 Employment	Projected 2030 Employment	Employment change 2020-2030	% Employment change 2020-30
Information security analysts	15-1212	141200	188300	47100	33.3%
Data scientists and mathematical science	15-2098	63200	83000	19800	31.4%
Computer and information research scientists	15-1221	33000	40200	7200	21.9%
Environmental scientists and geoscientists	19-2040	122600	132300	9700	7.9%
Environmental scientists and geoscientists	19-2040	122600	132300	9700	7.9%
Conservation scientists and foresters	19-1030	39000	41900	2900	7.5%
Urban and regional planners	19-3051	39100	41800	2700	6.8%
Cartographers and photogrammetrists	17-1021	13200	13900	700	5.4%
Surveying and mapping technicians	17-3031	54800	56900	2000	3.7%

**b. Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

The primary market for students in the online non-thesis M.S. in Geographic Information Science are existing employees of State and Federal agencies and national industries that only have received a B.S. level of education but require additional skills to keep pace with technological advances, retraining, or to seek an advanced degree to qualify for additional compensation. A significant group of potential students include existing federal agency employees that were hired at the GS-5 classification standard as this group of employees only requires the completion of a full 4-year course of study in a field leading to a bachelor's degree. Agency employees seeking an increase to a GS-7 level in these disciplines usually require a M.S. degree and generally prefer online degrees to maintain continual employment. Example positions relevant to the proposed degree include persons employed in the Outdoor Recreation Planning Series, GS-23; Intelligence Series, GS-132; Natural Resources Management and Biological Sciences Series, GS-401; Soil Conservation Series, GS-457; Forestry Series, GS-460; Range Conservationist, GS-454; Soil Scientist, GS-470; Wildlife Biologist, GS-486; Landscape Architect, GS-807; Hydrologist, GS-1315; Geologist, GS-1350; Cartography Series, GS-1370; Cartography Technician Series, GS-1371; among others.,

More detail of relevant series: <https://www.opm.gov/policy-data-oversight/classification-qualifications/general-schedule-qualification-standards/#url=List-by-Occupational-Series>  
 More detail of classification standard experience expectations: <https://www.opm.gov/policy-data-oversight/classification-qualifications/general-schedule-qualification-standards/#url=Group-Standards>

A further significant group of potential students for the online non-thesis M.S. option are current employees of State agencies and regional industries focused on land resource management (mining, forestry, water, agriculture, rangelands, energy, etc.), risk management (fires, floods, earthquakes, etc.). This includes the county Soil Conservation Districts, Idaho Department of Lands, Idaho Fish and Game, Idaho Department of Environmental Quality, as well as the equivalent state agencies in other states across the United States.

A further significant group of potential students are from within the University of Idaho. Namely, most majors in the College of Agriculture and Life Sciences, College of Natural Resources, and College Science at the University of Idaho rely on the foundational theory behind the spatial connection of organisms, humans, the environment; and the processes that connect them. As with other data analysis and spatial information science degree programs (e.g., Statistics), there is often a demand for existing students to explore additional certifications and degrees in complimentary disciplines to their primary field of study.



A further potential group of students for the online non-thesis M.S. option include persons interested in either cooperate or geospatial intelligence. The demand for geospatial intelligence expertise is broad, including State and National Homeland Security agencies, the National Geospatial-Intelligence Agency, and the various intelligence agencies, active serving U.S. Military personnel, and a diverse array of non-governmental and humanitarian organizations that focus on response to natural disasters.

Supporting information: Future U.S. Workforce for Geospatial Intelligence

<https://www.nap.edu/catalog/18265/future-us-workforce-for-geospatial-intelligence>

From Maps to Models: Augmenting the Nation's Geospatial Intelligence Capabilities:

<https://www.nap.edu/catalog/23650/from-maps-to-models-augmenting-the-nations-geospatial-intelligence-capabilities>

A further potential market for students in this program include existing employees within sectors such as the entertainment industry (e.g., Sony, Amazon Studios, Disney, Netflix), virtual reality and immersive platforms (e.g., Unity, Unreal), and Game Developers (e.g., Bungie, Activision, Microsoft). In each case, there is an increasing demand for immersive scientific visualizations that not only look realistic, but also incorporate models and spatial data from a diverse set of sources.

In terms of the on-campus M.S. thesis option, we anticipate considerable interest from research-orientated undergraduates seeking advanced skills prior to a doctorate program or agency-based analysis position.

**c. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

Graduates of this proposed program will be able to provide leadership on the mapping and analysis of western natural hazards (fires, droughts, floods, landslides, earthquakes), western water challenges (snowpack, availability), and western challenges to rural communities (transportation, property values, cultural values) through gaining expertise in recent technological advances such as the analysis of data from lidar, drones, and other sensors. The rise of predictive modeling, big data, drones, and user-ready spatial information platforms like Google Earth and the iPhone Maps feature are key examples of the ongoing need to educate geographic principals.

### 3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes  No

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

During the 2020 program prioritization process mandated by the Idaho State Board of Education, one recommendation was the merger of two former University of Idaho Departments (Department of Geography & Department of Geological Sciences) and the rethinking of the associated majors. Earlier this year, the departmental faculty proposed to change the departmental name to the Department of Earth and Spatial Sciences. The Department faculty further proposed to merge the former B.S. in Geography and B.S. in Geological Sciences into a combined degree of a B.S. in Earth and Spatial Sciences where these traditional disciplinary areas would continue in the form of options within this new degree. The departmental faculty also used this process to identify new options within this new B.S. that meet current workforce

demands in the State of Idaho and the region more broadly.

Concurrent with these conversations regarding the undergraduate majors were conversations regarding the future of the department's associated graduate majors. Although the existing departmental majors of a M.S./ PhD in Geography and a M.S. / PhD in Geology both continue to meet the needs of State of Idaho and regional employers, the conversations associated with the changes in the undergraduate majors identified key areas where employer demand for geospatial skills would be better served through the creation of a new M.S in Geographical Information Systems. The degree program will provide the State of Idaho with a critical workforce trained to support land resource management, emergency planning, state and national intelligence, conservation, and restoration that is crucial to the economic health of the State.

The proposed program is the direct result of departmental integration as recommended through the 2020 program prioritization process and the creation of an innovative approach to integrated study in the earth sciences and spatial analysis to inform the management of land resources (e.g., forestry, mining, water, wildlife) and the planning associated with the hazards that impact them (e.g., fires, floods, landslides). Such programs have been developed at our peer and aspirational peer universities and many have met with substantial success. The new program proposal for a M.S. in Geographical information Systems is designed to enhance graduate student knowledge and understanding of the earth sciences and spatial processes and patterns through greater integration of the two disciplines within the former department (geography and geology) with disciplines from across the University of Idaho (forestry, range management, water resources, computer science, data analysis, sensor technologies, etc.,)

**4. Credit for Prior Learning**

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not Applicable

**5. Affordability Opportunities**

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

The program will be offered through both an online non-thesis option and as an on-campus thesis option. We will use open educational resources as available. For the on-campus students, the department has existing Geographical Information Systems teaching laboratories for student use, and the labs are equipped with a broad spectrum of geospatial and geoinformatics software (e.g., ERDAS and ArcGIS Pro).

**Enrollments and Graduates**

**6. 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 for the most past four years.

Instit	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
ISU	M.S. Geographic Information Science (thesis and non-thesis option)								

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education 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.

The existing ISU degree only requires a single graduate course focused on Geographic Information Systems, with the other required courses focusing on remote sensing and GPS technologies. The remainder of the ISU degree involves the selection of a diverse array of electives. In contrast, the proposed M.S. in Geographic Information Systems at the University of Idaho provides both (a) specialized depth in 5 advanced Geographic Information Systems courses and (b) specialized depth in one of 7 application areas relevant to the land grant mission of the University of Idaho (e.g., precision agriculture, forestry, natural hazards, geology, rangeland and wildlife management), as well as development of new focus areas relevant to geospatial intelligence and GIS programming.

8. **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: M.S. Geographic Information Systems											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY23_ (first year)	FY24_ -	FY25_ -	FY26_ -	FY27_ -		FY23_ (first year)	FY24_ -	FY25_ -	FY26_ -	FY27_ -	
40	60	80	100	120		10	40	60	80	100	

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

The broad expectation is that 10 students per year will seek to complete the degree in an

accelerated manner (i.e., within one year), but that most students will complete the program over two years. The expectation is that most students will take approximately 6 credits per semester, including the summer session. This level of enrollment is consistent with other non-thesis master's degrees at the University of Idaho.

We propose to build off the same marketing and recruitment strategy previously used to achieve the recent increase in the University of Idaho's Master in Natural Resources enrollment (2019-2021 enrollment change of +136 majors). Namely, we are building off an existing database of over 3000+ contact emails for land resource management, risk management, industry and state/federal agencies across all 50 states. In addition to this direct outreach, we will also work in partnership with the State of Idaho's agencies and industry representatives to directly market the degree to current employees.

We also anticipate strong growth through immediately offering 7 specialization areas, while continuing to work with our stakeholders and regional employers to develop and propose additional application areas. Examples of future areas under being considered include Health Informatics & Virtual Worlds and Scientific Visualizations. The University of Idaho's Master in Natural Resources program has achieved sustained enrollment increases through a stepwise expansion of specialization areas from 1-5 over the last decade. In terms of similar programs at both peer institutions (University of Maine) and aspiration peer institutions (e.g., Oregon State University, Penn State University), each of these organizations offers similar graduate programs but with only 1-2 specialized option areas. Given this lack of competition in many of the proposed specialized option areas and the diverse expertise in Geographical Information Systems and existing breadth of courses already available at the University of Idaho, we anticipate being able to quickly establish a nationally competitive graduate program.

**10. Minimum Enrollments and Graduates.**

- a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

Following establishment, the minimum number to sustain this program is ~40 new students per year to justify the expenditure associated with delivering the degree.

- b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

If, after five academic years following establishment, we fail to meet this minimum enrollment, while the State need for experts in Geographical information Systems and Geospatial intelligence continues, then we will re-evaluate the structure and organization of our program to better appeal to the State's workforce and the national workforce more broadly. This reassessment will incorporate a new round of conversations and panels with existing University students and more extensive outreach to potential employers of our students as well as faculty peers at similar institutions.

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

Quality assurance will take place at multiple levels.

**Online Course Quality Review.** Each course within the proposed M.S. in Geographical Information Systems will be evaluated by the Center for Excellence in Teaching and Learning (CETL) for instructional design, content, and delivery. This review will ensure that each course achieves a consistent level of quality and that the student experience in taking each course in the

program in consistent and excellent. The CETL review will include both existing online courses, courses being converted into online modalities, and new courses that are being proposed as part of the program. The result of the review may include the need to redesign existing online courses to ensure overall program quality.

**Annual Program Review and Assessment (APRA).** The APRA process relies on annual self-studies in which the program outcomes and performance evaluation criteria are assessed, allowing timely modification to program practices to ensure continued quality of the program. As the objective of the proposed degree is to prepare students for professional positions; the success of the program will also be assessed based on enrollment trends and the ability of graduates to obtain suitable employment or placement in graduate programs.

**External Program Review (EPR).** A regular EPR will be achieved through the identification of an external advisory board comprised of representative of key stakeholders that will meet at least annually will be formed and used to maintain ties with industry and state/federal agencies for student placement, as well as solicit quality feedback to maintain program relevance and meet the needs of stakeholders (i.e., employers). Internally, we will seek input from potential and matriculating students on student needs, and feedback on program effectiveness will be integral to all course offerings in the program.

12. **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 A**.

Not applicable.

13. **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 State Board of Education.

Will this program lead to certification?

Yes \_\_\_\_\_ No X \_\_\_\_\_

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

14. **Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?**

Yes \_\_\_\_\_ No X \_\_\_\_\_

If yes, proceed to question 15. If no:

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

Indicate (X) by each applicable statement:

X	Program is important for meeting your institution's regional or statewide program responsibilities.
X	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for

	acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

**b. Provide an explanation for all statements you selected.**

The proposed degree arose through opportunities that were identified through the merging of the original Department Geography and the Department of Geological Sciences in response to the SBOE mandate for program review and the University's 2020 Program Prioritization process. The potential for this degree was identified during the discussions that followed this important SBOE process.

The proposed degree is directly relevant to the land grant mission of the University of Idaho and its state-wide responsibility to provide advanced trainings for Idaho's workforce in topics such as land and Earth resource management, precision agriculture, architecture (e.g., landscape planning, scientific visualizations), military science (e.g., geospatial intelligence), and engineering (e.g., programming and technical expertise on drones and sensors).

The proposed degree realigns department goals to address industry (e.g., mining, environment, water resources, geospatial analysis) and State agency (IDWR, IDEQ, IWRRI, IDHS) workforce needs. The proposed curriculum will better serve students and stakeholders as such, it does not rely on external funding and will be self-sustaining within three years.

**Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan**

**15. Curriculum. Provide descriptive information of the educational offering.**

**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.	20-24
Credit hours in required courses offered by other departments:	6-10
Credit hours in institutional general education curriculum	n/a
Credit hours in free electives	n/a
Total credit hours required for degree program:	30

**b. Curriculum.** Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

The degree includes both an online non-thesis option and an on-campus thesis option. Each option includes the same number of core courses. However, the non-thesis option includes 2 credits of non-thesis research, while the thesis version includes 6 credits of thesis research.

Students must then complete a minimum of 8 credits (thesis option) or 15 (non-thesis option) in one of the **seven** application areas. A minimum of 18 credits must be at the 500 level or above.

The following courses are already available online if denoted by a \*. Courses denoted by ^ will be the focus of online conversion in the year prior to the start of the degree in Fall 2023.

#### Core Curriculum

Code	Title	Credits
GEOG 58X ^	GIS Primer	3
GEOG 590 ^	Geovisualization	3
GEOG 475 *	Intermediate GIS	3
GEOG 583 *	Remote Sensing and GIS Integration	3
GEOG 507 ^	Spatial Analysis and Modeling	3
GEOG 596 *	Department Seminar	1
GEOG/GEOL 599 *	Non-Thesis Research	2
OR GEOG/GEOL 500 *	Research	6
		<b>18 (non-thesis) 22 (Thesis)</b>

Select one of the Following Application Areas:

<b>1. Remote Sensing (12+ credits non thesis, 8+ credits thesis)</b>		
Code	Title	Credits
GEOG 524 *	Hydrological Applications of GIS and Remote Sensing	3
FOR/NRS 472	Remote Sensing of Environment	3
NRS 578 *	LIDAR and Optical Remote Sensing Analysis	3
FOR 535	Remote Sensing of Fire	3
REM 476 *	Unmanned Aerial Systems (UAS) Operations	1
REM 475 *	Remote Sensing Application with Unmanned Aerial Systems (UAS)	3
GEOG 587 *	Advanced Topics in Remote Sensing	3
ECE 516 *	Image Sensors and Systems	3
FOR 522 / NRS 552	Current Literature in Environmental Remote Sensing	1

<b>2. GIS Programming (12+ credits non thesis, 8+ credits thesis)</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
GEOG 479 ^	GIS Programming	3
STAT 419 *	Intro to SAS/R Programming	3
STAT 426 *	SAS Programming	3
STAT 427 *	R Programming	3
ENVS 511 *	Data Wizardry in Envs	3
CS 524	Advanced Computer Graphics (CS 324 or equivalent)	3
CS 479 *	Data Science	3

<b>3. Natural Hazards and Emergency Planning (12+ credits non thesis, 8+ credits thesis)</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
<b>Required:</b>		
GEOG 411 ^	Natural Hazards and Society	3
<b>Choose 9+ Credits of the Following:</b>		
GEOL 548 ^	Tectonics	3
GEOG 524 *	Hydro Applications of GIS/Remote Sensing	3
GEOG 414 *	Socioeconomic Applications in GIS	3
REM 510 *	GIS Application in Fire Ecology and Management	2
GEOL 567 ^	Volcanology	3
FOR 554 *	Air Quality, Pollution, and Smoke	3
NRS 576 *	Environmental Project Management and Decision Making	3
CE 535 *	Fluvial Geomorph/River Mechanics	3
GEOE 535 *	Seepage and Slope Stability	3
NRS 588 *	NEPA in Policy and Practice	3
TM 517 *	Critical Infrastructure Security and Resilience Fundamentals	3
TM 525 *	Emergency Management and Planning	3
NRS 576 *	Environmental Project Management and Decision Making	3
INDT 470	Homeland Security	3

<b>4. Geospatial Aspects of Sustainable Planning (12+ credits non thesis, 8+</b>
--



<b>credits thesis)</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
<b>Choose 12+ Credits of the Following:</b>		
GEOG 535 *	Climate Change Mitigation	3
GEOG 414 *	Socioeconomic Applications in GIS	3
SOIL/ENVS 536 *	Principles of Sustainability	2
ENVS 520 *	Intro to Bioregional Planning	3
ENVS 523 *	Planning Sustainable Places	3
ENVS 530 *	Planning Theory and Process	3
SOIL 544 *	Water Quality in the Pacific Northwest or	3
SOIL 548 *	Drinking Water and Human Health	3
NRS 588 *	NEPA Policy and Practice	3
ENVS 511 *	Data Wizardry in Envs ( programming prereq)	3
TM 517 *	Critical Infrastructure Security and Resilience Fundamentals	3
ARCH 558	Urban design and planning	3
TM 525 *	Emergency Management and Planning	3

<b>5. Geotechnician (12+ credits non thesis, 8+ credits thesis)</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
Required:		
GEOG 590 ^	Cartographic Design and Geo-visualization	3
GEOL 562 ^	Petroleum Systems and Stratigraphic Concepts	3
<b>Choose 6+ Credits of the Following:</b>		
GEOL 471	Ore Deposits	3
GEOL 512/GEOL 531	Environmental/Chemical Hydrogeology	3
STAT 419 *	Intro to SAS/R Programming	3
STAT 431 *	Statistical Analysis	3
NRS 578 *	LIDAR and Optical Remote Sensing Analysis	3
ENVS 579 *	Introduction to Environmental Regulations	3
SOIL 544 *	Water Quality in the Pacific Northwest	3
SOIL 548 *	Drinking Water and Human Health	3
ENVS 579 *	Introduction to Environmental Regulations	3

<b>6. Geospatial Habitat Assessment (12+ credits non thesis, 8+ credits thesis)</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
REM 520 *	Advanced Vegetation Measurement and Monitoring	3
NRS 578 *	LIDAR and Optical Remote Sensing Analysis	3
REM 507 *	Landscape and Habitat Dynamics	3
FOR 514 ^	Forest Biometrics	3
WLF 511 *	Wildlife Habitat Ecology and Assessment	3
NRS 588 *	NEPA in Policy and Practice	3
FOR 552/NRS 552 *	Current Literature in Environmental Remote Sensing	1
REM 429 *	Landscape Ecology	3

<b>7. Geospatial Intelligence (12+ credits non thesis, 8+ credits thesis)</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
GEOG 414	Socioeconomic Applications of GIS	3
ECON 446	International Economics (prereq: ECON 201 and 202, or ECON 272)	3
ECON 447	International Development Economics (same prereq)	3
GEOG 565 ^	Geopolitics and Conflict	3
NRS 578 *	LIDAR and Optical Remote Sensing Analysis	3
GEOG 550 ^	Geography of Development	3
INDT 470 *	Homeland Security	3
CS 575 *	Machine Learning (Prereq: CS 210)	3
CS 577 *	Python for Machine Learning (Preq: CS 121 or MATH 330, and STAT 301)	3
CS 579 *	Data Science (Preq MATH 330 or permission)	3
POLS 410	Game Theory	3
POLS 562 / NRS 562	Natural Resource Policy	3

- 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 non-thesis requirement includes the completion of a project paper (case study or review article). Projects may be aligned with internships or other work experiences. The non-thesis project consists of a substantial project in which the student demonstrates ability to do rigorous independent work.

The thesis requirement includes a written thesis, where the thesis may be comprised of a

manuscript in a form acceptable for publication in a refereed journal, while otherwise fulfilling the requirements of the Graduate College. The thesis consists of a substantial project in which the student demonstrates ability to do rigorous independent work.

## 16. Learning Outcomes: Expected Student 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 students will know, understand, and be able to do, and value or appreciate as a result of completing the program.
1. Demonstrate a depth of knowledge of spatial analysis and mapping techniques.
  2. Demonstrate the ability to gather and analyze appropriate data and write results in context of existing literature and significance of the analysis.
  3. Demonstrate advanced skills to conduct either disciplinary or interdisciplinary analyses using geographical information systems methods and datasets for Earth system science problems.
  4. Apply mastery of key principals and core concepts in geographical information systems with a depth of knowledge in one of seven application areas cover critical land resource management and industrial workforce needs.
  5. Demonstrate the ability to synthesize ideas and information to identify, analyze and problem-solve Earth system science and land resource management issues; demonstrate an application of this synthesis.
  6. Collaborate with a faculty advisor and graduate committee to conduct independent research.
  7. Communicate effectively, professionally, and within group settings.

## 17. Assessment plans.

- a. **Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

Program assessment will occur through five principal mechanisms.

1. **Cohort performance in indicator courses:** Each of the five non-seminar/non research courses in the degree will serve as an indicator course to act as an indicator of the overall quality of the program. This indirect measure of program performance will allow the program faculty to evaluate whether each cohort is maintaining a high degree of rigor in the degree. The program faculty will additionally identify at least two courses per option area to also act as indicator courses to evaluate the rigor in each option. The benchmark metric will be initialized by measuring the percentage of the first cohort to achieve at least a B within each indicator course.
2. **Completion of integrative project:** Each of the thesis or non-thesis options required the completion of an integrative project. Prior to the completion of each project the student will complete a self-reflective survey to assess the degree to which key concepts related to geographical information systems methods and theory were understood and applied.
3. **End of degree survey:** Prior to signing off on the completed integrative project, each student's graduate advisory committee will complete a survey to assess the degree to which they felt the student demonstrated key concepts related to geographical information systems methods and theory. The survey will also collect

additional information including the number of internal and external presentations conducted by the student, the number of publications submitted, and whether the student applied or received funding to support their program.

4. **Employer survey:** A year following employment of a completed student, the graduates' employers will be asked to complete a brief survey to assess the degree to which they felt the student demonstrated key concepts related to geographical information. The survey will also collect additional information on what expertise areas the employers felt were meeting expectations or not meeting expectations. We will also solicit advice on potential new application areas given current and future needs.

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

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. **Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

- 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 Department has existing Geographical Information System Teaching Laboratories that will be used by the students in the on-campus thesis option. The online non-thesis students will not use these departmental laboratory resources.

- 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 increase of use to the existing facilities by the on-campus thesis students can be accommodated into the current level of use.

- 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.

We will purchase permanent licenses of Articulate Storyline 3 given this is the industry standard for the authoring of online training modules. We will also purchase high-definition webcams, headsets (microphones), and licenses of Adobe Acrobat Pro and Adobe Illustrator.

19. **Library and Information Resources:** Describe adequacy and availability of library and information 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 proposed program does not require extensive use of library resources. The students as part of their final projects will make use of the library existing access to online journals, which will have minimal impact on library staff. The proposed program will work collaboratively with Bruce Godfrey, who provides Geographic Information Systems resources for students, faculty, and staff.

- 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.

## 20. Faculty/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 proposed program will include the hiring of a new clinical faculty member to provide curricula leadership including working with the Department Chair on recruiting, marketing, and advising of non-thesis masters students. This clinical faculty member will also develop and teach online courses in the program and liaise with existing University of Idaho instructional resources (e.g., the Center for Excellence in teaching and Learning) to lead a team to develop and deliver high quality online courses. The proposed program will also support a team of doctoral students to help design, convert, and teach online courses during the summer months. This enables the Department to not only increase capacity to deliver the curricula but also provides these students with critical experience in instructional design and delivery, increasing their competitiveness in the workforce.

- 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.

14 faculty, 1 support staff, 1 instructional staff.

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

We do not expect any impact on existing programs within the department. Further by adopting a distributed curricula model to offer the application areas, we anticipate minimum impact on specific collaborative departments. We do anticipate increased opportunities for teaching and research collaboration across campus by achieving improved integration between the department and other Geographic Information Systems relevant programs across campus. These include the Ui Drone Laboratory, the Northwest Knowledge Network, and the Idaho Geological Survey.

- 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.

Clinical Assistant Professor and Program Director.

## 21. 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?

n/a

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

None.

- 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?  
Enrollment and tuition (academic year and summer revenue).
- 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.

Student fees will be in line with board policies and will remain consistent with fees associated with the previous programs.

- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

n/a.

22. Using the excel **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).

**Program Resource Requirements.**

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

**I. PLANNED STUDENT ENROLLMENT**

	<u>FY 22</u>		<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	0		40		60		80	
B. Shifting enrollments								
<b>Total Enrollment</b>	<u>0</u>	<u>0</u>	<u>40</u>	<u>0</u>	<u>60</u>	<u>0</u>	<u>80</u>	<u>0</u>

**II. REVENUE**

	<u>FY 22</u>		<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds		\$137,676		\$119,231		\$97,133		\$87,395
3. Federal								
4. New Tuition Revenues from Increased Enrollments			\$280,320		\$420,480		\$560,640	
5. Student Fees								
6. Other (i.e., Gifts)								
<b>Total Revenue</b>	<u>\$0</u>	<u>\$137,676</u>	<u>\$280,320</u>	<u>\$119,231</u>	<u>\$420,480</u>	<u>\$97,133</u>	<u>\$560,640</u>	<u>\$87,395</u>

**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

	<u>FY 22</u>		<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
1. FTE								
2. Faculty	\$72,000		\$73,440		\$37,454		\$38,203	
3. Adjunct Faculty					26520		27050	
4. Graduate/Undergrad Assistants	10592		10804		11020			
5. Research Personnel								
6. Directors/Administrators								
7. Administrative Support Personnel								
8. Fringe Benefits	22054		22487		19638		19641	
9. Other:								
<b>Total Personnel and Costs</b>	<u>\$104,646</u>	<u>\$0</u>	<u>\$106,731</u>	<u>\$0</u>	<u>\$94,632</u>	<u>\$0</u>	<u>\$84,894</u>	<u>\$0</u>

	<u>FY 22</u>		<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>B. Operating Expenditures</b>								
1. Travel	\$2,500		\$2,500		\$2,500.00		\$2,500.00	
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies	\$30,530		\$10,000					
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
<b>Total Operating Expenditures</b>	<b>\$33,030</b>	<b>\$0</b>	<b>\$12,500</b>	<b>\$0</b>	<b>\$2,500</b>	<b>\$0</b>	<b>\$2,500</b>	<b>\$0</b>

	<u>FY 22</u>		<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>								
1. Library Resources								
2. Equipment								
<b>Total Capital Outlay</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

	<u>FY 22</u>		<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>D. Capital Facilities Construction or Major Renovation</b>								
<b>E. Other Costs</b>								
Utilities								
Maintenance & Repairs								
Other								
<b>Total Other Costs</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>TOTAL EXPENDITURES:</b>	<u>\$137,676</u>	<u>\$0</u>	<u>\$119,231</u>	<u>\$0</u>	<u>\$97,132</u>	<u>\$0</u>	<u>\$87,394</u>	<u>\$0</u>
<b>Net Income (Deficit)</b>	<u>-\$137,676</u>	<u>\$137,676</u>	<u>\$161,089</u>	<u>\$119,231</u>	<u>\$323,348</u>	<u>\$97,133</u>	<u>\$473,246</u>	<u>\$87,395</u>

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

I.A.B.	



Institutional Tracking  
No. \_\_\_\_\_

# Idaho State Board of Education

## FULL PROPOSAL FORM Academic Degree and Certificate Program

Date of Proposal Submission:	January 31 <sup>st</sup> , 2022		
Institution Submitting Proposal:	University of Idaho		
Name of College, School, or Division:	College of Science		
Name of Department(s) or Area(s):	Department of Geography and Geological Sciences		
Official Name of the Program:	Earth and Spatial Sciences		
Implementation Date:	2022-2023		
Degree Information:	Degree Level: Undergraduate	Degree Type: Bachelor of Sciences	
CIP code (consult IR /Registrar):			
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.			
Geographical Delivery:	Location(s)	Moscow campus	Region(s)
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	<input checked="" type="checkbox"/>	Self-Support fee	Professional Fee
			Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)		Regional Program Responsibility	<input checked="" type="checkbox"/> Statewide Program Responsibility

### Proposed Action

- New program offering**
- Undergraduate program
  - Graduate program
  - Undergraduate certificate (30 credits or more)
  - Graduate certificate (30 credits or more)

- New branch campus or change in location**

- Modification of Existing Academic Programs**
- Converting one program option to a stand-alone program
  - Consolidating two or more undergraduate programs into one
  - Consolidating two or more graduate programs into one
  - Splitting an existing program into two or more programs
  - Program expansion outside an institution's Designated Service Region as defined in Board Policy III.Z.
  - Adding certificate or degrees to existing programs

College Dean	Date	Vice President for Research (as applicable)	Date
Graduate Dean/other (as applicable)	Date	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer	Date	Chief Financial Officer, OSBE	Date
Provost/VP for Instruction	Date	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director or Designee 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. All questions must be answered.

### **Rationale for Creation or Modification of the Program**

- 1. Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

The departments of Geography and Geological Sciences have merged due to program prioritization at the University of Idaho. An initial combination of the department names was deemed cumbersome and outdated. Therefore, the faculty of the merged department voted to adopt "Earth and Spatial Sciences" as the name of the merged department, which reflects a modern interpretation of the curriculum and breadth of job classifications likely to be filled by our graduates. As part of the merger, the curriculum was updated, efficiencies in class offerings were increased, and class offerings were expanded to reflect new curriculum goals. The department is requesting the adoption of the Earth and Spatial Sciences (ESS) degree program that will reflect the goals of the merged department and help fulfill the workforce needs of the State of Idaho and the greater region. This new degree will offer emphasis tracks in Geological Sciences, Global Sustainability and Geography, and Hydrology and Climate. This new Bachelor of Science degree is intended for students who have interests in geology and geography but also those students who wish to pursue an education and training in the disciplines of climate, hydrology, and sustainability. This proposed degree builds on the prior Geography and Geological Sciences curriculums, highlights the expertise of current faculty, and will not require additional resources to deliver the degree option.

The Geography and Geological Sciences degree programs will be taught to completion with existing students, and new students will enter the Earth and Spatial Sciences (ESS) degree program. Emphases under the prior and proposed degree programs can be taught simultaneously and each will continue to address the needs of students to work as geologists and geographers upon graduation. The ESS emphases also will enhance the knowledge and marketability of our graduates for careers as hydrologists, GIS specialists, data analysts, climate specialists, sustainability analysts, and other Earth science career tracks. Such workforce needs have been indicated by our stakeholders across Idaho and the region, including industry sectors such as resource exploration, mining, water resources, environmental management, geospatial analytics, climate change modeling, and landscape remediation and restoration. The new degree program also will continue the robustness of coursework that trains future Earth scientists as researchers and licensed professionals. Existing certifications of geographic information systems and climate change, and geography and geology minors are included in the proposed ESS program. We anticipate that the ESS program will broaden our marketability to students across the State and expand our ability to produce the Earth science workforce needed to sustain and grow the Idaho economy. Targeted audience: 20-50 undergraduate majors per year.

- 2. Need for the Program.** Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in

which the proposed program will meet those needs.

- a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

The proposed new Earth and Spatial Sciences BS degree represents the consolidation of two existing degrees into a single degree with options. This consolidation provides for a common set of core classes and more broadly educated earth scientists. The new degree prepares students for careers in three Bureau of Labor Statistic occupations: Geographers (SOC 19-3092), Hydrologists (SOC 19-2043), and Geoscientists (SOC 19-2042). Collectively in 2020 these occupations employed 37,100 people nationally (400 in Idaho) with projected growth of 7% over the next 10 years.

The Idaho State Board of Education recognized that Idaho needs a STEM education-career pipeline and created the Idaho STEM Action Center in 2015 to support a competitive Idaho workforce and economy through STEM. In 2019, the Idaho STEM Action Center found that over 7000 STEM jobs went unfilled in Idaho due to lack of skills and education for appropriate job placement. The second most common job category that remained unfilled were jobs involving computer skills. Our department provides training and certifications in Geographic Information Science (GIS), a specialized computer analysis tool, which is valuable to the workforce's needs in Idaho and nationally.

Idaho has some of the lowest go-on rates (high school students continuing to college) in the nation at 45% each year; this creates a substantial barrier for connecting students to college geoscience programs, and subsequently STEM careers, in Idaho. This new program offers an opportunity for students to gain pertinent experience to work in a broad range of careers such as in industry positions in mining, petroleum, hydrology, geophysics, agriculture, and environmental consulting, as well as in education and at federal, state, and local governmental agencies in the state. In addition to these traditional occupations, the degree provided students with the fundamental knowledge and skill base for alternative careers such as, for example, surveyors, cartographers and photogrammetrists, or urban and regional planners. These occupations will advance the state economy by providing qualified students to perform the jobs that went unfilled due to lack of expertise.

Idaho Department of Labor, Occupational Employment & Wage Survey, (visited January 21<sup>st</sup>, 2022). <https://lmi.idaho.gov/oes>

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, (visited January 21, 2022).

Geographers: <https://www.bls.gov/ooh/life-physical-and-social-science/geographers.htm>

Geoscientists: <https://www.bls.gov/ooh/life-physical-and-social-science/geoscientists.htm>

Hydrologists: <https://www.bls.gov/ooh/life-physical-and-social-science/hydrologists.htm>

Idaho STEM Action Center, (visited January 24<sup>th</sup>, 2022). <https://stem.idaho.gov/>

- b. **Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

There are currently 42 undergraduate students enrolled in the two degree programs that are being

consolidated into the new Earth and Spatial Sciences degree program (excluding graduate enrollments). Enrollment is expected to grow as the new program provides a more robust avenue for students to prepare for careers in Idaho and across the region in industry sectors such as resource exploration, mining, water resources, environmental management, geospatial analytics, climate change modeling and landscape remediation and restoration. Other institutions including The Ohio State University, Boston College, University of Michigan, University of Oregon, and Oregon State University have already re-envisioned former Geography and Geology departments around the 'Earth System Science' concept proposed here and have over the past five years experienced sizeable enrollment growth; 70% and 40% for University of Oregon and Oregon State University, respectively. We expect this increased enrollment to come from full-time students inside and outside the university.

**c. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

Graduates of the Earth and Spatial Science program will be prepared for careers addressing some of the most challenging issues of our times. These challenges including i) mitigating the impacts of climate and its societal responses, ii) transitioning to sustainable strategies for resource and energy development, and iii) assessing and predicting geologic hazards that occur at the intersection of the physical world with human communities. Graduates of the Earth and Spatial Science program will be leaders to identify equitable solutions to these challenges.

**3. Program Prioritization**

Is the proposed new program a result of program prioritization?

Yes  No

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings?

The proposed degree plan supports the University's land grant mission by providing a workforce educated in the professional practice of Earth and Spatial Sciences. The degree program will provide the State of Idaho with a critical workforce trained to support resource extraction, conservation, and restoration that is crucial to the economic health of the State. The proposed Earth and Spatial Sciences program meets specific needs at the state and national level through education and research in the development and conservation of critical mineral and energy resources, the development and conservation of regional surface and groundwater systems, and the economic and physical effects of climate change. The merging of the two departments, Geography and Geological Sciences, into a single Department of Earth and Spatial Sciences opens up exciting avenues of interdisciplinary scholarship and maximizes the efficient use of institutional resources. This merger and curriculum update aligns the new program with the essential mission of the University, furthers the contribution of the program faculty to the University's strategic plan and supports the strategic allocation of university funding and resources.

The newly proposed program is the result of departmental integration as recommended through the 2020 program prioritization process and the creation of an innovative approach to integrated study in the earth sciences. Such programs have been developed at other universities and many have met with substantial success. The new program proposal for Geography and Geological Sciences is designed to enhance undergraduate student knowledge and understanding of the



earth sciences through greater integration of the two disciplines (geography and geology).

**4. Credit for Prior Learning**

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not Applicable

**5. Affordability Opportunities**

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

A portion of the courses in the new program will be offered using online delivery options and open educational resources. The department has 2 computer labs for instruction and student use, and the labs are equipped with a broad spectrum of geospatial and geoinformatics software (e.g., ERDAS and ArcGIS Pro).

**Enrollments and Graduates**

6. **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 for the most past four years.

Institution	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY18	FY19	FY20	FY21 (most recent)	FY18	FY19	FY20	FY21 (most recent)
Boise State University	B.S. Geosciences	97	89	82	95	25	21	24	--
Idaho State University	B.S. Geosciences	49	52	51	49	9	14	9	7

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education 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.

The proposed degree program does have some overlap with the Geography and Geological programs currently offered at UI, due to the teaching out of the degrees and the hopes of the new program being approved. Those two programs will be discontinued once this new program is in place. No other Idaho universities have the same faculty expertise, reputation, and existing framework of classes to provide an educational experience specifically designed to meet the needs of those professionals garnering this degree.

8. **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: BS in Earth and Spatial Sciences											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY23 (current enroll)	FY24 (first year of)	FY25	FY26	FY27		FY23 (current)	FY24 (first year of)	FY25	FY26	FY27	

ment)	chang e)					gradu ations	chang e)				
42	50	60	63	66		0*	0*	20	21	22	

\*FY23 and FY24 are 0 are a result of getting this new proposed program started. We will continue to teach out the two previous BS programs in Geology and Geography during those years. There will be minimal impact on student course offerings during these years.

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

While students recognize that a great many of our society’s most pressing needs involve skills pertinent to the Earth and Spatial Sciences, many of these students may not recognize that the path to developing expertise in these areas lies within the fields of Geological Sciences or Geography. Through changing the name of our program, we seek to connect with these students through a re-focused program that meets the needs of training professional Geographers, Geologists, Hydrologists, and Geographic Information Scientists, while appealing to the expectations and associations of students interested more broadly in Earth and Spatial Sciences.

Other peer institutions, such as Oregon State University and the University of Oregon, that have followed a similar path in their messaging, have seen immediate and early growth in enrollments after changing their program names followed by more gradual growth in subsequent years (approximately 20% growth for two years and 5% annual growth thereafter). Beginning with our current enrollment of 42 majors per year, in section 8 above, we impose this same projection. To estimate annual graduates, we lean on the patterns of recent years. We have found that a large proportion of our majors do not initially declare as our majors when they enter the University of Idaho. Many switch to our programs as sophomores or juniors or enter the University as transfer students. Thus, we estimate that one third of each year’s majors will graduate annually.

- 10. Minimum Enrollments and Graduates.**

- a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

Graduates of this program are critical to State employment needs. The need for professionals trained in a range of fields in Earth and Spatial Science justifies maintaining these degree programs even at low enrollments, and a minimum enrollment for viability is difficult to define. However, if enrollment drops below 50% of enrollment in the department's current degree program, then the faculty will change its approach to meeting the State's needs.

- b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

If, after three academic years, we fail to improve on our current enrollment levels, while the State need for experts in the Earth and Spatial Sciences continues (see Answer to Question

#2), then we will re-evaluate the structure and organization of our program to better appeal to the State's students. This reassessment will incorporate a new round of conversations and panels with existing University students and more extensive outreach to potential employers of our students as well as faculty peers at similar institutions.

- 11. 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 proposed Earth and Spatial Sciences program will conduct an annual Academic Program Review (APR) as is required for all UI academic programs. The APR process relies on annual self-studies in which the program outcomes and performance evaluation criteria are assessed, allowing timely modification to program practices to ensure continued quality of the program. As the objective of the proposed degree is to prepare students for professional positions; the success of the program will also be assessed on the basis of enrollment trends and the ability of graduates to obtain suitable employment or placement in graduate programs. Where appropriate students will be prepared and encouraged to sit for professional licensure. An external advisory board comprised of representative of key stakeholders and meeting at least annually will be formed and used to maintain ties with industry and state/federal agencies for student placement, as well as solicit quality feedback in order to maintain program relevance and meet the needs of stakeholders (i.e., employers). Internally, we will seek input from potential and matriculating students on student needs, and feedback on program effectiveness will be integral to all course offerings in the program.

- 12. 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 A**.

- 13. 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 State Board of Education.

Will this program lead to certification?

Yes \_\_\_\_\_ No X \_\_\_\_\_

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

- 14. Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?**

Ye \_\_\_\_\_ No X \_\_\_\_\_

If yes, proceed to question 15. If no:

- a. Which of the following statements address the reason for adding this program**

**outside of the regular three-year planning process.**

Indicate (X) by each applicable statement:

X	Program is important for meeting your institution's regional or statewide program responsibilities.
X	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

**b. Provide an explanation for all statements you selected.**

The proposed degree program is a result of the merging of the Geography and Geological Sciences departments in response to the SBOE mandate for program review and the University's Program Prioritization process. Merging of the departments requires a new vision of the curriculum and learning outcomes, which were derived from faculty, student, and stakeholder input to meet the University's land grant mission of serving the State and strengthen our teaching, scholarly, and creative capacities. The proposed degree realigns department goals to address industry (e.g., mining, environment, water resources, geospatial analysis) and State agency (IDWR, IDEQ, IWRI) workforce needs. The program curriculum was updated to increase efficiencies in class offerings and expand class offerings to reflect new curriculum goals aligned with workforce opportunities. The proposed curriculum will better serve students and stakeholders; as such, it does not rely on external funding, nor does it require additional internal funds. Although there is no contractual obligation to offer the program, the Earth and Spatial Sciences program is a response to the needs of both students and stakeholders in the private and public sectors. The proposal is not a response to accreditation or teacher certification requirements. The program is offered solely to be responsive to the needs of the citizens of Idaho and the students at the University of Idaho.

**Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan**

**15. Curriculum. Provide descriptive information of the educational offering.**

**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.	41 (A), 37-40 (B), 40 (C)
Credit hours in required courses offered by other departments:	21 (A), 21-24 (B), 18-20(C)
Credit hours in institutional general education curriculum	36

Credit hours in free electives	22 (A), 24-26(B), 20-26 (C)
Total credit hours required for degree program:	120

- b. Curriculum.** Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Required coursework includes:

Code	Title	Hours
ENGL 317	Technical Writing	3
MATH 143	College Algebra	3
STAT 251	Statistical Methods	3
GEOG 385	GIS Primer	3
Select one of the following sequences:		4
GEOL 101 & 101L	Physical Geology and Physical Geology Lab	
GEOL 111 & 111L	Physical Geology for Science Majors and Physical Geology for Science Majors Lab	
GEOL 102 & GEOL 102L	Historical Geology Historical Geology Lab	
GEOG 100 & 100L	Physical Geography and Physical Geography Lab	
Select one of the following:		3
GEOG 165	Human Geography	
GEOG 200	World Regional Geography	
<b>TOTAL</b>		<b>19</b>

Choose one from the following three options:

<b>A. Geological Sciences</b>		
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
PHYS 111 or 211	General Physics I or Engineering Physics I	3
PHYS 111L or 211L	General Physics I or Engineering Physics I Lab	1
GEOL 249	Mineralogy and Optical Mineralogy	4
GEOL 302	Field Geology Methods	3
GEOL 324	Principles of Stratigraphy and Sedimentation	4
GEOL 326	Igneous and Metamorphic Petrology	4
GEOL 345	Structural Geology	4
GEOL 490	Geology Field Camp	3

MATH 160	Survey of Calculus	4
or MATH 170	Calculus I	
Select one of the following:		4
MATH 175	Calculus II	
MATH 330	Linear Algebra	
Choose at least 9 credits GEOL electives		9
		<b>TOTAL 46</b>

<b>B. Hydrology and Climate</b>		
MATH 170	Calculus I	4
MATH 175	Calculus II	4
PHYS 211	Engineering Physics 1	4
GEOL 309	Ground Water Hydrology	3
GEOG 313	Global Climate Change	3
GEOG 401	Climatology	3
HYDR 409	Quantitative Hydrogeology	3
GEOL 410	Groundwater Field Methods	3
GEOL 412	Environmental Hydrogeology	3
GEOL 490 or GEOG 493	Field Camp or Senior Capstone	3
GEOG 424	Hydrologic Applications of GIS and Remote Sensing	3
Select two electives from the following:		6
GEOL 361	Geology and the Environment	
GEOG 417	Tree Rings and Environmental Change	
GEOG 430	Climate Change Ecology	
GEOG 435	Climate Change Mitigation	
GEOL 431	Chemical Hydrogeology	
GEOL 435	Glaciology	
GEOL 474	Stable Isotopes in the Environment	
GEOL 476?	Fundamentals of Modeling	
SOIL 450	Environmental Hydrology	
		<b>TOTAL 42</b>

<b>C. Geography and Global Sustainability</b>		
<b>Required:</b>		
GEOG 313	Global Climate Change	3
GEOG 420 or 330	Land, resources and the Env. or Urban Geog	3
SOIL 436	Principles of Sustainability	3
GEOG 435	Climate Change Mitigation	3

GEOG 390	Cartographic Design & Geovisualization	3
GEOG 493	Senior Capstone in Geography	3
GEOG 365 or GEOG 350	Political Geography or Geog of Development	3
Choose 5 of the following		15
GEOL 309	Ground Water Hydrology	
GEOG 317	Tree Rings and Environmental Change	
GEOG 330	Urban Geography	
GEOL 335	Geomorphology	
GEOG 350	Geography of Development	
GEOL 361	Geology and the Environment	
GEOG 410	Biogeography	
HYDR 412	Environmental Hydrogeology	
GEOG 420	Land, Resources, and Environment	
GEOG 430	Climate Change Ecology	
GEOG 407	Spatial Analysis and Modeling	
GEOG 475	Intermediate GIS	
GEOG 424	Hydrologic Applications of GIS and Remote Sensing	
GEOG 479	GIS Programming	
GEOG 483	Remote Sensing/GIS Integration	
GEOL 212	Principles of Paleontology	
GEOG 260	Introduction to Geopolitics	
GEOG 401	Climatology	
GEOL 375	Stable Isotopes in the Environment	
GEOL 462	Petroleum Geology and Stratigraphic Concepts	
GEOL 431	Chemical Hydrogeology	
Choose 2 supporting courses		6-8
CHEM 111	General Chemistry I	
PHYS 111 or 211	General Physics I or Engineering Physics I	
MATH 160 or 170	Calculus I	
MATH 175	Calculus II	
STAT 431	Statistical Analysis	
ECON 446 or 447	International economics or International Dev.	
ECON 201	Principles of Macroeconomics	
ECON 202	Principles of Microeconomics	
ECON 272	Foundations of Economic Analysis	
SOIL 450	Environmental Hydrology	
SOIL 444	Water Quality of the Pacific Northwest	
SOIL 448	Drinking Water and Human Health	
BE 453	Northwest Climate and Water Resources	
ENVS 415	Environmental Lifecycle Assessment	



ENVS 485	Energy Efficiency and Conservation	
ENVS 428	Pollution Prevention	
ENVS 420	Intro to Bioregional Planning	
ENVS 423	Planning Sustainable Places	
ENVS 475	Local and Regional Environmental Planning	
SOC 466	Climate Change and Society	
	<b>TOTAL</b>	<b>43-44</b>

Credits to completion: 61-65, depending on the option

- 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.

A senior capstone experience is required for all options which includes a specific report and presentation. Capstone experiences require students to collect, integrate, and interpret data and observations and formally present results and interpretations. The capstone requirement is met by required courses in each of the options (either GEOG 493 Senior Capstone in the Geography and Global Sustainability option or GEOL 490 Geology Field Camp for the Geological Sciences and Hydrology and Climate options.

Internships may be recommended as a component of a student study program. Courses will require research papers and examinations to validate the knowledge acquired by the student during the course of study. Many of the courses that students might take to conform to a particular study plan agreed upon by advisor and student may require additional preparation in mathematics and statistics or an additional laboratory science course.

## 16. Learning Outcomes: Expected Student 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 students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

### **New Learning Outcomes:**

#### **“Core” learning outcomes for ESS degree common to all three options**

1. Students will develop an understanding of geologic and human systems through the study of Earth and human processes that interact across a wide range of spatial and temporal scales.
2. Students will develop skills applicable to the collection, integration, analysis, and illustration of data for solving spatial and temporal problems
3. Students will develop skills for communicating fundamental concepts in their field and results from their own work, in both written and oral settings.

#### **Option-specific learning outcomes:**

*Geological Sciences option:*

1. Preparation for the National Association of State Boards of Geology (ASBOG) Fundamentals of Geology (FG) exam, the precursor to licensure as a Professional Geologist.
2. Ability to integrate and communicate understanding of the geologic sciences (e.g., mineralogy, petrology, stratigraphy, etc.) to develop testable hypotheses of the origin and evolution of geological terrains.

*Hydrology and Climate option:*

1. Comprehension of the hydrologic cycle and the ability to measure and interpret basic physical and biochemical aspects of water associated with hydrologic processes.
2. Ability to explain the physical nature of global climate change and the role of society in influencing and mitigating effects of climate change.

*Global Sustainability and Geography option:*

1. Understanding of geographic and spatial perspectives in the interaction between and sustainability of human and natural systems
2. The ability to use geospatial data to map and analyze spatial patterns and relationships with a wide variety of data types, including both natural and human systems.

## **17. Assessment plans.**

**Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

### **i) Assessment of specific learning outcomes**

**“Core” learning outcomes common to all three option areas (assessment plan in italicized bullets):**

1. Students will develop an understanding of geologic and human systems through the study of Earth and human processes that interact across a wide range of spatial and temporal scales.
  - Success in introductory coursework that provides a foundation in the fundamental concepts in geological, physical and human systems, as evidenced by assignments, exams and final grades in 100-200 level courses (GEOG 100, GEOL 101, GEOL 102, GEOL 111, GEOG 165, GEOG 200)
  - Success in upper division coursework required in each option area as assessed by assignments, projects, exams and final grades
  - Ability to synthesize materials from lower and upper division courses and apply them to projects in senior capstone experiences, as assessed by student projects, assignments and final grades in GEOG 493 and GEOL 490
2. Students will develop skills applicable to the collection, integration, analysis, and illustration of data for solving spatial and temporal problems
  - Success in required courses in mathematics, statistics and geographic information science as evidenced by assignments and grades in MATH 143 (or higher), STAT 251 (or higher), GEOG 385
  - Success in applying and demonstrating these skills in the capstone experiences (GEOG 493 or GEOL 490) and other upper-division courses
3. Students will develop skills for communicating fundamental concepts in their field and results

from their own work, in both written and oral settings.

- Success in required coursework in written and oral communication (ENGL 317; Gen Ed Comm requirements)
- Assessment of oral and written communication skills via writing assignments and project presentations in upper division courses and the senior capstone courses

**Option-specific learning outcomes:**

Geological Sciences option:

1. Program graduates understand the importance of sitting for and successfully passing the National Association of State Boards of Geology (ASBOG) Fundamentals of Geology (FG) exam, the precursor to licensure as a Professional Geologist.
  - 31 states, including Idaho, and Puerto Rico require licensing of professional geologists
  - 60% of students pass their first attempt of the FG exam with declining rates for subsequent attempts as exam takers are further removed from their university training
2. Ability to integrate and communicate understanding of the geologic sciences (e.g., mineralogy, petrology, stratigraphy, etc.) to develop testable hypotheses of the origin and evolution of geological terrains.
  - Successful completion of concept-based and field-based projects in upper division courses and in the GEOL 490 Field Methods senior experience course.

Hydrology and Climate option:

1. Comprehension of the hydrologic cycle and the ability to measure and interpret basic physical and biochemical aspects of water associated with hydrologic processes.
  - Ability to successfully acquire, analyze, synthesize, and present hydrologic information in lab and field exercises in upper division courses such as GEOL 410, GEOG 412, GEOG 424, HYDR 409, and the capstone course (GEOG 493 or GEOL 490), as assessed by classroom and field-based projects and assignments.
2. An understanding of the physical nature of global climate change, its impacts, and the role of society in influencing and mitigating effects of climate change.
  - Success in upper division courses such as GEOG 313, GEOG 401, GEOG 435, GEOG 317, GEOG 430, as assessed by performance on assignments, projects and exams

Global Sustainability and Geography option:

1. Understanding of geographic and spatial perspectives in the interaction between and sustainability of human and natural systems
  - Success in upper division courses in spatial perspectives in both human and natural systems (e.g., GEOG 313, GEOG 330, GEOG 420, GEOG 435, GEOG 350, GEOG 365), as assessed by assignments, projects and exams.
  - Scope, depth and quality of independent project carried out in the senior capstone experience (GEOG 493)
2. The ability to use geospatial data and technology to map and analyze spatial patterns and relationships with a wide variety of data types, including environmental and human systems.
  - Success in coursework focused on geospatial analysis, such as GEOG 385, GEOG 390, GEOG 407, GEOG 424, GEOG 483, as assessed by performance on lab assignments, exams, independent projects and final grades.
  - # of students earning GIS Certificate (requires grades of "C" or better in 15 credits of

coursework in geospatial analysis)

**ii) Overarching assessment activities.**

Our assessment process will also consist of 4 overarching activities that will contribute to both the assessment of specific learning outcomes noted above, as well as the long-term evaluation and refinement of goals, objectives and learning outcomes for the ESS program.

**1. Student Evaluations of Courses and Instructors**

Course evaluations allow students to evaluate both the course and the instructor and provide the department with information regarding course utility in meeting the student's needs.

**2. Survey of Graduating Seniors**

An online exit survey of all graduating seniors will be implemented to provide information on general student satisfaction with the degree program, courses, faculty and facilities. This information will be collected anonymously.

**3. Internal and External Review**

The Department of Earth and Spatial Sciences will conduct a biennial review of course offerings and course goals for alignment with department learning outcomes. This self-review will allow the faculty to reassess the program and its direction as well as its goals and objectives. An external review will be conducted every 5-7 years to provide the department with guidance for future decisions on how to support, maintain, and advance the department according to its vision and to fulfill the university's goals.

**4. Advisory Board**

An advisory board will be implemented to provide input and advice on the department's objectives and evolution. The advisory board will consist of industry and government members primarily consisting of department alumni. Annual meetings with the advisory board will allow for the presentation of accomplishments and ongoing activities in research and academic progress for which the board can synthesize and present recommendations for improvement.

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

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

**18. Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

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

Existing laboratory facilities (GIS lab, Paleontology lab, Dendrochronology lab, Geochemistry lab, \*\*) within the Geography and Geological Sciences will be utilized to provide students with hands-on research. Existing classroom spaces currently housed by the Geography and Geological Sciences program will continue to be utilized.

- 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?

No change in the use of facilities or equipment.

- 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.

No physical resources.

**19. Library and Information Resources:** Describe adequacy and availability of library and information 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.
- 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.

**20. Faculty/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 resources 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.

15 of faculty, 1 support staff, 1 instructional staff, and 1 laboratory coordinator.

- 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 the quality and productivity of existing programs be maintained?

We are repackaging the Geology and Geography bachelors into a merged degree so 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.

No additional resources are needed for this change.

## 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?

All existing funds were merged for FY22.

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

None.

- 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?

There are no non-ongoing sources of funding.

- 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?

All grants from both departments have been merged into this new program already.

- 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.

Student fees will be in line with board policies and will remain consistent with fees associated with the previous programs.

- 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.

No change in cost to the students.

21. Using the excel **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 attached for budget.

# 475: EARTH AND SPATIAL SCIENCES (BS)

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## In Workflow

1. Geol/Geog Review (renee@uidaho.edu)
2. 225 Chair (alistair@uidaho.edu)
3. 19 Curriculum Committee Chair (markn@uidaho.edu)
4. 19 Dean (gingercarney@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
13. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
14. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Tue, 05 Apr 2022 22:38:09 GMT  
Renee Jensen-Hasfurther (renee): Rollback to Initiator
2. Wed, 06 Apr 2022 18:26:06 GMT  
Renee Jensen-Hasfurther (renee): Approved for Geol/Geog Review
3. Mon, 11 Apr 2022 19:07:00 GMT  
Alistair Smith (alistair): Approved for 225 Chair
4. Mon, 09 May 2022 07:53:15 GMT  
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
5. Mon, 09 May 2022 15:21:27 GMT  
Ginger Carney (gingercarney): Approved for 19 Dean
6. Tue, 10 May 2022 16:15:50 GMT  
Dean Panttaja (panttaja): Approved for Provost's Office
7. Tue, 10 May 2022 20:14:57 GMT  
David Barnes (dabarnes): Rollback to 225 Chair for Curriculum Review
8. Tue, 10 May 2022 21:10:51 GMT  
David Barnes (dabarnes): Approved for 225 Chair
9. Tue, 10 May 2022 22:09:38 GMT  
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
10. Tue, 10 May 2022 22:22:07 GMT  
Ginger Carney (gingercarney): Approved for 19 Dean
11. Wed, 11 May 2022 15:40:35 GMT  
Dean Panttaja (panttaja): Approved for Provost's Office
12. Wed, 05 Oct 2022 15:29:56 GMT  
Steve Stubbs (sstubbs): Approved for Curriculum Review
13. Mon, 10 Oct 2022 19:42:34 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
14. Wed, 12 Oct 2022 15:57:34 GMT  
Steve Stubbs (sstubbs): Approved for Registrar's Office
15. Wed, 26 Oct 2022 17:02:35 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
16. Wed, 02 Nov 2022 16:22:20 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Program Proposal

Date Submitted: Wed, 06 Apr 2022 18:20:26 GMT

**Viewing: 475 : Earth and Spatial Sciences (BS)**

**Last edit: Mon, 10 Oct 2022 19:42:04 GMT**

Changes proposed by: Renee Love



**Faculty Contact**

Faculty Name	Faculty Email
Renee Love	rlove@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

Yes

**Academic Level**

Undergraduate

**College**

Science

**Department/Unit:**

Earth & Spatial Sciences

**Effective Catalog Year**

2023-2024

**Program Title**

Earth and Spatial Sciences (BS)

**Degree Type**

Major

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

**Program Credits**

120

**Attach Program Change**

Full Proposal\_Form-Academic\_Certificate\_FINAL.docx

**CIP Code**

40.0601 - Geology/Earth Science, General.

**Emphasis/Option CIP Code(s)**

Code(s)
40.0601

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

Yes

**Financial Information**

**What is the financial impact of the request?**

Greater than \$250,000 per FY

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

**Describe the financial impact**

Physical Facilities and Equipment: Describe the provision for physical facilities and equipment.

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

Existing laboratory facilities (GIS lab, Paleontology lab, Dendrochronology lab, Geochemistry lab, \*\*) within the Geography and Geological Sciences will be utilized to provide students with hands-on research. Existing classroom spaces currently housed by the Geography and Geological Sciences program will continue to be utilized.

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?

No change in the use of facilities or equipment.

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.

No physical resources.

**Curriculum:**

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) and:

Code	Title	Hours
ENGL 317	Technical Writing	3
MATH 143	College Algebra	3
STAT 251	Statistical Methods	3
GEOG 385	Foundations of GIS	3
Select one of the following:		4
GEOL 101 & 101L	Physical Geology and Physical Geology Lab	
GEOL 102 & 102L	Historical Geology and Historical Geology Lab	
GEOL 111 & 111L	Physical Geology for Science Majors and Physical Geology for Science Majors Lab	
PHYS 111 & 111L	General Physics I and General Physics I Lab	
GEOG 100 & 100L	Introduction to Planet Earth and Introduction to Planet Earth Lab	
Select one of the following:		4
GEOG 165	Human Geography	
GEOG 200	World Cultures and Globalization	
<b>Options</b>		
Select one of the following options:		41-47
Geological Sciences ( <a href="https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/earth-spatial-sciences-bs/#GeologicalSciences">https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/earth-spatial-sciences-bs/#GeologicalSciences</a> )		
Hydrology and Climate ( <a href="https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/earth-spatial-sciences-bs/#HydrologyandClimate">https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/earth-spatial-sciences-bs/#HydrologyandClimate</a> )		
Geography and Global Sustainability ( <a href="https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/earth-spatial-sciences-bs/#GeographyandGlobalSustainability">https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/earth-spatial-sciences-bs/#GeographyandGlobalSustainability</a> )		
<b>Total Hours</b>		<b>61-67</b>

**A. Geological Sciences Option**

Code	Title	Hours
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
PHYS 111 or PHYS 211	General Physics I Engineering Physics I	3
PHYS 111L or PHYS 211L	General Physics I Lab Laboratory Physics I	1
GEOL 249	Mineralogy and Optical Mineralogy	4
GEOL 302	Field Geology Methods	3
GEOL 324	Principles of Stratigraphy and Sedimentation	4

GEOL 326	Igneous and Metamorphic Petrology	4
GEOL 345	Structural Geology	4
GEOL 490	Geology Field Camp (OR)	3
or GEOL 489	Virtual Field Camp	
MATH 160	Survey of Calculus	4
or MATH 170	Calculus I	
MATH 175	Calculus II	3-4
or MATH 330	Linear Algebra	
Advisor Approved Electives in Geology		9
<b>Total Hours</b>		<b>46-47</b>

Courses to total 120 credits for this degree

## B. Hydrology and Climate Option

Code	Title	Hours
GEOG 313	Global Climate Change	3
GEOG 401	Climatology	3
GEOG 424	Hydrologic Applications of GIS and Remote Sensing	3
GEOL 309	Ground Water Hydrology	3
GEOL 410	Groundwater Field Methods	3
GEOL 490	Geology Field Camp <sup>OR GEOL 489</sup>	3
or GEOG 493	Senior Capstone in Geography	
HYDR 409	Quantitative Hydrogeology	3
HYDR 412	Environmental Hydrogeology	3
MATH 170	Calculus I	4
MATH 175	Calculus II	4
PHYS 211	Engineering Physics I	3
Select two electives from the following:		6-8
GEOL 361	Geology and the Environment	
GEOG 317	Tree Rings and Environmental Change	
GEOG 430	Climate Change Ecology	
GEOG 435	Climate Change Mitigation	
GEOL 431	Chemical Hydrogeology	
GEOL 435	Glaciology and the Dynamic Frozen Earth	
GEOL 474	Stable Isotopes in the Environment	
SOIL 450	Environmental Hydrology	
<b>Total Hours</b>		<b>41-43</b>

Courses to total 120 credits for this degree

## C. Geography and Global Sustainability Option

Code	Title	Hours
GEOG 313	Global Climate Change	3
GEOG 420	Land, Resources, and Environment	3
or GEOG 330	Urban Geography	
SOIL 436	Principles of Sustainability	3
GEOG 435	Climate Change Mitigation	3
GEOG 390	Cartographic Design & Geovisualization	3
GEOG 493	Senior Capstone in Geography	3
GEOG 365	Geopolitics and Conflict	3
or GEOG 350	Sustainability of Global Development	
Choose 5 of the following:		15
GEOL 309	Ground Water Hydrology	
GEOG 317	Tree Rings and Environmental Change	
GEOL 335	Geomorphology	
GEOG 350	Sustainability of Global Development	
GEOL 361	Geology and the Environment	
GEOG 410	Biogeography	

HYDR 412	Environmental Hydrogeology
GEOG 430	Climate Change Ecology
GEOG 407	Spatial Analysis and Modeling
GEOG 475	Intermediate GIS
GEOG 424	Hydrologic Applications of GIS and Remote Sensing
GEOG 479	GIS Programming
GEOG 483	Remote Sensing IMAGE ANALYSIS/GIS Integration
GEOL 212	Dinosaurs and Prehistoric Life
GEOG 260	Introduction to Geopolitics
GEOG 401	Climatology
GEOL 474	Stable Isotopes in the Environment
GEOL 462	Petroleum Systems and Stratigraphic Concepts
GEOL 431	Chemical Hydrogeology

Choose 2 supporting courses: 6-8

CHEM 111 & 111L	General Chemistry I and General Chemistry I Laboratory
PHYS 111 & 111L or PHYS 211	General Physics I and General Physics I Lab Engineering Physics I
MATH 160 or MATH 170	Survey of Calculus Calculus I
MATH 175	Calculus II
STAT 431	Statistical Analysis
ECON 446 or ECON 447	International Economics International Development Economics
ECON 201 or ECON 447	Principles of Macroeconomics International Development Economics
ECON 202	Principles of Microeconomics
ECON 272	Foundations of Economic Analysis
SOIL 450	Environmental Hydrology
SOIL 444	Water Quality in the Pacific Northwest
SOIL 448	Drinking Water and Human Health
BE 453	Northwest Climate and Water Resources Change
ENVS 415	Environmental Lifecycle Assessment

**Total Hours 42-44**

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

**Degree Maps:**

### Geological Sciences Option

Fall Term 1		Hours
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
(GEOL 101 AND GEOL 101L) OR (GEOL 111 AND GEOL 111L) OR (GEOL 102 AND 102L) OR (GEOG 100 AND 100L)		4
Social and Behavioral Ways of Knowing Course		3
Oral Communication Course		3
<b>Hours</b>		<b>16</b>
Spring Term 1		Hours
ENGL 102	Writing and Rhetoric II	3
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
GEOL 249	Mineralogy and Optical Mineralogy	4
MATH 160 OR MATH 170		4
<b>Hours</b>		<b>15</b>
Fall Term 2		Hours
GEOL 324	Principles of Stratigraphy and Sedimentation	4
GEOG 165 or GEOG 200	Human Geography or World Cultures and Globalization	3
(PHYS 111 AND PHYS 111L) OR (PHYS 211 AND PHYS 211L)		4
Geology, Major Elective Course		3
<b>Hours</b>		<b>14</b>

**Spring Term 2**

GEOL 345	Structural Geology	4
GEOG 385	Foundations of GIS	3
MATH 175 or MATH 330	Calculus II or Linear Algebra	4
Humanistic and Artistic Ways of Knowing Course		3
<b>Hours</b>		<b>14</b>

**Summer Term 2**

GEOL 302	Field Geology Methods	3
<b>Hours</b>		<b>3</b>

**Fall Term 3**

GEOL 326	Igneous and Metamorphic Petrology	4
ENGL 317	Technical Writing	3
American Diversity Course		3
Elective Course		3
<b>Hours</b>		<b>13</b>

**Spring Term 3**

STAT 251	Statistical Methods	3
International Course		3
Elective Course		3
Elective Course		3
Elective Course		3
<b>Hours</b>		<b>15</b>

**Summer Term 3**

GEOL 490	Geology Field Camp	3
<b>Hours</b>		<b>3</b>

**Fall Term 4**

Geology, Major Elective Course		3
Geology, Major Elective Course		3
Humanistic and Artistic Ways of Knowing Course		3
Elective Course		3
Elective Course		3
<b>Hours</b>		<b>15</b>

**Spring Term 4**

Geology, Major Elective Course		3
Elective Course		3
Elective Course		3
Elective Course		3
<b>Hours</b>		<b>12</b>

**Total Hours****120****Global Sustainability and Geography Option****Fall Term 1**

ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
(GEOL 101 AND GEOL 101L) OR (GEOL 111 AND GEOL 111L) OR (GEOL 102 AND 102L) OR (GEOG 100 OR 100L)		4
Social and Behavioral Ways of Knowing Course		3
Oral Communication Course		3
<b>Hours</b>		<b>16</b>

**Spring Term 1**

ENGL 102	Writing and Rhetoric II	3
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
STAT 251	Statistical Methods	3
GEOG 165 or GEOG 200	Human Geography or World Cultures and Globalization	3
Geography, Major Elective Course		3
<b>Hours</b>		<b>16</b>

**Fall Term 2**

MATH 170	Calculus I (Suggested Supporting Course)	4
GEOG 385	Foundations of GIS	3
(PHYS 111 AND PHYS 111L) OR (PHYS 211 AND PHYS 211L)		4
Humanistic and Artistic Ways of Knowing Course		3
<b>Hours</b>		<b>14</b>

**Spring Term 2**

GEOG 365 or GEOG 350	Geopolitics and Conflict or Sustainability of Global Development	3
Geography, Major Elective Course		3

Elective Course		3
Elective Course		3
Elective Course		3
<b>Hours</b>		<b>15</b>
<b>Fall Term 3</b>		
ENGL 317	Technical Writing	3
GEOG 313	Global Climate Change	3
GEOG 435	Climate Change Mitigation	3
Geography, Major Elective Course		3
Elective Course		3
<b>Hours</b>		<b>15</b>
<b>Spring Term 3</b>		
GEOG 390	Cartographic Design & Geovisualization	3
SOIL 436	Principles of Sustainability	3
Geography, Major Elective Course		3
Geography, Major Elective Course		3
International Course		3
<b>Hours</b>		<b>15</b>
<b>Fall Term 4</b>		
GEOG 420 or GEOG 330	Land, Resources, and Environment or Urban Geography	3
American Diversity Course		3
Supporting Class, Major Elective Course		3
Geography, Major Elective Course		3
Elective Course		2
<b>Hours</b>		<b>14</b>
<b>Spring Term 4</b>		
GEOG 493	Senior Capstone in Geography	3
Humanistic and Artistic Ways of Knowing Course		3
Elective Course		3
Elective Course		3
Elective Course		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>120</b>

## Hydrology and Climate Option

		<b>Hours</b>
<b>Fall Term 1</b>		
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
(GEOG 101 AND GEOL 101L) OR (GEOG 111 AND GEOL 111L) OR (GEOG 102 AND 102L) OR (GEOG 100 AND 100L)		4
Social and Behavioral Ways of Knowing Course		3
Oral Communication Course		3
<b>Hours</b>		<b>16</b>
<b>Spring Term 1</b>		
ENGL 102	Writing and Rhetoric II	3
CHEM 111 & 111L	General Chemistry I and General Chemistry I Laboratory	4
GEOG 165 or GEOG 200	Human Geography or World Cultures and Globalization	3
MATH 170	Calculus I	4
<b>Hours</b>		<b>14</b>
<b>Fall Term 2</b>		
GEOL 309	Ground Water Hydrology	3
GEOG 313	Global Climate Change	3
MATH 175	Calculus II	4
PHYS 211 & 211L	Engineering Physics I and Laboratory Physics I	4
<b>Hours</b>		<b>14</b>
<b>Spring Term 2</b>		
STAT 251	Statistical Methods	3
GEOG 385	Foundations of GIS	3
GEOL/GEOG Course, Major Elective Course		3
Elective Course		3
Elective Course		3
<b>Hours</b>		<b>15</b>
<b>Summer Term 2</b>		
GEOL 302	Field Geology Methods	3
<b>Hours</b>		<b>3</b>

<b>Fall Term 3</b>		
ENGL 317	Technical Writing	3
GEOL 410	Groundwater Field Methods	3
HYDR 409	Quantitative Hydrogeology	3
GEOG 424	Hydrologic Applications of GIS and Remote Sensing	3
Elective Course		3
<b>Hours</b>		<b>15</b>
<b>Spring Term 3</b>		
International Course		3
Humanistic and Artistic Ways of Knowing Course		3
Elective Course		3
Elective Course		4
<b>Hours</b>		<b>13</b>
<b>Summer Term 3</b>		
GEOL 490	Geology Field Camp	3
<b>Hours</b>		<b>3</b>
<b>Fall Term 4</b>		
GEOL/GEOG, Major Elective Course		3
American Diversity Course		3
Elective Course		3
Elective Course		3
Elective Course		1
<b>Hours</b>		<b>13</b>
<b>Spring Term 4</b>		
GEOG 493	Senior Capstone in Geography	3
GEOG 401	Climatology	3
HYDR 412	Environmental Hydrogeology	3
Humanistic and Artistic Ways of Knowing Course		3
Elective Course		2
<b>Hours</b>		<b>14</b>
<b>Total Hours</b>		<b>120</b>

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

## Distance Education Availability

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

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

Yes

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

No

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

## Geographical Area Availability

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

Coeur d'Alene  
Moscow

## Student Learning Outcomes

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

New Learning Outcomes:

"Core" learning outcomes for ESS degree common to all three options

1. Students will develop an understanding of geologic and human systems through the study of Earth and human processes that interact across a wide range of spatial and temporal scales.

2. Students will develop skills applicable to the collection, integration, analysis, and illustration of data for solving spatial and temporal problems
3. Students will develop skills for communicating fundamental concepts in their field and results from their own work, in both written and oral settings.

Option-specific learning outcomes:

Geological Sciences option:

1. Preparation for the National Association of State Boards of Geology (ASBOG) Fundamentals of Geology (FG) exam, the precursor to licensure as a Professional Geologist.
2. Ability to integrate and communicate understanding of the geologic sciences (e.g., mineralogy, petrology, stratigraphy, etc.) to develop testable hypotheses of the origin and evolution of geological terrains.

Hydrology and Climate option:

1. Comprehension of the hydrologic cycle and the ability to measure and interpret basic physical and biochemical aspects of water associated with hydrologic processes.
2. Ability to explain the physical nature of global climate change and the role of society in influencing and mitigating effects of climate change.

Global Sustainability and Geography option:

1. Understanding of geographic and spatial perspectives in the interaction between and sustainability of human and natural systems
2. The ability to use geospatial data to map and analyze spatial patterns and relationships with a wide variety of data types, including both natural and human systems.

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

“Core” learning outcomes common to all three option areas (assessment plan in italicized bullets):

1. Students will develop an understanding of geologic and human systems through the study of Earth and human processes that interact across a wide range of spatial and temporal scales.
  - Success in introductory coursework that provides a foundation in the fundamental concepts in geological, physical and human systems, as evidenced by assignments, exams and final grades in 100-200 level courses (GEOG 100, GEOL 101, GEOL 102, GEOL 111, GEOG 165, GEOG 200)
  - Success in upper division coursework required in each option area as assessed by assignments, projects, exams and final grades
  - Ability to synthesize materials from lower and upper division courses and apply them to projects in senior capstone experiences, as assessed by student projects, assignments and final grades in GEOG 493 and GEOL 490
2. Students will develop skills applicable to the collection, integration, analysis, and illustration of data for solving spatial and temporal problems
  - Success in required courses in mathematics, statistics and geographic information science as evidenced by assignments and grades in MATH 143 (or higher), STAT 251 (or higher), GEOG 385
  - Success in applying and demonstrating these skills in the capstone experiences (GEOG 493 or GEOL 490) and other upper-division courses
3. Students will develop skills for communicating fundamental concepts in their field and results from their own work, in both written and oral settings.
  - Success in required coursework in written and oral communication (ENGL 317; Gen Ed Comm requirements)
  - Assessment of oral and written communication skills via writing assignments and project presentations in upper division courses and the senior capstone courses

Option-specific learning outcomes:

Geological Sciences option:

1. Program graduates understand the importance of sitting for and successfully passing the National Association of State Boards of Geology (ASBOG) Fundamentals of Geology (FG) exam, the precursor to licensure as a Professional Geologist.
  - 31 states, including Idaho, and Puerto Rico require licensing of professional geologists
  - 60% of students pass their first attempt of the FG exam with declining rates for subsequent attempts as exam takers are further removed from their university training
2. Ability to integrate and communicate understanding of the geologic sciences (e.g., mineralogy, petrology, stratigraphy, etc.) to develop testable hypotheses of the origin and evolution of geological terrains.
  - Successful completion of concept-based and field-based projects in upper division courses and in the GEOL 490 Field Methods senior experience course.

Hydrology and Climate option:

1. Comprehension of the hydrologic cycle and the ability to measure and interpret basic physical and biochemical aspects of water associated with hydrologic processes.
  - Ability to successfully acquire, analyze, synthesize, and present hydrologic information in lab and field exercises in upper division courses such as GEOL 410, GEOG 412, GEOG 424, HYDR 409, and the capstone course (GEOG 493 or GEOL 490), as assessed by classroom and field-based projects and assignments.
2. An understanding of the physical nature of global climate change, its impacts, and the role of society in influencing and mitigating effects of climate change.
  - Success in upper division courses such as GEOG 313, GEOG 401, GEOG 435, GEOG 317, GEOG 430, as assessed by performance on assignments, projects and exams

Global Sustainability and Geography option:



1. Understanding of geographic and spatial perspectives in the interaction between and sustainability of human and natural systems
  - Success in upper division courses in spatial perspectives in both human and natural systems (e.g., GEOG 313, GEOG 330, GEOG 420, GEOG 435, GEOG 350, GEOG 365), as assessed by assignments, projects and exams.
  - Scope, depth and quality of independent project carried out in the senior capstone experience (GEOG 493)
2. The ability to use geospatial data and technology to map and analyze spatial patterns and relationships with a wide variety of data types, including environmental and human systems.
  - Success in coursework focused on geospatial analysis, such as GEOG 385, GEOG 390, GEOG 407, GEOG 424, GEOG 483, as assessed by performance on lab assignments, exams, independent projects and final grades.
  - # of students earning GIS Certificate (requires grades of "C" or better in 15 credits of coursework in geospatial analysis)

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

Our assessment process will also consist of 4 overarching activities that will contribute to both the assessment of specific learning outcomes noted above, as well as the long-term evaluation and refinement of goals, objectives and learning outcomes for the ESS program.

##### 1. Student Evaluations of Courses and Instructors

Course evaluations allow students to evaluate both the course and the instructor and provide the department with information regarding course utility in meeting the student's needs.

##### 2. Survey of Graduating Seniors

An online exit survey of all graduating seniors will be implemented to provide information on general student satisfaction with the degree program, courses, faculty and facilities. This information will be collected anonymously.

##### 3. Internal and External Review

The Department of Earth and Spatial Sciences will conduct a biennial review of course offerings and course goals for alignment with department learning outcomes. This self-review will allow the faculty to reassess the program and its direction as well as its goals and objectives. An external review will be conducted every 5-7 years to provide the department with guidance for future decisions on how to support, maintain, and advance the department according to its vision and to fulfill the university's goals.

##### 4. Advisory Board

An advisory board will be implemented to provide input and advice on the department's objectives and evolution. The advisory board will consist of industry and government members primarily consisting of department alumni. Annual meetings with the advisory board will allow for the presentation of accomplishments and ongoing activities in research and academic progress for which the board can synthesize and present recommendations for improvement.

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

See above

#### **When will assessment activities occur and at what frequency?**

Annually

## **Student Learning Outcomes**

### **Learning Objectives**

#### **New Learning Outcomes:**

##### **"Core" learning outcomes for ESS degree common to all three options**

1. Students will develop an understanding of geologic and human systems through the study of Earth and human processes that interact across a wide range of spatial and temporal scales.
2. Students will develop skills applicable to the collection, integration, analysis, and illustration of data for solving spatial and temporal problems
3. Students will develop skills for communicating fundamental concepts in their field and results from their own work, in both written and oral settings.

#### **Option-specific learning outcomes:**

##### *Geological Sciences option:*

1. Preparation for the National Association of State Boards of Geology (ASBOG) Fundamentals of Geology (FG) exam, the precursor to licensure as a Professional Geologist.
2. Ability to integrate and communicate understanding of the geologic sciences (e.g., mineralogy, petrology, stratigraphy, etc.) to develop testable hypotheses of the origin and evolution of geological terrains.

##### *Hydrology and Climate option:*

1. Comprehension of the hydrologic cycle and the ability to measure and interpret basic physical and biochemical aspects of water associated with hydrologic processes.
2. Ability to explain the physical nature of global climate change and the role of society in influencing and mitigating effects of climate change.

##### *Global Sustainability and Geography option:*

1. Understanding of geographic and spatial perspectives in the interaction between and sustainability of human and natural systems

2. The ability to use geospatial data to map and analyze spatial patterns and relationships with a wide variety of data types, including both natural and human systems.

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

The departments of Geography and Geological Sciences have merged due to program prioritization at the University of Idaho. An initial combination of the department names was deemed cumbersome and outdated. Therefore, the faculty of the merged department voted to adopt "Earth and Spatial Sciences" as the name of the merged department, which reflects a modern interpretation of the curriculum and breadth of job classifications likely to be filled by our graduates. As part of the merger, the curriculum was updated, efficiencies in class offerings were increased, and class offerings were expanded to reflect new curriculum goals. The department is requesting the adoption of the Earth and Spatial Sciences (ESS) degree program that will reflect the goals of the merged department and help fulfill the workforce needs of the State of Idaho and the greater region. This new degree will offer emphasis tracks in Geological Sciences, Global Sustainability and Geography, and Hydrology and Climate. This new Bachelor of Science degree is intended for students who have interests in geology and geography but also those students who wish to pursue an education and training in the disciplines of climate, hydrology, and sustainability. This proposed degree builds on the prior Geography and Geological Sciences curriculums, highlights the expertise of current faculty, and will not require additional resources to deliver the degree option.

The Geography and Geological Sciences degree programs will be taught to completion with existing students, and new students will enter the Earth and Spatial Sciences (ESS) degree program. Emphases under the prior and proposed degree programs can be taught simultaneously and each will continue to address the needs of students to work as geologists and geographers upon graduation. The ESS emphases also will enhance the knowledge and marketability of our graduates for careers as hydrologists, GIS specialists, data analysts, climate specialists, sustainability analysts, and other Earth science career tracks. Such workforce needs have been indicated by our stakeholders across Idaho and the region, including industry sectors such as resource exploration, mining, water resources, environmental management, geospatial analytics, climate change modeling, and landscape remediation and restoration. The new degree program also will continue the robustness of coursework that trains future Earth scientists as researchers and licensed professionals. Existing certifications of geographic information systems and climate change, and geography and geology minors are included in the proposed ESS program. We anticipate that the ESS program will broaden our marketability to students across the State and expand our ability to produce the Earth science workforce needed to sustain and grow the Idaho economy. Targeted audience: 20-50 undergraduate majors per year.

The proposed new Earth and Spatial Sciences BS degree represents the consolidation of two existing degrees into a single degree with options. This consolidation provides for a common set of core classes and more broadly educated earth scientists. The new degree prepares students for careers in three Bureau of Labor Statistic occupations: Geographers (SOC 19-3092), Hydrologists (SOC 19-2043), and Geoscientists (SOC 19-2042). Collectively in 2020 these occupations employed 37,100 people nationally (400 in Idaho) with projected growth of 7% over the next 10 years.

The Idaho State Board of Education recognized that Idaho needs a STEM education-career pipeline and created the Idaho STEM Action Center in 2015 to support a competitive Idaho workforce and economy through STEM. In 2019, the Idaho STEM Action Center found that over 7000 STEM jobs went unfilled in Idaho due to lack of skills and education for appropriate job placement. The second most common job category that remained unfilled were jobs involving computer skills. Our department provides training and certifications in Geographic Information Science (GIS), a specialized computer analysis tool, which is valuable to the workforce's needs in Idaho and nationally.

Idaho has some of the lowest go-on rates (high school students continuing to college) in the nation at 45% each year; this creates a substantial barrier for connecting students to college geoscience programs, and subsequently STEM careers, in Idaho. This new program offers an opportunity for students to gain pertinent experience to work in a broad range of careers such as in industry positions in mining, petroleum, hydrology, geophysics, agriculture, and environmental consulting, as well as in education and at federal, state, and local governmental agencies in the state. In addition to these traditional occupations, the degree provided students with the fundamental knowledge and skill base for alternative careers such as, for example, surveyors, cartographers and photogrammetrists, or urban and regional planners. These occupations will advance the state economy by providing qualified students to perform the jobs that went unfilled due to lack of expertise.

**Reviewer Comments**

**Renee Jensen-Hasfurther (renee) (Tue, 05 Apr 2022 22:38:09 GMT):** Rollback: Please add Fundamentals of modeling to the Hydrology and Climate option.

**Ken Udas (kudas) (Mon, 09 May 2022 16:33:26 GMT):** Changed "Self Support" from YES to NO following consultation with the department head.

**David Barnes (dabarnes) (Tue, 10 May 2022 20:14:57 GMT):** Rollback: Rollback for edits at the request of the department.

**David Barnes (dabarnes) (Tue, 10 May 2022 21:12:02 GMT):** Approved for 225 Chair at the request of Alistair Smith.

**Rebecca Frost (rfrost) (Mon, 10 Oct 2022 19:39:20 GMT):** Updated degree maps to take into account typically offered and to ensure all required courses are included. Maps are also requiring upper-division coursework starting in the second year which is not recommended for students. There is enough room within electives to move this work further down in the plan if the department would be so inclined.

Key: 475

# 476: ENVIRONMENTAL HYDROGEOLOGY ACADEMIC CERTIFICATE

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## In Workflow

1. Geol/Geog Review (renee@uidaho.edu)
2. 225 Chair (alistair@uidaho.edu)
3. 19 Curriculum Committee Chair (markn@uidaho.edu)
4. 19 Dean (gingercarney@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
13. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
14. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Tue, 05 Apr 2022 22:46:42 GMT  
Renee Jensen-Hasfurther (renee): Approved for Geol/Geog Review
2. Tue, 05 Apr 2022 22:51:26 GMT  
Alistair Smith (alistair): Approved for 225 Chair
3. Mon, 09 May 2022 07:52:55 GMT  
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
4. Mon, 09 May 2022 15:22:26 GMT  
Ginger Carney (gingercarney): Approved for 19 Dean
5. Tue, 10 May 2022 16:16:32 GMT  
Dean Panttaja (panttaja): Approved for Provost's Office
6. Mon, 29 Aug 2022 21:40:19 GMT  
Steve Stubbs (sstubbs): Approved for Curriculum Review
7. Wed, 05 Oct 2022 19:24:41 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Wed, 05 Oct 2022 20:08:23 GMT  
Steve Stubbs (sstubbs): Approved for Registrar's Office
9. Wed, 26 Oct 2022 17:03:34 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
10. Wed, 02 Nov 2022 16:22:54 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Program Proposal

Date Submitted: Fri, 25 Mar 2022 22:03:44 GMT

**Viewing: 476 : Environmental Hydrogeology Academic Certificate**

**Last edit: Wed, 05 Oct 2022 19:24:28 GMT**

Changes proposed by: Renee Love

### Faculty Contact

Faculty Name	Faculty Email
Renee Love	rlove@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

No

### Academic Level

Undergraduate

**College**

Science

**Department/Unit:**

Earth &amp; Spatial Sciences

**Effective Catalog Year**

2023-2024

**Program Title**

Environmental Hydrogeology Academic Certificate

**Degree Type**

Certificate

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

**Program Credits**

15

**CIP Code**

40.0601 - Geology/Earth Science, General.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

Yes

**Financial Information****What is the financial impact of the request?**

Less than \$250,000 per FY

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

**Curriculum:**

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

<b>Code</b>	<b>Title</b>	<b>Hours</b>
GEOL 309	Ground Water Hydrology	3
GEOL 410	Groundwater Field Methods	3
HYDR 409	Quantitative Hydrogeology	3
HYDR 412	Environmental Hydrogeology	3
Choose one of the following:		3
GEOL 428	Geostatistics	
GEOG 424	Hydrologic Applications of GIS and Remote Sensing	
GEOL 431	Chemical Hydrogeology	

**Total Hours****15**

**Courses to total 15 credits for this certificate**

## Distance Education Availability

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

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

Yes

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

No

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

## Geographical Area Availability

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

Coeur d'Alene  
Moscow

## Student Learning Outcomes

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

1. Comprehension of the hydrologic cycle and the ability to measure and interpret basic physical and biochemical aspects of water associated with hydrologic processes.
2. Ability to explain the physical nature of global climate change and the role of society in influencing and mitigating effects of climate change.

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

1. Students will develop an understanding of geologic and human systems through the study of Earth and human processes that interact across a wide range of spatial and temporal scales.
    - Success in introductory coursework that provides a foundation in the fundamental concepts in geological, physical and human systems, as evidenced by assignments, exams and final grades in 100-200 level courses (GEOG 100, GEOL 101, GEOL 102, GEOL 111, GEOG 165, GEOG 200)
    - Success in upper division coursework required in each option area as assessed by assignments, projects, exams and final grades
    - Ability to synthesize materials from lower and upper division courses and apply them to projects in senior capstone experiences, as assessed by student projects, assignments and final grades in GEOG 493 and GEOL 490
  2. Students will develop skills applicable to the collection, integration, analysis, and illustration of data for solving spatial and temporal problems
    - Success in required courses in mathematics, statistics and geographic information science as evidenced by assignments and grades in MATH 143 (or higher), STAT 251 (or higher), GEOG 385
    - Success in applying and demonstrating these skills in the capstone experiences (GEOG 493 or GEOL 490) and other upper-division courses
  3. Students will develop skills for communicating fundamental concepts in their field and results from their own work, in both written and oral settings.
    - Success in required coursework in written and oral communication (ENGL 317; Gen Ed Comm requirements)
    - Assessment of oral and written communication skills via writing assignments and project presentations in upper division courses and the senior capstone courses
1. Comprehension of the hydrologic cycle and the ability to measure and interpret basic physical and biochemical aspects of water associated with hydrologic processes.
    - Ability to successfully acquire, analyze, synthesize, and present hydrologic information in lab and field exercises in upper division courses such as GEOL 410, GEOG 412, GEOG 424, HYDR 409, and the capstone course (GEOG 493 or GEOL 490), as assessed by classroom and field-based projects and assignments.
  2. An understanding of the physical nature of global climate change, its impacts, and the role of society in influencing and mitigating effects of climate change.
    - Success in upper division courses such as GEOG 313, GEOG 401, GEOG 435, GEOG 317, GEOG 430, as assessed by performance on assignments, projects and exams

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

Our assessment process will also consist of 4 overarching activities that will contribute to both the assessment of specific learning outcomes noted above, as well as the long-term evaluation and refinement of goals, objectives and learning outcomes for the ESS program.

**1. Student Evaluations of Courses and Instructors**

Course evaluations allow students to evaluate both the course and the instructor and provide the department with information regarding course utility in meeting the student's needs.

**2. Survey of Graduating Seniors**

An online exit survey of all graduating seniors will be implemented to provide information on general student satisfaction with the degree program, courses, faculty and facilities. This information will be collected anonymously.

**3. Internal and External Review**

The Department of Earth and Spatial Sciences will conduct a biennial review of course offerings and course goals for alignment with department learning outcomes. This self-review will allow the faculty to reassess the program and its direction as well as its goals and objectives. An external review will be conducted every 5-7 years to provide the department with guidance for future decisions on how to support, maintain, and advance the department according to its vision and to fulfill the university's goals.

**4. Advisory Board**

An advisory board will be implemented to provide input and advice on the department's objectives and evolution. The advisory board will consist of industry and government members primarily consisting of department alumni. Annual meetings with the advisory board will allow for the presentation of accomplishments and ongoing activities in research and academic progress for which the board can synthesize and present recommendations for improvement.

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

See above

**When will assessment activities occur and at what frequency?**

Annually

## **Student Learning Outcomes**

### **Learning Objectives**

1. Comprehension of the hydrologic cycle and the ability to measure and interpret basic physical and biochemical aspects of water associated with hydrologic processes.

2. Ability to explain the physical nature of global climate change and the role of society in influencing and mitigating effects of climate change.

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

This was an option for Geological Sciences degree. Due to merging departments with the Department of Geography, we have combined our undergraduate majors and have decided that this would be best offered as a certificate, instead of an option.

### **Reviewer Comments**

**Ken Udas (kudas) (Mon, 09 May 2022 16:33:48 GMT):** Changed "Self Support" from YES to NO following consultation with the department head.

**Rebecca Frost (rfrost) (Wed, 05 Oct 2022 19:24:28 GMT):** Added 'Academic Certificate' to program name to remain consistent with naming conventions. Adjusted curriculum to meet catalog layout requirements. Added Regulation O-10-a statement.

Key: 476



## POLICY COVER SHEET

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

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

**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Minor Amendment

Policy Number & Title: **FSH 3065 AFFIRMATIVE ACTION AND EQUAL EMPLOYMENT OPPORTUNITY HIRING**

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title:

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

**Originator: Elissa Keim, Director Employee Development & Workforce Diversity**

**Policy Sponsor, if different from Originator:**

**Reviewed by General Counsel**      Yes  No      Name & Date:

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

Update to policy to reflect correct names of responsible offices and update processes.

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 H) unless otherwise specified.

AFFIRMATIVE ACTION AND EQUAL EMPLOYMENT OPPORTUNITY HIRING

LAST REVISION: ~~July 2020 (editorial)~~ January 2023

CONTENTS:

- A. Policy
- B. Definitions
- C. Affirmative Action Process

**A. POLICY.** The University of Idaho is an equal opportunity and affirmative action employer. It is the policy of the regents that equal opportunity be afforded in education and employment to qualified persons regardless of race, color, national origin, religion, sex, age, disability, or status as a disabled veteran or Vietnam-era veteran. See RGP II.P.1. and RGP II.P.2. It is also the policy of the University of Idaho to not discriminate based on sexual orientation.

**A-1. Scope of this policy.** This policy specifically applies to faculty, classified, and exempt positions. However, a good faith effort to follow and document affirmative action and equal opportunity procedures for all positions should be made, including student and temporary hires. With the exception of students applying for the work-study program, postdoctoral fellows, or teaching/research assistants, anyone who is seeking UI employment should be directed to Human Resources website <https://www.uidaho.edu/human-resources/forms>, to view all available openings. (Applications for work-study are taken at the Student Financial Aid Office. Teaching and research assistant appointments are made in the academic units.) For more information on postdoctoral fellowships or exceptions to this policy, contact the Director of ~~the Office of Civil Rights and Investigations~~ [Employment Equity and Compliance](#) at (208) 885-4285/2322. The Director of ~~Employment Equity and Compliance~~ [the Office of Civil Rights and Investigations](#) approves all job descriptions for postdoctoral fellows, as well as the recruitment, selection, and offer of all postdoctoral positions.

**Commented [KE(1)]:** Post Doc job descriptions are run through Human Resources, and since 2016, following a formal recruitment process has been optional.

**B. DEFINITIONS.**

**B-1. Open Search.** An open search is defined as a search that is open to all applicants and is publicly advertised for an appropriate time period to allow applicants equal opportunity to apply. Classified searches are posted for a minimum of two weeks and faculty and exempt positions are posted for a minimum of four weeks. The UI has limited criteria for exceptions to open searches or reducing the recruitment period. Hiring departments must contact the Director of ~~Employment Equity and Compliance~~ [the Office of Civil Rights and Investigations](#) to determine if there may be exceptions to the open competitive search process, including UI-only searches. Waivers or exceptions to the open competitive process must be in writing from the Director of ~~Employment Equity and Compliance~~ [the Office of Civil Rights and Investigations](#) and kept in the search file in the event of an audit.

**B-2. Affirmative Action.** The UI strives to hire qualified employees through open search processes. Affirmative action procedures document the qualifications of applicants, the extra effort made to recruit women, persons of color, persons with disabilities, disabled veterans and Vietnam-era veterans, and the objective, job-related justification for the ranking of applicants.

**B-3. Minorities and Persons of Color.** The terms “minorities” and “persons of color” refer to members of certain racial and ethnic groups. Persons who are nonresident aliens of Black, Hispanic, or Asian descent are not included in this definition and are not included among the protected-group applicants listed on forms required by this policy. For the purposes of this policy, minorities and persons of color are further defined as follows:



## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF Section 3065: Affirmative Action and Equal Employment Opportunity Hiring

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- a. “American Indian or Alaskan native or Native American”—all persons having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition.
- b. “Black (not of Hispanic origin)” —all persons having origins in any of the black racial groups of Africa.
- c. “Hispanic”—all persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- d. “Asian”—all persons having origins in any of the original peoples of the Far East (including the Indian subcontinent and Southeast Asia, but not the Middle East).
- e. “Hawaiian Native or other Pacific Islander”—all persons having origins in any of the original peoples of the Pacific Islands.

**B-4. Persons with Disabilities.** The term “disability” refers to the condition of a person who (a) has a physical or mental impairment that substantially limits one or more major life activities, (b) has a record of such an impairment, or (c) is regarded as having such an impairment. Federal law may further modify this definition.

**B-5.** “Status as a Vietnam-era veteran” refers to a person who served on active duty in the armed forces during the period from August 5, 1964, through May 7, 1975.

**B-6. Affirmative Action Coordinators.** Each college or administrative unit has an affirmative action coordinator. The coordinators provide knowledge and expertise to (a) explain affirmative action requirements to members of search committees and others who express interest or concern, (b) help search committees develop the required documentation for recruitment and screening procedures, and (c) brief the Director of [Employment Equity and Compliance](#) ~~Human Rights, Access and Inclusion~~ on issues that arise during the search process related to affirmative action and equal opportunity employment. The Director of [Employment Equity and Compliance](#) ~~the Office of Civil Rights and Investigations~~ may delegate selected responsibilities to affirmative action coordinators.

**B-7. Search Committee.** The search committee should consist of at least three people, but five to six people are recommended. It is not necessary that all members of the committee be faculty or staff from within the hiring department or unit, but it is important that the search committee be as diverse as possible. Gender balance and racial/ethnic representation are to be attempted if at all possible. The committee composition must be reviewed and approved by the unit/department head and the Director of [Employment Equity and Compliance](#) ~~the Office of Civil Rights and Investigations~~. Further definition of the scope and responsibility of the committee may be determined by the hiring dean or unit administrator.]

**B-8. Forms.** Forms related to the affirmative action hiring procedure and those suggested for use in selection are available electronically from [Employment Equity and Compliance](#) ~~Employment—Services~~. (See <https://www.uidaho.edu/human-resources/forms>).

#### C. AFFIRMATIVE ACTION PROCESS.

**C-1. Recruitment.** Recruitment for all positions at the UI must be conducted in full compliance with UI's affirmative action and equal employment opportunity procedures (below) and with the requirements of all applicable immigration and naturalization laws (see FSH [3070](#)). To ensure compliance with applicable laws and reporting requirements, all searches must be entered into the applicant tracking system. The chair of every search committee should be familiar with the affirmative action and equal employment opportunity requirements of the UI. The chair should also consult with the Director of [Employment Equity and Compliance](#) ~~the Office of Civil Rights and Investigations~~ for assistance in conducting a search that maximizes the potential for attracting a diverse pool of applicants. A signed Position Authorization Form, must be obtained from the President, Provost, or Vice President, as applicable, prior to initiating recruitment. The Director of [Employment Equity and Compliance](#) ~~the Office of Civil Rights and Investigations~~ and [Employment Services](#) will review and approve all recruitment materials before announcement is made of any position vacancy, including any to be filled on a part-

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF Section 3065: Affirmative Action and Equal Employment Opportunity Hiring

time or temporary basis, e.g., a sabbatical replacement. Failure to secure necessary approvals from the Director of ~~Employment Equity and Compliance~~~~the Office of Civil Rights and Investigations~~ or ~~Employment Services~~ will result in nullification of the process and attempted hire. ~~Employment Equity and Compliance~~~~Employment Services~~ will assist with the development of ~~results-oriented~~ job descriptions, recruiting, advertising, and collection of applications. Recruitment materials must include:

**a. Search Firms.** When used, search firms are required to comply with all state and federal laws, as well as UI and Regents policies regarding affirmative action and equal employment opportunity. The chair of the search is responsible for disseminating the internal policies to the search firm and ensuring they are followed. The positions are recruited in the same manner as similar positions and are subject to the same approvals and documentation.

**b. Salary Range.** An appropriate salary range is defined initially, but need not be advertised to potential applicants.

**c. Text of Announcement and Advertisement.** Vacancy announcements appear in the Idaho Register and/or on the Human Resources' (HR) website in the applicant tracking system, as well as in other media and websites. The announcement is made available to each applicant. It documents that UI has communicated to applicants the qualifications on which they will be judged. It is also the basis for the screening forms. The form of the announcement may vary, but it must include the basic components that are noted on the vacancy announcement outline (See <https://www.uidaho.edu/human-resources/forms>) and shall be consistent with the job description. The "minimum" or "~~essential~~~~basic~~" qualifications must be the absolute minimum that would be acceptable in an applicant; once defined, they are inflexible. An applicant who does not possess these qualifications cannot be ~~interviewed or~~ hired. "Preferred" or "desirable" (or "marginal") qualifications include any and all attributes believed to be desirable for the position. A candidate may not possess all of the "preferred" characteristics; nevertheless, any specific attribute that might be a reason for preferring one candidate over another should be included as a basis for ranking. When applicants self-identify as disabled under the definition of ADA and indicate they can, with reasonable accommodation, perform the essential functions of the position, UI has a duty to attempt reasonable accommodation under the ADA. The announcement must include the statement, "To enrich education through diversity the University of Idaho is an equal opportunity/affirmative action employer." If a background check, education verification or post offer medical screen is required for the position, it must be stated in the announcement. The advertisement is an abbreviation of the vacancy announcement and, at a minimum, must contain the job title, closing date, contact information, and the tagline "AA/EOE."

**d. Statement of Distribution of Announcement and Advertisement.** Departments may place paid advertisements in newspapers and journals, and/or mailing announcements to institutions that grant degrees to potential applicants or post on professional society websites or listservs. The hiring department shall send announcements to any known organizations representing the interests of minorities and women within the discipline or field, e.g., Women in Science. ~~Employment Equity and Compliance~~~~Employment Services~~ can assist with the identification of such groups and can assist with the placement of advertisements. Due to the quantity of advertisements placed by the University of Idaho, ~~a centralized placement of many times savings can be realized by centralizing the placement of advertisements has been established by~~ ~~with Employment Equity and Compliance~~~~Employment Services~~. ~~Employment Equity and Compliance~~~~Employment Services~~ will provide a standard description of the university and its setting to ensure consistency in advertising.

**e. Dates of Recruitment.** The period of recruitment should be discussed with the Director ~~Employment Equity and Compliance~~~~of the Office of Civil Rights and Investigations~~ to ensure that reasonable time is allowed to recruit a diverse pool of candidates. The recruitment period may be shortened, provided that the departmental administrator furnishes the reasons for doing so and assurance that any extra efforts necessary to recruit thoroughly in the time available will be made.

**f. Job Description.** All positions require an up-to-date ~~position-job~~ description. Standard electronic forms are available for this purpose.

**Commented [KE(2)]:** Employment Services handles this part of the process

**Commented [KE(3R2)]:** Employment Services assists with results-oriented job descriptions, posting and collection of applications. Employment Equity and Compliance assists with recruitment and advertising

**Commented [WD(4)]:** Term changed to align with federal regulation terminology.

## UI FACULTY-STAFF HANDBOOK

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1. The ~~position job~~ description for non-faculty positions must be created using the ~~Results-Oriented Job Description (ROJD)~~ ~~University of Idaho Job Description (UIJD)~~ form available ~~for downloading at the Human Resources website at <https://www.uidaho.edu/human-resources/forms> in the applicant tracking system.~~ If a description of and the qualifications for the position have not been established, the departmental administrator in consultation with Employment Services will define these and the salary range. An Employment Services approved ~~ROJD~~ ~~UIJD~~ is required prior to the initiation of search proceedings. Faculty positions must have a position description using the format set forth in FSH 3050.

**Commented [KE(5)]:** I believe the title of this document has been changed. Not sure to what - but it is no longer called an ROJD

**Commented [WD(6R5)]:** See edits per conversation with Brandi

2. The Americans with Disabilities Act of 1990 (ADA) requires job descriptions to identify “essential or non-marginal functions” and “non-essential or marginal functions” of positions. When positions are established or vacant, departmental administrators shall consult with Employment Services to ensure that job descriptions are in full compliance with ADA provisions. This HR review precedes the beginning of the recruitment process.

**g. Application Form.** The standard UI application form for classified positions is available through the applicant tracking system on the referenced HR website. Those not completing their application materials electronically may submit the equivalent information to the contact listed on the announcement via hard copy, by the closing date. ~~The Required Applicant Disclosure Form and Affirmative Action Form are available from the Affirmative Action Coordinators for those not completing their application materials on line.~~

**Commented [KE(7)]:** The applicant self-identification form is now contained within the applicant tracking system, currently PeopleAdmin.

**h. Affirmative Action Form.** The chair of the search committee must ensure that all applicants have access to complete on-line or are given or sent the Affirmative Action form inviting applicants to identify themselves as members of protected groups. Applicants may choose not to provide such information, but UI has a responsibility to request it.

**C-2. Selection.** Screening forms are used to document the comparison of candidates. They are based on the qualifications specified in the announcement. As a result of preliminary screening, the pool of candidates who meet minimum qualifications is established. Forms used for this purpose should show the basis for numerical values assigned to weighting and judgment factors. Both the required and the preferred qualifications should be evaluated, but the weights assigned to various criteria may vary. Selection forms document the date of the evaluation, the signature of the evaluator, and comments that supplement or explain numerical scores and should be completed in ink. The hiring unit may conduct other job-related evaluations, after consultation with ~~Employment Equity and Compliance~~ ~~Employment Services~~. The Director ~~for Employment Services~~ ~~of Employment Equity and Compliance~~ or designee is responsible for reviewing any supplemental application evaluation material the hiring department wants to use in the screening process.

**a. Preliminary Screening.** ~~Employment Services conducts preliminary screening for classified positions. All other searches~~ ~~The search committee chair or the hiring manager~~ may designate a member of the committee, or other person designated by the committee, to conduct a preliminary screening based on minimum/required qualifications that can be readily and unquestionably assessed on a yes-or-no basis. The disqualified applications should be made available for review by members of the search committee. In addition, the applications of known protected-group members that are disqualified in the preliminary stage will be reviewed electronically by the Director ~~of the Office of Civil Rights and Investigations~~ ~~of Employment Equity and Compliance~~ or designee.

**Commented [KE(8)]:** HR no longer conducts preliminary screenings for classified positions.

**b. Intermediate Screening.** Intermediate screening is conducted to make distinctions among the qualified candidates in this applicant pool in an adequate manner. Each committee member should complete a screening form for each applicant retained in the pool so that meaningful comparisons can be made. Comments explaining the ratings should be entered on the form. Committee members should work independently without access to the evaluations completed by others and should be cautioned to refrain from making any written comments on the applicants' resumes, reference letters, or other application materials. Following the independent evaluations, it is appropriate that the selection committee meet as a group to compare and discuss the candidates. The final recommendation should reflect committee consensus rather than a mere collection of individual opinions. If new interpretation or insight has resulted from committee discussions, a committee member may change ~~his or her~~ ~~their~~ rating forms and such changes should be entered in ink, initialed, and dated on the same form with the

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### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF Section 3065: Affirmative Action and Equal Employment Opportunity Hiring

original ratings. It is important to record and keep minutes of the committee discussion of applicants.

**c. Review of Preliminary and Intermediate Screening Procedures.** The Director of ~~the Office of Civil Rights and Investigations~~ Employment Equity and Compliance or designee will review and approve electronically all screening procedures (see C-1. h) prior to the interview phase. In the case of faculty hiring, the Director of ~~the Office of Civil Rights and Investigations~~ Employment Equity and Compliance or designee cannot approve proceeding to interviews until the Office of the Provost has had an opportunity to review the credentials of all finalists. Completion of these procedures will constitute a record of the applicants considered and reasons for having eliminated protected-group members. Reasons given for the rank ordering or elimination of applicants should be directly related to the qualifications listed on the announcement. Though numerical scores or numerically based rank-order are a part of the explanation, they should be supported by additional narrative. Reasons should be stated in comparative terms so that differences between candidates are readily apparent. Comments in the applicant tracking system should be complete and detailed so that they will stand alone as an explanation for the results in selection, apart from applicants' folders, which are retained in the hiring department. The completed comments shall be submitted via the online applicant tracking system electronically to the Director of ~~the Office of Civil Rights and Investigations and Employment Services through the Affirmative Action Coordinator~~ Employment Equity and Compliance or designee. It is recommended that the files, including preliminary and intermediate selection forms, for all finalists and protected-group members be available for reference for five years.

**d. Interviews.** Questions and discussions during interviews must be confined to clearly job-related topics; consistency in interviews is important and there must be a procedure for documenting the re-evaluation of candidates on the basis of the interview. Members of the search or screening committee should document their evaluation of each candidate interviewed. Telephone interviews may be conducted provided that they follow a structured outline that provides for rating of the applicant's responses; conference calls should be arranged so that more than one person can take part in evaluating the applicant; also, some of the same evaluators should be involved in all of the interviews. For a list of acceptable and unacceptable interview inquiries visit [www.uidaho.edu/diversityandhumanrights](http://www.uidaho.edu/diversityandhumanrights).

**e. Reference and Background Checks.** The committee is responsible for checking references and contacting the potential employee regarding conducting criminal history background checks, education verification and post-offer medical screens, when appropriate. (See APM 50.16 and 50.19. Employment Services will work with the appropriate resources to conduct the criminal history background checks and education verifications and provide the information necessary for the potential employee to complete a post-offer medical screen. If a criminal history background check and/or education verification and/or a post-offer medical screen is necessary for the position, the potential employee may not begin the job until Human Resources has received satisfactory results.

**f. Final Selection.** Completion and on-line submission of the final selection to the Director of ~~the Office of Civil Rights and Investigations and Employment Services~~ Employment Equity and Compliance or designee precedes receipt of approval to offer the position.

**g. Offer of Position.** The ~~Affirmative Action~~ approval by the Director of Employment Equity and Compliance or designee ~~the Office of Civil Rights and Investigations~~ indicates affirmative action procedures have been completed. ~~After receiving approval to offer from Employment Services,~~ the offer is approved by the hiring college or unit administrator following established procedures in the college or unit.

**C-3. Retention of Files.** Hiring records, including job advertisements, applications and resumes, selection forms, minutes of meetings in which applicant qualifications are discussed, letters of reference, and interview notes, are to be retained by the hiring department for five years from the effective date of hire or close of the search when no hire is made.

#### Version History

Amended January 2023. Updated terminology and office names to reflect current practices.

Commented [KE(9)]: Update website.

Formatted: Font: Not Bold, Underline

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**Amended July 2020.** Made references concordant with Board Policies, and updated office names.

**Amended July 2009.** Editorial changes to sections A-1, B-1, B-6, B-7, C-1, and C-2.

**Amended January 2008.** Substantial revises made to sections A, B-1, B-2, B-3, B-6, B-7, B-8, C-1, C-2, and C-3. Added section A-1, C-1. a, and C-1. f. 1 and 2. Made minor editorial changes to B-3.

**Amended January 2006.** Revised C-1. e and B-8, and made editorial changes.

**Amended January 2001.** Revised B-3. b, d, e.

**Amended July 1997.** Revised C-1. c and d, and C-2. d.

**Adopted 1979.**



## POLICY COVER SHEET

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

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

**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment  
Policy Number & Title:

**Administrative Procedures Manual (APM)**

XAddition  Revision\*  Deletion\*  Emergency  Minor Amendment  
Policy Number & Title: **APM 01.01 Office of General Counsel**

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

**Originator: Diane Whitney, University Policy and Compliance Coordinator**

**Policy Sponsor, if different from Originator: Kent Nelson, Acting General Counsel**

**Reviewed by General Counsel**     X Yes \_\_\_No     Name & Date: Kent Nelson, 11/11/22

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

The purpose of this policy is to outline the function and authority of the Office of General Counsel, including retention of outside counsel, acceptance of service of process, and responding to subpoenas, public record requests, and similar requests for information.

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.

## APM 01.01

### Office of General Counsel

**A. Purpose.** The purpose of this policy is to outline the function and authority of the University of Idaho Office of General Counsel (OGC).

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

#### C. Policy

**C-1. Responsibility.** The OGC provides advice and legal services to the University of Idaho and all of its colleges, divisions, units, and related entities, on the broad range of legal matters affecting the University. The OGC represents the University of Idaho and may not represent individual employees or students except when these individuals are named as defendants in litigation as a result of actions or omissions within the course and scope of their employment or institutional representation. For personal legal advice, employees and students should consult a private attorney.

**C-2. Retention of Outside Counsel.** Due to the volume or to the specialized nature of legal services required by the University, it will sometimes be necessary to hire the services of attorneys outside of the OGC to represent the University. All outside legal counsel must be retained by the General Counsel, regardless of the source of funds that will pay for the outside legal counsel. Legal services to be rendered by any outside attorney shall be limited to the scope of services approved by the General Counsel, and the scope of services shall not be expanded without prior approval of the General Counsel.

**C-3. Service of Process.** Only the General Counsel or their designee shall accept service of legal process on behalf of the University. If an individual asks an employee or student to accept receipt of legal papers on the University's behalf, the employee or student shall decline acceptance of the documents and direct the individual to the OGC.

**C-4. Subpoenas and Other Requests for Information.** The OGC manages the response to subpoenas and other requests for information, such as public record requests, to ensure compliance with privacy and other legal obligations. If an individual asks an employee or student to accept a subpoena or similar request for information, the employee or student shall decline acceptance of the documents and direct the individual to the OGC. Other requests for information, whether written or verbal, should be directed to the OGC.

**2022 – 2023 Faculty Senate – Pending Approval**  
**Meeting # 14**

Approved at Mtg #15  
December 6, 2022

Tuesday, November 29, 2022, 3:30 pm – 5:00 pm  
Zoom only

**Present:** Chapman (Vice Chair), Fairley, Haltinner, Hickman, Hoffmann, Hunter, Justwan, Kindall, Kolok, Long, Mittelstaedt, Murphy, Pfeifer, Quinnett (Chair), Raney, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Schwarzlaender, Silsby, Thorne, Tibbals, Webb

**Absent:** Ahmadzadeh (excused), Fuerst, Gauthier, Kindall, Walsh, Wargo

**Also present:** Matt Powell (proxy for Ahmadzadeh)

**Guests/Speakers:** John Shovic, Alistair Smith, Brian Smentkowski

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

Chair Quinnett asked for a moment of silence to honor the memory of Ethan Chapin, Kaylee Goncalves, Xana Kernodle, and Madison Mogen, who tragically lost their lives on November 13.

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #12 November 8, 2022 – Attach. #1

The minutes of the 2022-23 Meeting #12 November 8, 2022, were approved as distributed.

**Chair's Report:**

- Our shared success stories: moved to a later date.
- The candlelight vigil to honor the lives of Ethan Chapin, Kaylee Goncalves, Xana Kernodle, and Madison Mogen will take place Wednesday, November 30, 5pm (PST) at the Kibbie Dome.

**Committee Reports (vote):**

- UCC 469: Undergraduate Robotics Systems Academic Certificate – John Shovic, Computer Science, Attach. #2  
Recipients of this certificate will have a deep understanding of the Robotics stack from the lower-level motors and controllers, through PLC controllers and into higher level cognitive processes including using modern artificial intelligence techniques.  
Vote: 23/23 in favor. Motion passes.
- UCC 471: Graduate Certificate in Climate Change – Alistair Smith, Department Chair, Earth and Spatial Sciences, Attach. #3  
The department has always provided leadership at the University of Idaho in climate change, particularly through the existing climate change undergraduate academic certificate. This proposal is to meet the needs of graduate students who, over the years, have expressed growing interest in a graduate version of the certificate.  
Vote: 22/22 in favor. Motion passes.
- UCC 474: M.S. Geographic Information Science – Alistair Smith, Department Chair, Earth and Spatial Sciences, Attach. #4  
Across the State of Idaho, demand has increased for advanced workforce skills in the spatial analysis of decision support data, as well as the acquisition and processing of new forms of sensors and data from drones and other sensor data. There is a clear need that is aligned with



and critical to the land grant mission of the University of Idaho. To meet the demands of a dynamic and mobile State of Idaho workforce, we propose to offer two options for this degree: 1) an online M.S. non-thesis degree targeted at existing employees of state agencies and industries, where they can learn addition skills while remaining at their employment locations, and 2) as an on-campus M.S. thesis degree targeted at not-yet employed persons who are seeking competitive advantages prior to entering the workforce or are seeking retraining to change careers.

Vote: 21/21 in favor. Motion passes.

- UCC 475: Earth and Spatial Sciences (BS) – Alistair, Department Chair, Earth and Spatial Sciences, Attach. #5

The main reason for this change is consistency with the recent change of the department name. Vote: 22/22 in favor. Motion passes.

- UCC 476: Environmental Hydrogeology Academic Certificate – Alistair Smith, Department Chair, Earth and Spatial Sciences, Attach. #6

This was an option for the Geological Sciences degree. With the merging of Geological Sciences with the Department of Geography, we have combined our undergraduate majors and have decided that this would be best offered as a certificate instead of an option.

Vote: 21/21 in favor. Motion passes.

#### **Other Policy Business (non-voting items):**

- \*APM 01.01 Office of General Counsel, Attach. #7  
This policy outlines the function and authority of the office of General Counsel.

#### **Other Announcements and Communications:**

- Guide to Teaching and Learning in Times of Crisis – Brian Smentkowski, Director, Center for Excellence in Teaching and Learning, Attach. #8  
Brian Smentkowski went over the guidance document in Attach. #8, which offers suggestions for teaching and learning strategies in times of crisis. The document also contains information on additional resources for students and faculty.  
Please see attachment #8 in this meeting binder and visit:  
<https://www.chronicle.com/article/what-to-sayafter-a-student-dies/>  
<https://www.webpage.uidaho.edu/cetl/ui-guide-for-crisis.asp>

#### **Provost's Report:**

- Brief overview of where we are and what is ahead concerning the tragedy:
  - We meet with law enforcement twice per day. After the vigil, we may shift to once a day, to be respectful of their time. The Moscow Police Department, with the assistance of FBI investigators and Idaho State Patrol, oversees the investigation.
  - We have held three press conferences so far. They can be viewed at the university YouTube webpage.
  - There will be increased security presence on campus for the foreseeable future. Some are campus security officers, others from security companies which we have contracted, such as Hells Canyon Security. Additional officers from Idaho State Patrol have been assigned to campus. Safe Walk and Safe Ride programs are available.
  - Academics through the end of the semester: Everyone's efforts to remain flexible is appreciated by students and families. Many thanks to Brian Smentkowski and the CETL team for their work in helping us manage this terrible situation.

- No plans for the spring semester have been made yet. Senators are encouraged to share feedback and ideas. The provost will meet the deans on Monday to discuss options. The goal is to have a plan before the winter break.
- Commencement: two smaller ceremonies, in the secure environment of the ICCU Arena, will take place as planned. We will remember the victims and then proceed to celebrate our December graduates.
- Media presence is likely to increase. Some members of the press are being quite persistent in asking for interviews. If you do not wish to be interviewed, say so firmly. If you feel uncomfortable, security is there to help. If you do talk to the press, make sure you are talking as a private individual and not as a representative of the university.
- Accuracy of information: few details have been made available, in order not to compromise an active investigation. Unfortunately, this prompted some people/groups, such as social media, to speculate. Please ignore speculations and stop them if you have the opportunity.
- Messages of support and sympathy continue to come.
- At tonight's vigil, members of the victims' families may be present. We expect considerable presence from the Moscow community.

**Discussion:**

There was a brief follow-up on the additional security presence on campus. It was clarified that security people wear uniforms and Safe Ride vehicles are branded.

Dean Blaine Eckles had words of appreciation for all faculty who are working hard to meet the needs of our students and help them find a path forward.

A Senator noted that, when opening a web browser with a classroom computer, the page that shows up has local news with photos of the four students who lost their lives. Provost Lawrence agreed that this is a concern and will contact OIT immediately.

Some Senators expressed gratitude to Blaine Eckles, Torrey Lawrence and everyone who is managing the situation and representing the university in the aftermath of this terrible tragedy. Provost Lawrence acknowledged Blaine Eckles and his team for their amazing work, which includes the heart-wrenching task of talking to the families of victims as well as their Greek chapters. Chair Quinnett joined those Senators in expressing deepest appreciation.

**New Business:**

There was none.

**Adjournment:**

The agenda being completed, Chair Quinnett adjourned the meeting at 4:30pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 14

Tuesday, November 29, 2022 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #12 (November 8, 2022) **Attach. #1**
- III. Chair's Report
- IV. Committee Reports
  - University Curriculum Committee (Vote)
    - UCC 469: Undergraduate Robotics Systems Academic Certificate – John Shovic, Computer Science **Attach. #2**
    - UCC 471: Graduate Certificate in Climate Change – Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach. #3**
    - UCC 474: M.S. Geographic Information Science – Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach. #4**
    - UCC 475: Earth and Spatial Sciences (BS) – Alistair, Department Chair, Earth and Spatial Sciences **Attach. #5**
    - UCC 476: Environmental Hydrogeology Academic Certificate – Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach. #6**
- V. Other Policy Business
  - \*APM 01.01 Office of General Counsel **Attach. #7**
- VI. Provost's Report
- VII. Other Announcements and Communications
  - [Guide to Teaching and Learning in Times of Crisis](#) – Brian Smentkowski, Director, Center for Excellence in Teaching and Learning **Attach. #8**
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2022-2023 Faculty Senate Meeting #12 (November 8, 2022)
- **Attach. #2** UCC 469
- **Attach. #3** UCC 471
- **Attach. #4** UCC 474
- **Attach. #5** UCC 475
- **Attach. #6** UCC 476
- **Attach. #7** \*APM 01.01
- **Attach. #8** Guide to Teaching and Learning in Time of Crisis

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

**2022 – 2023 Faculty Senate – Pending Approval**

Meeting # 12

Tuesday, November 8, 2022, 3:30 pm – 5:00 pm

Zoom only

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

**Absent:** Fairley (excused), Schwarzlaender (excused), Kindall

Vice Provost for Faculty Kelly-Riley attending in place of Provost Lawrence

**Guests/Speakers:** Terence Soule, Jaap Vos, Tim Prather, Andres Trujillo, Barb Kirchmeier, Eric Anderson, Ryanne Pilgeram, Dan Ewart

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

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #11 November 1, 2022 – Attach. #1

The minutes of the 2022-23 Meeting #11 November 1, 2022 were approved as distributed.

**Chair's Report:**

- Our shared success stories: Senator Kristin Haltinner recognized the faculty she works with, Leontina Hormel, Ryanne Pilgeram, Dilshami Sarathchandra, and Deb Thorne. The books they have recently published have received great press coverage: *Inside the World of Climate Change Skeptics* (Haltinner and Sarathchandra); *No Perfect Birth* (Kristin Haltinner); *Pushed Out* (Ryanne Pilgeram), *Trailer Park America: Reimagining Community in the 21<sup>st</sup> Century* (Leontina Hormel, forthcoming). Deborah Thorne is co-principal investigator on the nationally recognized [Consumer Bankruptcy Project](#). Ryanne Pilgeram has been able to secure “Climate Smart” grants, one of them for a study on women farmers. Congratulations to the team for their amazing accomplishments!
- The spread-pay *ad hoc* committee had their first meeting. They expect to report to Senate in about two weeks.
- The non-tenure-track instructors support *ad hoc* group is also moving on. A survey will come out soon and the data will be shared. A series of inspiring stories about the innovative work our non-tenure-track peers do for the university may help amplify their achievements and successes. If you have success stories you would like to share, please send them our way.

**Provost's Report, delivered by Vice provost for Faculty Diane Kelly-Riley:**

- A reminder of election day. Polls are open until 8pm today.
- Link for Faculty and Staff Excellence Awards: <https://www.uidaho.edu/governance/faculty-staff/university-awards/faculty/categories>. The deadline is Friday, January 27, 2023, but a couple of awards have a nomination process with nominations to be submitted by December 9, 2022. We are planning the University Excellence Awards ceremony for May 4, 2023 – please hold the date. We hope to have an event as nice and well attended as last year at the IUCC arena. This year we have two additional awards that are not yet on the list: Excellence in

General Education Teaching and Excellence in General Education Service. General Education Teaching refers to courses with General Education designation (36 credits at the undergraduate level).

**Committee Reports (vote):**

- **Catalog Items**

- UCC 477 Minor in Cybersecurity – Terence Soule, Department Chair, Computer Science Attach. #2.

There is large and growing demand for employees in a wide range of fields with cybersecurity skills and knowledge. This minor will allow students in a wide range of majors (criminology, sociology, political science, etc.) to gain those skills, making them more attractive to employers and making the degrees more attractive to potential students.

Vote: 27/27 in favor. Motion passes.

- UCC 489 Natural Resources Enterprise Management (B.S.) – Jaap Vos, Interim Department Head, Natural Resources and Society Attach. #3

This proposed program (Bachelor of Science in Natural Resource Enterprise Management) is a new program for the Department and the College. The focus area of the program was identified by stakeholders as a gap in natural resource education and also requested by students. The program builds on existing courses in the College of Natural Resources and the College of Business' Entrepreneurship Minor to create a degree program that takes advantage of the legacy of the traditional natural resources industry, while expanding it to include private sector involvement in the use and management of natural resources. The goal of the program is to expose students to creative, entrepreneurial, and private sector approaches to natural resource management. There are two other programs (Auburn and Kansas State), but they are more limited in scope, which makes our program more innovative and better addresses student needs. Thus, the program has the potential to attract students both regionally and nationally.

Discussion:

There was a request for clarification about the nature of the course NRS 201 – a new introductory course to the major Natural Resources Enterprise Management.

Jaap Vos said they expect over 210 students. In fact, the program has the potential to become the largest in the nation due to the component of more innovative private sector involvement in natural resources.

Vote: 23/23 in favor. Motion passes.

- UCC 77 Crop Sciences and Management (BSPLSC) - Tim Prather, Plant Sciences Attach. #4

This proposal is to change the name of the major to reflect the program we are delivering for students. There was a major named Crop Management that was dropped in a previous cycle. Changing the name also helps recruiting students interested in management.

Vote: 23/24 in favor; 1/24 against. Motion passes.

- UCC 482 Minor in Agricultural Commodity Risk Management – Andres Trujillo, Program Director, Agricultural Economics & Rural Sociology Attach. #5

The Department of Agricultural Economics and Rural Sociology (AERS) created the Agricultural Commodity Risk Management Program in the spring of 2017 as a collaborative effort with the College of Business and Economics (CBE) through the

Barker Trading Program. In Fall 2019 the 12 credit hours certificate in agricultural commodity risk management was added to the curriculum. Discussions and feedback from stakeholders, the industry, alumni, the Barker Trading program board, and current students identify a need for a minor in agricultural commodity risk management that provides additional training in analytics, international trade, and supply chain management. Moreover, a minor provides stronger signaling to potential employers in this field, like trading firms, merchandisers, cooperatives, financial institutions, originators, and overall risk management positions in agribusiness.

Discussion:

A discussion followed about the electives from which students must select at least 4 credits. The language is such that a student can select, for instance, to take a 1-credit lab course multiple times. Andres Trujillo explained that those labs are experiential learning courses, with trading of real money and where every situation is different. Thus, a student who takes the class more than once can participate in different roles, depending on their experience. Hence, the large flexibility.

Vote: 23/25 in favor; 2/25 against. Motion passes.

- **FSH Items**

- Committee on Committees

- FSH 1640.90 University Assessment & Accreditation Committee (UAAC) Directory  
Barb Kirchmeier, Director, Independent Study in Idaho Attach. #6

- The UAAC requests an update of their membership list to add two *ex-officio* non-voting members: the Director of General Education and the Director of CETL. The purpose is to receive feedback from others who are actively engaged in the process of assessment and accreditation. Moreover, our CETL member will help us streamline conversations about, for instance, Canvas and Anthology. The prospective new members have been attending the past few meetings and are fully onboard.

- Vote: 23/23 in favor. Motion passes.

**Other Announcements and Communications:**

- Career Impact Award – Eric Anderson, Interim Director of Career Services, Dr. Pilgeram, Culture, Society and Justice and Dr. Schiele, Chemical & Biological Engineering  
Eric Anderson is pleased to recognize the two award winners: Dr. Pilgeram, Culture, Society and Justice and Dr. Schiele, Chemical & Biological Engineering. They were chosen among 50 nominations!
- Continued discussion on APM 30.16:  
Senator Mittelstaedt is representing Senator Fairley who is unable to be present. A motion is before Senate from the previous meeting to request that President Green suspends APM 30.16 until a solution can be found. Senator Mittelstaedt reported that Senator Fairley would agree to referring the motion to an *ad hoc* committee for further consideration, as long as there is some flexibility on the OIT side for finding a “middle ground.” Vice President Dan Ewart said he is open to this approach. He also noted that we cannot just suspend APM 30.16, because a lot more than the hardware procurement issue is in the policy.  
The discussion continued, with some Senators reiterating the problems their constituents encountered (such as delivery timelines, costs, the fact that some funding agencies do not allow

PIs to use Lenovo computers, etc.), whereas Dan Ewart reiterated the benefits of the centralized approach from APM 30.16, which still offers some flexibility.

Secretary Sammarruca suggested that the debate is not moving us forward. Instead, let's seek a constructive solution by assembling a well-balanced committee to do an in-depth analysis of the problem and make recommendations to Senate.

A *secondary* motion to refer the main motion to an *ad hoc* committee for further analysis was brought forward and seconded (Mittelstaedt/Chapman).

Vote: 19/20 in favor; 1/20 against. Motion passes.

Some senators volunteered. Please email Chair Quinnett if you are interested in being part of this group.

**New Business:**

There was none.

**Adjournment:**

The agenda being completed, Chair Quinnett adjourned the meeting at 4:50pm.

Respectfully Submitted,

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



# 469: UNDERGRADUATE ROBOTICS SYSTEMS ACADEMIC CERTIFICATE

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## In Workflow

1. 131 Chair (tsoule@uidaho.edu; arleen@uidaho.edu)
2. 08 Curriculum Committee Chair (colberg@uidaho.edu)
3. 08 Dean (long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
5. Curriculum Review (sstubbs@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. John Shovic (jshovic@uidaho.edu)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
12. Assessment (sara@uidaho.edu)
13. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Fri, 12 Nov 2021 16:38:12 GMT  
Terence Soule (tsoule): Rollback to Initiator
2. Fri, 16 Sep 2022 23:27:12 GMT  
Terence Soule (tsoule): Approved for 131 Chair
3. Wed, 19 Oct 2022 15:47:57 GMT  
Patricia Colberg (colberg): Approved for 08 Curriculum Committee Chair
4. Wed, 19 Oct 2022 16:02:46 GMT  
Suzanna Long (long): Approved for 08 Dean
5. Fri, 21 Oct 2022 17:45:38 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
6. Tue, 25 Oct 2022 14:18:43 GMT  
Steve Stubbs (sstubbs): Approved for Curriculum Review
7. Thu, 27 Oct 2022 17:30:34 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Thu, 27 Oct 2022 23:57:31 GMT  
Steve Stubbs (sstubbs): Approved for Registrar's Office
9. Wed, 02 Nov 2022 17:48:37 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
10. Tue, 08 Nov 2022 21:07:17 GMT  
Theodore Unzicker (tunzicker): Approved for UCC
11. Fri, 11 Nov 2022 16:19:12 GMT  
John Shovic (jshovic): Approved for V00094955

## New Program Proposal

Date Submitted: Wed, 14 Sep 2022 23:02:15 GMT

**Viewing: 469 : Undergraduate Robotics Systems Academic Certificate**

**Last edit: Wed, 09 Nov 2022 19:25:09 GMT**

Changes proposed by: John Shovic

### Faculty Contact

Faculty Name	Faculty Email
John Shovic	jshovic@uidaho.edu

Will this request have a fiscal impact of \$250K or greater?

No

**Academic Level**

Undergraduate

**College**

Engineering

**Department/Unit:**

Computer Science

**Effective Catalog Year**

2022-2023

**Program Title**

Undergraduate Robotics Systems Academic Certificate

**Degree Type**

Certificate

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

**Program Credits**

18

**Attach Program Change**

469 UnderGradRoboticsShort-091222-Proposal-Form\_academic\_FINAL+gg.pdf

**CIP Code**

11.0701 - Computer Science.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

**Financial Information**

**What is the financial impact of the request?**

Less than \$250,000 per FY

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

**Discribe the financial impact**

None. Classes are already in CS Curriculum.

**Curriculum:**

Undergraduate Robotics Systems Academic Certificate

Certificate Objectives:

Robotic automation has spread through all different types of manufacturing, food processing and agriculture. The key to companies remaining competitive is to continue to increase productivity through automation using robotics. This certificate produces students that have a deep understanding of the Robotics stack from the lower level motors and controllers, through PLC controllers and into higher level cognitive processes including using modern AI techniques.

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

Required Coursework:

Code	Title	Hours
Required Coursework		
CS 453	Advanced Robotics I	3
CS 454	Advanced Robotics II	3
CS 443	Embedded Systems	3
Any 3 courses of the following:		
CS 466	PLC Programming for Automation	3
CS 455	Machine Vision	3
CS 452	Real-Time Operating Systems	3
CS 470	Artificial Intelligence	3
CS 472	Evolutionary Computation	3
CS 474	Deep Learning	3
CS 475	Machine Learning	3
CS 477	Python for Machine Learning	3
CS 449	Fault-Tolerant Systems	3
CS 444	Supervisory Control and Critical Infrastructure Systems	3
ME 454	Assistive Technologies for Physical Impairment	3
ME 464	Robotics: Kinematics, Dynamics, and Control	3

**Total Hours** **18**

#### Courses to total 18 credits for this certificate

Students should consult with their academic advisor regarding this certificate.

### Distance Education Availability

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

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

Yes

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

No

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

### Geographical Area Availability

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

Coeur d'Alene  
Moscow

### Student Learning Outcomes

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

LO#1 - An ability to understand and apply engineering principles to software, hardware, safety and environmental aspects of robotic systems.

LO#2 - An ability to understand the entire robotic stack from control software down to the level of embedded systems and motors.

LO#3 - An ability to add modern software paradigms, such as Artificial Intelligence and Machine Learning to robotic systems.

LO#4 - Recognize professional responsibilities and make informed judgements in practices based on legal and ethical principles

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

An outside entity, specifically a representative from industry, will be used to review student presentations, project physical results and feedback gathered in CS454 Advanced Robotics II on an annual basis.

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

Project results and difficulty will be reviewed each semester and adjusted as necessary. An important aspect of these classes is that most projects will be built upon previous class work and graduate student work so the content taught in the class will be evolving on an ongoing basis.

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

Traditional exams will be required. In addition, written and oral presentations will be graded. In the required courses, an oral exam of the students will be required at the end of the class to evaluate student learning.

In the spring semester, students will be surveyed to gain additional input.

**When will assessment activities occur and at what frequency?**

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

## **Student Learning Outcomes**

### **Learning Objectives**

1. Graduates will be able to apply modern software design and engineering principles and practices to the hardware, software, safety and environmental aspects of a robotic system.
2. Graduates will be able to analyze, evaluate and design parts of the robotic stack and will be able to communicate with other disciplines working on robotic systems.

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

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

### **Reviewer Comments**

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

**Linda Lundgren (lindalundgren) (Fri, 21 Oct 2022 15:59:59 GMT):** Uploaded revised state form, per GG.

**Rebecca Frost (rfrost) (Thu, 27 Oct 2022 17:28:39 GMT):** Adjusted curriculum to catalog standard. Certificate included statement referring to Regulation J-3 requiring a "B" grade. Appropriate catalog citation for undergraduate certificates requiring a "C" grade was added. The department added statement should be evaluated and removed if not necessary.

**Theodore Unzicker (tunzicker) (Tue, 08 Nov 2022 20:58:49 GMT):** Program approved by UCC. However, John Shovic will need to update the attached SBOE form to remove degree verbiage from item 5a. Also removed unneeded "B" or better verbiage from curriculum bloc.

Key: 469



# SHORT PROPOSAL FORM

Academic Programs

Date of Proposal Submission:	9/6/2022		
Institution Submitting Proposal:	University of Idaho		
Name of College, School, or Division:	College of Engineering		
Name of Department(s) or Area(s):	Computer Science		
Official Name of Program or Instructional/Administrative Unit:	Computer Science		
Implementation Date:	Spring 2023		
Degree:	Degree Level: Undergraduate	Degree Type: BS	
CIP code (consult IR /Registrar):	11.0701		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery	Face To Face: 30%, Hybrid 70%, distance Delivery 0%		
Geographical Delivery:	Location(s)	Moscow, Coeur d'Alene	Region(s)
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	<input type="checkbox"/> Self-Support fee	<input type="checkbox"/> Professional Fee	<input type="checkbox"/> Online Program Fee

**Proposed Action**

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

College Dean (Institution) \_\_\_\_\_ Date \_\_\_\_\_

Academic Affairs Program Manager, OSBE \_\_\_\_\_ Date \_\_\_\_\_

FVP/Chief Fiscal Officer (Institution) \_\_\_\_\_ Date \_\_\_\_\_

Chief Financial Officer, OSBE \_\_\_\_\_ Date \_\_\_\_\_

Provost/VP for Instruction (Institution) \_\_\_\_\_ Date \_\_\_\_\_

OSBE Executive Director or Designee \_\_\_\_\_ Date \_\_\_\_\_  
Approval

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

1. Provide an overview of the changes that includes need and rationale for the proposed modification or change. Identify any existing program that this program will replace.  
**Industrial automation in manufacturing is key to improving productivity and maintaining competitiveness both domestically and internationally. This certificate will produce students that have a deep understanding of the Robotics stack from the lower level motors and controllers, through PLC controllers and into higher level cognitive processes including using modern AI techniques.**
2. Discuss impact of proposed modification on student enrollment. Using the chart below, provide projected new enrollments for the proposed certificate or modified program:

		Estimated New Enrollment			
Year			Fall	Spring	Summer
			Headcount	Headcount	Headcount
<b>2023-24</b>			5	5	
<b>2024-25</b>			10	10	
<b>2025-26</b>			15	15	
<b>2026-27</b>			20	20	
<b>2027-28</b>			20	20	

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

Yes\_\_\_\_\_ No\_\_\_X\_\_\_

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

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

Yes          No

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

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

Indicate (X) by each applicable statement:

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

- b. Provide an explanation for all statements you selected.

**Industrial Automation and Robotics are key to improving the productivity of modern manufacturing and maintaining a competitive position for Idaho manufacturers both domestically and internationally. There are numerous manufacturing partnerships possible such as Idaho Forest Group and other Idaho manufacturing companies.**

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

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

Credit hours in required courses offered by the department (s) offering the program.	18
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	9
Total credit hours required for degree program:	<del>420</del> <del>BS Computer Science</del>

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

Robotics System Academic Certificate Curriculum:

Level: Undergraduate, 18 credits Expected  
submission: September 2022

Objectives:

- Produce students that have a deep understanding of the Robotics stack from the lower level motors and controllers, through PLC controllers and into higher level cognitive processes including using modern AI techniques.

Required:

CS453 Advanced Robotics I  
CS454 Advanced Robotics II CS443  
Embedded Systems

Any 3 of the following:

CS404 Programmable Logic Controllers for Manufacturing  
CS455 Machine Vision  
CS452 Real Time Operating Systems  
CS470 Artificial Intelligence  
CS472 Evolutionary Computation  
CS474 Deep Learning  
CS475 Machine Learning  
CS477 Python for Machine Learning  
CS449 Fault-Tolerant Systems  
CS444 Supervisory Control Critical Infrastructure Systems  
ME 454 Assistive Technologies for Physical Impairment  
ME 464 Robotics: Kinematics, Dynamics, and Control

- This certificate will be managed by the CS department and coordinated by John Shovic.

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

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

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



# 471: GRADUATE CERTIFICATE IN CLIMATE CHANGE

## In Workflow

1. Geol/Geog Review (renee@uidaho.edu)
2. 225 Chair (alistair@uidaho.edu)
3. 19 Curriculum Committee Chair (markn@uidaho.edu)
4. 19 Dean (gingercarney@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Graduate Council Chair (slthomas@uidaho.edu)
9. Registrar's Office (none)
10. Ready for UCC (disable)
11. UCC (none)
12. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
15. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Tue, 05 Apr 2022 22:45:53 GMT  
Renee Jensen-Hasfurther (renee): Approved for Geol/Geog Review
2. Tue, 05 Apr 2022 22:49:35 GMT  
Alistair Smith (alistair): Approved for 225 Chair
3. Mon, 09 May 2022 07:54:03 GMT  
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
4. Mon, 09 May 2022 15:19:06 GMT  
Ginger Carney (gingercarney): Approved for 19 Dean
5. Tue, 10 May 2022 16:15:13 GMT  
Dean Panttaja (panttaja): Approved for Provost's Office
6. Mon, 27 Jun 2022 18:27:43 GMT  
Steve Stubbs (sstubbs): Approved for Curriculum Review
7. Wed, 05 Oct 2022 18:30:57 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Thu, 13 Oct 2022 19:17:16 GMT  
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
9. Tue, 18 Oct 2022 16:54:03 GMT  
Steve Stubbs (sstubbs): Approved for Registrar's Office
10. Wed, 26 Oct 2022 17:01:09 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
11. Wed, 02 Nov 2022 16:22:01 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Program Proposal

Date Submitted: Thu, 24 Mar 2022 17:45:33 GMT

**Viewing: 471 : Graduate Certificate in Climate Change**

**Last edit: Tue, 18 Oct 2022 16:59:08 GMT**

Changes proposed by: Alistair Smith

### Faculty Contact

Faculty Name	Faculty Email
Alistair Smith	alistair@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

No

### Academic Level

Graduate

**College**

Science

**Department/Unit:**

Geography &amp; Geological Sciences

**Effective Catalog Year**

2023-2024

**Program Title**

Graduate Certificate in Climate Change

**Degree Type**

Certificate

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

**Program Credits**

12

**CIP Code**

40.0401 - Atmospheric Sciences and Meteorology, General.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

Yes

**Financial Information****What is the financial impact of the request?**

Less than \$250,000 per FY

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

**Describe the financial impact**

No financial impact. Courses required for the certificate are already being taught.

**Curriculum:**

At least half of the credits completed towards the certificate must be in graduate level coursework and all required coursework must be completed with a grade of 'B' or better (O-10-b).

Code	Title	Hours
GEOG 513	Global Climate Change	3
Select three courses from the following:		9
BE 553	Northwest Climate and Water Resources Change	
GEOG 430	Climate Change Ecology	
GEOG 455	Societal Resilience and Adaptation to Climate Change	
GEOG 488	Geography of Energy Systems	
GEOG 517	Tree Rings and Environmental Change	
GEOG 535	Climate Change Mitigation	
GEOL 535	Glaciology and the Dynamic Frozen Earth	

GEOL 562	Petroleum Systems and Stratigraphic Concepts
SOC 466	Climate Change and Society

Total Hours

12

Courses to total 12 credits for this certificate

## Distance Education Availability

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

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

No

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

## Geographical Area Availability

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

Moscow

## Student Learning Outcomes

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

1. Demonstrate a depth of knowledge of global climate challenges and problems.
2. Demonstrate the ability to synthesize information related to solutions to current climate change challenges.
3. Demonstrate a depth of knowledge of global climate change adaptation and mitigation solutions.
4. Demonstrate a depth of knowledge of subject matter areas related to global climate change including water and energy systems and understand how they related to climate change.
5. Communicate effectively and professionally.

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

The required course in Global Climate Change will serve as an indicator course to act as an indicator of the overall quality of the certificate. This indirect measure of program performance will allow the program faculty to evaluate whether each cohort is maintaining a high degree of rigor in the certificate.

We will also conduct a survey of students who complete the certificate. The survey will assess the degree to which they felt the student demonstrated key concepts related to climate change.

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

Annual meetings with faculty to discuss survey results and adjust curricula as necessary.

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

Indirect measures such as course grades will be used. Direct measures will be inferred from the survey results and interactions with future employers of the students.

**When will assessment activities occur and at what frequency?**

Annually.

## Student Learning Outcomes

### Learning Objectives

1. Demonstrate a depth of knowledge of global climate challenges and problems.
2. Demonstrate the ability to synthesize information related to solutions to current climate change challenges.
3. Demonstrate a depth of knowledge of global climate change adaptation and mitigation solutions.
4. Demonstrate a depth of knowledge of subject matter areas related to global climate change including water and energy systems and understand how they related to climate change.
5. Communicate effectively and professionally

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

Climate change is a global problem and its effects are apparent across the state of Idaho, with droughts, fires and other hazards. The department has always provided leadership in this area at the University of Idaho, specifically through the existing climate change undergraduate academic certificate. Over the years we have had several graduate students express interest in a graduate version of the certificate and this change is proposed to meet those needs.

**Reviewer Comments**

**Ken Udas (kudas) (Mon, 09 May 2022 16:23:48 GMT):** Changed "Self Support" from YES to NO following consultation with the department head.

**Rebecca Frost (rfrost) (Wed, 05 Oct 2022 18:30:49 GMT):** GEOG 411/512 and GEOL 574 both appear to be dormant courses. The department should submit course change forms to activate both courses if it is intended that they be available for this certificate. If these courses are not reactivated then the courses will be removed from the elective options for catalog purposes.

Key: 471

# 474: M.S. GEOGRAPHIC INFORMATION SCIENCE

## In Workflow

1. Geol/Geog Review (renee@uidaho.edu)
2. 225 Chair (alistair@uidaho.edu)
3. 19 Curriculum Committee Chair (markn@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
5. 19 Dean (gingercarney@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Graduate Council Chair (slthomas@uidaho.edu)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
13. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
14. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Mon, 21 Mar 2022 15:36:04 GMT  
Renee Jensen-Hasfurther (renee): Approved for Geol/Geog Review
2. Mon, 21 Mar 2022 15:36:42 GMT  
Alistair Smith (alistair): Approved for 225 Chair
3. Mon, 21 Mar 2022 16:58:12 GMT  
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
4. Wed, 27 Apr 2022 16:24:51 GMT  
Ken Udas (kudas): Approved for Provost's Office
5. Wed, 27 Apr 2022 20:40:01 GMT  
Lindsey Brown (lindseybrown): Approved for 19 Dean
6. Wed, 05 Oct 2022 15:27:29 GMT  
Steve Stubbs (sstubbs): Approved for Curriculum Review
7. Wed, 05 Oct 2022 19:20:30 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Thu, 13 Oct 2022 20:17:24 GMT  
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
9. Wed, 26 Oct 2022 17:00:20 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
10. Wed, 02 Nov 2022 16:21:36 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Program Proposal

Date Submitted: Fri, 11 Mar 2022 22:26:57 GMT

**Viewing: 474 : M.S. Geographic Information Science**

**Last edit: Thu, 03 Nov 2022 15:59:36 GMT**

Changes proposed by: Alistair Smith

### Faculty Contact

Faculty Name	Faculty Email
Alistair Smith	alistair@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

Yes

### Academic Level

Graduate

### College

Science

**Department/Unit:**

Earth &amp; Spatial Sciences

**Effective Catalog Year**

2023-2024

**Program Title**

M.S. Geographic Information Science

**Degree Type**

Major

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

**Program Credits**

30

**Attach Program Change**

Academic\_Degree\_and\_Certificate\_Full Proposal\_Form\_MS-GIS-rev.doc  
Budget - Full Proposal Form\_GIS-MS-rev.xlsx

**CIP Code**

45.0702 - Geographic Information Science and Cartography.

**Emphasis/Option CIP Code(s)**

Code(s)

29.0203

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

Yes

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

Yes

**Financial Information****What is the financial impact of the request?**

Greater than \$250,000 per FY

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

**Describe the financial impact**

The new degree will lead to significant increase in graduate enrollment and associated tuition revenue into the institution.

The proposed program will include the hiring of a new clinical faculty member to provide curricula leadership including working with the Department Chair on recruiting, marketing, and advising of non-thesis masters students. This clinical faculty member will also develop and teach online courses in the program and liaise with existing University of Idaho instructional resources (e.g., the Center for Excellence in teaching and Learning) to lead a team to develop and deliver high quality online courses.

**Curriculum:**

Code	Title	Hours
Core Curriculum: 18 cr. (non-thesis-16 cr. plus 2 cr. 599) - 22 cr. (thesis) (16 cr. plus 6 cr. 500)		
GEOG 475	Intermediate GIS (Core Curriculum)	3

GEOG 583	Remote Sensing IMAGE ANALYSIS/GIS Integration	3
GEOG 507	Spatial Analysis and Modeling	3
GEOG 525	Course GEOG 525 Not Found (Graduate GIS Fundamentals) at UCC approval	3
GEOG 593	Course GEOG 593 Not Found (Geovisualization) at UCC approval	3
GEOG 596	Geography Department Seminar	1

*Thesis or Non-Thesis Track:* 2-6

Thesis Track (6 credits):

GEOG 500 or GEOL 500	Master's Research and Thesis (Thesis students will take 6 thesis credits) Master's Research and Thesis
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Non-Thesis Track (2 credits)

GEOG 599 or GEOL 599	Research (Research students will take 2 research credits) Research
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### Application Areas

Select one of the Following Application Areas: 8-12

Remote Sensing (<https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/geographic-information-science-ms/#RemoteSensing>)

GIS Programming (<https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/geographic-information-science-ms/#GISProgramming>)

Natural Hazards and Emergency Planning (<https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/geographic-information-science-ms/#NaturalHazardsandEmergencyPlanning>)

Geospatial Aspects of Sustainable Planning (<https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/geographic-information-science-ms/#GeospatialAspectsOfSustainablePlanning>)

Geotechnician (<https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/geographic-information-science-ms/#Geotechnician>)

Geospatial Habitat Assessment (<https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/geographic-information-science-ms/#GeospatialHabitatAssessment>)

Geospatial Intelligence (<https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/geographic-information-science-ms/#GeospatialIntelligence>)

**Total Hours** 26-34

**Courses to total 30 credits for this degree**

### A. Remote Sensing

Code	Title	Hours
Select 8 credits for thesis students, 12 credits for non-thesis from the following:		
GEOG 524	Hydrologic Applications of GIS and Remote Sensing	3
NRS 578	LIDAR and Optical Remote Sensing Analysis	3
FOR/NRS 472	Remote Sensing of the Environment	4
FOR 535	Remote Sensing of Fire	3
REM 476	Unmanned Aerial Systems (UAS) Operations	1
REM 475	Remote Sensing Application with Unmanned Aerial Systems (UAS)	3
ECE 516	Image Sensors and Systems	3
NRS 552	Current Lit in Remote Sensing	1

### B. GIS Programming

Code	Title	Hours
Select 8 credits for thesis, 12 credits for non-thesis from the following:		
GEOG 479	GIS Programming	3
STAT 419	Introduction to SAS/R Programming	3
STAT 426	SAS Programming	3
STAT 427	R Programming	3
ENVS 511	Data Wizardry in Environmental Sciences	3
CS 479	Data Science	3

### C. Natural Hazards and Emergency Planning

Code	Title	Hours
Select 8 credits for thesis, 12 credits for non-thesis from the following:		
GEOG 411	Natural Hazards and Society	3
GEOG 414	Socioeconomic Applications of GIS	3
GEOL 567	Volcanology	3

FOR 554	Air Quality, Pollution, and Smoke	3
NRS 576	Environmental Project Management and Decision Making	2
NRS 588	NEPA in Policy and Practice	3
CE 535	Fluvial Geomorphology and River Mechanics	3
GEOE 535	Seepage and Slope Stability	3
TM 517	Critical Infrastructure Security and Resilience Fundamentals	3
TM 525	Emergency Management and Planning	3
INDT 470	Homeland Security	3

#### D. Geospatial Aspects of Sustainable Planning

Code	Title	Hours
Select 8 credits for thesis, 12 credits for non-thesis from the following:		
GEOG 535	Climate Change Mitigation	3
GEOG 414	Socioeconomic Applications of GIS	3
SOIL 536	Principles of Sustainability	3
SOIL 544	Water Quality in the Pacific Northwest	3
SOIL 548	Drinking Water and Human Health	3
ENVS 520	Introduction to Bioregional Planning	3
ENVS 523	Planning Sustainable Places	3
ENVS 530	Planning Theory and Process	3
ENVS 511	Data Wizardry in Environmental Sciences	3
TM 517	Critical Infrastructure Security and Resilience Fundamentals	3
TM 525	Emergency Management and Planning	3
ARCH 558	Urban Design and Planning Studio	3

#### E. Geotechnician

Code	Title	Hours
Select 8 credits for thesis, 12 credits for non-thesis from the following:		
GEOL 471	Ore Deposits and Exploration	3
GEOL 531	Chemical Hydrogeology	3
STAT 419	Introduction to SAS/R Programming	3
STAT 431	Statistical Analysis	3
NRS 578	LIDAR and Optical Remote Sensing Analysis	3
ENVS 579	Introduction to Environmental Regulations	3
SOIL 544	Water Quality in the Pacific Northwest	3
SOIL 548	Drinking Water and Human Health	3

#### F. Geospatial Habitat Assessment

Code	Title	Hours
Select 8 credits for thesis, 12 credits for non-thesis from the following:		
REM 429	Landscape Ecology	3
REM 507	Landscape and Habitat Dynamics	3
REM 520	Advanced Vegetation Measurement and Monitoring	3
NRS 578	LIDAR and Optical Remote Sensing Analysis	3
NRS 588	NEPA in Policy and Practice	3
NRS 552	Current Lit in Remote Sensing	1
FOR 514	Forest Biometrics	3
WLF 511	Wildland Habitat Ecology and Assessment	2

#### G. Geospatial Intelligence

Code	Title	Hours
Select 8 credits for thesis, 12 credits for non-thesis from the following:		
GEOG 414	Socioeconomic Applications of GIS	3
GEOG 550	Sustainability of Global Development	3-4
GEOG 565	Geopolitics and Conflict	3
ECON 446	International Economics	3
ECON 447	International Development Economics	3
NRS 578	LIDAR and Optical Remote Sensing Analysis	3
INDT 470	Homeland Security	3



CS 575	Machine Learning	3
CS 577	Python for Machine Learning	3
CS 579	Data Science	3
POLS 410	Game Theory	3

## Distance Education Availability

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

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

Yes

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

Yes

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

## Geographical Area Availability

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

Moscow  
Online Only

## Student Learning Outcomes

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

1. Demonstrate a depth of knowledge of spatial analysis and mapping techniques.
2. Demonstrate the ability to gather and analyze appropriate data and write results in context of existing literature and significance of the analysis.
3. Demonstrate advanced skills to conduct either disciplinary or interdisciplinary analyses using geographical information systems methods and datasets for Earth system science problems.
4. Apply mastery of key principals and core concepts in geographical information systems with a depth of knowledge in one of seven application areas cover critical land resource management and industrial workforce needs.
5. Demonstrate the ability to synthesize ideas and information to identify, analyze and problem-solve Earth system science and land resource management issues; demonstrate an application of this synthesis.
6. Collaborate with a faculty advisor and graduate committee to conduct independent research.
7. Communicate effectively, professionally, and within group settings.

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

1. Cohort performance in indicator courses: Each of the five non-seminar/non research courses in the degree will serve as an indicator course to act as an indicator of the overall quality of the program. This indirect measure of program performance will allow the program faculty to evaluate whether each cohort is maintaining a high degree of rigor in the degree. The program faculty will additionally identify at least two courses per option area to also act as indicator courses to evaluate the rigor in each option. The benchmark metric will be initialized by measuring the percentage of the first cohort to achieve at least a B within each indicator course.
2. Completion of integrative project: Each of the thesis or non-thesis options required the completion of an integrative project. Prior to the completion of each project the student will complete a self-reflective survey to assess the degree to which key concepts related to geographical information systems methods and theory were understood and applied.
3. End of degree survey: Prior to signing off on the completed integrative project, each student's graduate advisory committee will complete a survey to assess the degree to which they felt the student demonstrated key concepts related to geographical information systems methods and theory. The survey will also collect additional information including the number of internal and external presentations conducted by the student, the number of publications submitted, and whether the student applied or received funding to support their program.
4. Employer survey: A year following employment of a completed student, the graduates' employers will be asked to complete a brief survey to assess the degree to which they felt the student demonstrated key concepts related to geographical information. The survey will also collect additional information on what expertise areas the employers felt were meeting expectations or not meeting expectations. We will also solicit advice on potential new application areas given current and future needs.

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

The assessment findings will be discussed at dedicated bi-annual faculty meetings, with the vice provosts for academic initiatives and online learning in attendance. The program director and departmental chair will conduct monthly meetings with the Director of the UI's Center for Excellence in Teaching and Learning to ensure that courses meet institutional standards of online instruction. Trainings will be mandated with the UI's Center for Excellence in Teaching and Learning for faculty members seeking to deliver courses in this program to ensure they meet institutional standards of online instruction. The program director and departmental chair will meet each semester with the UI assessment and accreditation officials to ensure there is a constant dialog on expectations, including a timeline to meet expectations to meet and retain compliance.

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

Indirect measures will include grades and performance in indicator courses and the completion of the integrative project - this data will help guide how effective the courses are at enabling students to expand and apply their knowledge. Direct measures will be derived through the interaction with the employers conducted one year after employment, as this will allow us to refine the curricula to directly meet employer's needs.

**When will assessment activities occur and at what frequency?**

Most assessment activities will occur annually. In addition, the program director and departmental chair will conduct monthly meetings with the Director of the UI's Center for Excellence in Teaching and each semester with representatives from the UI offices of the vice provosts for academic initiatives and digital learning initiatives to ensure that there is a constant dialog on expectations, including a timeline to meet expectations to meet and retain compliance.

**Student Learning Outcomes****Learning Objectives**

1. Demonstrate a depth of knowledge of spatial analysis and mapping techniques.
2. Demonstrate the ability to gather and analyze appropriate data and write results in context of existing literature and significance of the analysis.
3. Demonstrate advanced skills to conduct either disciplinary or interdisciplinary analyses using geographical information systems methods and datasets for Earth system science problems.
4. Apply mastery of key principals and core concepts in geographical information systems with a depth of knowledge in one of seven application areas cover critical land resource management and industrial workforce needs.
5. Demonstrate the ability to synthesize ideas and information to identify, analyze and problem-solve Earth system science and land resource management issues; demonstrate an application of this synthesis.
6. Collaborate with a faculty advisor and graduate committee to conduct independent research.
7. Communicate effectively, professionally, and within group settings.

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

There is considerable state-wide and national demand for skilled workers that can analyze spatial datasets, maps, and use that information to help people make decisions. This is highlighted by the Department of Labor Statistics projection that jobs in this area will increase by 30% over the next decade. Across the State of Idaho, demand has considerably increased for advanced workforce skills in not only the spatial analysis of decision support data, but the acquisition and processing of new forms of sensors and data from drones and other sensor data. These stakeholders include representatives from multiple industry sectors including land resource management such as forestry, fisheries, wildlife science, rangeland management; broader resource exploration such as mining; water resources; hydrology; environmental management; geospatial analytics; climate change modeling; risk and emergency planning: fires, floods, landslides and other natural hazards; landscape remediation and restoration; among others. As such, this represents a clear need that is aligned and critical to the land grant mission of the University of Idaho.

At the University of Idaho, this department has led the education of these workforce skills most notably through the Geographical Information Science (GIS) undergraduate academic certificate. In this proposal, we take the next logical step to meet the demands of the State's employers and propose the establishment of an Master of Science Degree in Geographical Information Systems. This proposed degree builds on the existing departmental graduate curriculum and faculty expertise, while also leveraging faculty expertise and courses offered across multiple colleges at the University of Idaho to over seven different application areas.

The proposed degree works in synergy with an existing Professional Science Master (PSM) degree that has a Geographical Information Systems option that is currently offered at the University of Idaho. In the case of the PSM, a smaller subset of the same core courses already taught by the department are taken by the students. The remaining PSM courses taken by the students are focused on scientific communication, ethics, leadership, and economics. In contrast, students in the proposed M.S. in Geographical Information Systems undertake a full 30 credits of depth in Geographical Information Systems, with options that provide additional depth in key application areas. The 12 credits of overlapping core courses provide a high level of efficiency in offering the new major alongside the PSM, while providing students with two clear pathways: i.e., the M.S. degree that represents core Geographical Information Systems knowledge plus depth of applied skills for students that already have expertise and knowledge in the transferable skill areas, versus the PSM degree that represents the majority of the core Geographical Information Systems knowledge plus training in transferable skills.

To further meet the demands of a dynamic and mobile State of Idaho workforce we propose that this degree be offered as both 1) an online M.S. non-thesis degree targeted at existing employees of state agencies and industries, where they can learn addition skills while continuing at their employment locations, and 2) as an on-campus M.S. thesis degree targeted at not-yet employed persons that are seeking competitive advantages prior to entering the workforce or are seeking retraining to change careers.

The department is currently hiring a new faculty member with GIS expertise and is planning the hire of a new clinical faculty member to provide leadership in both quality online development, graduate advising, and further curricula development.

#### Supporting Documents

474\_ MS Geographic Information Science.pdf  
Geographic Information Science\_10-5-22.docx

#### Reviewer Comments

**Ken Udas (kudas) (Tue, 26 Apr 2022 18:30:42 GMT):** Updated Fee designation from Self Support to Online Fee.

**Ken Udas (kudas) (Tue, 26 Apr 2022 18:37:50 GMT):** Attached Budget

**Ken Udas (kudas) (Tue, 26 Apr 2022 18:40:06 GMT):** Removed "GEOG 524 Hydro Applications of GIS/Remote Sensing (3cr)" from option #3

**Lindsey Brown (lindseybrown) (Wed, 27 Apr 2022 20:39:51 GMT):** Approved for 19 Dean Ginger Carney as per email to Lindsey Brown on 4/27/22. - LB.

**Rebecca Frost (rfrost) (Wed, 05 Oct 2022 19:12:27 GMT):** FOR 272 should be removed as an elective option in the Remote Sensing area as it cannot be used towards a graduate degree.

**Rebecca Frost (rfrost) (Wed, 05 Oct 2022 19:20:01 GMT):** Text entry for curriculum requirements was reformatted for catalog. Original entry attached as word document.

**Stephanie Thomas (slthomas) (Thu, 13 Oct 2022 20:16:27 GMT):** corrected issues to match the original requirements requested and approved before catalog formatting--some notes remain until require courses pass UCC

Key: 474



# Idaho State Board of Education

## FULL PROPOSAL FORM

### Academic Degree and Certificate Program

Date of Proposal Submission:	March 18 <sup>th</sup> 2022		
Institution Submitting Proposal:	University of Idaho		
Name of College, School, or Division:	College of Science		
Name of Department(s) or Area(s):	Department of Earth and Spatial Science		
Official Name of the Program:	M.S. Geographic Information Science		
Implementation Date:	2023-2024		
Degree Information:	Degree Level: Graduate	Degree Type: Master of Science	
CIP code (consult IR /Registrar):	45.0702		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Distance delivery (for non-thesis option). In person (for thesis option).		
Geographical Delivery:	Location(s)	Moscow, Online.	Region(s) National
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	Self-Support fee	Professional Fee	<input checked="" type="checkbox"/> Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	Regional Program Responsibility	<input checked="" type="checkbox"/>	Statewide Program Responsibility

**Proposed Action**

- New program offering**
- Undergraduate program
  - Graduate program
  - Undergraduate certificate (30 credits or more)
  - Graduate certificate (30 credits or more)
- New branch campus or change in location**

- Modification of Existing Academic Programs**
- Converting one program option to a stand-alone program
  - Consolidating two or more undergraduate programs into one
  - Consolidating two or more graduate programs into one
  - Splitting an existing program into two or more programs
  - Program expansion outside an institution's Designated Service Region as defined in Board Policy III.Z.
  - Adding certificate or degrees to existing programs

College Dean	Date	Vice President for Research (as applicable)	Date
Graduate Dean/other (as applicable)	Date	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer	Date	Chief Financial Officer, OSBE	Date
Provost/VP for Instruction	Date	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director or Designee 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. All questions must be answered.

## **Rationale for Creation or Modification of the Program**

- 1. Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

Historically, the *Department of Geography* and the *Department of Geological Sciences* merged into a combined unit called the *Department of Geography and Geological Sciences*. This year, the Department proposed to change its name to the **Department of Earth and Spatial Sciences** to better reflect the modern understanding of these disciplines and to be more aligned with courses and topics taught in State and regional high schools.

This year, the department proposed to merge its traditional undergraduate degrees in Geology (B.S.) and Geography (B.S.) into a combined degree with the same name as the new department: **B.S. Earth and Spatial Sciences**. In making this change the faculty gained efficiencies in course offerings while also increasing options to expand workforce development to meet stakeholder needs. As part of the department merger the traditional MS and PhD degrees in Geography and Geology have been retained. However, the efforts to improve the undergraduate curricula identified opportunities for improved integration of graduate courses that are more responsive to the needs of employers for a skilled workforce in the State of Idaho, and regionally. Specifically, there is considerable state-wide and national demand for skilled workers that can analyze spatial datasets, maps, and use that information to help people make decisions (see Section 2 for more details). At the University of Idaho, this department has led the education of these workforce skills most notably through the Geographic Information Science (GIS) undergraduate academic certificate. In this proposal, we take the next logical step to meet the demands of the State's employers and propose the establishment of an Master of Science Degree in Geographical Information Systems. This proposed degree builds on the existing departmental graduate curriculum and faculty expertise, while also leveraging faculty expertise and courses offered across the University of Idaho.

To further meet the demands of a dynamic and mobile State workforce we propose that this degree be offered as both 1) an online M.S. non-thesis degree targeted at existing employees of state agencies and industries, where they can learn addition skills while continuing at their employment locations, and 2) as an on-campus M.S. thesis degree targeted at not-yet employed persons that are seeking competitive advantages prior to entering the workforce or are seeking retraining to change careers. To meet the demands of a diverse workforce we propose that this degree would 1) provide students with a key set of skills common to the analysis of spatial data across multiple application areas and 2) be relevant to a wide array of land management and industry sectors through proposing a series of application areas where students would gain depth in those areas. To deliver the application areas, we propose to collaborate with departments across the University of Idaho that have existing courses in those areas. Many of these individual courses are already available online as electives within the College of Natural Resources Master of Natural Resources degree program and the University-wide online M.S. in Environmental Science.

The proposed degree works in synergy with an existing Professional Science Master (PSM) degree that has a Geographical Information Systems option that is currently offered at the University of Idaho. In the case of the PSM, a smaller subset of the same core courses already taught by the department are taken by the students. The remaining PSM courses taken by the students are focused on scientific communication, ethics, leadership, and economics. In contrast, students in the

proposed M.S. in Geographical Information Systems undertake a full 30 credits of depth in Geographical Information Systems, with options that provide additional depth in key application areas. The 12 credits of overlapping core courses provide a high level of efficiency in offering the new major alongside the PSM, while providing students with two clear pathways: i.e., the M.S. degree that represents core Geographical Information Systems knowledge plus depth of applied skills for students that already have expertise and knowledge in the transferable skill areas, versus the PSM degree that represents the majority of the core Geographical Information Systems knowledge plus training in transferable skills.

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

**a. Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

The Idaho State Board of Education recognized that Idaho needs a STEM education-career pipeline and created the Idaho STEM Action Center in 2015 to support a competitive Idaho workforce and economy through STEM. In 2019, the Idaho STEM Action Center found that over 7000 STEM jobs went unfilled in Idaho due to lack of skills and education for appropriate job placement. The second most common job category that remained unfilled were jobs involving computer skills. Our department already provides training and undergraduate certifications in Geographic Information Science, a specialized computer analysis tool, which is valuable to the workforce's needs in Idaho and nationally. The proposed M.S. degree expands on this legacy of leading and will further help train and transform the Idaho workforce enabling it to keep pace and remain nationally competitive with a rapidly changing set of spatial skills and tools.

Supporting information: Idaho Department of Labor, Occupational Employment & Wage Survey <https://lmi.idaho.gov/oes>

Across the State of Idaho, demand has considerably increased for advanced workforce skills in not only the spatial analysis of decision support data, but the acquisition and processing of new forms of sensors and data from drones and other sensor data. These stakeholders include representatives from multiple industry sectors including land resource management such as forestry, fisheries, wildlife science, rangeland management; broader resource exploration such as mining; water resources; hydrology; environmental management; geospatial analytics; climate change modeling; risk and emergency planning: fires, floods, landslides and other natural hazards; landscape remediation and restoration; among others. As such, this represents a clear need that is aligned and critical to the land grant mission of the University of Idaho.

In terms of National demand, the proposed degree prepares graduates for multiple careers that the U.S. Bureau of Labor Statistics projects as exhibiting moderate to strong growth for 2020-2030:

2020 National Employment Matrix title	2020 National Employment Matrix code	Actual 2020 Employment	Projected 2030 Employment	Employment change 2020-2030	% Employment change 2020-30
Information security analysts	15-1212	141200	188300	47100	33.3%
Data scientists and mathematical science	15-2098	63200	83000	19800	31.4%
Computer and information research scientists	15-1221	33000	40200	7200	21.9%
Environmental scientists and geoscientists	19-2040	122600	132300	9700	7.9%
Environmental scientists and geoscientists	19-2040	122600	132300	9700	7.9%
Conservation scientists and foresters	19-1030	39000	41900	2900	7.5%
Urban and regional planners	19-3051	39100	41800	2700	6.8%
Cartographers and photogrammetrists	17-1021	13200	13900	700	5.4%
Surveying and mapping technicians	17-3031	54800	56900	2000	3.7%

**b. Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

The primary market for students in the online non-thesis M.S. in Geographic Information Science are existing employees of State and Federal agencies and national industries that only have received a B.S. level of education but require additional skills to keep pace with technological advances, retraining, or to seek an advanced degree to qualify for additional compensation. A significant group of potential students include existing federal agency employees that were hired at the GS-5 classification standard as this group of employees only requires the completion of a full 4-year course of study in a field leading to a bachelor's degree. Agency employees seeking an increase to a GS-7 level in these disciplines usually require a M.S. degree and generally prefer online degrees to maintain continual employment. Example positions relevant to the proposed degree include persons employed in the Outdoor Recreation Planning Series, GS-23; Intelligence Series, GS-132; Natural Resources Management and Biological Sciences Series, GS-401; Soil Conservation Series, GS-457; Forestry Series, GS-460; Range Conservationist, GS-454; Soil Scientist, GS-470; Wildlife Biologist, GS-486; Landscape Architect, GS-807; Hydrologist, GS-1315; Geologist, GS-1350; Cartography Series, GS-1370; Cartography Technician Series, GS-1371; among others.,

More detail of relevant series: <https://www.opm.gov/policy-data-oversight/classification-qualifications/general-schedule-qualification-standards/#url=List-by-Occupational-Series>  
 More detail of classification standard experience expectations: <https://www.opm.gov/policy-data-oversight/classification-qualifications/general-schedule-qualification-standards/#url=Group-Standards>

A further significant group of potential students for the online non-thesis M.S. option are current employees of State agencies and regional industries focused on land resource management (mining, forestry, water, agriculture, rangelands, energy, etc.), risk management (fires, floods, earthquakes, etc.). This includes the county Soil Conservation Districts, Idaho Department of Lands, Idaho Fish and Game, Idaho Department of Environmental Quality, as well as the equivalent state agencies in other states across the United States.

A further significant group of potential students are from within the University of Idaho. Namely, most majors in the College of Agriculture and Life Sciences, College of Natural Resources, and College Science at the University of Idaho rely on the foundational theory behind the spatial connection of organisms, humans, the environment; and the processes that connect them. As with other data analysis and spatial information science degree programs (e.g., Statistics), there is often a demand for existing students to explore additional certifications and degrees in complimentary disciplines to their primary field of study.

A further potential group of students for the online non-thesis M.S. option include persons interested in either cooperate or geospatial intelligence. The demand for geospatial intelligence expertise is broad, including State and National Homeland Security agencies, the National Geospatial-Intelligence Agency, and the various intelligence agencies, active serving U.S. Military personnel, and a diverse array of non-governmental and humanitarian organizations that focus on response to natural disasters.

Supporting information: Future U.S. Workforce for Geospatial Intelligence

<https://www.nap.edu/catalog/18265/future-us-workforce-for-geospatial-intelligence>

From Maps to Models: Augmenting the Nation's Geospatial Intelligence Capabilities:

<https://www.nap.edu/catalog/23650/from-maps-to-models-augmenting-the-nations-geospatial-intelligence-capabilities>

A further potential market for students in this program include existing employees within sectors such as the entertainment industry (e.g., Sony, Amazon Studios, Disney, Netflix), virtual reality and immersive platforms (e.g., Unity, Unreal), and Game Developers (e.g., Bungie, Activision, Microsoft). In each case, there is an increasing demand for immersive scientific visualizations that not only look realistic, but also incorporate models and spatial data from a diverse set of sources.

In terms of the on-campus M.S. thesis option, we anticipate considerable interest from research-orientated undergraduates seeking advanced skills prior to a doctorate program or agency-based analysis position.

**c. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

Graduates of this proposed program will be able to provide leadership on the mapping and analysis of western natural hazards (fires, droughts, floods, landslides, earthquakes), western water challenges (snowpack, availability), and western challenges to rural communities (transportation, property values, cultural values) through gaining expertise in recent technological advances such as the analysis of data from lidar, drones, and other sensors. The rise of predictive modeling, big data, drones, and user-ready spatial information platforms like Google Earth and the iPhone Maps feature are key examples of the ongoing need to educate geographic principals.

### 3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes  No

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

During the 2020 program prioritization process mandated by the Idaho State Board of Education, one recommendation was the merger of two former University of Idaho Departments (Department of Geography & Department of Geological Sciences) and the rethinking of the associated majors. Earlier this year, the departmental faculty proposed to change the departmental name to the Department of Earth and Spatial Sciences. The Department faculty further proposed to merge the former B.S. in Geography and B.S. in Geological Sciences into a combined degree of a B.S. in Earth and Spatial Sciences where these traditional disciplinary areas would continue in the form of options within this new degree. The departmental faculty also used this process to identify new options within this new B.S. that meet current workforce



demands in the State of Idaho and the region more broadly.

Concurrent with these conversations regarding the undergraduate majors were conversations regarding the future of the department's associated graduate majors. Although the existing departmental majors of a M.S./ PhD in Geography and a M.S. / PhD in Geology both continue to meet the needs of State of Idaho and regional employers, the conversations associated with the changes in the undergraduate majors identified key areas where employer demand for geospatial skills would be better served through the creation of a new M.S in Geographical Information Systems. The degree program will provide the State of Idaho with a critical workforce trained to support land resource management, emergency planning, state and national intelligence, conservation, and restoration that is crucial to the economic health of the State.

The proposed program is the direct result of departmental integration as recommended through the 2020 program prioritization process and the creation of an innovative approach to integrated study in the earth sciences and spatial analysis to inform the management of land resources (e.g., forestry, mining, water, wildlife) and the planning associated with the hazards that impact them (e.g., fires, floods, landslides). Such programs have been developed at our peer and aspirational peer universities and many have met with substantial success. The new program proposal for a M.S. in Geographical information Systems is designed to enhance graduate student knowledge and understanding of the earth sciences and spatial processes and patterns through greater integration of the two disciplines within the former department (geography and geology) with disciplines from across the University of Idaho (forestry, range management, water resources, computer science, data analysis, sensor technologies, etc.,)

#### **4. Credit for Prior Learning**

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not Applicable

#### **5. Affordability Opportunities**

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

The program will be offered through both an online non-thesis option and as an on-campus thesis option. We will use open educational resources as available. For the on-campus students, the department has existing Geographical Information Systems teaching laboratories for student use, and the labs are equipped with a broad spectrum of geospatial and geoinformatics software (e.g., ERDAS and ArcGIS Pro).

### **Enrollments and Graduates**

- 6. 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 for the most past four years.

Instit	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
ISU	M.S. Geographic Information Science (thesis and non-thesis option)								

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education 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.

The existing ISU degree only requires a single graduate course focused on Geographic Information Systems, with the other required courses focusing on remote sensing and GPS technologies. The remainder of the ISU degree involves the selection of a diverse array of electives. In contrast, the proposed M.S. in Geographic Information Systems at the University of Idaho provides both (a) specialized depth in 5 advanced Geographic Information Systems courses and (b) specialized depth in one of 7 application areas relevant to the land grant mission of the University of Idaho (e.g., precision agriculture, forestry, natural hazards, geology, rangeland and wildlife management), as well as development of new focus areas relevant to geospatial intelligence and GIS programming.

8. **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: M.S. Geographic Information Systems											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY23_ (first year)	FY24_ -	FY25_ -	FY26_ -	FY27_ -		FY23_ (first year)	FY24_ -	FY25_ -	FY26_ -	FY27_ -	
40	60	80	100	120		10	40	60	80	100	

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

The broad expectation is that 10 students per year will seek to complete the degree in an

accelerated manner (i.e., within one year), but that most students will complete the program over two years. The expectation is that most students will take approximately 6 credits per semester, including the summer session. This level of enrollment is consistent with other non-thesis master's degrees at the University of Idaho.

We propose to build off the same marketing and recruitment strategy previously used to achieve the recent increase in the University of Idaho's Master in Natural Resources enrollment (2019-2021 enrollment change of +136 majors). Namely, we are building off an existing database of over 3000+ contact emails for land resource management, risk management, industry and state/federal agencies across all 50 states. In addition to this direct outreach, we will also work in partnership with the State of Idaho's agencies and industry representatives to directly market the degree to current employees.

We also anticipate strong growth through immediately offering 7 specialization areas, while continuing to work with our stakeholders and regional employers to develop and propose additional application areas. Examples of future areas under being considered include Health Informatics & Virtual Worlds and Scientific Visualizations. The University of Idaho's Master in Natural Resources program has achieved sustained enrollment increases through a stepwise expansion of specialization areas from 1-5 over the last decade. In terms of similar programs at both peer institutions (University of Maine) and aspiration peer institutions (e.g., Oregon State University, Penn State University), each of these organizations offers similar graduate programs but with only 1-2 specialized option areas. Given this lack of competition in many of the proposed specialized option areas and the diverse expertise in Geographical Information Systems and existing breadth of courses already available at the University of Idaho, we anticipate being able to quickly establish a nationally competitive graduate program.

**10. Minimum Enrollments and Graduates.**

- a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

Following establishment, the minimum number to sustain this program is ~40 new students per year to justify the expenditure associated with delivering the degree.

- b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

If, after five academic years following establishment, we fail to meet this minimum enrollment, while the State need for experts in Geographical information Systems and Geospatial intelligence continues, then we will re-evaluate the structure and organization of our program to better appeal to the State's workforce and the national workforce more broadly. This reassessment will incorporate a new round of conversations and panels with existing University students and more extensive outreach to potential employers of our students as well as faculty peers at similar institutions.

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

Quality assurance will take place at multiple levels.

**Online Course Quality Review.** Each course within the proposed M.S. in Geographical Information Systems will be evaluated by the Center for Excellence in Teaching and Learning (CETL) for instructional design, content, and delivery. This review will ensure that each course achieves a consistent level of quality and that the student experience in taking each course in the

program in consistent and excellent. The CETL review will include both existing online courses, courses being converted into online modalities, and new courses that are being proposed as part of the program. The result of the review may include the need to redesign existing online courses to ensure overall program quality.

**Annual Program Review and Assessment (APRA).** The APRA process relies on annual self-studies in which the program outcomes and performance evaluation criteria are assessed, allowing timely modification to program practices to ensure continued quality of the program. As the objective of the proposed degree is to prepare students for professional positions; the success of the program will also be assessed based on enrollment trends and the ability of graduates to obtain suitable employment or placement in graduate programs.

**External Program Review (EPR).** A regular EPR will be achieved through the identification of an external advisory board comprised of representative of key stakeholders that will meet at least annually will be formed and used to maintain ties with industry and state/federal agencies for student placement, as well as solicit quality feedback to maintain program relevance and meet the needs of stakeholders (i.e., employers). Internally, we will seek input from potential and matriculating students on student needs, and feedback on program effectiveness will be integral to all course offerings in the program.

12. **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 A**.

Not applicable.

13. **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 State Board of Education.

Will this program lead to certification?

Yes \_\_\_\_\_ No X \_\_\_\_\_

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

14. **Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?**

Yes \_\_\_\_\_ No X \_\_\_\_\_

If yes, proceed to question 15. If no:

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

Indicate (X) by each applicable statement:

X	Program is important for meeting your institution's regional or statewide program responsibilities.
X	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for

	acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

**b. Provide an explanation for all statements you selected.**

The proposed degree arose through opportunities that were identified through the merging of the original Department Geography and the Department of Geological Sciences in response to the SBOE mandate for program review and the University's 2020 Program Prioritization process. The potential for this degree was identified during the discussions that followed this important SBOE process.

The proposed degree is directly relevant to the land grant mission of the University of Idaho and its state-wide responsibility to provide advanced trainings for Idaho's workforce in topics such as land and Earth resource management, precision agriculture, architecture (e.g., landscape planning, scientific visualizations), military science (e.g., geospatial intelligence), and engineering (e.g., programming and technical expertise on drones and sensors).

The proposed degree realigns department goals to address industry (e.g., mining, environment, water resources, geospatial analysis) and State agency (IDWR, IDEQ, IWRRI, IDHS) workforce needs. The proposed curriculum will better serve students and stakeholders as such, it does not rely on external funding and will be self-sustaining within three years.

**Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan**

**15. Curriculum. Provide descriptive information of the educational offering.**

**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.	20-24
Credit hours in required courses offered by other departments:	6-10
Credit hours in institutional general education curriculum	n/a
Credit hours in free electives	n/a
Total credit hours required for degree program:	30

**b. Curriculum.** Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

The degree includes both an online non-thesis option and an on-campus thesis option. Each option includes the same number of core courses. However, the non-thesis option includes 2 credits of non-thesis research, while the thesis version includes 6 credits of thesis research.

Students must then complete a minimum of 8 credits (thesis option) or 15 (non-thesis option) in one of the **seven** application areas. A minimum of 18 credits must be at the 500 level or above.

The following courses are already available online if denoted by a \*. Courses denoted by ^ will be the focus of online conversion in the year prior to the start of the degree in Fall 2023.

#### Core Curriculum

Code	Title	Credits
GEOG 58X ^	GIS Primer	3
GEOG 590 ^	Geovisualization	3
GEOG 475 *	Intermediate GIS	3
GEOG 583 *	Remote Sensing and GIS Integration	3
GEOG 507 ^	Spatial Analysis and Modeling	3
GEOG 596 *	Department Seminar	1
GEOG/GEOL 599 *	Non-Thesis Research	2
OR GEOG/GEOL 500 *	Research	6
		<b>18 (non-thesis) 22 (Thesis)</b>

Select one of the Following Application Areas:

<b>1. Remote Sensing (12+ credits non thesis, 8+ credits thesis)</b>		
Code	Title	Credits
GEOG 524 *	Hydrological Applications of GIS and Remote Sensing	3
FOR/NRS 472	Remote Sensing of Environment	3
NRS 578 *	LIDAR and Optical Remote Sensing Analysis	3
FOR 535	Remote Sensing of Fire	3
REM 476 *	Unmanned Aerial Systems (UAS) Operations	1
REM 475 *	Remote Sensing Application with Unmanned Aerial Systems (UAS)	3
GEOG 587 *	Advanced Topics in Remote Sensing	3
ECE 516 *	Image Sensors and Systems	3
FOR 522 / NRS 552	Current Literature in Environmental Remote Sensing	1

<b>2. GIS Programming (12+ credits non thesis, 8+ credits thesis)</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
GEOG 479 ^	GIS Programming	3
STAT 419 *	Intro to SAS/R Programming	3
STAT 426 *	SAS Programming	3
STAT 427 *	R Programming	3
ENVS 511 *	Data Wizardry in Envs	3
CS 524	Advanced Computer Graphics (CS 324 or equivalent)	3
CS 479 *	Data Science	3

<b>3. Natural Hazards and Emergency Planning (12+ credits non thesis, 8+ credits thesis)</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
<b>Required:</b>		
GEOG 411 ^	Natural Hazards and Society	3
<b>Choose 9+ Credits of the Following:</b>		
GEOL 548 ^	Tectonics	3
GEOG 524 *	Hydro Applications of GIS/Remote Sensing	3
GEOG 414 *	Socioeconomic Applications in GIS	3
REM 510 *	GIS Application in Fire Ecology and Management	2
GEOL 567 ^	Volcanology	3
FOR 554 *	Air Quality, Pollution, and Smoke	3
NRS 576 *	Environmental Project Management and Decision Making	3
CE 535 *	Fluvial Geomorph/River Mechanics	3
GEOE 535 *	Seepage and Slope Stability	3
NRS 588 *	NEPA in Policy and Practice	3
TM 517 *	Critical Infrastructure Security and Resilience Fundamentals	3
TM 525 *	Emergency Management and Planning	3
NRS 576 *	Environmental Project Management and Decision Making	3
INDT 470	Homeland Security	3

<b>4. Geospatial Aspects of Sustainable Planning (12+ credits non thesis, 8+</b>
--

<b>credits thesis)</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
<b>Choose 12+ Credits of the Following:</b>		
GEOG 535 *	Climate Change Mitigation	3
GEOG 414 *	Socioeconomic Applications in GIS	3
SOIL/ENVS 536 *	Principles of Sustainability	2
ENVS 520 *	Intro to Bioregional Planning	3
ENVS 523 *	Planning Sustainable Places	3
ENVS 530 *	Planning Theory and Process	3
SOIL 544 *	Water Quality in the Pacific Northwest or	3
SOIL 548 *	Drinking Water and Human Health	3
NRS 588 *	NEPA Policy and Practice	3
ENVS 511 *	Data Wizardry in Envs ( programming prereq)	3
TM 517 *	Critical Infrastructure Security and Resilience Fundamentals	3
ARCH 558	Urban design and planning	3
TM 525 *	Emergency Management and Planning	3

<b>5. Geotechnician (12+ credits non thesis, 8+ credits thesis)</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
Required:		
GEOG 590 ^	Cartographic Design and Geo-visualization	3
GEOL 562 ^	Petroleum Systems and Stratigraphic Concepts	3
<b>Choose 6+ Credits of the Following:</b>		
GEOL 471	Ore Deposits	3
GEOL 512/GEOL 531	Environmental/Chemical Hydrogeology	3
STAT 419 *	Intro to SAS/R Programming	3
STAT 431 *	Statistical Analysis	3
NRS 578 *	LIDAR and Optical Remote Sensing Analysis	3
ENVS 579 *	Introduction to Environmental Regulations	3
SOIL 544 *	Water Quality in the Pacific Northwest	3
SOIL 548 *	Drinking Water and Human Health	3
ENVS 579 *	Introduction to Environmental Regulations	3



<b>6. Geospatial Habitat Assessment (12+ credits non thesis, 8+ credits thesis)</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
REM 520 *	Advanced Vegetation Measurement and Monitoring	3
NRS 578 *	LIDAR and Optical Remote Sensing Analysis	3
REM 507 *	Landscape and Habitat Dynamics	3
FOR 514 ^	Forest Biometrics	3
WLF 511 *	Wildlife Habitat Ecology and Assessment	3
NRS 588 *	NEPA in Policy and Practice	3
FOR 552/NRS 552 *	Current Literature in Environmental Remote Sensing	1
REM 429 *	Landscape Ecology	3

<b>7. Geospatial Intelligence (12+ credits non thesis, 8+ credits thesis)</b>		
<b>Code</b>	<b>Title</b>	<b>Credits</b>
GEOG 414	Socioeconomic Applications of GIS	3
ECON 446	International Economics (prereq: ECON 201 and 202, or ECON 272)	3
ECON 447	International Development Economics (same prereq)	3
GEOG 565 ^	Geopolitics and Conflict	3
NRS 578 *	LIDAR and Optical Remote Sensing Analysis	3
GEOG 550 ^	Geography of Development	3
INDT 470 *	Homeland Security	3
CS 575 *	Machine Learning (Prereq: CS 210)	3
CS 577 *	Python for Machine Learning (Preq: CS 121 or MATH 330, and STAT 301)	3
CS 579 *	Data Science (Preq MATH 330 or permission)	3
POLS 410	Game Theory	3
POLS 562 / NRS 562	Natural Resource Policy	3

- 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 non-thesis requirement includes the completion of a project paper (case study or review article). Projects may be aligned with internships or other work experiences. The non-thesis project consists of a substantial project in which the student demonstrates ability to do rigorous independent work.

The thesis requirement includes a written thesis, where the thesis may be comprised of a

manuscript in a form acceptable for publication in a refereed journal, while otherwise fulfilling the requirements of the Graduate College. The thesis consists of a substantial project in which the student demonstrates ability to do rigorous independent work.

## 16. Learning Outcomes: Expected Student 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 students will know, understand, and be able to do, and value or appreciate as a result of completing the program.
1. Demonstrate a depth of knowledge of spatial analysis and mapping techniques.
  2. Demonstrate the ability to gather and analyze appropriate data and write results in context of existing literature and significance of the analysis.
  3. Demonstrate advanced skills to conduct either disciplinary or interdisciplinary analyses using geographical information systems methods and datasets for Earth system science problems.
  4. Apply mastery of key principals and core concepts in geographical information systems with a depth of knowledge in one of seven application areas cover critical land resource management and industrial workforce needs.
  5. Demonstrate the ability to synthesize ideas and information to identify, analyze and problem-solve Earth system science and land resource management issues; demonstrate an application of this synthesis.
  6. Collaborate with a faculty advisor and graduate committee to conduct independent research.
  7. Communicate effectively, professionally, and within group settings.

## 17. Assessment plans.

- a. **Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

Program assessment will occur through five principal mechanisms.

1. **Cohort performance in indicator courses:** Each of the five non-seminar/non research courses in the degree will serve as an indicator course to act as an indicator of the overall quality of the program. This indirect measure of program performance will allow the program faculty to evaluate whether each cohort is maintaining a high degree of rigor in the degree. The program faculty will additionally identify at least two courses per option area to also act as indicator courses to evaluate the rigor in each option. The benchmark metric will be initialized by measuring the percentage of the first cohort to achieve at least a B within each indicator course.
2. **Completion of integrative project:** Each of the thesis or non-thesis options required the completion of an integrative project. Prior to the completion of each project the student will complete a self-reflective survey to assess the degree to which key concepts related to geographical information systems methods and theory were understood and applied.
3. **End of degree survey:** Prior to signing off on the completed integrative project, each student's graduate advisory committee will complete a survey to assess the degree to which they felt the student demonstrated key concepts related to geographical information systems methods and theory. The survey will also collect

additional information including the number of internal and external presentations conducted by the student, the number of publications submitted, and whether the student applied or received funding to support their program.

4. **Employer survey:** A year following employment of a completed student, the graduates' employers will be asked to complete a brief survey to assess the degree to which they felt the student demonstrated key concepts related to geographical information. The survey will also collect additional information on what expertise areas the employers felt were meeting expectations or not meeting expectations. We will also solicit advice on potential new application areas given current and future needs.

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

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. **Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

- 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 Department has existing Geographical Information System Teaching Laboratories that will be used by the students in the on-campus thesis option. The online non-thesis students will not use these departmental laboratory resources.

- 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 increase of use to the existing facilities by the on-campus thesis students can be accommodated into the current level of use.

- 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.

We will purchase permanent licenses of Articulate Storyline 3 given this is the industry standard for the authoring of online training modules. We will also purchase high-definition webcams, headsets (microphones), and licenses of Adobe Acrobat Pro and Adobe Illustrator.

19. **Library and Information Resources:** Describe adequacy and availability of library and information 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 proposed program does not require extensive use of library resources. The students as part of their final projects will make use of the library existing access to online journals, which will have minimal impact on library staff. The proposed program will work collaboratively with Bruce Godfrey, who provides Geographic Information Systems resources for students, faculty, and staff.

- 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.

## 20. Faculty/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 proposed program will include the hiring of a new clinical faculty member to provide curricula leadership including working with the Department Chair on recruiting, marketing, and advising of non-thesis masters students. This clinical faculty member will also develop and teach online courses in the program and liaise with existing University of Idaho instructional resources (e.g., the Center for Excellence in teaching and Learning) to lead a team to develop and deliver high quality online courses. The proposed program will also support a team of doctoral students to help design, convert, and teach online courses during the summer months. This enables the Department to not only increase capacity to deliver the curricula but also provides these students with critical experience in instructional design and delivery, increasing their competitiveness in the workforce.

- 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.

14 faculty, 1 support staff, 1 instructional staff.

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

We do not expect any impact on existing programs within the department. Further by adopting a distributed curricula model to offer the application areas, we anticipate minimum impact on specific collaborative departments. We do anticipate increased opportunities for teaching and research collaboration across campus by achieving improved integration between the department and other Geographic Information Systems relevant programs across campus. These include the Ui Drone Laboratory, the Northwest Knowledge Network, and the Idaho Geological Survey.

- 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.

Clinical Assistant Professor and Program Director.

## 21. 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?

n/a

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

None.

- 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?  
Enrollment and tuition (academic year and summer revenue).
- 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.

Student fees will be in line with board policies and will remain consistent with fees associated with the previous programs.

- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

n/a.

22. Using the excel **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).

**Program Resource Requirements.**

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

**I. PLANNED STUDENT ENROLLMENT**

	<u>FY 22</u>		<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	0		40		60		80	
B. Shifting enrollments								
<b>Total Enrollment</b>	<b>0</b>	<b>0</b>	<b>40</b>	<b>0</b>	<b>60</b>	<b>0</b>	<b>80</b>	<b>0</b>

**II. REVENUE**

	<u>FY 22</u>		<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds		\$137,676		\$119,231		\$97,133		\$87,395
3. Federal								
4. New Tuition Revenues from Increased Enrollments			\$280,320		\$420,480		\$560,640	
5. Student Fees								
6. Other (i.e., Gifts)								
<b>Total Revenue</b>	<b>\$0</b>	<b>\$137,676</b>	<b>\$280,320</b>	<b>\$119,231</b>	<b>\$420,480</b>	<b>\$97,133</b>	<b>\$560,640</b>	<b>\$87,395</b>

**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

	<u>FY 22</u>		<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
1. FTE								
2. Faculty	\$72,000		\$73,440		\$37,454		\$38,203	
3. Adjunct Faculty					26520		27050	
4. Graduate/Undergrad Assistants	10592		10804		11020			
5. Research Personnel								
6. Directors/Administrators								
7. Administrative Support Personnel								
8. Fringe Benefits	22054		22487		19638		19641	
9. Other:								
<b>Total Personnel and Costs</b>	<u>\$104,646</u>	<u>\$0</u>	<u>\$106,731</u>	<u>\$0</u>	<u>\$94,632</u>	<u>\$0</u>	<u>\$84,894</u>	<u>\$0</u>



	<u>FY 22</u>		<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>B. Operating Expenditures</b>								
1. Travel	\$2,500		\$2,500		\$2,500.00		\$2,500.00	
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies	\$30,530		\$10,000					
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
<b>Total Operating Expenditures</b>	<u>\$33,030</u>	<u>\$0</u>	<u>\$12,500</u>	<u>\$0</u>	<u>\$2,500</u>	<u>\$0</u>	<u>\$2,500</u>	<u>\$0</u>

	<u>FY 22</u>		<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>								
1. Library Resources								
2. Equipment								
<b>Total Capital Outlay</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 22</u>		<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>D. Capital Facilities Construction or Major Renovation</b>								
<b>E. Other Costs</b>								
Utilities								
Maintenance & Repairs								
Other								
<b>Total Other Costs</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>TOTAL EXPENDITURES:</b>	<u>\$137,676</u>	<u>\$0</u>	<u>\$119,231</u>	<u>\$0</u>	<u>\$97,132</u>	<u>\$0</u>	<u>\$87,394</u>	<u>\$0</u>
<b>Net Income (Deficit)</b>	<u>-\$137,676</u>	<u>\$137,676</u>	<u>\$161,089</u>	<u>\$119,231</u>	<u>\$323,348</u>	<u>\$97,133</u>	<u>\$473,246</u>	<u>\$87,395</u>

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

I.A.B.	



Institutional Tracking  
No. \_\_\_\_\_

# Idaho State Board of Education

## FULL PROPOSAL FORM Academic Degree and Certificate Program

Date of Proposal Submission:	January 31 <sup>st</sup> , 2022		
Institution Submitting Proposal:	University of Idaho		
Name of College, School, or Division:	College of Science		
Name of Department(s) or Area(s):	Department of Geography and Geological Sciences		
Official Name of the Program:	Earth and Spatial Sciences		
Implementation Date:	2022-2023		
Degree Information:	Degree Level: Undergraduate	Degree Type: Bachelor of Sciences	
CIP code (consult IR /Registrar):			
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.			
Geographical Delivery:	Location(s)	Moscow campus	Region(s)
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	<input checked="" type="checkbox"/>	Self-Support fee	Professional Fee
			Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)		Regional Program Responsibility	<input checked="" type="checkbox"/> Statewide Program Responsibility

### Proposed Action

- New program offering**
- Undergraduate program
  - Graduate program
  - Undergraduate certificate (30 credits or more)
  - Graduate certificate (30 credits or more)

- New branch campus or change in location**

- Modification of Existing Academic Programs**
- Converting one program option to a stand-alone program
  - Consolidating two or more undergraduate programs into one
  - Consolidating two or more graduate programs into one
  - Splitting an existing program into two or more programs
  - Program expansion outside an institution's Designated Service Region as defined in Board Policy III.Z.
  - Adding certificate or degrees to existing programs

College Dean	Date	Vice President for Research (as applicable)	Date
Graduate Dean/other (as applicable)	Date	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer	Date	Chief Financial Officer, OSBE	Date
Provost/VP for Instruction	Date	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director or Designee 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. All questions must be answered.

### **Rationale for Creation or Modification of the Program**

- 1. Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

The departments of Geography and Geological Sciences have merged due to program prioritization at the University of Idaho. An initial combination of the department names was deemed cumbersome and outdated. Therefore, the faculty of the merged department voted to adopt "Earth and Spatial Sciences" as the name of the merged department, which reflects a modern interpretation of the curriculum and breadth of job classifications likely to be filled by our graduates. As part of the merger, the curriculum was updated, efficiencies in class offerings were increased, and class offerings were expanded to reflect new curriculum goals. The department is requesting the adoption of the Earth and Spatial Sciences (ESS) degree program that will reflect the goals of the merged department and help fulfill the workforce needs of the State of Idaho and the greater region. This new degree will offer emphasis tracks in Geological Sciences, Global Sustainability and Geography, and Hydrology and Climate. This new Bachelor of Science degree is intended for students who have interests in geology and geography but also those students who wish to pursue an education and training in the disciplines of climate, hydrology, and sustainability. This proposed degree builds on the prior Geography and Geological Sciences curriculums, highlights the expertise of current faculty, and will not require additional resources to deliver the degree option.

The Geography and Geological Sciences degree programs will be taught to completion with existing students, and new students will enter the Earth and Spatial Sciences (ESS) degree program. Emphases under the prior and proposed degree programs can be taught simultaneously and each will continue to address the needs of students to work as geologists and geographers upon graduation. The ESS emphases also will enhance the knowledge and marketability of our graduates for careers as hydrologists, GIS specialists, data analysts, climate specialists, sustainability analysts, and other Earth science career tracks. Such workforce needs have been indicated by our stakeholders across Idaho and the region, including industry sectors such as resource exploration, mining, water resources, environmental management, geospatial analytics, climate change modeling, and landscape remediation and restoration. The new degree program also will continue the robustness of coursework that trains future Earth scientists as researchers and licensed professionals. Existing certifications of geographic information systems and climate change, and geography and geology minors are included in the proposed ESS program. We anticipate that the ESS program will broaden our marketability to students across the State and expand our ability to produce the Earth science workforce needed to sustain and grow the Idaho economy. Targeted audience: 20-50 undergraduate majors per year.

- 2. Need for the Program.** Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in

which the proposed program will meet those needs.

- a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

The proposed new Earth and Spatial Sciences BS degree represents the consolidation of two existing degrees into a single degree with options. This consolidation provides for a common set of core classes and more broadly educated earth scientists. The new degree prepares students for careers in three Bureau of Labor Statistic occupations: Geographers (SOC 19-3092), Hydrologists (SOC 19-2043), and Geoscientists (SOC 19-2042). Collectively in 2020 these occupations employed 37,100 people nationally (400 in Idaho) with projected growth of 7% over the next 10 years.

The Idaho State Board of Education recognized that Idaho needs a STEM education-career pipeline and created the Idaho STEM Action Center in 2015 to support a competitive Idaho workforce and economy through STEM. In 2019, the Idaho STEM Action Center found that over 7000 STEM jobs went unfilled in Idaho due to lack of skills and education for appropriate job placement. The second most common job category that remained unfilled were jobs involving computer skills. Our department provides training and certifications in Geographic Information Science (GIS), a specialized computer analysis tool, which is valuable to the workforce's needs in Idaho and nationally.

Idaho has some of the lowest go-on rates (high school students continuing to college) in the nation at 45% each year; this creates a substantial barrier for connecting students to college geoscience programs, and subsequently STEM careers, in Idaho. This new program offers an opportunity for students to gain pertinent experience to work in a broad range of careers such as in industry positions in mining, petroleum, hydrology, geophysics, agriculture, and environmental consulting, as well as in education and at federal, state, and local governmental agencies in the state. In addition to these traditional occupations, the degree provided students with the fundamental knowledge and skill base for alternative careers such as, for example, surveyors, cartographers and photogrammetrists, or urban and regional planners. These occupations will advance the state economy by providing qualified students to perform the jobs that went unfilled due to lack of expertise.

Idaho Department of Labor, Occupational Employment & Wage Survey, (visited January 21<sup>st</sup>, 2022). <https://lmi.idaho.gov/oes>

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, (visited January 21, 2022).

Geographers: <https://www.bls.gov/ooh/life-physical-and-social-science/geographers.htm>

Geoscientists: <https://www.bls.gov/ooh/life-physical-and-social-science/geoscientists.htm>

Hydrologists: <https://www.bls.gov/ooh/life-physical-and-social-science/hydrologists.htm>

Idaho STEM Action Center, (visited January 24<sup>th</sup>, 2022). <https://stem.idaho.gov/>

- b. **Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

There are currently 42 undergraduate students enrolled in the two degree programs that are being

consolidated into the new Earth and Spatial Sciences degree program (excluding graduate enrollments). Enrollment is expected to grow as the new program provides a more robust avenue for students to prepare for careers in Idaho and across the region in industry sectors such as resource exploration, mining, water resources, environmental management, geospatial analytics, climate change modeling and landscape remediation and restoration. Other institutions including The Ohio State University, Boston College, University of Michigan, University of Oregon, and Oregon State University have already re-envisioned former Geography and Geology departments around the 'Earth System Science' concept proposed here and have over the past five years experienced sizeable enrollment growth; 70% and 40% for University of Oregon and Oregon State University, respectively. We expect this increased enrollment to come from full-time students inside and outside the university.

**c. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

Graduates of the Earth and Spatial Science program will be prepared for careers addressing some of the most challenging issues of our times. These challenges including i) mitigating the impacts of climate and its societal responses, ii) transitioning to sustainable strategies for resource and energy development, and iii) assessing and predicting geologic hazards that occur at the intersection of the physical world with human communities. Graduates of the Earth and Spatial Science program will be leaders to identify equitable solutions to these challenges.

**3. Program Prioritization**

Is the proposed new program a result of program prioritization?

Yes  No

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings?

The proposed degree plan supports the University's land grant mission by providing a workforce educated in the professional practice of Earth and Spatial Sciences. The degree program will provide the State of Idaho with a critical workforce trained to support resource extraction, conservation, and restoration that is crucial to the economic health of the State. The proposed Earth and Spatial Sciences program meets specific needs at the state and national level through education and research in the development and conservation of critical mineral and energy resources, the development and conservation of regional surface and groundwater systems, and the economic and physical effects of climate change. The merging of the two departments, Geography and Geological Sciences, into a single Department of Earth and Spatial Sciences opens up exciting avenues of interdisciplinary scholarship and maximizes the efficient use of institutional resources. This merger and curriculum update aligns the new program with the essential mission of the University, furthers the contribution of the program faculty to the University's strategic plan and supports the strategic allocation of university funding and resources.

The newly proposed program is the result of departmental integration as recommended through the 2020 program prioritization process and the creation of an innovative approach to integrated study in the earth sciences. Such programs have been developed at other universities and many have met with substantial success. The new program proposal for Geography and Geological Sciences is designed to enhance undergraduate student knowledge and understanding of the

earth sciences through greater integration of the two disciplines (geography and geology).

**4. Credit for Prior Learning**

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not Applicable

**5. Affordability Opportunities**

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

A portion of the courses in the new program will be offered using online delivery options and open educational resources. The department has 2 computer labs for instruction and student use, and the labs are equipped with a broad spectrum of geospatial and geoinformatics software (e.g., ERDAS and ArcGIS Pro).



**Enrollments and Graduates**

6. **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 for the most past four years.

Institution	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY18	FY19	FY20	FY21 (most recent)	FY18	FY19	FY20	FY21 (most recent)
Boise State University	B.S. Geosciences	97	89	82	95	25	21	24	--
Idaho State University	B.S. Geosciences	49	52	51	49	9	14	9	7

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education 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.

The proposed degree program does have some overlap with the Geography and Geological programs currently offered at UI, due to the teaching out of the degrees and the hopes of the new program being approved. Those two programs will be discontinued once this new program is in place. No other Idaho universities have the same faculty expertise, reputation, and existing framework of classes to provide an educational experience specifically designed to meet the needs of those professionals garnering this degree.

8. **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: BS in Earth and Spatial Sciences											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY23 (current enroll)	FY24 (first year of)	FY25	FY26	FY27		FY23 (current)	FY24 (first year of)	FY25	FY26	FY27	

ment)	chang e)					gradu ations	chang e)				
42	50	60	63	66		0*	0*	20	21	22	

\*FY23 and FY24 are 0 are a result of getting this new proposed program started. We will continue to teach out the two previous BS programs in Geology and Geography during those years. There will be minimal impact on student course offerings during these years.

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

While students recognize that a great many of our society’s most pressing needs involve skills pertinent to the Earth and Spatial Sciences, many of these students may not recognize that the path to developing expertise in these areas lies within the fields of Geological Sciences or Geography. Through changing the name of our program, we seek to connect with these students through a re-focused program that meets the needs of training professional Geographers, Geologists, Hydrologists, and Geographic Information Scientists, while appealing to the expectations and associations of students interested more broadly in Earth and Spatial Sciences.

Other peer institutions, such as Oregon State University and the University of Oregon, that have followed a similar path in their messaging, have seen immediate and early growth in enrollments after changing their program names followed by more gradual growth in subsequent years (approximately 20% growth for two years and 5% annual growth thereafter). Beginning with our current enrollment of 42 majors per year, in section 8 above, we impose this same projection. To estimate annual graduates, we lean on the patterns of recent years. We have found that a large proportion of our majors do not initially declare as our majors when they enter the University of Idaho. Many switch to our programs as sophomores or juniors or enter the University as transfer students. Thus, we estimate that one third of each year’s majors will graduate annually.

- 10. Minimum Enrollments and Graduates.**

- a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

Graduates of this program are critical to State employment needs. The need for professionals trained in a range of fields in Earth and Spatial Science justifies maintaining these degree programs even at low enrollments, and a minimum enrollment for viability is difficult to define. However, if enrollment drops below 50% of enrollment in the department's current degree program, then the faculty will change its approach to meeting the State's needs.

- b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

If, after three academic years, we fail to improve on our current enrollment levels, while the State need for experts in the Earth and Spatial Sciences continues (see Answer to Question

#2), then we will re-evaluate the structure and organization of our program to better appeal to the State's students. This reassessment will incorporate a new round of conversations and panels with existing University students and more extensive outreach to potential employers of our students as well as faculty peers at similar institutions.

- 11. 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 proposed Earth and Spatial Sciences program will conduct an annual Academic Program Review (APR) as is required for all UI academic programs. The APR process relies on annual self-studies in which the program outcomes and performance evaluation criteria are assessed, allowing timely modification to program practices to ensure continued quality of the program. As the objective of the proposed degree is to prepare students for professional positions; the success of the program will also be assessed on the basis of enrollment trends and the ability of graduates to obtain suitable employment or placement in graduate programs. Where appropriate students will be prepared and encouraged to sit for professional licensure. An external advisory board comprised of representative of key stakeholders and meeting at least annually will be formed and used to maintain ties with industry and state/federal agencies for student placement, as well as solicit quality feedback in order to maintain program relevance and meet the needs of stakeholders (i.e., employers). Internally, we will seek input from potential and matriculating students on student needs, and feedback on program effectiveness will be integral to all course offerings in the program.

- 12. 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 A**.

- 13. 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 State Board of Education.

Will this program lead to certification?

Yes \_\_\_\_\_ No X \_\_\_\_\_

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

- 14. Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?**

Ye \_\_\_\_\_ No X \_\_\_\_\_

If yes, proceed to question 15. If no:

- a. Which of the following statements address the reason for adding this program**

**outside of the regular three-year planning process.**

Indicate (X) by each applicable statement:

X	Program is important for meeting your institution's regional or statewide program responsibilities.
X	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

**b. Provide an explanation for all statements you selected.**

The proposed degree program is a result of the merging of the Geography and Geological Sciences departments in response to the SBOE mandate for program review and the University's Program Prioritization process. Merging of the departments requires a new vision of the curriculum and learning outcomes, which were derived from faculty, student, and stakeholder input to meet the University's land grant mission of serving the State and strengthen our teaching, scholarly, and creative capacities. The proposed degree realigns department goals to address industry (e.g., mining, environment, water resources, geospatial analysis) and State agency (IDWR, IDEQ, IWRI) workforce needs. The program curriculum was updated to increase efficiencies in class offerings and expand class offerings to reflect new curriculum goals aligned with workforce opportunities. The proposed curriculum will better serve students and stakeholders; as such, it does not rely on external funding, nor does it require additional internal funds. Although there is no contractual obligation to offer the program, the Earth and Spatial Sciences program is a response to the needs of both students and stakeholders in the private and public sectors. The proposal is not a response to accreditation or teacher certification requirements. The program is offered solely to be responsive to the needs of the citizens of Idaho and the students at the University of Idaho.

**Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan**

**15. Curriculum. Provide descriptive information of the educational offering.**

**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.	41 (A), 37-40 (B), 40 (C)
Credit hours in required courses offered by other departments:	21 (A), 21-24 (B), 18-20(C)
Credit hours in institutional general education curriculum	36

Credit hours in free electives	22 (A), 24-26(B), 20-26 (C)
Total credit hours required for degree program:	120

- b. Curriculum.** Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Required coursework includes:

Code	Title	Hours
ENGL 317	Technical Writing	3
MATH 143	College Algebra	3
STAT 251	Statistical Methods	3
GEOG 385	GIS Primer	3
Select one of the following sequences:		4
GEOL 101 & 101L	Physical Geology and Physical Geology Lab	
GEOL 111 & 111L	Physical Geology for Science Majors and Physical Geology for Science Majors Lab	
GEOL 102 & GEOL 102L	Historical Geology Historical Geology Lab	
GEOG 100 & 100L	Physical Geography and Physical Geography Lab	
Select one of the following:		3
GEOG 165	Human Geography	
GEOG 200	World Regional Geography	
<b>TOTAL</b>		<b>19</b>

Choose one from the following three options:

<b>A. Geological Sciences</b>		
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
PHYS 111 or 211	General Physics I or Engineering Physics I	3
PHYS 111L or 211L	General Physics I or Engineering Physics I Lab	1
GEOL 249	Mineralogy and Optical Mineralogy	4
GEOL 302	Field Geology Methods	3
GEOL 324	Principles of Stratigraphy and Sedimentation	4
GEOL 326	Igneous and Metamorphic Petrology	4
GEOL 345	Structural Geology	4
GEOL 490	Geology Field Camp	3

MATH 160	Survey of Calculus	4
or MATH 170	Calculus I	
Select one of the following:		4
MATH 175	Calculus II	
MATH 330	Linear Algebra	
Choose at least 9 credits GEOL electives		9
		<b>TOTAL 46</b>

<b>B. Hydrology and Climate</b>		
MATH 170	Calculus I	4
MATH 175	Calculus II	4
PHYS 211	Engineering Physics 1	4
GEOL 309	Ground Water Hydrology	3
GEOG 313	Global Climate Change	3
GEOG 401	Climatology	3
HYDR 409	Quantitative Hydrogeology	3
GEOL 410	Groundwater Field Methods	3
GEOL 412	Environmental Hydrogeology	3
GEOL 490 or GEOG 493	Field Camp or Senior Capstone	3
GEOG 424	Hydrologic Applications of GIS and Remote Sensing	3
Select two electives from the following:		6
GEOL 361	Geology and the Environment	
GEOG 417	Tree Rings and Environmental Change	
GEOG 430	Climate Change Ecology	
GEOG 435	Climate Change Mitigation	
GEOL 431	Chemical Hydrogeology	
GEOL 435	Glaciology	
GEOL 474	Stable Isotopes in the Environment	
GEOL 476?	Fundamentals of Modeling	
SOIL 450	Environmental Hydrology	
		<b>TOTAL 42</b>

<b>C. Geography and Global Sustainability</b>		
<b>Required:</b>		
GEOG 313	Global Climate Change	3
GEOG 420 or 330	Land, resources and the Env. or Urban Geog	3
SOIL 436	Principles of Sustainability	3
GEOG 435	Climate Change Mitigation	3

GEOG 390	Cartographic Design & Geovisualization	3
GEOG 493	Senior Capstone in Geography	3
GEOG 365 or GEOG 350	Political Geography or Geog of Development	3
Choose 5 of the following		15
GEOL 309	Ground Water Hydrology	
GEOG 317	Tree Rings and Environmental Change	
GEOG 330	Urban Geography	
GEOL 335	Geomorphology	
GEOG 350	Geography of Development	
GEOL 361	Geology and the Environment	
GEOG 410	Biogeography	
HYDR 412	Environmental Hydrogeology	
GEOG 420	Land, Resources, and Environment	
GEOG 430	Climate Change Ecology	
GEOG 407	Spatial Analysis and Modeling	
GEOG 475	Intermediate GIS	
GEOG 424	Hydrologic Applications of GIS and Remote Sensing	
GEOG 479	GIS Programming	
GEOG 483	Remote Sensing/GIS Integration	
GEOL 212	Principles of Paleontology	
GEOG 260	Introduction to Geopolitics	
GEOG 401	Climatology	
GEOL 375	Stable Isotopes in the Environment	
GEOL 462	Petroleum Geology and Stratigraphic Concepts	
GEOL 431	Chemical Hydrogeology	
Choose 2 supporting courses		6-8
CHEM 111	General Chemistry I	
PHYS 111 or 211	General Physics I or Engineering Physics I	
MATH 160 or 170	Calculus I	
MATH 175	Calculus II	
STAT 431	Statistical Analysis	
ECON 446 or 447	International economics or International Dev.	
ECON 201	Principles of Macroeconomics	
ECON 202	Principles of Microeconomics	
ECON 272	Foundations of Economic Analysis	
SOIL 450	Environmental Hydrology	
SOIL 444	Water Quality of the Pacific Northwest	
SOIL 448	Drinking Water and Human Health	
BE 453	Northwest Climate and Water Resources	
ENVS 415	Environmental Lifecycle Assessment	

ENVS 485	Energy Efficiency and Conservation	
ENVS 428	Pollution Prevention	
ENVS 420	Intro to Bioregional Planning	
ENVS 423	Planning Sustainable Places	
ENVS 475	Local and Regional Environmental Planning	
SOC 466	Climate Change and Society	
	<b>TOTAL</b>	<b>43-44</b>

Credits to completion: 61-65, depending on the option

- 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.

A senior capstone experience is required for all options which includes a specific report and presentation. Capstone experiences require students to collect, integrate, and interpret data and observations and formally present results and interpretations. The capstone requirement is met by required courses in each of the options (either GEOG 493 Senior Capstone in the Geography and Global Sustainability option or GEOL 490 Geology Field Camp for the Geological Sciences and Hydrology and Climate options.

Internships may be recommended as a component of a student study program. Courses will require research papers and examinations to validate the knowledge acquired by the student during the course of study. Many of the courses that students might take to conform to a particular study plan agreed upon by advisor and student may require additional preparation in mathematics and statistics or an additional laboratory science course.

## 16. Learning Outcomes: Expected Student 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 students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

### **New Learning Outcomes:**

#### **“Core” learning outcomes for ESS degree common to all three options**

1. Students will develop an understanding of geologic and human systems through the study of Earth and human processes that interact across a wide range of spatial and temporal scales.
2. Students will develop skills applicable to the collection, integration, analysis, and illustration of data for solving spatial and temporal problems
3. Students will develop skills for communicating fundamental concepts in their field and results from their own work, in both written and oral settings.

#### **Option-specific learning outcomes:**



*Geological Sciences option:*

1. Preparation for the National Association of State Boards of Geology (ASBOG) Fundamentals of Geology (FG) exam, the precursor to licensure as a Professional Geologist.
2. Ability to integrate and communicate understanding of the geologic sciences (e.g., mineralogy, petrology, stratigraphy, etc.) to develop testable hypotheses of the origin and evolution of geological terrains.

*Hydrology and Climate option:*

1. Comprehension of the hydrologic cycle and the ability to measure and interpret basic physical and biochemical aspects of water associated with hydrologic processes.
2. Ability to explain the physical nature of global climate change and the role of society in influencing and mitigating effects of climate change.

*Global Sustainability and Geography option:*

1. Understanding of geographic and spatial perspectives in the interaction between and sustainability of human and natural systems
2. The ability to use geospatial data to map and analyze spatial patterns and relationships with a wide variety of data types, including both natural and human systems.

## **17. Assessment plans.**

**Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

### **i) Assessment of specific learning outcomes**

**“Core” learning outcomes common to all three option areas (assessment plan in italicized bullets):**

1. Students will develop an understanding of geologic and human systems through the study of Earth and human processes that interact across a wide range of spatial and temporal scales.
  - Success in introductory coursework that provides a foundation in the fundamental concepts in geological, physical and human systems, as evidenced by assignments, exams and final grades in 100-200 level courses (GEOG 100, GEOL 101, GEOL 102, GEOL 111, GEOG 165, GEOG 200)
  - Success in upper division coursework required in each option area as assessed by assignments, projects, exams and final grades
  - Ability to synthesize materials from lower and upper division courses and apply them to projects in senior capstone experiences, as assessed by student projects, assignments and final grades in GEOG 493 and GEOL 490
2. Students will develop skills applicable to the collection, integration, analysis, and illustration of data for solving spatial and temporal problems
  - Success in required courses in mathematics, statistics and geographic information science as evidenced by assignments and grades in MATH 143 (or higher), STAT 251 (or higher), GEOG 385
  - Success in applying and demonstrating these skills in the capstone experiences (GEOG 493 or GEOL 490) and other upper-division courses
3. Students will develop skills for communicating fundamental concepts in their field and results

from their own work, in both written and oral settings.

- Success in required coursework in written and oral communication (ENGL 317; Gen Ed Comm requirements)
- Assessment of oral and written communication skills via writing assignments and project presentations in upper division courses and the senior capstone courses

**Option-specific learning outcomes:**

Geological Sciences option:

1. Program graduates understand the importance of sitting for and successfully passing the National Association of State Boards of Geology (ASBOG) Fundamentals of Geology (FG) exam, the precursor to licensure as a Professional Geologist.
  - 31 states, including Idaho, and Puerto Rico require licensing of professional geologists
  - 60% of students pass their first attempt of the FG exam with declining rates for subsequent attempts as exam takers are further removed from their university training
2. Ability to integrate and communicate understanding of the geologic sciences (e.g., mineralogy, petrology, stratigraphy, etc.) to develop testable hypotheses of the origin and evolution of geological terrains.
  - Successful completion of concept-based and field-based projects in upper division courses and in the GEOL 490 Field Methods senior experience course.

Hydrology and Climate option:

1. Comprehension of the hydrologic cycle and the ability to measure and interpret basic physical and biochemical aspects of water associated with hydrologic processes.
  - Ability to successfully acquire, analyze, synthesize, and present hydrologic information in lab and field exercises in upper division courses such as GEOL 410, GEOG 412, GEOG 424, HYDR 409, and the capstone course (GEOG 493 or GEOL 490), as assessed by classroom and field-based projects and assignments.
2. An understanding of the physical nature of global climate change, its impacts, and the role of society in influencing and mitigating effects of climate change.
  - Success in upper division courses such as GEOG 313, GEOG 401, GEOG 435, GEOG 317, GEOG 430, as assessed by performance on assignments, projects and exams

Global Sustainability and Geography option:

1. Understanding of geographic and spatial perspectives in the interaction between and sustainability of human and natural systems
  - Success in upper division courses in spatial perspectives in both human and natural systems (e.g., GEOG 313, GEOG 330, GEOG 420, GEOG 435, GEOG 350, GEOG 365), as assessed by assignments, projects and exams.
  - Scope, depth and quality of independent project carried out in the senior capstone experience (GEOG 493)
2. The ability to use geospatial data and technology to map and analyze spatial patterns and relationships with a wide variety of data types, including environmental and human systems.
  - Success in coursework focused on geospatial analysis, such as GEOG 385, GEOG 390, GEOG 407, GEOG 424, GEOG 483, as assessed by performance on lab assignments, exams, independent projects and final grades.
  - # of students earning GIS Certificate (requires grades of "C" or better in 15 credits of

coursework in geospatial analysis)

**ii) Overarching assessment activities.**

Our assessment process will also consist of 4 overarching activities that will contribute to both the assessment of specific learning outcomes noted above, as well as the long-term evaluation and refinement of goals, objectives and learning outcomes for the ESS program.

**1. Student Evaluations of Courses and Instructors**

Course evaluations allow students to evaluate both the course and the instructor and provide the department with information regarding course utility in meeting the student's needs.

**2. Survey of Graduating Seniors**

An online exit survey of all graduating seniors will be implemented to provide information on general student satisfaction with the degree program, courses, faculty and facilities. This information will be collected anonymously.

**3. Internal and External Review**

The Department of Earth and Spatial Sciences will conduct a biennial review of course offerings and course goals for alignment with department learning outcomes. This self-review will allow the faculty to reassess the program and its direction as well as its goals and objectives. An external review will be conducted every 5-7 years to provide the department with guidance for future decisions on how to support, maintain, and advance the department according to its vision and to fulfill the university's goals.

**4. Advisory Board**

An advisory board will be implemented to provide input and advice on the department's objectives and evolution. The advisory board will consist of industry and government members primarily consisting of department alumni. Annual meetings with the advisory board will allow for the presentation of accomplishments and ongoing activities in research and academic progress for which the board can synthesize and present recommendations for improvement.

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

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

**18. Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

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

Existing laboratory facilities (GIS lab, Paleontology lab, Dendrochronology lab, Geochemistry lab, \*\*) within the Geography and Geological Sciences will be utilized to provide students with hands-on research. Existing classroom spaces currently housed by the Geography and Geological Sciences program will continue to be utilized.

- 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?

No change in the use of facilities or equipment.

- 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.

No physical resources.

**19. Library and Information Resources:** Describe adequacy and availability of library and information 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.
- 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.

**20. Faculty/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 resources 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.

15 of faculty, 1 support staff, 1 instructional staff, and 1 laboratory coordinator.

- 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 the quality and productivity of existing programs be maintained?

We are repackaging the Geology and Geography bachelors into a merged degree so 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.

No additional resources are needed for this change.

## 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?

All existing funds were merged for FY22.

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

None.

- 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?

There are no non-ongoing sources of funding.

- 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?

All grants from both departments have been merged into this new program already.

- 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.

Student fees will be in line with board policies and will remain consistent with fees associated with the previous programs.

- 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.

No change in cost to the students.

21. Using the excel **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 attached for budget.

# 475: EARTH AND SPATIAL SCIENCES (BS)

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## In Workflow

1. Geol/Geog Review (renee@uidaho.edu)
2. 225 Chair (alistair@uidaho.edu)
3. 19 Curriculum Committee Chair (markn@uidaho.edu)
4. 19 Dean (gingercarney@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
13. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
14. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Tue, 05 Apr 2022 22:38:09 GMT  
Renee Jensen-Hasfurther (renee): Rollback to Initiator
2. Wed, 06 Apr 2022 18:26:06 GMT  
Renee Jensen-Hasfurther (renee): Approved for Geol/Geog Review
3. Mon, 11 Apr 2022 19:07:00 GMT  
Alistair Smith (alistair): Approved for 225 Chair
4. Mon, 09 May 2022 07:53:15 GMT  
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
5. Mon, 09 May 2022 15:21:27 GMT  
Ginger Carney (gingercarney): Approved for 19 Dean
6. Tue, 10 May 2022 16:15:50 GMT  
Dean Panttaja (panttaja): Approved for Provost's Office
7. Tue, 10 May 2022 20:14:57 GMT  
David Barnes (dabarnes): Rollback to 225 Chair for Curriculum Review
8. Tue, 10 May 2022 21:10:51 GMT  
David Barnes (dabarnes): Approved for 225 Chair
9. Tue, 10 May 2022 22:09:38 GMT  
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
10. Tue, 10 May 2022 22:22:07 GMT  
Ginger Carney (gingercarney): Approved for 19 Dean
11. Wed, 11 May 2022 15:40:35 GMT  
Dean Panttaja (panttaja): Approved for Provost's Office
12. Wed, 05 Oct 2022 15:29:56 GMT  
Steve Stubbs (sstubbs): Approved for Curriculum Review
13. Mon, 10 Oct 2022 19:42:34 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
14. Wed, 12 Oct 2022 15:57:34 GMT  
Steve Stubbs (sstubbs): Approved for Registrar's Office
15. Wed, 26 Oct 2022 17:02:35 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
16. Wed, 02 Nov 2022 16:22:20 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Program Proposal

Date Submitted: Wed, 06 Apr 2022 18:20:26 GMT

**Viewing: 475 : Earth and Spatial Sciences (BS)**

**Last edit: Mon, 10 Oct 2022 19:42:04 GMT**

Changes proposed by: Renee Love

**Faculty Contact**

Faculty Name	Faculty Email
Renee Love	rlove@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

Yes

**Academic Level**

Undergraduate

**College**

Science

**Department/Unit:**

Earth & Spatial Sciences

**Effective Catalog Year**

2023-2024

**Program Title**

Earth and Spatial Sciences (BS)

**Degree Type**

Major

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

**Program Credits**

120

**Attach Program Change**

Full Proposal\_Form-Academic\_Certificate\_FINAL.docx

**CIP Code**

40.0601 - Geology/Earth Science, General.

**Emphasis/Option CIP Code(s)**

Code(s)
40.0601

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

Yes

**Financial Information**

**What is the financial impact of the request?**

Greater than \$250,000 per FY

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



**Describe the financial impact**

Physical Facilities and Equipment: Describe the provision for physical facilities and equipment.

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

Existing laboratory facilities (GIS lab, Paleontology lab, Dendrochronology lab, Geochemistry lab, \*\*) within the Geography and Geological Sciences will be utilized to provide students with hands-on research. Existing classroom spaces currently housed by the Geography and Geological Sciences program will continue to be utilized.

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?

No change in the use of facilities or equipment.

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.

No physical resources.

**Curriculum:**

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) and:

Code	Title	Hours
ENGL 317	Technical Writing	3
MATH 143	College Algebra	3
STAT 251	Statistical Methods	3
GEOG 385	Foundations of GIS	3
Select one of the following:		4

GEOL 101 & 101L	Physical Geology and Physical Geology Lab	
GEOL 102 & 102L	Historical Geology and Historical Geology Lab	
GEOL 111 & 111L	Physical Geology for Science Majors and Physical Geology for Science Majors Lab	
PHYS 111 & 111L	General Physics I and General Physics I Lab	
GEOG 100 & 100L	Introduction to Planet Earth and Introduction to Planet Earth Lab	
Select one of the following:		4

GEOL 101 & 101L	Physical Geology and Physical Geology Lab	
GEOL 102 & 102L	Historical Geology and Historical Geology Lab	
GEOL 111 & 111L	Physical Geology for Science Majors and Physical Geology for Science Majors Lab	
PHYS 111 & 111L	General Physics I and General Physics I Lab	
GEOG 100 & 100L	Introduction to Planet Earth and Introduction to Planet Earth Lab	
Select one of the following:		4
GEOL 165	Human Geography	
GEOL 200	World Cultures and Globalization	

Options	Hours
Select one of the following options:	41-47
Geological Sciences ( <a href="https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/earth-spatial-sciences-bs/#GeologicalSciences">https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/earth-spatial-sciences-bs/#GeologicalSciences</a> )	
Hydrology and Climate ( <a href="https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/earth-spatial-sciences-bs/#HydrologyandClimate">https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/earth-spatial-sciences-bs/#HydrologyandClimate</a> )	
Geography and Global Sustainability ( <a href="https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/earth-spatial-sciences-bs/#GeographyandGlobalSustainability">https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/earth-spatial-sciences-bs/#GeographyandGlobalSustainability</a> )	

**Total Hours** 61-67

**A. Geological Sciences Option**

Code	Title	Hours
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
PHYS 111 or PHYS 211	General Physics I Engineering Physics I	3
PHYS 111L or PHYS 211L	General Physics I Lab Laboratory Physics I	1
GEOL 249	Mineralogy and Optical Mineralogy	4
GEOL 302	Field Geology Methods	3
GEOL 324	Principles of Stratigraphy and Sedimentation	4

GEOL 326	Igneous and Metamorphic Petrology	4
GEOL 345	Structural Geology	4
GEOL 490	Geology Field Camp (OR)	3
or GEOL 489	Virtual Field Camp	
MATH 160	Survey of Calculus	4
or MATH 170	Calculus I	
MATH 175	Calculus II	3-4
or MATH 330	Linear Algebra	
Advisor Approved Electives in Geology		9
<b>Total Hours</b>		<b>46-47</b>

Courses to total 120 credits for this degree

## B. Hydrology and Climate Option

Code	Title	Hours
GEOG 313	Global Climate Change	3
GEOG 401	Climatology	3
GEOG 424	Hydrologic Applications of GIS and Remote Sensing	3
GEOL 309	Ground Water Hydrology	3
GEOL 410	Groundwater Field Methods	3
GEOL 490	Geology Field Camp <sup>OR GEOL 489</sup>	3
or GEOG 493	Senior Capstone in Geography	
HYDR 409	Quantitative Hydrogeology	3
HYDR 412	Environmental Hydrogeology	3
MATH 170	Calculus I	4
MATH 175	Calculus II	4
PHYS 211	Engineering Physics I	3
Select two electives from the following:		6-8
GEOL 361	Geology and the Environment	
GEOG 317	Tree Rings and Environmental Change	
GEOG 430	Climate Change Ecology	
GEOG 435	Climate Change Mitigation	
GEOL 431	Chemical Hydrogeology	
GEOL 435	Glaciology and the Dynamic Frozen Earth	
GEOL 474	Stable Isotopes in the Environment	
SOIL 450	Environmental Hydrology	
<b>Total Hours</b>		<b>41-43</b>

Courses to total 120 credits for this degree

## C. Geography and Global Sustainability Option

Code	Title	Hours
GEOG 313	Global Climate Change	3
GEOG 420	Land, Resources, and Environment	3
or GEOG 330	Urban Geography	
SOIL 436	Principles of Sustainability	3
GEOG 435	Climate Change Mitigation	3
GEOG 390	Cartographic Design & Geovisualization	3
GEOG 493	Senior Capstone in Geography	3
GEOG 365	Geopolitics and Conflict	3
or GEOG 350	Sustainability of Global Development	
Choose 5 of the following:		15
GEOL 309	Ground Water Hydrology	
GEOG 317	Tree Rings and Environmental Change	
GEOL 335	Geomorphology	
GEOG 350	Sustainability of Global Development	
GEOL 361	Geology and the Environment	
GEOG 410	Biogeography	

HYDR 412	Environmental Hydrogeology
GEOG 430	Climate Change Ecology
GEOG 407	Spatial Analysis and Modeling
GEOG 475	Intermediate GIS
GEOG 424	Hydrologic Applications of GIS and Remote Sensing
GEOG 479	GIS Programming
GEOG 483	Remote Sensing IMAGE ANALYSIS/GIS Integration
GEOL 212	Dinosaurs and Prehistoric Life
GEOG 260	Introduction to Geopolitics
GEOG 401	Climatology
GEOL 474	Stable Isotopes in the Environment
GEOL 462	Petroleum Systems and Stratigraphic Concepts
GEOL 431	Chemical Hydrogeology

Choose 2 supporting courses: 6-8

CHEM 111 & 111L	General Chemistry I and General Chemistry I Laboratory
PHYS 111 & 111L or PHYS 211	General Physics I and General Physics I Lab Engineering Physics I
MATH 160 or MATH 170	Survey of Calculus Calculus I
MATH 175	Calculus II
STAT 431	Statistical Analysis
ECON 446 or ECON 447	International Economics International Development Economics
ECON 201 or ECON 447	Principles of Macroeconomics International Development Economics
ECON 202	Principles of Microeconomics
ECON 272	Foundations of Economic Analysis
SOIL 450	Environmental Hydrology
SOIL 444	Water Quality in the Pacific Northwest
SOIL 448	Drinking Water and Human Health
BE 453	Northwest Climate and Water Resources Change
ENVS 415	Environmental Lifecycle Assessment

**Total Hours** 42-44

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

### Degree Maps:

### Geological Sciences Option

Fall Term 1		Hours
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
(GEOL 101 AND GEOL 101L) OR (GEOL 111 AND GEOL 111L) OR (GEOL 102 AND 102L) OR (GEOG 100 AND 100L)		4
Social and Behavioral Ways of Knowing Course		3
Oral Communication Course		3
<b>Hours</b>		<b>16</b>
Spring Term 1		Hours
ENGL 102	Writing and Rhetoric II	3
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
GEOL 249	Mineralogy and Optical Mineralogy	4
MATH 160 OR MATH 170		4
<b>Hours</b>		<b>15</b>
Fall Term 2		Hours
GEOL 324	Principles of Stratigraphy and Sedimentation	4
GEOG 165 or GEOG 200	Human Geography or World Cultures and Globalization	3
(PHYS 111 AND PHYS 111L) OR (PHYS 211 AND PHYS 211L)		4
Geology, Major Elective Course		3
<b>Hours</b>		<b>14</b>

**Spring Term 2**

GEOL 345	Structural Geology	4
GEOG 385	Foundations of GIS	3
MATH 175 or MATH 330	Calculus II or Linear Algebra	4
Humanistic and Artistic Ways of Knowing Course		3
<b>Hours</b>		<b>14</b>

**Summer Term 2**

GEOL 302	Field Geology Methods	3
<b>Hours</b>		<b>3</b>

**Fall Term 3**

GEOL 326	Igneous and Metamorphic Petrology	4
ENGL 317	Technical Writing	3
American Diversity Course		3
Elective Course		3
<b>Hours</b>		<b>13</b>

**Spring Term 3**

STAT 251	Statistical Methods	3
International Course		3
Elective Course		3
Elective Course		3
Elective Course		3
<b>Hours</b>		<b>15</b>

**Summer Term 3**

GEOL 490	Geology Field Camp	3
<b>Hours</b>		<b>3</b>

**Fall Term 4**

Geology, Major Elective Course		3
Geology, Major Elective Course		3
Humanistic and Artistic Ways of Knowing Course		3
Elective Course		3
Elective Course		3
<b>Hours</b>		<b>15</b>

**Spring Term 4**

Geology, Major Elective Course		3
Elective Course		3
Elective Course		3
Elective Course		3
<b>Hours</b>		<b>12</b>

**Total Hours****120****Global Sustainability and Geography Option****Fall Term 1**

ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
(GEOL 101 AND GEOL 101L) OR (GEOL 111 AND GEOL 111L) OR (GEOL 102 AND 102L) OR (GEOG 100 OR 100L)		4
Social and Behavioral Ways of Knowing Course		3
Oral Communication Course		3
<b>Hours</b>		<b>16</b>

**Spring Term 1**

ENGL 102	Writing and Rhetoric II	3
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
STAT 251	Statistical Methods	3
GEOG 165 or GEOG 200	Human Geography or World Cultures and Globalization	3
Geography, Major Elective Course		3
<b>Hours</b>		<b>16</b>

**Fall Term 2**

MATH 170	Calculus I (Suggested Supporting Course)	4
GEOG 385	Foundations of GIS	3
(PHYS 111 AND PHYS 111L) OR (PHYS 211 AND PHYS 211L)		4
Humanistic and Artistic Ways of Knowing Course		3
<b>Hours</b>		<b>14</b>

**Spring Term 2**

GEOG 365 or GEOG 350	Geopolitics and Conflict or Sustainability of Global Development	3
Geography, Major Elective Course		3

Elective Course		3
Elective Course		3
Elective Course		3
	<b>Hours</b>	<b>15</b>
<b>Fall Term 3</b>		
ENGL 317	Technical Writing	3
GEOG 313	Global Climate Change	3
GEOG 435	Climate Change Mitigation	3
Geography, Major Elective Course		3
Elective Course		3
	<b>Hours</b>	<b>15</b>
<b>Spring Term 3</b>		
GEOG 390	Cartographic Design & Geovisualization	3
SOIL 436	Principles of Sustainability	3
Geography, Major Elective Course		3
Geography, Major Elective Course		3
International Course		3
	<b>Hours</b>	<b>15</b>
<b>Fall Term 4</b>		
GEOG 420 or GEOG 330	Land, Resources, and Environment or Urban Geography	3
American Diversity Course		3
Supporting Class, Major Elective Course		3
Geography, Major Elective Course		3
Elective Course		2
	<b>Hours</b>	<b>14</b>
<b>Spring Term 4</b>		
GEOG 493	Senior Capstone in Geography	3
Humanistic and Artistic Ways of Knowing Course		3
Elective Course		3
Elective Course		3
Elective Course		3
	<b>Hours</b>	<b>15</b>
	<b>Total Hours</b>	<b>120</b>

## Hydrology and Climate Option

		<b>Hours</b>
<b>Fall Term 1</b>		
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
(GEOG 101 AND GEOL 101L) OR (GEOG 111 AND GEOL 111L) OR (GEOG 102 AND 102L) OR (GEOG 100 AND 100L)		4
Social and Behavioral Ways of Knowing Course		3
Oral Communication Course		3
	<b>Hours</b>	<b>16</b>
<b>Spring Term 1</b>		
ENGL 102	Writing and Rhetoric II	3
CHEM 111 & 111L	General Chemistry I and General Chemistry I Laboratory	4
GEOG 165 or GEOG 200	Human Geography or World Cultures and Globalization	3
MATH 170	Calculus I	4
	<b>Hours</b>	<b>14</b>
<b>Fall Term 2</b>		
GEOL 309	Ground Water Hydrology	3
GEOG 313	Global Climate Change	3
MATH 175	Calculus II	4
PHYS 211 & 211L	Engineering Physics I and Laboratory Physics I	4
	<b>Hours</b>	<b>14</b>
<b>Spring Term 2</b>		
STAT 251	Statistical Methods	3
GEOG 385	Foundations of GIS	3
GEOL/GEOG Course, Major Elective Course		3
Elective Course		3
Elective Course		3
	<b>Hours</b>	<b>15</b>
<b>Summer Term 2</b>		
GEOL 302	Field Geology Methods	3
	<b>Hours</b>	<b>3</b>

<b>Fall Term 3</b>		
ENGL 317	Technical Writing	3
GEOL 410	Groundwater Field Methods	3
HYDR 409	Quantitative Hydrogeology	3
GEOG 424	Hydrologic Applications of GIS and Remote Sensing	3
Elective Course		3
<b>Hours</b>		<b>15</b>
<b>Spring Term 3</b>		
International Course		3
Humanistic and Artistic Ways of Knowing Course		3
Elective Course		3
Elective Course		4
<b>Hours</b>		<b>13</b>
<b>Summer Term 3</b>		
GEOL 490	Geology Field Camp	3
<b>Hours</b>		<b>3</b>
<b>Fall Term 4</b>		
GEOL/GEOG, Major Elective Course		3
American Diversity Course		3
Elective Course		3
Elective Course		3
Elective Course		1
<b>Hours</b>		<b>13</b>
<b>Spring Term 4</b>		
GEOG 493	Senior Capstone in Geography	3
GEOG 401	Climatology	3
HYDR 412	Environmental Hydrogeology	3
Humanistic and Artistic Ways of Knowing Course		3
Elective Course		2
<b>Hours</b>		<b>14</b>
<b>Total Hours</b>		<b>120</b>

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

## Distance Education Availability

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

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

Yes

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

No

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

## Geographical Area Availability

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

Coeur d'Alene  
Moscow

## Student Learning Outcomes

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

New Learning Outcomes:

"Core" learning outcomes for ESS degree common to all three options

1. Students will develop an understanding of geologic and human systems through the study of Earth and human processes that interact across a wide range of spatial and temporal scales.

2. Students will develop skills applicable to the collection, integration, analysis, and illustration of data for solving spatial and temporal problems
3. Students will develop skills for communicating fundamental concepts in their field and results from their own work, in both written and oral settings.

Option-specific learning outcomes:

Geological Sciences option:

1. Preparation for the National Association of State Boards of Geology (ASBOG) Fundamentals of Geology (FG) exam, the precursor to licensure as a Professional Geologist.
2. Ability to integrate and communicate understanding of the geologic sciences (e.g., mineralogy, petrology, stratigraphy, etc.) to develop testable hypotheses of the origin and evolution of geological terrains.

Hydrology and Climate option:

1. Comprehension of the hydrologic cycle and the ability to measure and interpret basic physical and biochemical aspects of water associated with hydrologic processes.
2. Ability to explain the physical nature of global climate change and the role of society in influencing and mitigating effects of climate change.

Global Sustainability and Geography option:

1. Understanding of geographic and spatial perspectives in the interaction between and sustainability of human and natural systems
2. The ability to use geospatial data to map and analyze spatial patterns and relationships with a wide variety of data types, including both natural and human systems.

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

“Core” learning outcomes common to all three option areas (assessment plan in italicized bullets):

1. Students will develop an understanding of geologic and human systems through the study of Earth and human processes that interact across a wide range of spatial and temporal scales.
  - Success in introductory coursework that provides a foundation in the fundamental concepts in geological, physical and human systems, as evidenced by assignments, exams and final grades in 100-200 level courses (GEOG 100, GEOL 101, GEOL 102, GEOL 111, GEOG 165, GEOG 200)
  - Success in upper division coursework required in each option area as assessed by assignments, projects, exams and final grades
  - Ability to synthesize materials from lower and upper division courses and apply them to projects in senior capstone experiences, as assessed by student projects, assignments and final grades in GEOG 493 and GEOL 490
2. Students will develop skills applicable to the collection, integration, analysis, and illustration of data for solving spatial and temporal problems
  - Success in required courses in mathematics, statistics and geographic information science as evidenced by assignments and grades in MATH 143 (or higher), STAT 251 (or higher), GEOG 385
  - Success in applying and demonstrating these skills in the capstone experiences (GEOG 493 or GEOL 490) and other upper-division courses
3. Students will develop skills for communicating fundamental concepts in their field and results from their own work, in both written and oral settings.
  - Success in required coursework in written and oral communication (ENGL 317; Gen Ed Comm requirements)
  - Assessment of oral and written communication skills via writing assignments and project presentations in upper division courses and the senior capstone courses

Option-specific learning outcomes:

Geological Sciences option:

1. Program graduates understand the importance of sitting for and successfully passing the National Association of State Boards of Geology (ASBOG) Fundamentals of Geology (FG) exam, the precursor to licensure as a Professional Geologist.
  - 31 states, including Idaho, and Puerto Rico require licensing of professional geologists
  - 60% of students pass their first attempt of the FG exam with declining rates for subsequent attempts as exam takers are further removed from their university training
2. Ability to integrate and communicate understanding of the geologic sciences (e.g., mineralogy, petrology, stratigraphy, etc.) to develop testable hypotheses of the origin and evolution of geological terrains.
  - Successful completion of concept-based and field-based projects in upper division courses and in the GEOL 490 Field Methods senior experience course.

Hydrology and Climate option:

1. Comprehension of the hydrologic cycle and the ability to measure and interpret basic physical and biochemical aspects of water associated with hydrologic processes.
  - Ability to successfully acquire, analyze, synthesize, and present hydrologic information in lab and field exercises in upper division courses such as GEOL 410, GEOG 412, GEOG 424, HYDR 409, and the capstone course (GEOG 493 or GEOL 490), as assessed by classroom and field-based projects and assignments.
2. An understanding of the physical nature of global climate change, its impacts, and the role of society in influencing and mitigating effects of climate change.
  - Success in upper division courses such as GEOG 313, GEOG 401, GEOG 435, GEOG 317, GEOG 430, as assessed by performance on assignments, projects and exams

Global Sustainability and Geography option:

1. Understanding of geographic and spatial perspectives in the interaction between and sustainability of human and natural systems
  - Success in upper division courses in spatial perspectives in both human and natural systems (e.g., GEOG 313, GEOG 330, GEOG 420, GEOG 435, GEOG 350, GEOG 365), as assessed by assignments, projects and exams.
  - Scope, depth and quality of independent project carried out in the senior capstone experience (GEOG 493)
2. The ability to use geospatial data and technology to map and analyze spatial patterns and relationships with a wide variety of data types, including environmental and human systems.
  - Success in coursework focused on geospatial analysis, such as GEOG 385, GEOG 390, GEOG 407, GEOG 424, GEOG 483, as assessed by performance on lab assignments, exams, independent projects and final grades.
  - # of students earning GIS Certificate (requires grades of "C" or better in 15 credits of coursework in geospatial analysis)

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

Our assessment process will also consist of 4 overarching activities that will contribute to both the assessment of specific learning outcomes noted above, as well as the long-term evaluation and refinement of goals, objectives and learning outcomes for the ESS program.

1. Student Evaluations of Courses and Instructors

Course evaluations allow students to evaluate both the course and the instructor and provide the department with information regarding course utility in meeting the student's needs.

2. Survey of Graduating Seniors

An online exit survey of all graduating seniors will be implemented to provide information on general student satisfaction with the degree program, courses, faculty and facilities. This information will be collected anonymously.

3. Internal and External Review

The Department of Earth and Spatial Sciences will conduct a biennial review of course offerings and course goals for alignment with department learning outcomes. This self-review will allow the faculty to reassess the program and its direction as well as its goals and objectives. An external review will be conducted every 5-7 years to provide the department with guidance for future decisions on how to support, maintain, and advance the department according to its vision and to fulfill the university's goals.

4. Advisory Board

An advisory board will be implemented to provide input and advice on the department's objectives and evolution. The advisory board will consist of industry and government members primarily consisting of department alumni. Annual meetings with the advisory board will allow for the presentation of accomplishments and ongoing activities in research and academic progress for which the board can synthesize and present recommendations for improvement.

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

See above

**When will assessment activities occur and at what frequency?**

Annually

## Student Learning Outcomes

### Learning Objectives

#### New Learning Outcomes:

**"Core" learning outcomes for ESS degree common to all three options**

1. Students will develop an understanding of geologic and human systems through the study of Earth and human processes that interact across a wide range of spatial and temporal scales.
2. Students will develop skills applicable to the collection, integration, analysis, and illustration of data for solving spatial and temporal problems
3. Students will develop skills for communicating fundamental concepts in their field and results from their own work, in both written and oral settings.

#### Option-specific learning outcomes:

*Geological Sciences option:*

1. Preparation for the National Association of State Boards of Geology (ASBOG) Fundamentals of Geology (FG) exam, the precursor to licensure as a Professional Geologist.
2. Ability to integrate and communicate understanding of the geologic sciences (e.g., mineralogy, petrology, stratigraphy, etc.) to develop testable hypotheses of the origin and evolution of geological terrains.

*Hydrology and Climate option:*

1. Comprehension of the hydrologic cycle and the ability to measure and interpret basic physical and biochemical aspects of water associated with hydrologic processes.
2. Ability to explain the physical nature of global climate change and the role of society in influencing and mitigating effects of climate change.

*Global Sustainability and Geography option:*

1. Understanding of geographic and spatial perspectives in the interaction between and sustainability of human and natural systems



2. The ability to use geospatial data to map and analyze spatial patterns and relationships with a wide variety of data types, including both natural and human systems.

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

The departments of Geography and Geological Sciences have merged due to program prioritization at the University of Idaho. An initial combination of the department names was deemed cumbersome and outdated. Therefore, the faculty of the merged department voted to adopt "Earth and Spatial Sciences" as the name of the merged department, which reflects a modern interpretation of the curriculum and breadth of job classifications likely to be filled by our graduates. As part of the merger, the curriculum was updated, efficiencies in class offerings were increased, and class offerings were expanded to reflect new curriculum goals. The department is requesting the adoption of the Earth and Spatial Sciences (ESS) degree program that will reflect the goals of the merged department and help fulfill the workforce needs of the State of Idaho and the greater region. This new degree will offer emphasis tracks in Geological Sciences, Global Sustainability and Geography, and Hydrology and Climate. This new Bachelor of Science degree is intended for students who have interests in geology and geography but also those students who wish to pursue an education and training in the disciplines of climate, hydrology, and sustainability. This proposed degree builds on the prior Geography and Geological Sciences curriculums, highlights the expertise of current faculty, and will not require additional resources to deliver the degree option.

The Geography and Geological Sciences degree programs will be taught to completion with existing students, and new students will enter the Earth and Spatial Sciences (ESS) degree program. Emphases under the prior and proposed degree programs can be taught simultaneously and each will continue to address the needs of students to work as geologists and geographers upon graduation. The ESS emphases also will enhance the knowledge and marketability of our graduates for careers as hydrologists, GIS specialists, data analysts, climate specialists, sustainability analysts, and other Earth science career tracks. Such workforce needs have been indicated by our stakeholders across Idaho and the region, including industry sectors such as resource exploration, mining, water resources, environmental management, geospatial analytics, climate change modeling, and landscape remediation and restoration. The new degree program also will continue the robustness of coursework that trains future Earth scientists as researchers and licensed professionals. Existing certifications of geographic information systems and climate change, and geography and geology minors are included in the proposed ESS program. We anticipate that the ESS program will broaden our marketability to students across the State and expand our ability to produce the Earth science workforce needed to sustain and grow the Idaho economy. Targeted audience: 20-50 undergraduate majors per year.

The proposed new Earth and Spatial Sciences BS degree represents the consolidation of two existing degrees into a single degree with options. This consolidation provides for a common set of core classes and more broadly educated earth scientists. The new degree prepares students for careers in three Bureau of Labor Statistic occupations: Geographers (SOC 19-3092), Hydrologists (SOC 19-2043), and Geoscientists (SOC 19-2042). Collectively in 2020 these occupations employed 37,100 people nationally (400 in Idaho) with projected growth of 7% over the next 10 years.

The Idaho State Board of Education recognized that Idaho needs a STEM education-career pipeline and created the Idaho STEM Action Center in 2015 to support a competitive Idaho workforce and economy through STEM. In 2019, the Idaho STEM Action Center found that over 7000 STEM jobs went unfilled in Idaho due to lack of skills and education for appropriate job placement. The second most common job category that remained unfilled were jobs involving computer skills. Our department provides training and certifications in Geographic Information Science (GIS), a specialized computer analysis tool, which is valuable to the workforce's needs in Idaho and nationally.

Idaho has some of the lowest go-on rates (high school students continuing to college) in the nation at 45% each year; this creates a substantial barrier for connecting students to college geoscience programs, and subsequently STEM careers, in Idaho. This new program offers an opportunity for students to gain pertinent experience to work in a broad range of careers such as in industry positions in mining, petroleum, hydrology, geophysics, agriculture, and environmental consulting, as well as in education and at federal, state, and local governmental agencies in the state. In addition to these traditional occupations, the degree provided students with the fundamental knowledge and skill base for alternative careers such as, for example, surveyors, cartographers and photogrammetrists, or urban and regional planners. These occupations will advance the state economy by providing qualified students to perform the jobs that went unfilled due to lack of expertise.

**Reviewer Comments**

**Renee Jensen-Hasfurther (renee) (Tue, 05 Apr 2022 22:38:09 GMT):** Rollback: Please add Fundamentals of modeling to the Hydrology and Climate option.

**Ken Udas (kudas) (Mon, 09 May 2022 16:33:26 GMT):** Changed "Self Support" from YES to NO following consultation with the department head.

**David Barnes (dabarnes) (Tue, 10 May 2022 20:14:57 GMT):** Rollback: Rollback for edits at the request of the department.

**David Barnes (dabarnes) (Tue, 10 May 2022 21:12:02 GMT):** Approved for 225 Chair at the request of Alistair Smith.

**Rebecca Frost (rfrost) (Mon, 10 Oct 2022 19:39:20 GMT):** Updated degree maps to take into account typically offered and to ensure all required courses are included. Maps are also requiring upper-division coursework starting in the second year which is not recommended for students. There is enough room within electives to move this work further down in the plan if the department would be so inclined.

Key: 475

# 476: ENVIRONMENTAL HYDROGEOLOGY ACADEMIC CERTIFICATE

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## In Workflow

1. Geol/Geog Review (renee@uidaho.edu)
2. 225 Chair (alistair@uidaho.edu)
3. 19 Curriculum Committee Chair (markn@uidaho.edu)
4. 19 Dean (gingercarney@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
6. Curriculum Review (sstubbs@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
13. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
14. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Tue, 05 Apr 2022 22:46:42 GMT  
Renee Jensen-Hasfurther (renee): Approved for Geol/Geog Review
2. Tue, 05 Apr 2022 22:51:26 GMT  
Alistair Smith (alistair): Approved for 225 Chair
3. Mon, 09 May 2022 07:52:55 GMT  
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
4. Mon, 09 May 2022 15:22:26 GMT  
Ginger Carney (gingercarney): Approved for 19 Dean
5. Tue, 10 May 2022 16:16:32 GMT  
Dean Panttaja (panttaja): Approved for Provost's Office
6. Mon, 29 Aug 2022 21:40:19 GMT  
Steve Stubbs (sstubbs): Approved for Curriculum Review
7. Wed, 05 Oct 2022 19:24:41 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Wed, 05 Oct 2022 20:08:23 GMT  
Steve Stubbs (sstubbs): Approved for Registrar's Office
9. Wed, 26 Oct 2022 17:03:34 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
10. Wed, 02 Nov 2022 16:22:54 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Program Proposal

Date Submitted: Fri, 25 Mar 2022 22:03:44 GMT

**Viewing: 476 : Environmental Hydrogeology Academic Certificate**

**Last edit: Wed, 05 Oct 2022 19:24:28 GMT**

Changes proposed by: Renee Love

### Faculty Contact

Faculty Name	Faculty Email
Renee Love	rlove@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

No

### Academic Level

Undergraduate

**College**

Science

**Department/Unit:**

Earth &amp; Spatial Sciences

**Effective Catalog Year**

2023-2024

**Program Title**

Environmental Hydrogeology Academic Certificate

**Degree Type**

Certificate

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

**Program Credits**

15

**CIP Code**

40.0601 - Geology/Earth Science, General.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

Yes

**Financial Information****What is the financial impact of the request?**

Less than \$250,000 per FY

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

**Curriculum:**

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

<b>Code</b>	<b>Title</b>	<b>Hours</b>
GEOL 309	Ground Water Hydrology	3
GEOL 410	Groundwater Field Methods	3
HYDR 409	Quantitative Hydrogeology	3
HYDR 412	Environmental Hydrogeology	3
Choose one of the following:		3
GEOL 428	Geostatistics	
GEOG 424	Hydrologic Applications of GIS and Remote Sensing	
GEOL 431	Chemical Hydrogeology	

**Total Hours****15**

**Courses to total 15 credits for this certificate**

## Distance Education Availability

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

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

Yes

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

No

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

## Geographical Area Availability

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

Coeur d'Alene  
Moscow

## Student Learning Outcomes

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

1. Comprehension of the hydrologic cycle and the ability to measure and interpret basic physical and biochemical aspects of water associated with hydrologic processes.
2. Ability to explain the physical nature of global climate change and the role of society in influencing and mitigating effects of climate change.

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

1. Students will develop an understanding of geologic and human systems through the study of Earth and human processes that interact across a wide range of spatial and temporal scales.
  - Success in introductory coursework that provides a foundation in the fundamental concepts in geological, physical and human systems, as evidenced by assignments, exams and final grades in 100-200 level courses (GEOG 100, GEOL 101, GEOL 102, GEOL 111, GEOG 165, GEOG 200)
  - Success in upper division coursework required in each option area as assessed by assignments, projects, exams and final grades
  - Ability to synthesize materials from lower and upper division courses and apply them to projects in senior capstone experiences, as assessed by student projects, assignments and final grades in GEOG 493 and GEOL 490
2. Students will develop skills applicable to the collection, integration, analysis, and illustration of data for solving spatial and temporal problems
  - Success in required courses in mathematics, statistics and geographic information science as evidenced by assignments and grades in MATH 143 (or higher), STAT 251 (or higher), GEOG 385
  - Success in applying and demonstrating these skills in the capstone experiences (GEOG 493 or GEOL 490) and other upper-division courses
3. Students will develop skills for communicating fundamental concepts in their field and results from their own work, in both written and oral settings.
  - Success in required coursework in written and oral communication (ENGL 317; Gen Ed Comm requirements)
  - Assessment of oral and written communication skills via writing assignments and project presentations in upper division courses and the senior capstone courses
  1. Comprehension of the hydrologic cycle and the ability to measure and interpret basic physical and biochemical aspects of water associated with hydrologic processes.
    - Ability to successfully acquire, analyze, synthesize, and present hydrologic information in lab and field exercises in upper division courses such as GEOL 410, GEOG 412, GEOG 424, HYDR 409, and the capstone course (GEOG 493 or GEOL 490), as assessed by classroom and field-based projects and assignments.
  2. An understanding of the physical nature of global climate change, its impacts, and the role of society in influencing and mitigating effects of climate change.
    - Success in upper division courses such as GEOG 313, GEOG 401, GEOG 435, GEOG 317, GEOG 430, as assessed by performance on assignments, projects and exams

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

Our assessment process will also consist of 4 overarching activities that will contribute to both the assessment of specific learning outcomes noted above, as well as the long-term evaluation and refinement of goals, objectives and learning outcomes for the ESS program.

**1. Student Evaluations of Courses and Instructors**

Course evaluations allow students to evaluate both the course and the instructor and provide the department with information regarding course utility in meeting the student's needs.

**2. Survey of Graduating Seniors**

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**4. Advisory Board**

An advisory board will be implemented to provide input and advice on the department's objectives and evolution. The advisory board will consist of industry and government members primarily consisting of department alumni. Annual meetings with the advisory board will allow for the presentation of accomplishments and ongoing activities in research and academic progress for which the board can synthesize and present recommendations for improvement.

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

See above

**When will assessment activities occur and at what frequency?**

Annually

**Student Learning Outcomes**

**Learning Objectives**

1. Comprehension of the hydrologic cycle and the ability to measure and interpret basic physical and biochemical aspects of water associated with hydrologic processes.

2. Ability to explain the physical nature of global climate change and the role of society in influencing and mitigating effects of climate change.

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

This was an option for Geological Sciences degree. Due to merging departments with the Department of Geography, we have combined our undergraduate majors and have decided that this would be best offered as a certificate, instead of an option.

**Reviewer Comments**

**Ken Udas (kudas) (Mon, 09 May 2022 16:33:48 GMT):** Changed "Self Support" from YES to NO following consultation with the department head.

**Rebecca Frost (rfrost) (Wed, 05 Oct 2022 19:24:28 GMT):** Added 'Academic Certificate' to program name to remain consistent with naming conventions. Adjusted curriculum to meet catalog layout requirements. Added Regulation O-10-a statement.

Key: 476



## POLICY COVER SHEET

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

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

**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment  
Policy Number & Title:

**Administrative Procedures Manual (APM)**

XAddition  Revision\*  Deletion\*  Emergency  Minor Amendment  
Policy Number & Title: **APM 01.01 Office of General Counsel**

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

**Originator: Diane Whitney, University Policy and Compliance Coordinator**

**Policy Sponsor, if different from Originator: Kent Nelson, Acting General Counsel**

**Reviewed by General Counsel**      X Yes \_\_\_No    Name & Date: Kent Nelson, 11/11/22

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

The purpose of this policy is to outline the function and authority of the Office of General Counsel, including retention of outside counsel, acceptance of service of process, and responding to subpoenas, public record requests, and similar requests for information.

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.

## APM 01.01

### Office of General Counsel

**A. Purpose.** The purpose of this policy is to outline the function and authority of the University of Idaho Office of General Counsel (OGC).

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

#### C. Policy

**C-1. Responsibility.** The OGC provides advice and legal services to the University of Idaho and all of its colleges, divisions, units, and related entities, on the broad range of legal matters affecting the University. The OGC represents the University of Idaho and may not represent individual employees or students except when these individuals are named as defendants in litigation as a result of actions or omissions within the course and scope of their employment or institutional representation. For personal legal advice, employees and students should consult a private attorney.

**C-2. Retention of Outside Counsel.** Due to the volume or to the specialized nature of legal services required by the University, it will sometimes be necessary to hire the services of attorneys outside of the OGC to represent the University. All outside legal counsel must be retained by the General Counsel, regardless of the source of funds that will pay for the outside legal counsel. Legal services to be rendered by any outside attorney shall be limited to the scope of services approved by the General Counsel, and the scope of services shall not be expanded without prior approval of the General Counsel.

**C-3. Service of Process.** Only the General Counsel or their designee shall accept service of legal process on behalf of the University. If an individual asks an employee or student to accept receipt of legal papers on the University's behalf, the employee or student shall decline acceptance of the documents and direct the individual to the OGC.

**C-4. Subpoenas and Other Requests for Information.** The OGC manages the response to subpoenas and other requests for information, such as public record requests, to ensure compliance with privacy and other legal obligations. If an individual asks an employee or student to accept a subpoena or similar request for information, the employee or student shall decline acceptance of the documents and direct the individual to the OGC. Other requests for information, whether written or verbal, should be directed to the OGC.

## Teaching and Learning in Times of Crisis: Ten Tips to Support Students

1. **Think about your class and office hours as a way of being there for your students.**
  - a. You may be someone's sense of "normal" in a time when nothing else is.
    - i. Accommodate this need for normalcy with an open mind.
    - ii. Consider virtual as well as in-person office hours.
    - iii. Do not pretend this did not happen or is not unfolding in real time. Traumatic events have a direct and substantial impact on cognitive capacity. Remain mindful of that.
      1. Focus on listening, not (just or immediately) lecturing.
      2. Consider easing back into teaching by facilitating discussions and groupwork.
      3. Consider pedagogies without penalties: teaching in a way that does not penalize students who cannot participate.
      4. Read the room. When in doubt, ask.
2. **Provide time and space to discuss student experiences, perceptions, and concerns.**
  - a. You don't have to be the expert on what to do next, but you may be able to point them in the right direction. This shows you care. It also provides another means of sharing resources to help students.
  - b. These directions include:
    - i. The Dean of Students Office and counseling services, 208-885-6716, are available to visit any student groups needing more focused support or assistance.
3. **If you have work that is due or major projects on the horizon, consider alternative formats, flexible due dates, making (current) assignments optional, or removing them altogether.**
  - a. Flexibility is essential.
  - b. Consider meeting students where they are, literally and figurative.
  - c. Note that in this particular moment (11/15/22), holding fast to imminent deadlines or requiring work does not respect the need many students presently have to pull back and grieve, process, and otherwise exist peacefully in a space where they know their best work is not possible.
4. **Remember that this is just one or two weeks of content**, but it is one or two weeks that every student will remember forever, and probably not because of the content of your class. Perspective is critical. This tragedy is what they will remember forever. How we support our students will be, too.
5. **Re-weight grades**, mindful that their best work may still be to come.
  - a. Avoid the temptation to re-weigh past work only.
  - b. Consistent with #3, above, the expectations we have of one another can be adjusted to reflect the reality of the human experience in this moment.
  - c. Explain your adjustment plans to your students and pay close attention to any deviations in performance between now and the end of the semester.
6. **Reassure your students** that their grades, tests, projects, and learning are not substantially at risk as we struggle with this tragedy.



- a. Let them hear it from you, directly. Institutional messaging is important. So is yours.
  - b. Reassurances can be conveyed to the entire class as well as individual students.
  - c. Announcements in Canvas, via email, and verbally help.
  - d. Reassurances can be conversational –invite their input.
    - i. Discuss concerns
    - ii. Consider collaborative solutions.
7. **Be mindful of the cognitive load.**
- a. The best line on this is from a research article on the topic: *“working memory capacity is reduced immediately following an acutely stressful experience”* so:
    - i. Adjust expectations and due dates.
    - ii. **Upon return**, hold review sessions.
    - iii. **And critically**, note that we are not even at the “immediately following” stage; we are at the unfolding stage. Consider the exponential impact of this on student engagement and learning.
8. **Focus on relevance.**
- a. This week and hereafter, ask yourself: “What really matters?”
    - i. Keep that central to your teaching, communications, and expectations.
9. **Acknowledge what’s happening and discuss it.**
- a. Research indicates that students expect and respect faculty acknowledging the impact of traumatic events: “from the students’ perspective, it is best to do something”, meaning “don’t do nothing”.
    - i. Avoiding or ignoring reality is inadvisable.
    - ii. Even small acts of compassion make a big difference.
    - iii. Research indicates that students appreciate and value faculty acknowledging tragic events and their impact on student engagement.
      - 1. It is also necessary to do something with this knowledge.
        - a. Be mindful, respectful, and realistic.
10. **Remember that the stresses and anxieties students, faculty, and staff bring into the learning environment during and in response to a crisis can have a significant impact on student learning.**
- a. It is not just the event and an individual’s response to it, but what we bring into the classroom that matters.
  - b. As news unfolds, as new pieces of a tragic puzzle become revealed, the human response will vary.
  - c. Be the one who takes the initiative.
    - i. Be proactive with your empathy.
    - ii. Be the one who starts the conversation.
    - iii. Communicate ideas and expectations early, clearly, respectfully, and flexibly.
    - iv. Convey your concern for your students with authenticity and compassion.
    - v. Think about what “space and grace” might look like in your classes.
    - vi. Reframe and refocus the value of learning and your class: this knowledge is still important.

**Additional resources:**

On discussing tragedies such as the death of students: <https://www.chronicle.com/article/what-to-say-after-a-student-dies/>

For on-campus student assistance: the [Dean of Students Office](#) and counseling services, 208-885-6716, are available to visit any student groups needing more focused support or assistance.

This document was composed collaboratively by Dr. Brian Smentkowski, Center for Excellence in Teaching and Learning; Dr. Kelly Quinnett and Dr. Erin Chapman, Faculty Senate Chair and Vice Chair; Dr. Deborah Thorne, Professor of Sociology; Dr. Kristin Haltinner, Associate Professor of Culture, Society, and Justice; and Dr. Casey Johnson, Assistant Professor of Philosophy. Contact [Brian](#) to learn more.

**2022 – 2023 Faculty Senate – Pending Approval**  
**Meeting # 15**

Approved at Mtg #16  
January 24, 2023

Tuesday, December 6, 2022, 3:30 pm – 5:00 pm  
Zoom only

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

**Also present:** Pedram Rezamand (proxy for Ahmadzadeh)

**Guests/Speakers:** Shauna Corry, Omni Francetich

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

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #14 November 29, 2022 – Attach. #1

The minutes of the 2022-23 Meeting #14 November 29, 2022 were approved as distributed.

**Chair's Report:**

- Giving Tree: the Recreation and Wellbeing giving tree will have tags for gift items to local children. You can help by taking a tag from the tree and bringing back your gift to the SRC Information Desk by the morning of **Friday, Dec. 9**. Contact Kristin Strong at 208-885-9747 or [kstrong@uidaho.edu](mailto:kstrong@uidaho.edu)
- As of 1/1/23, University of Idaho will have a new Workers Compensation service provider, Corvel. Effective 1/1/23, employees can report work injuries or incidents through a 24/7 reporting line: 844.213.2099.
- Last speaker of the Black Lives Matter Speaker Series: Nisha Newton, December 7 at 12:30pm. Webinar registration link: <https://tinyurl.com/BLSSNN>
- Update from the “Non-Tenure-Track Faculty Support” taskforce: the committee is gathering specific policy concerns and developing a climate survey to be launched in January.
- Update on “Spread Pay.” Kelly, Erin, and Francesca have been meeting weekly with Brian Foisy. Deb and Kristin are working on a survey to faculty. The goal is to develop a proposal for a spread pay implementation plan to present to President Green. Target date for implementation is July 2024.
- Chair Quinnett and Vice Chair Chapman expressed deep appreciation to all for their work, support, and strength under unimaginable circumstances.

**Committee Reports (vote):**

- UCC 70: Department of Architecture – Shauna Corry, Dean, College of Art and Architecture. Attach. #2  
CAA proposes restructuring from the existing one-department model to a three-department model. Objectives: greater efficiency within the university system; more leadership opportunities untenured faculty; CAA budget reduction (reducing total leadership costs by \$10,708). UCC 70 is the development of the Department of Architecture.

- UCC 71: Department of Art and Design – Shauna Corry, Dean, College of Art and Architecture. Attach. #3  
This is to develop the Department of Art and Design. Goals as stated above for UCC 70.
- UCC 72: Change the name of the Department of Art and Architecture to the Department of Environment and Design – Shauna Corry, Dean, College of Art and Architecture. Attach. #4  
Following the CAA organizational structural change from a one-department (five program) model to a three-department model, this proposal is to change the name of the one department from Art and Architecture to Department of Environment and Design consisting of three programs.

Vote (on UCC 70, 71, 72 as a group): 20/21 in favor; 1/21 against. Motion passes.

**Provost Report:**

- Commencement: Saturday, December 10, in the ICCU arena, 9:30 am and 2:00 pm.
- Spring 2023 instruction: Discussions are going on about spring options, ranging from extreme flexibility to making no changes. Those discussions seem to converge to the same conclusion: accommodate the students who will not return to campus by proactively adding remote sections, if feasible.

**Discussion:**

Points of discussion among Senators, the Provost, and the Dean of Students included:

- Student reactions have been very different in different units and colleges. In some classes, nearly everyone chose not to return after the tragedy; in others, almost everyone stayed. Things could be similar in January, but the time element is unpredictable.
- Some Senators reported that, after they provided a zoom link to a few students who didn't return, almost everyone else was on Zoom, even if they were in town. This creates problems.
- How to best serve the needs of our students in times of disruption? Some think that allowing students to stay home when and for how long they choose is not in their best interest, not only academically but also for the healing process.
- Spring policy has to be clear, for faculty and for students. There should be a clear process that cannot be misinterpreted and thus misused, accidentally or unintentionally.
- The WWAMI program may not be able to offer flexible options. Clinical learning experience cannot be delivered remotely.
- Our university is known for hands-on experiential learning. Online learning can be a great experience if the class is designed for that purpose.
- For classes that cannot be offered online (studio, lab, clinical, etc.) most people are leaning towards a case-by-case flexibility. Students should not be allowed to jump back and forth between options.
- A senator inquired whether the web fee will be suspended. The Provost recommends making no changes, to avoid complications. Web fees are another reason to have clear options while sticking with one of several choices.
- There is concern about the clarity of the outgoing communication and the potential to create mass confusion. There should be some kind of centralized process. The Provost agrees: students will be directed to their instructor to work out a solution on a case-by-case

basis. The standard and first option is the class offered as in the catalog. If a student needs to be remote, they should follow a process to be clarified beforehand.

- Some senators inquired about parents' feedback. Dean of Students Blain Eckles responded that they haven't heard much recently, although some parents said they hope the university remains open.

**Other Policy Business (non-voting items):**

- \*APM 90.38 ID cards for Non-UI Affiliates. Attach. #5
- \*APM 90.40 UI Business Technology Incubator. Attach. #6

**Other Announcements and Communications:**

- Staff Compensation Committee (SCC) Recommendation – Omni Francetich, Chair of Staff Compensation Committee and Office Manager, UI Women's Center. Attach. #7  
Omni provided some background on the history of the SCC. She then presented the recommendations on the distribution of the CEC, which were unanimously voted by the committee on November 9, 2022. The SCC asks for Senate support of their recommendations, which are detailed in Attach. #7. They also suggest the creation of a faculty compensation committee to work together with SCC on issues of common concern. A single compensation committee for employees would be inefficient.

Faculty Senate supports continuing conversations with the Staff Compensation Committee concerning their CEC allocation recommendations. No formal action was taken.

**Adjournment:**

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

Respectfully Submitted,

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

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 15

Tuesday, December 6, 2022 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #14 (November 29, 2022) **Attach. #1**
- III. Chair's Report
  - [Giving Tree](#)
- IV. Committee Reports
  - University Curriculum Committee (Vote)
    - UCC 70: Department of Architecture – Shauna Corry, Dean, College of Art and Architecture **Attach. #2**
    - UCC 71: Department of Art and Design – Shauna Corry, Dean, College of Art and Architecture **Attach. #3**
    - UCC 72: Change the name of the Department of Art and Architecture to the Department of Design – Shauna Corry, Dean, College of Art and Architecture **Attach. #4**
- V. Provost's Report
- VI. Other Policy Business
  - \*APM 90.38 ID cards for Non-UI Affiliates **Attach. #5**
  - \*APM 90.40 UI Business Technology Incubator **Attach. #6**
- VII. Other Announcements and Communications
  - Staff Compensation Committee Recommendation – Omni Francetich, Chair of Staff Compensation Committee and Office Manager, UI Women's Center **Attach. #7**
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2022-2023 Faculty Senate Meeting #14 (November 29, 2022)
- **Attach. #2** UCC 70
- **Attach. #3** UCC 71
- **Attach. #4** UCC 72
- **Attach. #5** APM 90.38
- **Attach. #6** APM 90.40
- **Attach. #7** Staff Compensation Committee Recommendation

\*Changes to the Administrative Procedures Manual (APM): Please forward any questions or

comments directly to both the policy coordinator at [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu) and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM item is presented.

**2022 – 2023 Faculty Senate – Pending Approval**

Meeting # 14

Tuesday, November 29, 2022, 3:30 pm – 5:00 pm

Zoom only

**Present:** Chapman (Vice Chair), Fairley, Haltinner, Hickman, Hoffmann, Hunter, Justwan, Kindall, Kolok, Long, Mittelstaedt, Murphy, Pfeifer, Quinnett (Chair), Raney, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Schwarzlaender, Silsby, Thorne, Tibbals, Webb

**Absent:** Ahmadzadeh (excused), Fuerst, Gauthier, Kindall, Walsh, Wargo

**Also present:** Matt Powell (proxy for Ahmadzadeh)

**Guests/Speakers:** John Shovic, Alistair Smith, Brian Smentkowski

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

Chair Quinnett asked for a moment of silence to honor the memory of Ethan Chapin, Kaylee Goncalves, Xana Kernodle, and Madison Mogen, who tragically lost their lives on November 13.

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #12 November 8, 2022 – Attach. #1

The minutes of the 2022-23 Meeting #12 November 8, 2022, were approved as distributed.

**Chair's Report:**

- Our shared success stories: moved to a later date.
- The candlelight vigil to honor the lives of Ethan Chapin, Kaylee Goncalves, Xana Kernodle, and Madison Mogen will take place Wednesday, November 30, 5pm (PST) at the Kibbie Dome.

**Committee Reports (vote):**

- UCC 469: Undergraduate Robotics Systems Academic Certificate – John Shovic, Computer Science, Attach. #2  
Recipients of this certificate will have a deep understanding of the Robotics stack from the lower-level motors and controllers, through PLC controllers and into higher level cognitive processes including using modern artificial intelligence techniques.  
Vote: 23/23 in favor. Motion passes.
- UCC 471: Graduate Certificate in Climate Change – Alistair Smith, Department Chair, Earth and Spatial Sciences, Attach. #3  
The department has always provided leadership at the University of Idaho in climate change, particularly through the existing climate change undergraduate academic certificate. This proposal is to meet the needs of graduate students who, over the years, have expressed growing interest in a graduate version of the certificate.  
Vote: 22/22 in favor. Motion passes.
- UCC 474: M.S. Geographic Information Science – Alistair Smith, Department Chair, Earth and Spatial Sciences, Attach. #4  
Across the State of Idaho, demand has increased for advanced workforce skills in the spatial analysis of decision support data, as well as the acquisition and processing of new forms of sensors and data from drones and other sensor data. There is a clear need that is aligned with



and critical to the land grant mission of the University of Idaho. To meet the demands of a dynamic and mobile State of Idaho workforce, we propose to offer two options for this degree: 1) an online M.S. non-thesis degree targeted at existing employees of state agencies and industries, where they can learn addition skills while remaining at their employment locations, and 2) as an on-campus M.S. thesis degree targeted at not-yet employed persons who are seeking competitive advantages prior to entering the workforce or are seeking retraining to change careers.

Vote: 21/21 in favor. Motion passes.

- UCC 475: Earth and Spatial Sciences (BS) – Alistair, Department Chair, Earth and Spatial Sciences, Attach. #5

The main reason for this change is consistency with the recent change of the department name. Vote: 22/22 in favor. Motion passes.

- UCC 476: Environmental Hydrogeology Academic Certificate – Alistair Smith, Department Chair, Earth and Spatial Sciences, Attach. #6

This was an option for the Geological Sciences degree. With the merging of Geological Sciences with the Department of Geography, we have combined our undergraduate majors and have decided that this would be best offered as a certificate instead of an option.

Vote: 21/21 in favor. Motion passes.

#### **Other Policy Business (non-voting items):**

- \*APM 01.01 Office of General Counsel, Attach. #7

This policy outlines the function and authority of the office of General Counsel.

#### **Other Announcements and Communications:**

- Guide to Teaching and Learning in Times of Crisis – Brian Smentkowski, Director, Center for Excellence in Teaching and Learning, Attach. #8

Brian Smentkowski went over the guidance document in Attach. #8, which offers suggestions for teaching and learning strategies in times of crisis. The document also contains information on additional resources for students and faculty.

Please see attachment #8 in this meeting binder and visit:

<https://www.chronicle.com/article/what-to-sayafter-a-student-dies/>

<https://www.webpage.uidaho.edu/cetl/ui-guide-for-crisis.asp>

#### **Provost's Report:**

- Brief overview of where we are and what is ahead concerning the tragedy:
  - We meet with law enforcement twice per day. After the vigil, we may shift to once a day, to be respectful of their time. The Moscow Police Department, with the assistance of FBI investigators and Idaho State Patrol, oversees the investigation.
  - We have held three press conferences so far. They can be viewed at the university YouTube webpage.
  - There will be increased security presence on campus for the foreseeable future. Some are campus security officers, others from security companies which we have contracted, such as Hells Canyon Security. Additional officers from Idaho State Patrol have been assigned to campus. Safe Walk and Safe Ride programs are available.
  - Academics through the end of the semester: Everyone's efforts to remain flexible is appreciated by students and families. Many thanks to Brian Smentkowski and the CETL team for their work in helping us manage this terrible situation.

- No plans for the spring semester have been made yet. Senators are encouraged to share feedback and ideas. The provost will meet the deans on Monday to discuss options. The goal is to have a plan before the winter break.
- Commencement: two smaller ceremonies, in the secure environment of the ICCU Arena, will take place as planned. We will remember the victims and then proceed to celebrate our December graduates.
- Media presence is likely to increase. Some members of the press are being quite persistent in asking for interviews. If you do not wish to be interviewed, say so firmly. If you feel uncomfortable, security is there to help. If you do talk to the press, make sure you are talking as a private individual and not as a representative of the university.
- Accuracy of information: few details have been made available, in order not to compromise an active investigation. Unfortunately, this prompted some people/groups, such as social media, to speculate. Please ignore speculations and stop them if you have the opportunity.
- Messages of support and sympathy continue to come.
- At tonight's vigil, members of the victims' families may be present. We expect considerable presence from the Moscow community.

Discussion:

There was a brief follow-up on the additional security presence on campus. It was clarified that security people wear uniforms and Safe Ride vehicles are branded.

Dean Blaine Eckles had words of appreciation for all faculty who are working hard to meet the needs of our students and help them find a path forward.

A Senator noted that, when opening a web browser with a classroom computer, the page that shows up has local news with photos of the four students who lost their lives. Provost Lawrence agreed that this is a concern and will contact OIT immediately.

Some Senators expressed gratitude to Blaine Eckles, Torrey Lawrence and everyone who is managing the situation and representing the university in the aftermath of this terrible tragedy. Provost Lawrence acknowledged Blaine Eckles and his team for their amazing work, which includes the heart-wrenching task of talking to the families of victims as well as their Greek chapters. Chair Quinnett joined those Senators in expressing deepest appreciation.

**New Business:**

There was none.

**Adjournment:**

The agenda being completed, Chair Quinnett adjourned the meeting at 4:30pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

# 70: DEPARTMENT OF ARCHITECTURE

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## In Workflow

1. 09 Curriculum Committee Chair (stacyi@uidaho.edu)
2. Registrar's Office (none)
3. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
4. SEM Review (dkahler@uidaho.edu)
5. Ready for UCC (disable)
6. UCC (none)
7. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
8. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
9. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
10. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
11. Catalog Update (sstubbs@uidaho.edu)

## Approval Path

1. Tue, 18 Oct 2022 17:12:09 GMT  
Stacy Isenbarger (stacyi): Approved for 09 Curriculum Committee Chair
2. Tue, 18 Oct 2022 17:16:59 GMT  
Steve Stubbs (sstubbs): Approved for Registrar's Office
3. Tue, 18 Oct 2022 22:20:22 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
4. Wed, 19 Oct 2022 16:15:25 GMT  
Dean Kahler (dkahler): Approved for SEM Review
5. Wed, 02 Nov 2022 17:49:00 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
6. Tue, 08 Nov 2022 22:54:30 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Proposal

Date Submitted: Fri, 07 Oct 2022 06:21:38 GMT

**Viewing: Department of Architecture**

**Last edit: Tue, 08 Nov 2022 22:54:26 GMT**

Changes proposed by: Shauna Corry

### Faculty Contact

Faculty Name	Faculty Email
Shauna Corry	scorry@uidaho.edu

### Request Type

Add/Drop a Department/School/Unit/College

### Effective Catalog Year

2023-2024

### Title

Department of Architecture

### Request Details

CAA proposes restructuring from the existing one department model to a three-department model. This information is to develop the Department of Architecture.

### Attach State Form

CAA Restructure Instructional\_Administrative\_Unit-Form Architecture FINAL Oct 6 22.doc

### Supporting Documents

CAA Restructure Faculty List With Courses FINAL OCT 6 22.xlsx  
 CAA Org Chart Fall 2022 FINAL.pdf  
 CAAOrgChart\_New3DepartmentStructure\_OCT\_14\_2022.pdf  
 CAA Restructure Faculty Participation Information Final.docx

CAA Town Hall AGENDA\_v3 (002).docx  
CAA Structure Ad Hoc Committee Report\_061220.pdf  
CAA Restructure Information 2ab.docx  
2021 CAA Restructuring Survey of Staff and Faculty.xlsx  
Budget\_Proposal\_Form\_Architecture.xlsx

**Reviewer Comments**

**Theodore Unzicker (tunzicker) (Tue, 08 Nov 2022 22:54:26 GMT):** Per UCC, proposal shouldn't be forwarded to Faculty Senate until final names are determined.

Key: 70



Institutional Tracking No. \_\_\_\_\_

# Idaho State Board of Education

## PROPOSAL FORM

Instructional and Administrative Units

Date of Proposal Submission:	February 16, 2022
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Art and Architecture
Name of Department(s) or Area(s):	Architecture Program
Title of Proposed Unit	Department of Architecture
Proposed Implementation Date:	July 1, 2023

Indicate whether this request is either of the following:

New Administrative Unit

New Instructional Unit

\_\_\_\_\_  
College Dean Date

\_\_\_\_\_  
Vice President for Research (as applicable) Date

\_\_\_\_\_  
Graduate Dean (as applicable) Date

\_\_\_\_\_  
OSBE Program Manager/IDCTE Director,  
Program Services Date

\_\_\_\_\_  
FVP/Chief Fiscal Officer Date

\_\_\_\_\_  
State Administrator, IDCTE Date

\_\_\_\_\_  
Provost/VP for Instruction Date

\_\_\_\_\_  
Chief Financial Officer, OSBE Date

\_\_\_\_\_  
President Date

\_\_\_\_\_  
Chief Academic Officer, OSBE Date

\_\_\_\_\_  
SBOE/Executive Director or Designee Approval Date

## 1. What are the goals and objectives for the new unit?

The College of Art and Architecture (CAA) has a unique organizational structure within the context of the University: it is composed of one department (Department of Art and Architecture) that includes five programs (Architecture, Art + Design, Interior Architecture and Design, Landscape Architecture, and Virtual Technology and Design). This organization was implemented in 2012 to encourage collaboration and integration; however, this structure has not been efficient for important University procedures and processes, such as those initiated by the Registrar's Office, Enrollment Management, the Provost's Office, and Institutional Assessment. In order to address these inefficiencies and initiate a governance structure that dovetails with the University structure overall (aligning the units of CAA with the rest of the units across campus) and to address the budget reduction implemented in 2020, CAA proposes restructuring from one broad department (Department of Art and Architecture) into three focused departments.

Proposed Structure:

1. Department of Art and Architecture (existing, name change submitted)  
New composition of three existing programs: 1) Interior Architecture and Design, 2) Landscape Architecture, and 3) Virtual Technology and Design.
2. Department of Architecture (new department)  
Architecture program
3. Department of Art + Design (new department)  
Art + Design program

In addition to increasing alignment and efficiency with university and college processes additional goals for the restructuring include: 1) relieve faculty from small units (3 and 5 persons) from numerous service commitments and allow an increased focus on teaching and scholarship, 2) increase leadership opportunities within programs and departments, and 3) reduce administrative costs (the five-program model was supported with five program head stipends equivalent to department chair stipends).

The three-department model requires three department chair stipends along with two modest program director stipends resulting in a savings of approximately \$10,708 (from the original stipend of 15% of base salary per program head for a total of \$61,292 in FY 2021. The savings amount is factored on the current base salary plus a 15% administrative stipend, which would be \$65,708). Our new three-department model will cost an estimated \$55,000.

**This proposal is to create the *Department of Architecture*. The department will have 12 faculty (11 instructional and 1 research scientist). Administrative support is centrally provided by the college office.**

Objectives are:

1. Greater efficiencies within the university system. Currently as one large department, university systems including Banner do not always acknowledge individual programs and data is not readily available. An attempt was made over three years ago to address this issue with various administrative offices on campus including the Registrar's and Institutional Assessment. However, with the current operating systems it was not feasible to support CAA's unique

needs.

2. With smaller faculty size leadership opportunities are limited to tenured faculty, and this change allows for a tenured faculty member to serve as a Department Chair (taking on the responsibility of university processes including Promotion and Tenure and Annual Evaluations) while an untenured faculty may serve as a Program Director and focus on curriculum design, content, and accreditation requirements.
3. Support CAA budget reduction (reducing total leadership costs by \$10,708).

**2. What is the relationship of the unit to the university's mission and priorities? Is the unit involved in instruction and if so, to what extent?**

Architecture is cited as a land grant mission of the University of Idaho. The BS Arch, the only four-year architecture degree in the state, prepares students to enter UI's professional M.Arch degree. The M.Arch, the only NAAB-accredited architecture degree in Idaho, provides graduates with credentials to take the national Architecture Registration Exam to become licensed architects. The integrated, seamless BS Arch/M Arch curriculum addresses complex problems in a rapidly changing world, delivers a cutting-edge, socially conscious, and sustainable design education in the fastest growing state in the nation, and produces qualified designers and researchers who contribute to the built environment of Idaho, the Northwest, and the world.

The Department of Architecture also supports the university's vision through expanding the institution's vision for community engagement, economic impact, and in providing access to qualified students of all backgrounds.

The department is also integral to CAA's Vision and Mission:

**Vision:**

The College of Art and Architecture strives to empower the next generation of artists and designers to positively impact a rapidly changing world and one of the fastest growing states in the nation. We design with communities and industry partners, we conduct hands-on research, and we infuse our work with empathy, storytelling, placemaking and the utmost creativity.

**Mission**

Delivering on the university's land-grant mission, the College of Art and Architecture contributes to the well-being of statewide and global communities through innovative design education that safeguards sustainability, economic resiliency, cultural vibrancy and the common good. Our faculty and graduates' leading-edge work emerges from an arts foundation and strong commitment to design integration — and results in built, cultural, natural, and virtual environments that enrich our communities and our world.

**3. What is the demand for the unit's services? What population will the unit serve?**

The unit serves the Architecture Engineering and Construction Industry (AEC) within the state of Idaho and region. Graduates are in high demand to support the growth economy and state population increase. The Pacific Northwest and Intermountain West are also growing economies and graduates secure jobs in major population centers, including Boise, Spokane/Coeur d'Alene, Seattle, Portland, and Salt Lake City.

The programs within the proposed department have experienced a combined 61% increase in the past five years and include.

-Bachelor of Science in Architecture (B.S. Arch)  
Approximately 221 students

-Master of Architecture (M.Arch, the NAAB-accredited professional degree.)  
Approximately 89 students

-Master of Integrated Architecture and Design (MSIAD)  
Approximately 6 students

-Minor in Architecture (18 credits)

#### **4. Describe the proposed unit's organizational structure.**

The unit will reside in the College of Art and Architecture and have department chair (and program directors as needed and supported by department operations funding or identified as a service component). \*

\*See attached CAA organizational chart.

#### **5. What targets have been set to assess the proposed unit's success in achieving objectives?**

1. Institutional data sets from all areas including assessment, enrollment management, provost's office, etc. will mirror other colleges in the university allowing for accurate comparisons.
2. Increased leadership opportunities and enhanced responsibilities with the department and program.
3. Continuing National Architectural Accrediting Board (NAAB) accreditation.
4. Budget reduction (reducing college leadership costs).

#### **6. Briefly describe the processes that will demonstrate the quality of the unit.**

- Development of student work that fulfills the standards of NAAB accreditation assessment criteria
- Winning regional, national, and international architecture and design awards
- Signature program—Design-Build, Idaho Architecture Collaborative—visibility and community impact
- Faculty success with the promotion and tenure process
- Faculty recognized for scholarship/research products
- Continued research impacts at the IDL in supporting business and industry in the state.



- Successful percentage of graduates completing the NCARB exam

**7. Indicate the number of students, businesses, industries, and/or other clients to be served by this unit. Include a description of faculty participation and student involvement in the unit if applicable.**

Architecture is a growing program at the University with over 300 students. The department will continue the statewide mission of the program to positively impact communities through service-learning/community outreach projects focusing on enhancing life quality through design; it will prepare, and graduate students poised to enter a thriving and competitive architectural job market.

Faculty are an integral part this preparation, offering rigorous lessons in thinking and making architecture in the design studio and classroom, developing transformative “real-world” learning experiences to students, and engaging in research focused on: developing sustainable building materials and more efficient building practices, the importance of cultural and environmental awareness, behavioral considerations of the built environment, the health, welfare, and safety of building users, and enhanced thermal performance of buildings.

Students will continue to not only hone their own architectural abilities as defined and delivered through the professional curriculum, but also remain active participants in departmental research projects and entrepreneurial endeavors.

**8. Financial Impact: Using the budget template, provide a narrative budget summarizing the needs and requirements for implementing the new unit.**

This new unit will support increased efficiency, streamline university and college processes and result in a savings of \$10,708 for the college (factored on the formula of 15% of program head base salary which today would equal \$65,708). CAA chose to restructure based on academic needs, but also as part of our budget reduction plan in 2020.

Department Chair Stipends: 3 at \$15,000 ea. = \$45,000

Program Director Stipends for 3-unit department: 2 at \$5,000 ea. = \$10,000

Total Stipend Cost: \$55,000

Previous program head stipends were 15% of the base faculty salaries of those serving in the positions for a total of \$61,292 in FY21.

Refer to budget template for department and program budgets. Note: Fringe benefit costs are included in the attached budget template, but not included in the example above. A modest increase is included for each fiscal year represented.

## CAA DEPARTMENT RESTRUCTURE- FACULTY/Course Info.

### DEPARTMENT 1- ARCHITECTURE

	<b>Orgn</b>	<b>Orgn Title</b>	<b>Vandal ID</b>	<b>Employee</b>	<b>Title</b>	<b>Faculty Rank</b>	<b>Classes</b>						
ARCHITECTURE	894	Architecture	V01212971	Teal, Randall	Program Director	Professor	Arch 151	Arch 361	Arch 423	Arch 499	Arch 520	Arch 574	
ARCHITECTURE	894	Architecture	V01067601	Brehm, Matthew	Regular Faculty	Professor	Arch 154	Arch 362	Arch 430	Arch 500	Arch 521	Arch 575	
ARCHITECTURE	894	Architecture	V00646028	Carver, Dwaine	Regular Faculty	Assistant Professor	Arch 200	Arch 385	Arch 431	Arch 501	Arch 522	Arch 580	
ARCHITECTURE	894	Architecture	V00007073	Haglund, Bruce	Regular Faculty	Distinguished Professor	Arch 203	Arch 386	Arch 454	Arch 502	Arch 523	Arch 585	
ARCHITECTURE	894	Architecture	V00808605	Hu, Xiao	Regular Faculty	Associate Professor	Arch 204	Arch 388	Arch 461	Arch 503	Arch 552	Arch 598	
ARCHITECTURE	894	Architecture	V00603364	Lawrence, Scott	Regular Faculty	Assistant Professor	Arch 243	Arch 400	Arch 463	Arch 504	Arch 553	Arch 599	
ARCHITECTURE	894	Architecture	V00487886	Manrique Hoyos, Carolina	Regular Faculty	Associate Professor	Arch 253	Arch 403	Arch 463L	Arch 505	Arch 554		
ARCHITECTURE	894	Architecture	V00570103	Marshall, Anne	Regular Faculty	Professor	Arch 254	Arch 410	Arch 464	Arch 510	Arch 556		
ARCHITECTURE	894	Architecture	V00088543	Mead, Phillip	Regular Faculty	Associate Professor	Arch 257	Arch 411	Arch 464L	Arch 511	Arch 558		
ARCHITECTURE	894	Architecture	V00883746	Rakich, Amy	Regular Faculty	Assistant Professor	Arch 266	Arch 416	Arch 475	Arch 514	Arch 568		
ARCHITECTURE	894	Architecture	V00708592	Barakat, Hala	Regular Faculty	Assistant Professor	Arch 353	Arch 421	Arch 483	Arch 516	Arch 570		
INTEGRATED DESIGN LAB/Architecture	849	AA Integrated Design Lab	V01130929	Woods, Lindsay	Program Director	Assistant Professor	Arch 354	Arch 422	Arch 498	Arch 517	Arch 571		

### DEPARTMENT 2- ART & DESIGN

	<b>Orgn</b>	<b>Orgn Title</b>	<b>Vandal ID</b>	<b>Employee</b>	<b>Title</b>	<b>Faculty Rank</b>	<b>Classes</b>							
ART & DESIGN	863	Art & Design	V00571516	Keim, Delphine	Program Director	Professor	Art 100	Art 205	Art 251	Art 322	Art 400	Art 495	Art 505	Art 598
ART & DESIGN	863	Art & Design	V00013062	Carter, Val	Instructor Faculty	Senior Instructor	Art 110	Art 211	Art 261	Art 323	Art 403	Art 497	Art 507	Art 599
ART & DESIGN	863	Art & Design	V00405940	Doyle, Joe	Regular Faculty	Associate Professor	Art 111	Art 213	Art 271	Art 330	Art 404	Art 498	Art 508	
ART & DESIGN	863	Art & Design	V00659850	Gosse, Johanna	Regular Faculty	Assistant Professor	Art 112	Art 216	Art 272	Art 340	Art 405	Art 499	Art 513	
ART & DESIGN	863	Art & Design	V00553627	Gottwald, David	Regular Faculty	Assistant Professor	Art 121	Art 217	Art 280	Art 350	Art 407	Art 500	Art 515	
ART & DESIGN	863	Art & Design	V00404557	Isenbarger, Stacy	Regular Faculty	Associate Professor	Art 122	Art 221	Art 299	Art 360	Art 409	Art 501	Art 516	
ART & DESIGN	863	Art & Design	V00864511	Johnson, Aaron	Regular Faculty	Assistant Professor	Art 200	Art 222	Art 302	Art 370	Art 410	Art 502	Art 521	
ART & DESIGN	863	Art & Design	V00468642	Sonnichsen, Michael	Regular Faculty	Associate Professor	Art 203	Art 231	Art 303	Art 373	Art 488	Art 503	Art 590	
ART & DESIGN	863	Art & Design	V01066717	Turner-Rahman, Gregory	Regular Faculty	Associate Professor	Art 204	Art 241	Art 321	Art 380	Art 490	Art 504	Art 597	
ART & DESIGN	863	Art & Design	V00437001	McCleary, Lauren	Clinical Faculty	Assistant Professor								

### DEPARTMENT 3- Department of Design

	<b>Orgn</b>	<b>Orgn Title</b>	<b>Vandal ID</b>	<b>Employee</b>	<b>Title</b>	<b>Faculty Rank</b>	<b>Classes</b>							
INTERIOR ARCHITECTURE AND DESIGN	867	Interior Architecture and Design	V00099906	Awwad-Rafferty, Rula	Program Director	Professor	IAD 151	IAD 231	IAD 299	IAD 368	IAD 415	IAD 498		
INTERIOR ARCHITECTURE AND DESIGN	867	Interior Architecture and Design	V00761104	De Silva, Tharique	Regular Faculty	Assistant Professor	IAD 152	IAD 244	IAD 332	IAD 400	IAD 417	IAD 499		
INTERIOR ARCHITECTURE AND DESIGN	867	Interior Architecture and Design	V00000446	Anderson, Miranda	Clinical Faculty	Associate Professor	IAD 200	IAD 254	IAD 344	IAD 403	IAD 443			
INTERIOR ARCHITECTURE AND DESIGN	867	Interior Architecture and Design	V00844244	Corry, Shauna	Dean	Associate Professor	IAD 203	IAD 281	IAD 351	IAD 404	IAD 451			
							IAD 204	IAD 282	IAD 352	IAD 410	IAD 452			
LANDSCAPE ARCHITECTURE	899	Landscape Architecture	V00554501	Sini, Raffaella	Regular Faculty	Associate Professor	Larc 150	Larc 253	Larc 353	Larc 390	Larc 463	Larc 499	Larc 548	Larc 597
LANDSCAPE ARCHITECTURE	899	Landscape Architecture	V00908462	Alessa, Lilian	Research Faculty	Professor	Larc 151	Larc 254	Larc 355	Larc 395	Larc 465	Larc 500	Larc 549	Larc 598
LANDSCAPE ARCHITECTURE	899	Landscape Architecture	V00430930	Kliskey, Andrew	Director	Professor	Larc 154	Larc 288	Larc 358	Larc 400	Larc 480	Larc 501	Larc 554	Larc 599
LANDSCAPE ARCHITECTURE	899	Landscape Architecture		Vacant	Regular Faculty	TBD	Larc 200	Larc 289	Larc 363	Larc 403	Larc 481	Larc 502	Larc 555	
LANDSCAPE ARCHITECTURE	899	Landscape Architecture		Vacant *requesting change from TT	Clinical Faculty	TBD	Larc 203	Larc 298	Larc 364	Larc 404	Larc 488	Larc 503	Larc 556	
							Larc 204	Larc 299	Larc 365	Larc 440	Larc 489	Larc 504	Larc 558	
							Larc 210	Larc 310	Larc 380	Larc 441	Larc 491	Larc 510	Larc 562	

Larc 251 Larc 340 Larc 382 Larc 453 Larc 495 Larc 512 Larc 564  
 Larc 252 Larc 341 Larc 389 Larc 455 Larc 498 Larc 520 Larc 589

VIRTUAL TECHNOLOGY AND DESIGN	790 Virtual Technology and Design	V00553017	Gauthier, Jean-Marc	Program Director	Associate Professor	VTD 101	VTD 154	VTD 253	VTD 367	VTD 457
VIRTUAL TECHNOLOGY AND DESIGN	790 Virtual Technology and Design	V00008716	Cleveley, C.	Instructor Faculty	Senior Instructor	VTD 151	VTD 154L	VTD 254	VTD 372	VTD 458
VIRTUAL TECHNOLOGY AND DESIGN	790 Virtual Technology and Design	V00011245	Anderson, John	Regular Faculty	Professor	VTD 151L	VTD 200	VTD 271	VTD 380	VTD 497
VIRTUAL TECHNOLOGY AND DESIGN	790 Virtual Technology and Design	V00896441	Kurdi, Yumna	Regular Faculty	Assistant Professor	VTD 152	VTD 201	VTD 299	VTD 398	VTD 499
VIRTUAL TECHNOLOGY AND DESIGN	790 Virtual Technology and Design	V00776745	Bird, Rayce	Clinical Faculty	Associate Professor	VTD 152L	VTD 204	VTD 301	VTD 400	VTD 504
VIRTUAL TECHNOLOGY AND DESIGN	790 Virtual Technology and Design	V00782550	Lew, Roger	Research Faculty	Associate Professor	VTD 153	VTD 245	VTD 355	VTD 404	
						VTD 153L	VTD 246	VTD 356	VTD 425	

# COLLEGE OF ART AND ARCHITECTURE



**Dean**  
Dr. Shauna Corry

Fall 2022

## Academic Units

**Architecture**  
Dr. Randall Teal  
Program Head  
11 Faculty  
316 Students

**Art + Design**  
Delphine Keim  
Program Head  
9 Faculty  
95 Students

**Interior Architecture & Design**  
Dr. Rula Awwad-Rafferty  
Program Head  
3 Faculty  
117 Students

**Landscape Architecture**  
Dr. Raffaella Sini  
Interim Program Head  
5 Faculty  
28 Students

**Virtual Technology & Design**  
Jean-Marc Gauthier  
Program Head  
5 Faculty  
115 Students

## Administrative Support

**Dean's Office Staff**  
Kim Osborne, Director of Admin and Fiscal Operations  
Joan Jones, Dean's Assistant/Project Manager .50  
Rebecca Cromwell, Recruitment and Retention Coordinator  
Quinn Kendall, Administrative Assistant  
Mandi , Grants Specialist .50\*  
Amanda Myron, Admin/Fiscal Specialist  
Sandi Klingler, Academic Program Coordinator  
Technology Assistant  
Lissett .5 Web Coordinator \*  
Hannah Finkas-Ganders, Director of Development \*

\*split appointments or funding provided by other units

## Research Units

**Integrated Design Lab**  
Damon Woods  
Director

**Center for Resilient Communities**  
Dr. Lillian Alessa  
Dr. Andrew Kliskey  
Co-Directors

## Other CAA Units- Shop/Center

**Computer Studio**  
Vacant  
**Design Resource Center**  
Miranda Anderson  
Director

**Technical Shops**  
David Schmidt  
Director

**Urban Design Center**  
NA

**Prichard Gallery**  
Vacant

**CAA Support Staff**  
Claire Brundage, Academic Advisor  
Jen Smith, Career Advising Liaison \*  
Reilly Cisco, Technology Solutions Partner \*  
Maria , Marketing Manager\*  
David Johnson, Writer\*  
\* funding provided by other units



Proposed Structure

Dean

Departments

Administrative Support

**Architecture Dept.**  
Department Chair  
1 Program Director  
12 Faculty  
316 Students

**Design Dept.  
IAD/LArch/ VTD Dept.**  
Department Chair  
3 Program Directors  
15 Faculty  
260 Students

**Art & Design Dept.**  
Department Chair  
1 Program Director  
10 Faculty  
95 Students

**Dean's Office Staff**  
Director of Admin and Fiscal Operations  
Dean's Assistant/Project Manager .50 /Temporary  
Recruitment and Retention Coordinator  
Administrative Assistant  
Grants Specialist .50 \*  
Admin/Fiscal Specialist  
Academic Program Coordinator  
Technology Assistant/Temporary  
.5 Web Coordinator \*  
Director of Development \*  
FTE TBD- Communications Manager\*  
  
\*split appointments

Research Units

**Integrated Design Lab-Boise**  
1 Director  
2 Research Scientists

**Center for Resilient Communities**  
Director \*Shared Role  
2 Research Faculty  
Program Specialist

**CAA Support Staff**  
1 Academic Advisor\*  
.5 Career Advising Liaison \*  
1 Technology Solutions Partner \*  
Marketing Manager\*  
Writer\*  
  
\* funding provided by other units

Other CAA Units- Shop/Center

**Computer Studio**  
Technology Assistant

**Technical Shops**  
Director  
1 Tech Shop Instructional Assistant (.50)

**Urban Design Center-Boise**  
Architecture – Interior Architecture & Design – Landscape Architecture  
.50 Administrative Assistant

**Prichard Gallery**

CAA leadership began the discussion to change our structure during Provost John Wiencek's tenure. Our focus was on becoming more efficient in terms of college management and within the University system while supporting small programs in faculty service responsibilities (allowing for more time to devote to teaching or research). We began discussions with the faculty during our All-College meetings (held twice a semester) and an Ad Hoc Committee was developed by the faculty to explore restructure possibilities. Landscape Architecture assistant professor, Dan Cronan, and Virtual Design and Technology associate professor Jean-Marc Gauthier chaired the committee. Meetings were held with all faculty and staff invited to join and one of the meetings separated the junior faculty and the senior faculty to encourage open and honest communication. The committee leaders authored a report outlining strengths, weaknesses, opportunities, and threats (SWOT analysis), as well as structure models, and next steps that was shared college wide.

Beginning Fall Semester of 2021, Dean Corry convened three Town Hall Meetings to refine possible structure ideas and program leaders were requested to meet with each other (Art + Design called it speed dating) to see what synergies would develop or be capitalized on to help identify preferred structure models.

A snapshot of the refined structure models, leadership responsibilities for Department Chair and Program Director/Heads (accreditation requirements for all programs were reviewed for leadership requirements), administrative search processes following FSH, and possible financial models showing budgetary savings was distributed college wide along with a link to a Qualtrics survey.

The survey asked for feedback on the structure models (varying program combinations), and which model was preferred, a two department or three department model. Twenty-nine people responded to the survey (CAA has approximately thirty-nine faculty and twenty staff depending on the semester). The responses indicated an even split between the two or three department model with a few respondents indicating they preferred to stay the same. Discussions with current Program Heads revealed they preferred to have five departments, but with the choice narrowed down to either the two or three department model the majority preferred the three-department model. CAA Advisory Council discussed the proposed change during the Spring 2022 meeting and initially expressed concerns about program visibility, however after understanding that the programs would continue to be the focus of the website and all recruitment and marketing efforts, they understood the need for great efficiency.

Dean Corry reviewed the responses and process with Provost Lawrence and requested the college go forward with the three-department model informed by the Ad Hoc Committee report, the Town Hall meeting dialog, the survey responses, and discussions with Program Heads, faculty, and staff.

#### Supporting Documentation

- Ad Hoc Committee Report
- Town Hall Agenda
- Qualtrics Survey and Responses
- Process Information Sheet

## CAA Town Hall AGENDA

9/10/20 – 1:00 pm – 2:30 pm

9/16/20 – 9:00 am – 10:30 pm

9/22/20 – 2:00 pm – 3:30 pm

### 1) Town Hall Goals and Focus – 5 minutes

- a) Goals and Objectives of the CAA Town Hall
  - (i) Validate pros & cons, and guiding principles of each model
  - (ii) Gather feedback from those who **could not** participate in the Ad Hoc Committee in Spring 2020
  
- b) Meeting Organization and Participation Request
  - (i) “Raise hand” function in zoom
  
- c) **Overview and Additional Comments per 3 CAA Models**
  - i) 1 Department Model
    - (1) Pros and Cons
    - (2) Guiding Principles
    - (3) Additional Comment Period:  
**\*\*Prompt:** *How do we operate and how are we evaluated?*
  
  - ii) 2 Department Model
    - (1) Pros and Cons
    - (2) Guiding Principles
    - (3) Additional Comment Period:  
**\*\*Prompt:** *How do we operate and how are we evaluated?*
  
  - iii) 3 Department Model
    - (1) Pros and Cons
    - (2) Guiding Principles
    - (3) Additional Comment Period:  
**\*\*Prompt:** *How do we operate and how are we evaluated?*

### 2) Discussion: What can we learn from our current situation?

- a) **Leadership** - How do you see leadership with each model?
- b) **Integration** – How might you see program integration with each model?
- c) **Land Grant Mission** - How do you envision teaching, research, and service with each of these models?

**\*\*\*Please take the opportunity to fill out the anonymous questionnaire in the link below:**

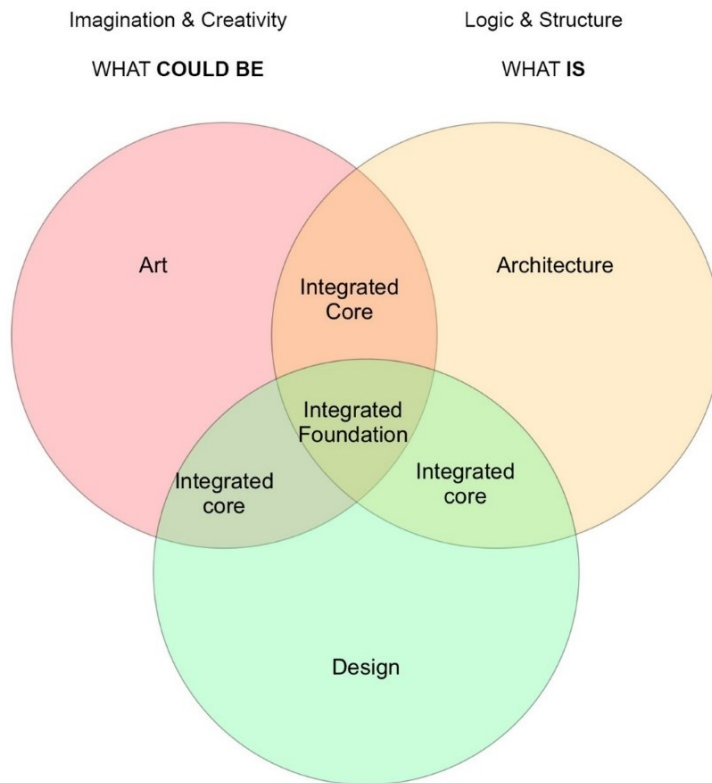
[https://uidaho.co1.qualtrics.com/jfe/form/SV\\_0H5plVmaWb44UQZ](https://uidaho.co1.qualtrics.com/jfe/form/SV_0H5plVmaWb44UQZ)

## I. CHARGE:

The Faculty of the College of Art & Architecture at the University of Idaho was charged with a need to determine models of integration, with budgetary constraints, best-suited to meet the needs of all programs: *Architecture, Art and Design, Interior Architecture & Design, Landscape Architecture, and Virtual Technology and Design*. The following report describes the charge, the committee's process, and recommendations to move forward.

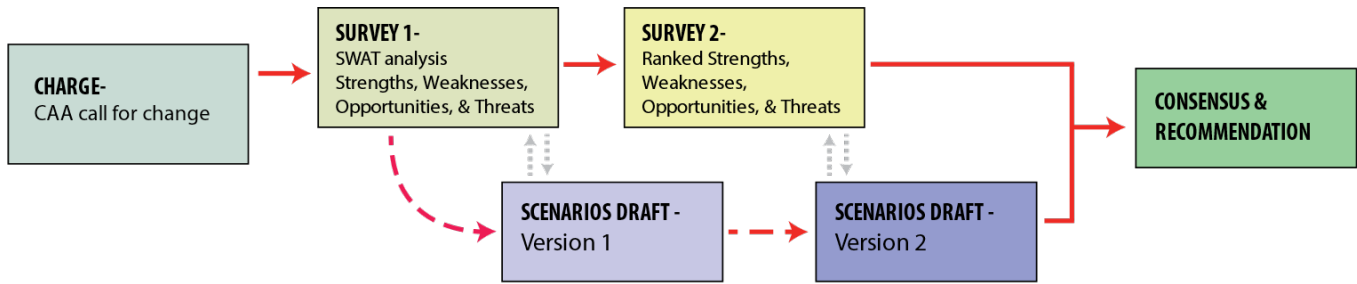
## II. TIMELINE & CHARGE ITEMS: 04/23/2020 - 05/28/2020

1. **Tasks identified** - need for change and determination of change
2. **Possibilities:** Greater integration, depth of leadership opportunities, less committee work, etc.
3. **Concerns:** Loss of Autonomy, loss of identity, loss of voices heard from individuals within the College of Art & Architecture
4. **Financial Considerations:** extremely tight budget and reorganization is part of the plan
5. **Timeline: 4.5 weeks;** may require SBOE/NWCCU notification or approval; October 1 deadline if this approval is required



**Figure 1. Conceptual Diagram of the CAA current model.** This diagram illustrates the pillars of CAA and the integrated cores and foundations synthesizing strengths and opportunities within the College.





### III. PROCESS

A Delphi Method was used to assess current understandings, evaluate threats and opportunities, and established consensus among committee members. The results of this process intend to inform ACT and the Dean of the College of Art & Architecture. The Delphi Method aims to iteratively collect feedback from committee members through iterative survey instruments and verbal statements made during committee meetings. This method was selected as it is a systematic method for obtaining, exchanging, and developing informed opinions on an issue which can potentially inform consensus from a group (Landeta, 2006; Kittell-Limerick, 2005; Listone, 1975).

**Figure 2. Ad Hoc Committee Process Diagram.** The Committee utilized the Delphi process to inform scenarios and their implications based on iterative survey instruments.

### IV. SCENARIOS

#### a. SCENARIO 1: IMPLEMENTED INTEGRATION OF CURRENT MODEL

- i. **Description:** Improved Current Model with strategic planning; find/create efficiencies through improved integration
  - 5 programs
  - Eliminate \$40K - \$67K in stipend spending
  - Remainder of stipends pooled and shared 5 ways or other revision of stipend distribution
  - One Department w/ 5 program heads
- ii. **Pros**
  - Straightforward Solution
  - Retains Program Autonomy  
Allows for self-determined program growth as identified in strategic planning efforts
- iii. **Cons**
  - Smaller programs may be endangered - perceived to be more so than is actually the case; small programs are not protected by department structure
  - Lack of depth
  - Larger amount of pressure on chairs - Lack of balance with Program head
  - Programs are Autonomous but separate in decision-making

**iv. Guiding Principles: Improvements and Solutions to Address Issues & Weaknesses**

**\*\*NOTE:** Solutions are meant to inform decision-making and strategies forward. These solutions are not meant to be prescriptive but rather for aspirational guidance.

- **FIRST STEP:** Need for implementation strategy for integration
  - Increased shared teaching/instruction – need for foundations – reassignment of roles, structures; expand cross-disciplinary course offerings and delivery where there is disciplinary overlap
  - Crucial to look at strengths of faculty, bylaws and policies that we have
- Need for addressing misconceptions/ issues with current model
- Potential for Associate Dean Roles (e.g. Assoc. Dean of Research, Assoc. Dean of Instruction, Assoc. Dean of Student Affairs, etc.)
  - Assoc. Dean can provide oversight over all programs
  - Provide insight for integration
  - Shared responsibilities
  - Mapping Benefits of Entire College
  - Possibly Rotating Roles/ Responsibilities – (e.g. college-based integration strategies)
- **BUDGET:** Sliding Scale of Stipends per Program
- Integrated Core Areas
  - New Degrees, Certificate Programs
  - Non-professional UG degree that could be a feeder to grad programs
- Need for keeping program autonomy & retaining/ operationalizing faculty resources
- Find cross- college efficiencies as a strategy

**b. SCENARIO 2: TWO DEPARTMENT MODEL**

**i. Pros**

- Logical Solution (JUSTIFICATION: combined strengths, similar definitions)
- Shared/Similar Accrediting bodies in the case of Art, Design, VTD; not true of Arch, IAD, LA
- Boise programs retain connectivity
- Shared concepts, ideas – possibilities for recruitment, retainment, grad opportunities
- Opportunities for coordination/alignment (curriculum, seminars, organization, etc.)
- organizes us in Arts and sciences (BS,BA .. etc)

**ii. Cons**

- Feared loss of autonomy
- Each program acting as an armature: ie. Overarching curriculum decisions
- Question of amount of savings - program administrators are still needed for certain accredited programs
- Interdisciplinary Collaboration may be hindered
- Influence recruitment and retention – would all programs receive equal focus in recruiting efforts?
- Fiscal issues may impact Faculty Cohorts
- Impedes on total college integration

- Loss of discipline-based connections to alums, professional groups could impact fundraising, student activities and opportunities
- gives a logical line to cut in the future, not a unified group. one in the future may receive preference

**iii. Guiding Principles: Solutions/Stipulations**

- bylaws must be set, accreditation standards/ considerations
- Areas of Concentration, Emphasis Areas (SWARM Model) – but with teeth - “At Home” – Emphasis Area, Area of Concentration
- Consideration of what the home base is for accreditation standards
- Scheduled Thematic Seminars
- Crucial to look at strengths of faculty, bylaws and policies that we have
- Faculty fatigue consideration – Strategy to reduce teaching loads

**c. SCENARIO 3: THREE DEPARTMENT MODEL**

**i. Description:**

- Three Departments
- Each Department contains multiple Programs
- 3 chairs | multiple program heads | possible Associate Chair

**ii. Pros**

- Added value for student success (well-rounded integrated education) – Preparing creative professionals
- Shared balance – more equal representation of all programs
- Visibility and branding
- Allows for integration of other units (across the university e.g. theatre)
- Maintains experience / knowledge base for accreditation, and administrative capacity for each program’s strategic planning

**iii. Cons**

- Added cost (3 chairs, Associate dean)
- More work for program chairs and associate dean
- Not a unified group. one in the future may receive preference or be exposed to risk

**V. RECOMMEDATION for NEXT STEPS**

**a. Proposal for Academic Year 2020 – 2021**

**i. Ad Hoc Committee as standing committee for **FALL 2020 & SPRING 2021****

**ii. PROPOSED AGENDA:**

1. Analyze Risks, Opportunities and costs per Scenario
2. Determine Implementation Strategy
3. Create Phased Strategic Plan

**Sources:**

Kittell-Limerick, P. (2005). Perceived barriers to completion of the academic doctorate: A Delphi study. Texas: Texas A&M University-Commerce.

Landeta, J. (2006). Current validity of the Delphi method in social sciences. *Technological Forecasting & Social Change*, 73(5), 467-482.

Listone, H. A., & Turoff, M. (1975). Introduction to the Delphi method: Techniques and applications. In H.A. Linstone & M. Turoff (Eds.), *The Delphi method: techniques and applications* (pp. 3-12). Reading, MA: Addison-Wesley Publishing Company, pp. 3-12.

## CAA Restructure Information: Moving from Programs to Departments 1/7/22

Thank you for everyone's engagement in this process. It has been a long one, beginning with a desire to work more efficiently within the university and college by moving to departments, followed by the need to address our budget reduction. We are now nearing completion and looking forward to meeting our goals of:

1. Increasing efficiency within the University structure
2. Addressing our college need to decrease committee work, and enhance opportunities for leadership development
3. Budget Reduction commitment

### **Leadership:**

Once a structure (2 or 3 department mode and the programs that make up each one) is determined we will follow the Faculty Staff Handbook and our CAA Bylaws for determining Department Chairs and Program Heads/Coordinators:

### **Department Chairs**

#### Determination Process

Department Chairs are confirmed by the Dean based on nominations from the unit committee with approval by the Provost, See E-4. SELECTION OF PERMANENT ADMINISTRATOR. for detailed procedure.

#### Responsibilities

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

- . Manage and develop position descriptions, annual performance evaluations, third year reviews and tenure and promotion recommendations in consultation with Program Heads
- . Schedule classes, assign teaching, and assign classrooms when appropriate in consultation with Program Heads
- . Assign graduate research and teaching assistantships in consultation with Program Heads
- . Recruitment and Retention Management with support from Program Heads
- Other (to be determined)

### **Program Heads/Coordinators (title to be determined)**

#### Determination Process

- Nominations are solicited from the Department Chair from the program faculty
- Program Faculty submit nominees (one or more can be submitted)
- Department Chair makes the determination in consultation with the Dean and the Provost

Responsibilities to Include

Overarching goal is to meet the autonomy needs of accrediting bodies.

- Program leadership and management including curriculum development and management
- Budget and Personnel Management (significant influence in budget management and personnel management to include input in evaluations, hiring, and termination)
- Recruitment and Retention Management
- Accreditation reports and management
- Assessment planning and management
- Facility needs
- Other (to be determined)

**Cost/Savings Estimates:**

Based on our original leadership cost of \$61,000 (for the past two years we have saved approximately \$35,000 per year by reducing all program head salaries to \$7,000) as we go forward with the Department Model each Department Chair will receive either \$15,000 or \$10,000 depending on the configuration of the department.

*Cost Estimate for Two Department Structure*

Department Chair Stipends: \$15,000 ea. = \$30,000

Program Director (name TBD) Stipends: \$2,500\* ea. = \$12,500

Total Cost: \$42,500 – Previous Stipends were 15% of base faculty salary holding position- \$61,292 for FY21- Savings of \$18,792 for new model.

*Cost Estimate for Three Department Structure*

Department Chair Stipends: \$10,000 ea. = \$30,000

Program Director (name TBD) Stipends: \$2,500\* ea. = \$12,500

Total Cost: \$42,500 – Previous Stipends were 15% of base faculty salary holding position- \$61,292 for FY21- Savings of \$18,792 for new model.

\*Summer funds available for Program Heads/Coordinators for accreditation reports/visit preparation

**Possible Scenarios:**

The following are possible scenarios identified in our Town Hall and program meetings along with individual input. These scenarios are not listed in any order of preference nor do the titles reflect a name. Names of the departments will be submitted by the faculty of the departments and follow the curriculum change process.

Current Department Demographics (based on Fall Semester 2021 Institutional Dashboard):

Arch	287 students	(-4 MSIAD)	11 faculty
Art + Design	93 students		10 faculty
IAD	97 students		3 faculty
LArch	34 students		5 faculty
VTD	112 Students	(+4 MSIAD)	5 faculty

**A. 2 departments split by NASAD Accreditation-**

Department 1: Architecture and Landscape Architecture (318 students, 16 faculty)

Department 2: Art + Design, Interior Architecture and Design, Virtual Technology and Design (approximately 306 students, 18 faculty)

Or

**B. 2 departments split by Professional Designation-**

Department 1: Architecture, Landscape Architecture, and Interior Architecture and Design (approx. 415 students, 19 faculty)

Department 2: Art + Design, Virtual Technology and Design (approx. 209 students, 15 faculty)

Or

**C. 3 departments split by feedback-**

Department 1: Architecture (283 students, 11 faculty)

Department 2: Art + Design (93 students, 10 faculty)

Department 3: IAD, Landscape Arch, and VTD (approx. 247 students; 13 faculty)

Or

**D. 3 departments split by feedback-**

Department 1: Architecture (283 students, 11 faculty)

Department 2: Art + Design and Virtual Technology and Design (approx. 209 students, 15 faculty)

Department 3: IAD and Landscape Arch (approx. 131 students; 8 faculty)

**Anticipated Timeline:**

January 21	Structure Determined, current Program Heads notify program faculty; All College Announcement
February 15	Department names determined, and Curriculum changes submitted to Provost's Office and Curriculum Committees
April 15	Department Chairs and Program Heads/Coordinators Determined
June 1	Approved by the SBOE
July 1	Department Structure and Bylaws in effect

## 2021 CAA Restructuring Survey of Staff and Faculty

- 2-Department Configuration 1
  1. Blank
  2. Architecture, Interior Architecture & Design, Landscape Architecture
  3. Architecture, Landscape Architecture
  4. Architecture
  5. Art + Design, Virtual Technology & Design, Interior Architecture & Design, Landscape Architecture
  6. Blank
  7. Virtual Technology & Design, Art + Design
  8. Architecture, Interior Architecture & Design, Landscape Architecture
  9. Architecture
  10. Art + Design, Virtual Technology & Design, Interior Architecture & Design
  11. Architecture
  12. Blank
  13. Architecture, Landscape Architecture, Interior Architecture & Design
  14. Architecture, Interior Architecture & Design, Landscape Architecture
  15. Art + Design, Virtual Technology & Design
  16. Architecture, Art + Design
  17. Architecture, Landscape Architecture, Interior Architecture & Design, Virtual Technology & Design, Art + Design
  18. Art + Design, Virtual Technology & Design
  19. Architecture, Interior Architecture & Design, Landscape Architecture
  20. Architecture, Interior Architecture & Design, Landscape Architecture
  21. Architecture
  22. Architecture, Interior Architecture & Design, Landscape Architecture
  23. Architecture, Interior Architecture & Design, Landscape Architecture
  24. Architecture, Interior Architecture & Design, Landscape Architecture
  25. Architecture, Interior Architecture & Design, Landscape Architecture
  26. Interior Architecture & Design, Architecture, Landscape Architecture
  27. Architecture, Interior Architecture & Design, Landscape Architecture
  28. Landscape Architecture, Architecture, Interior Architecture & Design
- 2- Department Configuration 2
  1. Blank
  2. Art + Design, Virtual Technology & Design
  3. Art + Design, Interior Architecture & Design, Virtual Technology & Design
  4. Art + Design, Virtual Technology & Design, Landscape Architecture, Interior Architecture & Design
  5. Architecture
  6. Blank
  7. Architecture, Landscape Architecture, Interior Architecture & Design
  8. Art + Design, Virtual Technology & Design



9. Art + Design, Virtual Technology & Design, Interior Architecture & Design, Landscape Architecture
  10. Architecture, Landscape Architecture
  11. Art + Design, Interior Architecture & Design, Landscape Architecture, Virtual Technology & Design
  12. Blank
  13. Art + Design, Virtual Technology & Design
  14. Art + Design, Virtual Technology & Design
  15. Architecture, Interior Architecture & Design, Landscape Architecture
  16. Virtual Technology & Design, Interior Architecture & Design, Landscape Architecture
  17. Blank
  18. Architecture, Interior Architecture & Design, Landscape Architecture
  19. Art + Design, Virtual Technology & Design
  20. Art + Design, Virtual Technology & Design
  21. Art + Design, Interior Architecture & Design, Virtual Technology & Design, Landscape Architecture
  22. Art + Design, Virtual Technology & Design
  23. Art + Design, Virtual Technology & Design
  24. Art + Design, Virtual Technology & Design
  25. Art + Design, Virtual Technology & Design
  26. Virtual Technology & Design, Art + Design
  27. Virtual Technology & Design, Art + Design
  28. Virtual Technology & Design, Art + Design
- Potential Challenges?
    1. Blank
    2. Blank
    3. any changes to enrollment could off balance student to staff ratio
    4. Blank
    5. Blank
    6. Blank
    7. A) Feared loss of autonomy  
 B) Each program acting as an armature: ie. Overarching curriculum decisions  
 C) Question of amount of savings - program administrators are still needed for certain accredited programs  
 D) Interdisciplinary Collaboration may be hindered  
 E) Influence recruitment and retention – would all programs receive equal focus in recruiting efforts?  
 F) Fiscal issues may impact Faculty Cohorts  
 G) Impedes on total college integration  
 H) Loss of discipline-based connections to alums, professional groups could impact fundraising, student activities and opportunities  
 I) gives a logical line to cut in the future, not a unified group. one in the future may receive preference

8. Department 2 may have issues working through technology integration. Also, the name of the program is Virtual Technology & Design - not - Virtual Technology and Design.
9. The wide number of disciplines and faculty/ curricular priorities in any configuration would be unwieldy. A two dept model is unnecessary and appears driven by a desire to consolidate chair positions in order to offer a higher stipend for each. The trade off benefits aren't worth the trouble we shouldn't determine chair stipends based on number of departments.
10. If one program is significantly larger than other(s) then the smaller program could feel marginalized. Personality differences in leadership could create challenges.
11. The restructure is unnecessary and detrimental to the college, its programs, faculty, staff, and students. The proposal creates two new administrative positions with no benefit. Under the restructure, faculty and staff would have a chair \*and\* a director with whom to address issues and opportunities. Program directors would ultimately have much the same responsibilities as they do currently but then have the additional administrative layer of a chair between themselves and the dean; faculty would have two such layers. The result will be a reduction in the clarity of each of the programs' missions and goals and the unnecessary diffusion of leadership throughout the college. The restructure proposal is disruptive and counter-productive, all for a negligible cost savings, savings which could easily be accomplished by simply and equitably adjusting individual program administrative costs.
12. A. the two department option does not make any further saving comparing to the three department option.
  - B. There will be many programs with different accreditation requirements are placed together within one department.
  - C. Potentially, smaller unit in one department with larger unit may start to loose its autonomy and identity.
  - D. The two department option makes our college look like a smaller unit in the eyes of the whole university community. This may bring potential risks when there is a push for reducing the college structures on campus during challenging times.
13. Blank
14. Blank
15. The only issue I can see with this is that Architecture is such a large program, that combining it with IAD and Larch would make it a large department. Therefore, making it more challenging to run (and over powering) than the other ones. I could also see it causing issues with the mentality of views. There is a certain attitude that some Architecture personnel have that might clash with IAD and Larch. In another way of thinking, it might encourage them to "play nice".
16. Personalities
17. We are one department now that is trying to function as 5 independent departments. The last all College meeting we held in 2020 discussing potential re-configuration we concluded that it would be in the College's best interest to explore how to make one department work rather

than spend more money to divide programs. There has not been much effort to make this model work since the reformation of CAA and we should start here first.

The Department Chair of the 5 programs would function similarly to an Associate Dean level role working with the individual program heads to help administer our degree programs. All of our programs make significant impacts on the students experience but more work is needed to bring the faculty and curriculum together to reinforce this notion of design integration.

Challenges: Mutual Understanding across CAA, Academic Degree Bias, willingness to integrate. I see very little value in a two department model which has historically been the configuration of CAA prior to its dissolution into CLASS. I am not nostalgic and witnessed several issues of a two department model for power control of CAA resources. If we do go with a two department model I see no way around associating our Science based programs with each other from Art based programs which would significantly put Art in a disadvantage within the larger CAA. Integrated within one department shows we integrate Art into our Science and our Science into our Arts.

18. Blank

19. It is my understanding in conversation and from lived experience as former chair of VTD that VTD doesn't potentially want to combine with A+D because it might impact their grant-getting opportunities. While there is a wee modicum of truth in this, it was really more of a concern when Kyle was on faculty. I am not sure that is really a concern now.

Additionally, I think certain faculty view A+D as antiquated and a combination as problematic for their image. This, I argue, is short-sighted and not really true. There is actually some really interesting opportunities and A+D are eagerly using or want to use new media tools and techniques. A+D faculty have expressed genuine interest in working with VTD. Ironically, it is the VTD faculty unable to envision cool new opportunities.

For the other programs, I know that IAD and Landscape feel that they will be subsumed by Architecture and their needs will be lost.

20. At the college level, the challenge will depend greatly on the willingness of the Department Chairs to work constructively with the Dean to build and buy into a collective vision. Trust, respect and candid communication are key. At the department level, program rivalries could flare up until the anxiety of the unknown recedes. Department heads will have to lead faculty they don't know well. Trust will have to be developed. Faculty will take cues from their leaders on living into and developing the specifics of our new configuration. The potential for individual behavior undermining a collective vision exists. This is probably true no matter what our new configuration is. Inclusive visioning will be key. At the program level, I can imagine faculty venting concerns to the people they know best. Program directors will need to be good listeners and bring concerns to the Chairs.

21. CAA criteria for restructuring is mostly based in budget, number of faculty and students' numbers. Architecture has enough growth and demonstrated positive performance trend that it can stand as an autonomous Department-1. The TWO Department scenario diminishes autonomy of units merged and increases difficulty for a Department-2 Chair to manage the

diverse programs (all other units would need to be merged in order to keep Architecture as an autonomous unit). This scenario blurs the presence of leadership advocating for each merged program in CAA committees and diminishes the opportunities of diverse leadership in CAA and Uofl overall.

22. The only potential problems I can imagine would be chain of command/ administrative. How are decisions being made in relationship to each department. With two Chairs I could see some people feeling underrepresented. I really feel like this whole process really won't change anything other than chain of command. If we have people in those positions that are willing to work with multiple departments and will listen and fight for the needs of department Heads under them I see no problems.

23. personality issues for some, differing tools, equipment, and space utilization in D2, leadership positions may have to develop the trust of newer managed programs

24. All three Arch disciplines continually stress that their professional accreditation standards have certain requirements for autonomy, though I have never seen any satisfactory evidence to this effect. Combining them will subvert this (if such policies exist). The coursework and scholarship adjacencies in VTD and Art + Design make sense for the design emphasis areas of the BFA program. However, the VTD program does not seem to see the value of fine arts coursework, despite the fact that guest speakers to the college routinely emphasize that the only students who are employable in these industries are those who can draw and paint as well as they think (despite whatever stellar technological acumen they might possess). Conversely, Art faculty might shy away from closer ties with designers and the design world. It also needs to be noted that there are gendered concerns within the college. VTD is a "boys club" of a male majority student population with 100% male faculty. IAD, conversely, has the opposite student population and nearly the same opposite faculty situation. Granted, there are long-standing intrinsic cultural biases around interior "decorating" being "woman's work" and "Virtual games" being "for boys." We know this is not true and it is less and less true with each passing graduating class. Still, this remains an elephant in the room within our college. More diverse faculty across the board will help shape, in time, a more diverse student population. On the topic of gender, VTD projects (at times subtly, and at other times more directly) a position that the fine arts are also "woman's work" and that combining with Art + Design will "feminize" their department.

25. Blank

26. I foresee some initial hiccups determining who is doing what as faculty and staff get more accustomed to the way programs have been doing things. Finding new efficiencies and grace for each other always takes some time to strengthen, fortify and trust. But with this 2 department model, all get to learn to adapt together and I've always appreciated our College's resilience when asked to do so. I truly believe we can make this work well!

27. college challenges: only two departments, this is not a viable college. Visibility for programs is undermined. If the issue is to reduce committee work, there is n reality no committee work reduction here since the representation on key committees will still be needed, for instance: curriculum committee, recruitment and retention, design days, tenure an promotion: all these

will still need representation from every program ; serious issues of inequity occur, across the board; a program with major student number and faculty number is more in control of major decisions, of budget, even of numbers of students allowed to persist through the gates to second year (and beyond) as happened before.

28. Some faculty may feel in this configuration that they are losing their programs autonomy.

- Potential Benefits

1. Blank
2. This structure aligns with our Boise offerings of the Architecture fields. Also with accreditation and possible new fee structure for Professional Fees.
3. More organization less hierarchy – hopefully
4. Blank
5. Blank
6. Blank
7. This configuration seems to align practice-based professions with similar (however completely different) accreditation standards. This configuration also appears to aggregate smaller programs to benefit the college as a whole.

Pros:

- a) Logical Solution (JUSTIFICATION: combined strengths, similar definitions)
- b) Shared/Similar Accrediting bodies in the case of Art, Design, VTD; Arch, IAD, LA
- c) Boise programs retain connectivity
- d) Shared concepts, ideas – possibilities for recruitment, retainment, grad opportunities
- e) Opportunities for coordination/alignment (curriculum, seminars, organization, etc.)
- f) Organizes us in Arts and sciences (BS,BA .. etc)

8. Not sure

9. None. This is a bad idea

10. Unforeseen opportunities occur when two or more programs merge. Staffing efficiencies.

11. I see no benefits to the college restructure proposed.

12. Blank

13. Blank

14. Blank

15. A benefit for having all the architecture programs in one department is that all those programs are offered in Boise. So it will be easier to group them together and advertise them together because potential and current students can visually group those together based off the idea that they are all related to architecture, and are all offered in Boise. Easy to remember.

Another benefit is that they are all similar fields, therefore will be able to work in the same mindset/vocabulary than students would if they were in Art + Design and VTD. Art + Design and VTD have similarities as well. Ever since there was talk about creating departments, this has seemed like the best option for programs to separate out.

This could also open the doorway to collaboration within the programs. Many students already minor or double major within these programs, it would be nice to see them collaborate more on projects and classes.

#### 16. Integration of Disciplines

17. Benefits: Potential Budgetary savings by reducing redundancies across programs. Leadership within the Chair position who can more effectively distribute support across programs more equitably and bring stronger alignments between existing programs. Nothing really changes for any of the programs, but support can be more effective. Potentially reduces internal program conflicts by providing needed CAA leadership targeting integrated teaching, research, and creative scholarship. Everyone is listened to

#### 18. Blank

19. - VTD students are already increasingly taking art classes or are art minors

- There is a substantial number of students who want to explore and create work that borrows from both programs

- Recruiters (even those that have been brought to campus by VTD faculty) tell us that students really need good foundational art skills. Technology skills can be more easily taught on the job especially if they are using propriety software.

- Many design courses--especially Interaction and Experience--should be required for VTD students

- A combination of A+D and VTD re-establishes gender parity among faculty and students.

For the other, professional programs, a combination might be essential for eliminating redundant courses and promoting efficiencies.

20. Cost savings and equitable distribution of work are major benefits. At the college level this configuration strikes a balance between having an Associate Dean (it's like having two Co-Associate Deans) along with program-specific leadership. The economy of consolidating certain kinds of work towards the Chairs easily reconciles with program autonomy. There is potentially more opportunity to see commonalities among programs with licensing in this model. Also, with Interior Architecture and Design students fully subscribing to the Architecture Minor, this model makes sense. There is potential to see and cultivate more common ground between Art and Design and Virtual Technology and Design. Both programs have a range from work that is entertaining, emotional, and expressive to the other end which is data driven, rhetorically more objective, and informed by human behavior.

21. This configuration is only based in preserving Architecture as an autonomous unit and leadership presence due to its successful performance and growth as such. I do not see any benefit on merging all other units in one Department so this scenario of TWO Departments does not seem reasonable.

22. Benefits are cost savings and aligning programs that are most similar. I see potential for more collaboration also. If programs across the college are able to see what and how other departments work and what their needs are, I could really see this helping all areas grow.

23. the logic, naming, and numbers balance seems entirely reasonable. saves money, perhaps?  
would love to have additional staff support or crossover

24. At many other universities across the country, the Arch disciplines are within a single department. It is a natural and logical way to organize them; students in all three programs will be entering a unified workforce and networking environment. They will all someday work together at the same studios. VTD and Art + Design share NASAD accreditation, which is a very rational and easy sell to upper administration. VTD and Art + Design students, too, will be entering a unified workforce and networking environment. They will all someday work together at the same studios. Even students who choose to pursue a fine arts emphasis within their BFA, the majority of these graduates will at some point hold design jobs (and, like most creative professionals, probably night owl as one kind of practicing artist or another).

25. Blank

26. Through this configuration, I see strength for student programming both in and outside of classes. I believe faculty research opportunities that lead to student events and integrative course work will thrive more in this mix. Department 1, as show here, celebrates what happens in most firms and will also allow architecturally-minded students at early stages to better understand where they best fit in pursuing a particular degree. Department 2 can better support student's more varied professional approaches to general making, storytelling, innovation in imaging, and portfolio output.

27. This could be a school, a named opportunity for the school; however, the programs within ought to maintain their autonomy. it focuses on licensed professional programs. could have some further collaborations, but these collaborations in the curriculum already happen.

28. This configuration will benefit all of our students. Architecture/IAD/LA students will benefit. Potentially Art + Design & VTD can collaborate for the benefit of all of our students. Art +Design will benefit with access to VTD classes such as world building, character design and use of software. This will be highly beneficial for many of students in their career as illustrators and story tellers. VTD students can benefit from physical classes in 2d/3d (observational drawing, ceramics, etc...) Through the observational world students can better create a virtual world.

- 3-Department Configuration 1
  1. Architecture
  2. Architecture
  3. Architecture
  4. Architecture
  5. Interior Architecture & Design, Landscape Architecture
  6. Architecture
  7. Landscape Architecture, Interior Architecture & Design, Virtual Technology & Design
  8. Architecture, Interior Architecture & Design, Landscape Architecture
  9. Architecture
  10. Art + Design, Virtual Technology & Design
  11. Architecture

12. Architecture
13. Architecture, Landscape Architecture
14. Architecture, Landscape Architecture
15. Art + Design, Virtual Technology & Design
16. Architecture, Art + Design
17. Architecture
18. Virtual Technology & Design, Art + Design
19. Architecture
20. Architecture
21. Architecture
22. Architecture
23. Architecture
24. Architecture
25. Architecture
26. Architecture
27. Architecture
28. Architecture

- 3-Department Configuration 2
  1. Art + Design, Virtual Technology and Design
  2. Interior Architecture & Design, Landscape Architecture
  3. Art + Design, Virtual Technology & Design
  4. Art + Design
  5. Art + Design, Virtual Technology & Design
  6. Art + Design
  7. Art + Design
  8. Art + Design
  9. Art + Design
  10. Interior Architecture & Design, Landscape Architecture
  11. Interior Architecture & Design, Landscape Architecture
  12. Interior Architecture & Design, Landscape Architecture
  13. Art + Design, Interior Architecture
  14. Art + Design, Interior Architecture & Design
  15. Interior Architecture & Design, Landscape Architecture
  16. Virtual Technology & Design, Landscape Architecture
  17. Landscape Architecture, Interior Architecture & Design, Virtual Technology & Design
  18. Architecture
  19. Art + Design, Virtual Technology & Design
  20. Art + Design, Virtual Technology & Design
  21. Art + Design
  22. Art + Design
  23. Virtual Technology & Design, Art + Design
  24. Interior Architecture & Design, Landscape Architecture
  25. Art + Design, Virtual Technology & Design



- 26. Virtual Technology & Design, Art + Design
- 27. Interior Architecture & Design, Landscape Architecture
- 28. Virtual Technology & Design, Art + Design

- 3-Department Configuration 3
  1. Landscape Architecture, Interior Architecture and Design
  2. Art + Design, Virtual Technology & Design
  3. Landscape Architecture, Interior Architecture & Design
  4. Interior Architecture & Design, Virtual Technology & Design, Landscape Architecture
  5. Architecture
  6. Interior Architecture & Design, Landscape Architecture, Virtual Technology & Design
  7. Architecture
  8. Virtual Technology & Design
  9. Interior Architecture & Design, Virtual Technology & Design, Landscape Architecture
  10. Architecture
  11. Art + Design, Virtual Technology & Design
  12. Virtual Technology & Design, Art + Design
  13. Virtual Technology & Design
  14. Virtual Technology & Design
  15. Architecture
  16. Interior Architecture & Design
  17. Art + Design
  18. Landscape Architecture, Interior Architecture & Design
  19. Landscape Architecture, Interior Architecture & Design
  20. Interior Architecture & Design, Landscape Architecture
  21. Virtual Technology & Design, Interior Architecture & Design, Landscape Architecture
  22. Virtual Technology & Design, Interior Architecture & Design, Landscape Architecture
  23. Landscape Architecture, Interior Architecture & Design
  24. Art + Design, Virtual Technology & Design
  25. Landscape Architecture, Interior Architecture & Design
  26. Landscape Architecture, Interior Architecture & Design
  27. Art + Design, Virtual Technology & Design
  28. Landscape Architecture, Interior Architecture & Design
  
- Potential Challenges?
  1. Blank
  2. Blank
  3. Possible risk of hierarchy
  4. Blank
  5. Blank
  6. Each program must still be responsible for their own faculty evaluations, curriculum and budget.
  7. A) Added cost (3 chairs, Associate dean)  
B) More work for program chairs and associate dean

- C) Not a unified group. one in the future may receive preference or be exposed to risk
8. Overall approval from the College.
  9. This has been proposed at multiple points and there does not appear to be consensus among programs who will be joined together about how they would operate. At some point, the decision will have to be made and the combined departments will need to sort this out. The three department configuration should maintain the same stipend for chairs as the two department configuration. The work load in any scenario is worth the \$15,000.
  10. Personality differences in leadership could create challenges.
  11. The restructure is unnecessary and detrimental to the college, its programs, faculty, staff, and students. The proposal creates three new administrative positions with no benefit. Under the restructure, faculty and staff would have a chair \*and\* a director with whom to address issues and opportunities. Program directors would ultimately have much the same responsibilities as they do currently but then have the additional administrative layer of a chair between themselves and the dean; faculty would have two such layers. The result will be a reduction in the clarity of each of the programs' missions and goals and the unnecessary diffusion of leadership throughout the college. The restructure proposal is disruptive and counter-productive, all for a negligible cost savings, savings which could easily be accomplished by simply and equitably adjusting individual program administrative costs.
  12. Blank
  13. Blank
  14. Blank
  15. The only challenge I see with this model is trying to coordinate three departments. Two are easier than three.  
One other thing is it would mean there are two departments in Boise, and that might seem unnecessary for the amount of years we provide for students there. It might seem like we have more there than we do. That is just an assumption though.
  16. I don't think a 3 dept model will work
  17. Budgetarily we will be adding three department Chairs with potentially some level of program head responsibilities for Department B. Faculty buy-in, marketing to make sure we can best explain our mission and vision under this new model. Power struggles between departments.
  18. Blank
  19. This 3-program model doesn't really take advantage of the connectivity that could happen within the professional programs. In particular, IAD and architecture. Also, one could argue that this doesn't prepare students for real-world work environments where everybody is working in the same office in collaborative manner regardless of discipline.  
This seems also to (perhaps) assuage certain personalities but the decision should be made based on what is really best for the students in the long term.  
Another issue is that when the next economic downturn happens, Architecture will be by itself and that may be somewhat problematic if numbers of students are important. Architecture's boom may or may not last.
  20. With this configuration, I can imagine Architecture acting a little too independently from the college. A respectful relationship between the Program Chair and the Dean would be key. A strong program level leader might help complement the dynamics in this program. At the department level, the challenges will be to navigate the unknowns in the new configurations. Developing trust and collective vision will be key. Asserting program autonomy will be key. Making a clear division of labor and responsibilities between Chairs and program level

leadership will be important. There is quite a bit of variation in the current culture of how each program distributes work.

21. As CAA restructuring seems only based on budget, number of students & faculty in units, criteria for a scenario merging the other programs (and keeping Architecture as a separate Department Unit) is based on selecting one of the two provided by feedback in the CAA document shared. It is going to be a challenge for a Department-3 Chair as proposed to address the diverse processes involved in these very distinct programs. To address the fact that some programs might be too small today (based on faculty and student numbers) to work as independent units (departments) due to costs involved in leadership, there should be a more clear threshold on what are the minimum requirements across the university. Each discipline has the potential to function better as an autonomous unit with leadership presence at the college level. The potential should be assessed beyond actual numbers and focus on future scenarios of growth and development for these disciplines in the state of Idaho/US/Global. Collaborations among disciplines emerge when there are common projects individuals agree on engaging with not through a forced merging process based on budget/efficiency priorities.

22. Really are we saving enough with this configuration and are we just creating more work for the administrators? Also there is less equality with students and faculty

23. less balance in numbers yet more identity (+ autonomy?) for certain programs territoriality issues?

24. Same comments apply as above

25. Blank

26. I worry that students needing to shifting their major in the territory of Architecture, Landscape Architecture, and Interior Architecture and Design will have less support than they should in this arrangement (I believe the 2 Department Model addressed above is strongest). I also worry that Architecture (or any program not blended in this transformation), left alone, will feel even more diversive and uncollaborative, than they do now. AND I want to state that I don't actually believe Architecture dosen't or can't work well with others (they are actually quite collaborative), but in being allowed to be separate, we've all had the ability to become insular and avoidant of playing well with others. Strong leadership would be needed to force a sense of balance when one program gets to stay the same and others have to adapt. I think this would be a difficult, unneeded challenge to take on in this transition.

27. Need to change the name of the college, this is essential since now the name could be misleading on the outside; when a third department exists but the name of the college only for the other two departments it becomes an issue of invisibility and inequity. Can impact recruitment, retention, and recognition of the third department. Structural injustice or ill representation Some issues about one of the restructure due to faculty resisting it due to separation fo arts and sciences. Need to avoid "stepchild" any program, there is a great likelihood for that to occur here. undermines some of the great rebranding efforts that have been ongoing and proven successful in terms of programmatic identity, recruitment, retention (for example as with IAD).

28. Architecture will have little incentive to collaborate with others.

- Potential Benefits?
  1. Blank
  2. Blank
  3. Better balance of responsibilities

4. Blank
5. Blank
6. Blank
7. A) Added value for student success (well-rounded integrated education) – Preparing creative professionals  
B) Allows for integration of other units (across the university e.g. theatre)  
C) Maintains experience / knowledge base for accreditation, and administrative capacity for each program's strategic planning
8. Integrated projects between Architecture, IAD and Landscape. Opportunity for program growth and Identity branding (Art & Design - VTD)
9. This arrangement balances faculty numbers, allows programs with fewer faculty to share service and administrative responsibilities, and limits the number of disciplines in each, without making any program unduly large in comparison to the rest of the college.
10. Unforeseen opportunities occur when two or more programs merge. Large programs can operate more effectively without compromising smaller programs. Staffing efficiencies.
11. I see no benefits to the college restructure proposed.
12. A. Based on the existing circumstance, this may be the best way to balance our existing resources with our student sizes among different programs.
  - B. This option makes disciplines with similar needs and similar size together, which can make the use of resources more efficiently.
  - C. Smaller department size can reduce the chance of potential internal conflicts. The small units in a department will have better chance to retain its autonomy and identity.
  - D. The three department option provides more opportunity for more departments in the future when certain growth of our college can achieve.
13. Blank
14. Blank
15. The benefits to this model is that all are about equal in amount of students per department. This means resources and funding would be similar for each, so there would be less arguments and disagreements with how they are dispersed. This would also help with the fact that Architecture is growing so much, and they would be able to just focus on them and not have to worry about another program.
16. Blank
17. CAA excels in three areas, Art, Architecture and Virtual Design that all focus on visual communication. We have four programs that are Science based with 1 program being Art based. This aligns programs to their associated academic responsibilities. Architecture is large enough to function as a small department and can retain autonomy. Art can continue to focus on BFA and MFA opportunities for the College since they are the only Art based degree program

and has different outcomes concerning service from the other programs. Associating LA, IAD and VTD (Virtual Technology and Design) together compliments each other through research and has natural meeting points for integration for students. Lighting, Environmental, Industrial design emphasis can be supported while sharing similar design affordances concerning space and place making. The students would be better aligned under this model (my opinion).

18. Blank

19. Landscape and IAD can be free from the constraints that a combination with Architecture might impose. Architecture could continue as its own entity.

20. This would be a smaller incremental step in our evolution. It might be less shocking to the system.

21. This configuration is only based in preserving Architecture as an autonomous unit and leadership presence due to its successful performance and growth as such and addressing the budget/efficiency priority concern defined by UofI & CAA leadership which limits to a 3 Department scenario. I do not agree on merging these three disciplines proposed in Department-C as they have better chances of potential of growth if left as autonomous units with leadership development (e.g. recent hires showing trends of contributing to program growth).

22. I honestly do not see how the three department configuration will benefit the college. I see us keeping the same old silos that we have always sworn this college doesn't have. We have talked about how being integrated has been a great selling point and how Alumni are proud of that. I don't feel like the idea of collaboration or integration is very strong in our college anymore

23. One doesn't want to get lumped and lost nor isolated and withered...

I don't know what the answers are, but I think paying program heads according to a students served metric is more equitable than the current model.

24. Same comments apply as above, although this arrangement better balances student and faculty numbers.

25. Blank

26. I think early on Landscape Architecture and Interior Architecture and Design will feel stronger in regard to having a seat at the table, but I also believe this feeling will be short lived and the perceived power of architecture will settle back and feel much the same as it does now soon enough.

27. The IAD + Env Design/Larc department can also have the great naming opportunity, can be the seed for a near-future school for the environment, with the potential of adding planning to the mix, and facilities management; this is a licensed professional department (the programs within are licensed professional programs), there are significant synergies and alignments between the two programs (IAD+Env Design/Landscape Architecture) including teaching alignments, service alignment, research/scholarship alignment, and professional

outreach. (certification/license, sustainable sites initiative, LEED, Well Building, stakeholder involvement, multiscalar, service-learning, place-based, ..etc.

SYNERGIES - Human-centered focus and a shared body of knowledge  
Shared- embodiments for the land grant mission. Reviews and Professional Pool for sponsored professionally aligned studios; and Italy Studio. Discussions and some collaborative work have already begun.

Also, for BIAD + Env Design/Larc the multiscalar opportunity: scale from intimate to exponentially larger, can be an exciting opportunity to explore what else to add or investigate. Plus the shared theoretical and programmatic body of knowledge focusing on environmental design is a critical asset. This BIAD+LARC/Env design allows these programs to maintain their identity and cohesiveness to the internal and external stakeholders; currently exploring ideas about super studio across the two programs, build on collaborative and visionary efforts underway and on significant enrollment and recruitment success in BIAD, and enable IAD to have a direct path to related graduate degree. Can have a great opportunity for professional outreach locally and globally.

Accreditation for IAD (undergraduate-CIDA) and LARC (graduate-LAAP) can afford the interesting seamless scenario here too, and those two accreditation have more in common (especially about HLSW, research, etc) than with others.

VTD+ART share the same body of knowledge can broaden their offering by coalescing BA /Bs/BFA/Ms/MFA; can focus financials and efforts of faculty to deliver needed courses across the two related fields.

28. Blank

- Any Further Thoughts or Concerns? Indicate Preference Here
  1. 3 departments
  2. Prefer two Department Structure for CAA
  3. I prefer the 3-department configuration
  4. Concerns: too many to mention here.
  5. This process has gone on far too long.
  6. Of the choices, a 3 department configuration is preferable.
  7. Thank you for framing this. I'm slightly drawn towards the two-department model: IAD + LA + ARCH; VTD + A&D. However, whatever the configuration, I'm sure we'll all adapt and adjust quickly. Thanks again and looking forward to next steps!
  8. 3 Department Model (Architecture, IAD, Landscape --- VTD --- Art&Design). Some of these combinations could drastically enhance or atrophy the growth and potential of the programs. I would highly recommend looking at this reorganization from a marketing standpoint. What combinations make the most sense internally and externally? How will incoming students find their people, their home, their community?
  9. I strongly prefer the 3 department arrangement.
  10. I prefer the three programs.
  11. I am against the restructuring of the college. Combining programs and adding a chair will not alleviate the critical necessity, nor responsibility, of directing each of those programs. The proposed addition of administrative chair positions is redundant, ineffective, and

unnecessarily disruptive. The anticipated cost savings are negligible and could easily be accomplished by more rational and equitable methods.

12. I consider the three department option offers more benefits than the two department option based on existing circumstance. It can reduce possible conflicts within our disciplines and also prepare us better for possible growth in the future. This structure can be easier and more efficient for the college to administer the resources according to different needs.
13. I trust the administration to develop a fair model. I defer to Randy and Dean Corry as to how to integrate other programs with Architecture.
14. Configuration 2
15. I would prefer to have the two departments rather than the three.
16. New configurations
17. At this stage we need to seriously make the one department model work. Two in my opinion is the most dangerous model to explore as it would significantly impact the Arts in a negative way. The only other option I see is the Three department model where we can "stay the same" for Architecture and Art, but allows for innovation and integration within Design for VTD, IAD and the Environmental Design program.
18. I prefer the program that makes the most sense for students in the courses and that faculty have the most overlap in helping students with discipline-specific skills and professional opportunity.
19. The issue of saving money is important and that is fundamentally why we are doing this exercise. But the opportunity changes like this afford shouldn't be discounted. As we move forward, it is best, I believe, to really explore beyond disciplines and look at the potential of where the markets will be in a few years. Junior faculty often are better at seeing this and are eager to make new things happen. They just want the administrative nod and they will make it work!
20. I believe we are ready for a two department model. This is my preference. With program level leadership, and respectful and collaborative leadership from the Chairs, I anticipate being able to maintain program autonomy that is required for individual curricular authority, program identity and accreditation.
21. I was surprised that this topic (on-going survey) was not mentioned during our CAA Spring meeting this semester. I am concerned the "Great Colleges to Work for Survey" process will be managed in a similar way as it was also allowed very few minutes in the CAA Spring meeting agenda for discussion. These are some of the most processes with topics that will have high impacts for years to come.
22. "B. 2 departments, split by Professional Designation-  
Department 1: Architecture, Landscape Architecture, and Interior Architecture and Design (app 415 students, 19 faculty)  
Department 2: Art + Design, Virtual Technology and Design (approx. 209 students, 15 faculty)"  
This make the most sense in every way. Anyone in marketing would love to be able to sell this.
23. I think 2 depts. makes the most sense (as listed by architectures and designs in titles)... would 2 dept heads become more like associate deans (which we need) but at the same time shunt a bulk of the work off to the relatively less well compensated program heads???

There would be so much less incentive to do that job (all the work in the trenches, yet always answering to another level and with less monetary compensation, or administrative rank.)

I would consider restructuring compensation levels to make program heads somewhat attractive and lessen some of the department head bonuses with the title/role being something of its own reward.

Some of our staff are outstanding, others, less so... I think more shared roles for what a person is suited toward could come of this (and I'll offer details or suggestions if needed).

24. If the primary goal is to save money by reducing the number of program heads, then two departments is better than three. Honestly, this seems like a poor motivation for any kind of reorganization. Any such move should be made in the students' interests, and the students' interests only. That is why I have chosen these models; they make the most sense to me from the student perspective. Perhaps I am naive in this, but my primary focus is on the career viability of our graduates. That's the only reason why I teach the material I teach in the first place. How hireable are our graduating seniors? Period. Combining the Arch disciplines should (with proper shepherding and modeling from faculty) produce more successful graduates. The same goes for a combined Virtual Technology, Art + Design department. What I think we need to be extremely, extremely cautious about is reorganizing for our faculty's interests and (more pointedly) for the interests of any particular individuals. This new college structure might still be here in 20 years. It might outlast us all. It's irrational and shortsighted to make any decisions whatsoever based on the individuals involved. People leave. People retire. People die. Whatever new organizational chart the college agrees upon, it should be conceived with every chair on it empty.
25. 2 departments
26. I prefer the 2 department configuration. We are already a small College expressing overwhelm in regard to having too much to do. At least with this structure 7 faculty will take on a leadership role instead of the 8 faculty that would play roles in the 3 department configuration. We need as many faculty as we can really pursuing their research if we want to remain strong in a University seeking Research 1 status. The 2 department configuration taxes one less person.
27. The amounts of funds being saved are minimal across all scenarios. This while at the same time administrative staff is removed from the department and is serving at the college; there are insurmountable responsibilities for a department head and a program head to complete, while also trying to address teaching, advising, outreach, and scholarship without the direct support of an administrative assistant. Allow the programs that are willing to step in right now and change to do so without having to create major college reorganization, for instance, the ongoing IAD+LARC conversations can yield very interesting fruition if allowed to move forward without forcing another program in, or having to create upheaval, simply because the programs know there is something they themselves are working toward; this might mean we will have four departments, with expectations of growing being put on each of the departments. Department heads or program heads also have an additional administrative role, for instance: associate dean of students, associate dean of faculty, associate dean of outreach/etc; this while reducing their teaching load and making them abide by the reduced



teaching load (no three courses, for instance, speaking from the personal story). This will distribute the load, make us as a college very present in all of the important realms, does not put the power in the hands of one associate dean or one department, and engage us all in the collective of what we are here for the students, faculty, staff, and community. curriculum, recruitment, accreditation remain in hands of programs.

Revisit a college core, that is vertical; also, Need to have the foundation be the human-centered foundation, where art, culture, and other parts fo environment are integrated.

28. I prefer the 2 department option

**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**

	<u>FY 2024</u>		<u>FY 2025</u>		<u>FY 2026</u>		<u>FY 2027</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	_____	_____	_____	_____	_____	_____	_____	_____
B. Shifting enrollments	_____	_____	_____	_____	_____	_____	_____	_____
<b>Total Enrollment</b>	_____	_____	_____	_____	_____	_____	_____	0

**II. REVENUE**

	<u>FY 2024</u>		<u>FY 2025</u>		<u>FY 2026</u>		<u>FY 2027</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	_____	_____	_____	_____	_____	_____	_____	_____
2. Institution Funds	\$18,215.00	_____	\$18,480.00	_____	\$18,522.00	_____	\$18,550.00	_____
3. Federal	_____	_____	_____	_____	_____	_____	_____	_____
4. New Tuition Revenues from Increased Enrollments	_____	_____	_____	_____	_____	_____	_____	_____
5. Student Fees	_____	_____	_____	_____	_____	_____	_____	_____
6. Other (i.e., Gifts)	_____	_____	_____	_____	_____	_____	_____	_____
<b>Total Revenue</b>	\$18,215	\$0	\$18,480	\$0	\$18,522	\$0	\$18,550	\$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

	<u>FY 2024</u>		<u>FY 2025</u>		<u>FY 2026</u>		<u>FY 2027</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
1. FTE								
2. Faculty								
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	14000		14000		14000		14000	
7. Administrative Support Personnel								
8. Fringe Benefits	4215		4480		4522		4550	
9. Other:								
<b>Total Personnel and Costs</b>	<u>\$18,215</u>	<u>\$0</u>	<u>\$18,480</u>	<u>\$0</u>	<u>\$18,522</u>	<u>\$0</u>	<u>\$18,550</u>	<u>\$0</u>

	<u>FY 2024</u>		<u>FY 2025</u>		<u>FY 2026</u>		<u>FY 2027</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>B. Operating Expenditures</b>								
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
<b>Total Operating Expenditures</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 2024</u>		<u>FY 2025</u>		<u>FY 2026</u>		<u>FY 2027</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>								
1. Library Resources								
2. Equipment								
<b>Total Capital Outlay</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 2024</u>		<u>FY 2025</u>		<u>FY 2026</u>		<u>FY 2027</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>D. Capital Facilities Construction or Major Renovation</b>								
<b>E. Other Costs</b>								
Utilities								
Maintenance & Repairs								
Other								
<b>Total Other Costs</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>TOTAL EXPENDITURES:</b>	<u>\$18,215</u>	<u>\$0</u>	<u>\$18,480</u>	<u>\$0</u>	<u>\$18,522</u>	<u>\$0</u>	<u>\$18,550</u>	<u>\$0</u>
<b>Net Income (Deficit)</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

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

Row 59- Current General Education Funds within the College of Art and Architecture will shift to provide a \$10,000 Administrative Stipend Per AY for the Department of Architecture Chair and \$4,000 per Program Director.
A small increase in Fringe Benefits is factored in for FY25-27.
*All other blank sections are not applicables since CAA is only changing administrative leadership structure all other program costs will remain the same.

# 71: DEPARTMENT OF ART AND DESIGN

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## In Workflow

1. 09 Curriculum Committee Chair (stacyi@uidaho.edu)
2. Registrar's Office (none)
3. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
4. SEM Review (dkahler@uidaho.edu)
5. Ready for UCC (disable)
6. UCC (none)
7. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
8. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
9. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
10. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
11. Catalog Update (V00814390@uidaho.edu)

## Approval Path

1. Tue, 18 Oct 2022 17:12:12 GMT  
Stacy Isenbarger (stacyi): Approved for 09 Curriculum Committee Chair
2. Tue, 18 Oct 2022 17:17:06 GMT  
V00814390: Approved for Registrar's Office
3. Tue, 18 Oct 2022 22:20:05 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
4. Wed, 19 Oct 2022 16:15:20 GMT  
Dean Kahler (dkahler): Approved for SEM Review
5. Wed, 02 Nov 2022 17:49:06 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
6. Tue, 08 Nov 2022 22:54:06 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Proposal

Date Submitted: Fri, 07 Oct 2022 06:28:30 GMT

**Viewing: Department of Art and Design**

**Last edit: Tue, 08 Nov 2022 22:54:01 GMT**

Changes proposed by: Shauna Corry

### Faculty Contact

Faculty Name	Faculty Email
Shauna Corry	scorry@uidaho.edu

### Request Type

Add/Drop a Department/School/Unit/College

### Effective Catalog Year

2023-2024

### Title

Department of Art and Design

### Request Details

CAA is proposing a change in organizational structure from a one-department model to a three-department model. This is the Art and Design proposal.

### Attach State Form

CAA Restructure Instructional\_Administrative\_Unit-Form Art Design FINAL Oct 6 22.doc

### Supporting Documents

CAA Restructure Faculty List With Courses FINAL OCT 6 22.xlsx

CAA Org Chart Fall 2022 FINAL.pdf

CAAOrgChart\_New3DepartmentStructure\_OCT\_14\_2022.pdf

CAA Restructure Faculty Participation Information Final.docx

CAA Town Hall AGENDA\_v3 (002).docx  
CAA Structure Ad Hoc Committee Report\_061220.pdf  
CAA Restructure Information 2ab.docx  
2021 CAA Restructuring Survey of Staff and Faculty.xlsx  
Budget\_Proposal\_Form\_ArtDesign.xlsx

**Reviewer Comments**

**Theodore Unzicker (tunzicker) (Tue, 08 Nov 2022 22:54:01 GMT):** Per UCC, proposal shouldn't be forwarded to Faculty Senate until final names are determined.

Key: 71



Institutional Tracking No. \_\_\_\_\_

# Idaho State Board of Education

## PROPOSAL FORM

Instructional and Administrative Units

Date of Proposal Submission:	February 18, 2022
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Art and Architecture
Name of Department(s) or Area(s):	Art + Design Program
Title of Proposed Unit	Department of Art + Design
Proposed Implementation Date:	July 1, 2023

Indicate whether this request is either of the following:

New Administrative Unit

New Instructional Unit

College Dean	Date	Vice President for Research (as applicable)	Date
Graduate Dean (as applicable)	Date	OSBE Program Manager/IDCTE Director, Program Services	Date
FVP/Chief Fiscal Officer	Date	State Administrator, IDCTE	Date
Provost/VP for Instruction	Date	Chief Financial Officer, OSBE	Date
President	Date	Chief Academic Officer, OSBE	Date

\_\_\_\_\_  
SBOE/Executive Director or Designee Approval      Date



## 1. What are the goals and objectives for the new unit?

The College of Art and Architecture (CAA) has a unique organizational structure within the context of the University: it is composed of one department (Department of Art and Architecture) that includes five programs (Architecture, Art + Design, Interior Architecture and Design, Landscape Architecture, and Virtual Technology and Design). This organization was implemented in 2012 to encourage collaboration and integration; however, this structure has not been efficient for important University procedures and processes, such as those initiated by the Registrar's Office, Enrollment Management, the Provost's Office, and Institutional Assessment. In order to address these inefficiencies and initiate a governance structure that dovetails with the University structure overall (aligning the units of CAA with the rest of the units across campus) and to address the budget reduction implemented in 2020, CAA proposes restructuring from one broad department (Department of Art and Architecture) into three focused departments.

Proposed Structure:

1. Department of Art and Architecture (existing, name change submitted)  
New composition of three existing programs: 1) Interior Architecture and Design, 2) Landscape Architecture, and 3) Virtual Technology and Design.
2. Department of Architecture (new department)  
Architecture program
3. Department of Art + Design (new department)  
Art + Design program

In addition to increasing alignment and efficiency with university and college processes additional goals for the restructuring include: 1) relieve faculty from small units (3 and 5 persons) from numerous service commitments and allow an increased focus on teaching and scholarship, 2) increase leadership opportunities within programs and departments, and 3) reduce administrative costs (the five-program model was supported with five program head stipends equivalent to department chair stipends).

The three-department model requires three department chair stipends along with two modest program director stipends resulting in a savings of approximately \$10,708 (from the original stipend of 15% of base salary per program head for a total of \$61,292 in FY 2021. The savings amount is factored on the current base salary plus a 15% administrative stipend, which would be \$65,708). Our new three-department model will cost an estimated \$55,000.

***This proposal is to create the Department of Art + Design. The department will have 10 faculty members. Administrative support is centrally provided by the college office.***

### Objectives are:

1. Greater efficiencies within the university system. Currently as one large department university systems including Banner do not always acknowledge individual programs and data is not readily available. An attempt was made over three years ago to address this issue with various administrative offices on campus including the Registrar's and Institutional Assessment. However, with the current operating systems it was not feasible to support CAA's unique needs.

2. With smaller faculty size leadership opportunities are limited to tenured faculty, and this change allows for a tenured faculty member to serve as a Department Chair (taking on the responsibility of university processes including Promotion and Tenure and Annual Evaluations) while an untenured faculty may serve as a Program Director and focus on curriculum design, content, and accreditation requirements.
3. Support CAA budget reduction (reducing total leadership costs by \$10,708).

**2. What is the relationship of the unit to the university's mission and priorities? Is the unit involved in instruction and if so, to what extent?**

The Department of Art + Design is central to the mission and priorities of the university with emphasis in providing innovative thinking, community engagement and transformative education. With hands-on studio programming, students become adept and problem solving through the design process. As visual thinkers and makers, Art + Design provides leadership in the university in the realm of visual language. The department also supports the university's vision through expanding the institution's reach and capacity for economic impact and accessibility to qualified students of all backgrounds. Art + Design instructs its majors, students with other degrees from CAA, students with degrees outside of the college, and serves General Education requirements with coursework.

The department is also integral to **CAA's Vision and Mission:**

**Vision**

The College of Art and Architecture strives to empower the next generation of artists and designers to positively impact a rapidly changing world and one of the fastest growing states in the nation. We design with communities and industry partners, we conduct hands-on research, and we infuse our work with empathy, storytelling, placemaking and the utmost creativity.

**Mission**

Delivering on the university's land-grant mission, the College of Art and Architecture contributes to the well-being of statewide and global communities through innovative design education that safeguards sustainability, economic resiliency, cultural vibrancy and the common good. Our faculty and graduates' leading-edge work emerges from an arts foundation and strong commitment to design integration — and results in built, cultural, natural, and virtual environments that enrich our communities and our world.

The programs within the proposed Art + Design department are involved with instruction and offer 2 undergraduate programs and 1 graduate degree with a total of approximately 95 students majoring in the department. This department also supports students graduating with K-12 education degrees focusing on art instruction. The department will also support general education requirements focusing on artistic ways of knowing while also supporting CAA's all college foundation courses.

Students in the Art + Design department are thinkers and makers. Their work, as artifact or experience, causes reflection, challenges societal assumptions, and serves the needs of the built, natural, and cultural environments we occupy. Faculty and students are engaged in creative conversation throughout the Pacific Northwest, while their thought and practice extend

far beyond the region.

### **3. What is the demand for the unit's services? What population will the unit serve?**

The unit serves communities, business, and industry within the state of Idaho and region within the disciplines of fine art and graphic design. Graduates support the growth economy and state population increase by working in creative industry in private and public sector positions. Some students are hired by local government and non-profit organizations that provide arts programming to localities. As the return on investment for the arts is more widely understood, our students are well-positioned to participate and provide leadership in creative economy. Some graduates work for firms in the design industry including, user experience, graphic design, and advertising. Some graduates work as freelance artists and illustrators, or they function as sole proprietors of creative firms. Our graduates also work with publishing companies as well in-house for companies, particularly in the tech industry. Graduates serve as user experience leads for companies such as REI, USAA, Amazon, Google, Twitter, and Meta. Graduates of our M.F.A. Art — a terminal degree program — typically go on to teach in higher education. Graduates of our programs support the growing economies of the Intermountain West including Boise, Spokane, Coeur d'Alene, Seattle, Portland, and Salt Lake City.

The unit supports students pursuing degrees in the following Instructional areas:

- Fine Art
- Graphic Design
- Interaction Design

Degrees Offered are:

- Bachelor of Art: Art 31 students
- Bachelor of Fine Arts: Studio Art + Design 53 students
- Master of Fine Arts: Art 11 students
- Art Minor (20 credits)

Supportive Coursework in Service to other degrees:

- Art Foundations provided for all first year CAA students
- Art and Design coursework provided for Bachelor of Science: Education (Art); Secondary Education (Art)

### **4. Describe the proposed unit's organizational structure.**

The unit will reside in the College of Art and Architecture and have department chair (and program directors as needed and supported by department operations funding or identified as a service component). \*

\*See attached CAA organizational chart.

**5. What targets have been set to assess the proposed unit's success in achieving objectives?**

- a. Institutional data sets from all areas including assessment, enrollment management, provost's office, etc. will mirror other colleges in the university allowing for accurate comparisons.
- b. Increased leadership opportunities and enhanced responsibilities with the department and programs.
- c. Continuing national accreditation from the National Association of Schools of Art and Design (NASAD).
- d. Budget reduction (reducing college leadership costs).

**6. Briefly describe the processes that will demonstrate the quality of the unit.**

- Successful instruction and maintenance of National Association of Schools of Art and Design (NASAD) accreditation. This accreditation acknowledges programs who maintain high academic quality and integrity, meet recommended standards in art and design education, and rigorous curricular requirements
- Successful development and implementation of transformational learning experiences
- Successful increase in enrollment and percentage of degree completions
- Faculty success with the promotion and tenure process
- Winning regional, national, and international competitions
- Faculty recognized for the scholarship/research products
- Students securing employment within their field of choice

**7. Indicate the number of students, businesses, industries, and/or other clients to be served by this unit. Include a description of faculty participation and student involvement in the unit if applicable.**

The department will continue the statewide mission of the program to positively impact communities through service-learning projects focusing on enhancing life quality, and graduate students prepared to enter a thriving and competitive job market within the creative economy.

Faculty are an integral part of the proposed department offering excellent real world transformative learning experiences to students and conducting research that enhances cultural vibrancy, documents artistic history within the state, region, nation, and the world, explores and informs experience design in terms real and virtual environments, and material use experiments all while telling and creating stories of the human experience.

Approximately 95 students within the art and design programs will be actively involved in the new department. They are required to complete their course of study in obtaining undergraduate and graduate degrees and are important and integral participants in the processes of creating, making, and designing.

**8. Financial Impact: Using the budget template, provide a narrative budget summarizing the needs and requirements for implementing the new unit.**

This new unit will support increased efficiency, streamline university and college processes and result in a savings of \$10,708 for the college (factored on the formula of 15% of program head base salary which today would equal \$65,708). CAA chose to restructure based on academic needs, but also as part of our budget reduction plan in 2020.

Department Chair Stipends: 3 at \$15,000 ea. = \$45,000

Program Director Stipends for 3-unit department: 2 at \$5,000 ea. = \$10,000

Total Stipend Cost: \$55,000

Previous program head stipends were 15% of the base faculty salaries of those serving in the positions for a total of \$61,292 in FY21.

Refer to budget template for department and program budgets. Note: Fringe benefit costs are included in the attached budget template, but not included in the example above. A modest increase is included for each fiscal year represented.

## CAA DEPARTMENT RESTRUCTURE- FACULTY/Course Info.

### DEPARTMENT 1- ARCHITECTURE

	<b>Orgn</b>	<b>Orgn Title</b>	<b>Vandal ID</b>	<b>Employee</b>	<b>Title</b>	<b>Faculty Rank</b>	<b>Classes</b>						
ARCHITECTURE	894	Architecture	V01212971	Teal, Randall	Program Director	Professor	Arch 151	Arch 361	Arch 423	Arch 499	Arch 520	Arch 574	
ARCHITECTURE	894	Architecture	V01067601	Brehm, Matthew	Regular Faculty	Professor	Arch 154	Arch 362	Arch 430	Arch 500	Arch 521	Arch 575	
ARCHITECTURE	894	Architecture	V00646028	Carver, Dwaine	Regular Faculty	Assistant Professor	Arch 200	Arch 385	Arch 431	Arch 501	Arch 522	Arch 580	
ARCHITECTURE	894	Architecture	V00007073	Haglund, Bruce	Regular Faculty	Distinguished Professor	Arch 203	Arch 386	Arch 454	Arch 502	Arch 523	Arch 585	
ARCHITECTURE	894	Architecture	V00808605	Hu, Xiao	Regular Faculty	Associate Professor	Arch 204	Arch 388	Arch 461	Arch 503	Arch 552	Arch 598	
ARCHITECTURE	894	Architecture	V00603364	Lawrence, Scott	Regular Faculty	Assistant Professor	Arch 243	Arch 400	Arch 463	Arch 504	Arch 553	Arch 599	
ARCHITECTURE	894	Architecture	V00487886	Manrique Hoyos, Carolina	Regular Faculty	Associate Professor	Arch 253	Arch 403	Arch 463L	Arch 505	Arch 554		
ARCHITECTURE	894	Architecture	V00570103	Marshall, Anne	Regular Faculty	Professor	Arch 254	Arch 410	Arch 464	Arch 510	Arch 556		
ARCHITECTURE	894	Architecture	V00088543	Mead, Phillip	Regular Faculty	Associate Professor	Arch 257	Arch 411	Arch 464L	Arch 511	Arch 558		
ARCHITECTURE	894	Architecture	V00883746	Rakich, Amy	Regular Faculty	Assistant Professor	Arch 266	Arch 416	Arch 475	Arch 514	Arch 568		
ARCHITECTURE	894	Architecture	V00708592	Barakat, Hala	Regular Faculty	Assistant Professor	Arch 353	Arch 421	Arch 483	Arch 516	Arch 570		
INTEGRATED DESIGN LAB/Architecture	849	AA Integrated Design Lab	V01130929	Woods, Lindsay	Program Director	Assistant Professor	Arch 354	Arch 422	Arch 498	Arch 517	Arch 571		

### DEPARTMENT 2- ART & DESIGN

	<b>Orgn</b>	<b>Orgn Title</b>	<b>Vandal ID</b>	<b>Employee</b>	<b>Title</b>	<b>Faculty Rank</b>	<b>Classes</b>							
ART & DESIGN	863	Art & Design	V00571516	Keim, Delphine	Program Director	Professor	Art 100	Art 205	Art 251	Art 322	Art 400	Art 495	Art 505	Art 598
ART & DESIGN	863	Art & Design	V00013062	Carter, Val	Instructor Faculty	Senior Instructor	Art 110	Art 211	Art 261	Art 323	Art 403	Art 497	Art 507	Art 599
ART & DESIGN	863	Art & Design	V00405940	Doyle, Joe	Regular Faculty	Associate Professor	Art 111	Art 213	Art 271	Art 330	Art 404	Art 498	Art 508	
ART & DESIGN	863	Art & Design	V00659850	Gosse, Johanna	Regular Faculty	Assistant Professor	Art 112	Art 216	Art 272	Art 340	Art 405	Art 499	Art 513	
ART & DESIGN	863	Art & Design	V00553627	Gottwald, David	Regular Faculty	Assistant Professor	Art 121	Art 217	Art 280	Art 350	Art 407	Art 500	Art 515	
ART & DESIGN	863	Art & Design	V00404557	Isenbarger, Stacy	Regular Faculty	Associate Professor	Art 122	Art 221	Art 299	Art 360	Art 409	Art 501	Art 516	
ART & DESIGN	863	Art & Design	V00864511	Johnson, Aaron	Regular Faculty	Assistant Professor	Art 200	Art 222	Art 302	Art 370	Art 410	Art 502	Art 521	
ART & DESIGN	863	Art & Design	V00468642	Sonnichsen, Michael	Regular Faculty	Associate Professor	Art 203	Art 231	Art 303	Art 373	Art 488	Art 503	Art 590	
ART & DESIGN	863	Art & Design	V01066717	Turner-Rahman, Gregory	Regular Faculty	Associate Professor	Art 204	Art 241	Art 321	Art 380	Art 490	Art 504	Art 597	
ART & DESIGN	863	Art & Design	V00437001	McCleary, Lauren	Clinical Faculty	Assistant Professor								

### DEPARTMENT 3- Department of Design

	<b>Orgn</b>	<b>Orgn Title</b>	<b>Vandal ID</b>	<b>Employee</b>	<b>Title</b>	<b>Faculty Rank</b>	<b>Classes</b>							
INTERIOR ARCHITECTURE AND DESIGN	867	Interior Architecture and Design	V00099906	Awwad-Rafferty, Rula	Program Director	Professor	IAD 151	IAD 231	IAD 299	IAD 368	IAD 415	IAD 498		
INTERIOR ARCHITECTURE AND DESIGN	867	Interior Architecture and Design	V00761104	De Silva, Tharique	Regular Faculty	Assistant Professor	IAD 152	IAD 244	IAD 332	IAD 400	IAD 417	IAD 499		
INTERIOR ARCHITECTURE AND DESIGN	867	Interior Architecture and Design	V00000446	Anderson, Miranda	Clinical Faculty	Associate Professor	IAD 200	IAD 254	IAD 344	IAD 403	IAD 443			
INTERIOR ARCHITECTURE AND DESIGN	867	Interior Architecture and Design	V00844244	Corry, Shauna	Dean	Associate Professor	IAD 203	IAD 281	IAD 351	IAD 404	IAD 451			
							IAD 204	IAD 282	IAD 352	IAD 410	IAD 452			
LANDSCAPE ARCHITECTURE	899	Landscape Architecture	V00554501	Sini, Raffaella	Regular Faculty	Associate Professor	Larc 150	Larc 253	Larc 353	Larc 390	Larc 463	Larc 499	Larc 548	Larc 597
LANDSCAPE ARCHITECTURE	899	Landscape Architecture	V00908462	Alessa, Lilian	Research Faculty	Professor	Larc 151	Larc 254	Larc 355	Larc 395	Larc 465	Larc 500	Larc 549	Larc 598
LANDSCAPE ARCHITECTURE	899	Landscape Architecture	V00430930	Kliskey, Andrew	Director	Professor	Larc 154	Larc 288	Larc 358	Larc 400	Larc 480	Larc 501	Larc 554	Larc 599
LANDSCAPE ARCHITECTURE	899	Landscape Architecture		Vacant	Regular Faculty	TBD	Larc 200	Larc 289	Larc 363	Larc 403	Larc 481	Larc 502	Larc 555	
LANDSCAPE ARCHITECTURE	899	Landscape Architecture		Vacant *requesting change from TT	Clinical Faculty	TBD	Larc 203	Larc 298	Larc 364	Larc 404	Larc 488	Larc 503	Larc 556	
							Larc 204	Larc 299	Larc 365	Larc 440	Larc 489	Larc 504	Larc 558	
							Larc 210	Larc 310	Larc 380	Larc 441	Larc 491	Larc 510	Larc 562	

# COLLEGE OF ART AND ARCHITECTURE



**Dean**  
Dr. Shauna Corry

Fall 2022

## Academic Units

**Architecture**  
Dr. Randall Teal  
Program Head  
11 Faculty  
316 Students

**Art + Design**  
Delphine Keim  
Program Head  
9 Faculty  
95 Students

**Interior Architecture & Design**  
Dr. Rula Awwad-Rafferty  
Program Head  
3 Faculty  
117 Students

**Landscape Architecture**  
Dr. Raffaella Sini  
Interim Program Head  
5 Faculty  
28 Students

**Virtual Technology & Design**  
Jean-Marc Gauthier  
Program Head  
5 Faculty  
115 Students

## Administrative Support

**Dean's Office Staff**  
Kim Osborne, Director of Admin and Fiscal Operations  
Joan Jones, Dean's Assistant/Project Manager .50  
Rebecca Cromwell, Recruitment and Retention Coordinator  
Quinn Kendall, Administrative Assistant  
Mandi , Grants Specialist .50\*  
Amanda Myron, Admin/Fiscal Specialist  
Sandi Klingler, Academic Program Coordinator  
Technology Assistant  
Lissett .5 Web Coordinator \*  
Hannah Finkas-Ganders, Director of Development \*

\*split appointments or funding provided by other units

## Research Units

**Integrated Design Lab**  
Damon Woods  
Director

**Center for Resilient Communities**  
Dr. Lillian Alessa  
Dr. Andrew Kliskey  
Co-Directors

## Other CAA Units- Shop/Center

**Computer Studio**  
Vacant  
**Design Resource Center**  
Miranda Anderson  
Director

**Technical Shops**  
David Schmidt  
Director

**Urban Design Center**  
NA

**Prichard Gallery**  
Vacant

**CAA Support Staff**  
Claire Brundage, Academic Advisor  
Jen Smith, Career Advising Liaison \*  
Reilly Cisco, Technology Solutions Partner \*  
Maria , Marketing Manager\*  
David Johnson, Writer\*  
\* funding provided by other units



Proposed Structure

Dean

Departments

Administrative Support

**Architecture Dept.**  
Department Chair  
1 Program Director  
12 Faculty  
316 Students

**Design Dept.  
IAD/LArch/ VTD Dept.**  
Department Chair  
3 Program Directors  
15 Faculty  
260 Students

**Art & Design Dept.**  
Department Chair  
1 Program Director  
10 Faculty  
95 Students

**Dean's Office Staff**  
Director of Admin and Fiscal Operations  
Dean's Assistant/Project Manager .50 /Temporary  
Recruitment and Retention Coordinator  
Administrative Assistant  
Grants Specialist .50 \*  
Admin/Fiscal Specialist  
Academic Program Coordinator  
Technology Assistant/Temporary  
.5 Web Coordinator \*  
Director of Development \*  
FTE TBD- Communications Manager\*  
  
\*split appointments

Research Units

**Integrated Design Lab-Boise**  
1 Director  
2 Research Scientists

**Center for Resilient Communities**  
Director \*Shared Role  
2 Research Faculty  
Program Specialist

**CAA Support Staff**  
  
1 Academic Advisor\*  
.5 Career Advising Liaison \*  
1 Technology Solutions Partner \*  
Marketing Manager\*  
Writer\*  
  
\* funding provided by other units

Other CAA Units- Shop/Center

**Computer Studio**  
Technology Assistant

**Technical Shops**  
Director  
1 Tech Shop Instructional Assistant (.50)

**Urban Design Center-Boise**  
Architecture – Interior Architecture & Design – Landscape Architecture  
.50 Administrative Assistant

**Prichard Gallery**



CAA leadership began the discussion to change our structure during Provost John Wiencek's tenure. Our focus was on becoming more efficient in terms of college management and within the University system while supporting small programs in faculty service responsibilities (allowing for more time to devote to teaching or research). We began discussions with the faculty during our All-College meetings (held twice a semester) and an Ad Hoc Committee was developed by the faculty to explore restructure possibilities. Landscape Architecture assistant professor, Dan Cronan, and Virtual Design and Technology associate professor Jean-Marc Gauthier chaired the committee. Meetings were held with all faculty and staff invited to join and one of the meetings separated the junior faculty and the senior faculty to encourage open and honest communication. The committee leaders authored a report outlining strengths, weaknesses, opportunities, and threats (SWOT analysis), as well as structure models, and next steps that was shared college wide.

Beginning Fall Semester of 2021, Dean Corry convened three Town Hall Meetings to refine possible structure ideas and program leaders were requested to meet with each other (Art + Design called it speed dating) to see what synergies would develop or be capitalized on to help identify preferred structure models.

A snapshot of the refined structure models, leadership responsibilities for Department Chair and Program Director/Heads (accreditation requirements for all programs were reviewed for leadership requirements), administrative search processes following FSH, and possible financial models showing budgetary savings was distributed college wide along with a link to a Qualtrics survey.

The survey asked for feedback on the structure models (varying program combinations), and which model was preferred, a two department or three department model. Twenty-nine people responded to the survey (CAA has approximately thirty-nine faculty and twenty staff depending on the semester). The responses indicated an even split between the two or three department model with a few respondents indicating they preferred to stay the same. Discussions with current Program Heads revealed they preferred to have five departments, but with the choice narrowed down to either the two or three department model the majority preferred the three-department model. CAA Advisory Council discussed the proposed change during the Spring 2022 meeting and initially expressed concerns about program visibility, however after understanding that the programs would continue to be the focus of the website and all recruitment and marketing efforts, they understood the need for great efficiency.

Dean Corry reviewed the responses and process with Provost Lawrence and requested the college go forward with the three-department model informed by the Ad Hoc Committee report, the Town Hall meeting dialog, the survey responses, and discussions with Program Heads, faculty, and staff.

#### Supporting Documentation

- Ad Hoc Committee Report
- Town Hall Agenda
- Qualtrics Survey and Responses
- Process Information Sheet

## CAA Town Hall AGENDA

9/10/20 – 1:00 pm – 2:30 pm

9/16/20 – 9:00 am – 10:30 pm

9/22/20 – 2:00 pm – 3:30 pm

### 1) Town Hall Goals and Focus – 5 minutes

- a) Goals and Objectives of the CAA Town Hall
  - (i) Validate pros & cons, and guiding principles of each model
  - (ii) Gather feedback from those who **could not** participate in the Ad Hoc Committee in Spring 2020
  
- b) Meeting Organization and Participation Request
  - (i) “Raise hand” function in zoom
  
- c) **Overview and Additional Comments per 3 CAA Models**
  - i) 1 Department Model
    - (1) Pros and Cons
    - (2) Guiding Principles
    - (3) Additional Comment Period:  
**\*\*Prompt:** *How do we operate and how are we evaluated?*
  
  - ii) 2 Department Model
    - (1) Pros and Cons
    - (2) Guiding Principles
    - (3) Additional Comment Period:  
**\*\*Prompt:** *How do we operate and how are we evaluated?*
  
  - iii) 3 Department Model
    - (1) Pros and Cons
    - (2) Guiding Principles
    - (3) Additional Comment Period:  
**\*\*Prompt:** *How do we operate and how are we evaluated?*

### 2) Discussion: What can we learn from our current situation?

- a) **Leadership** - How do you see leadership with each model?
- b) **Integration** – How might you see program integration with each model?
- c) **Land Grant Mission** - How do you envision teaching, research, and service with each of these models?

**\*\*\*Please take the opportunity to fill out the anonymous questionnaire in the link below:**

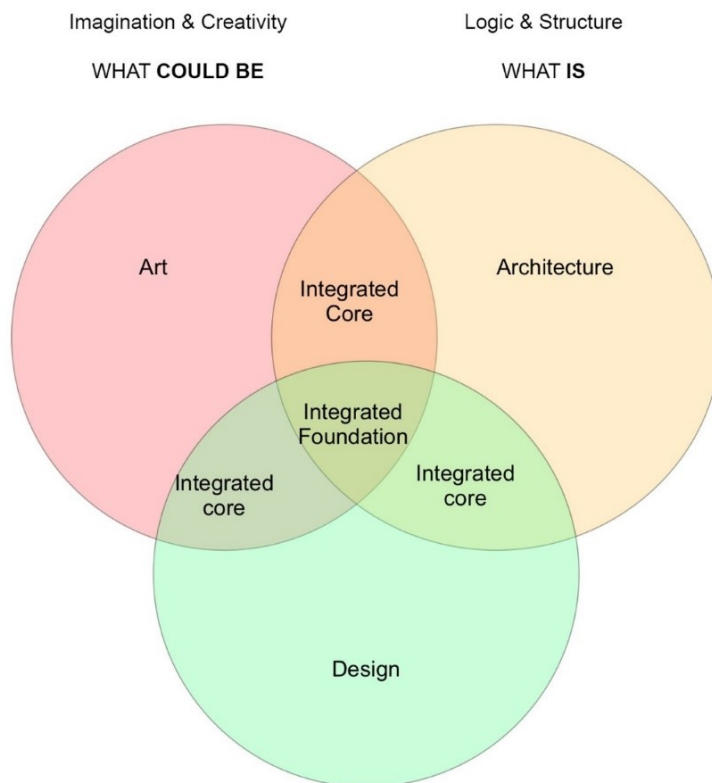
[https://uidaho.co1.qualtrics.com/jfe/form/SV\\_0H5plVmaWb44UQZ](https://uidaho.co1.qualtrics.com/jfe/form/SV_0H5plVmaWb44UQZ)

## I. CHARGE:

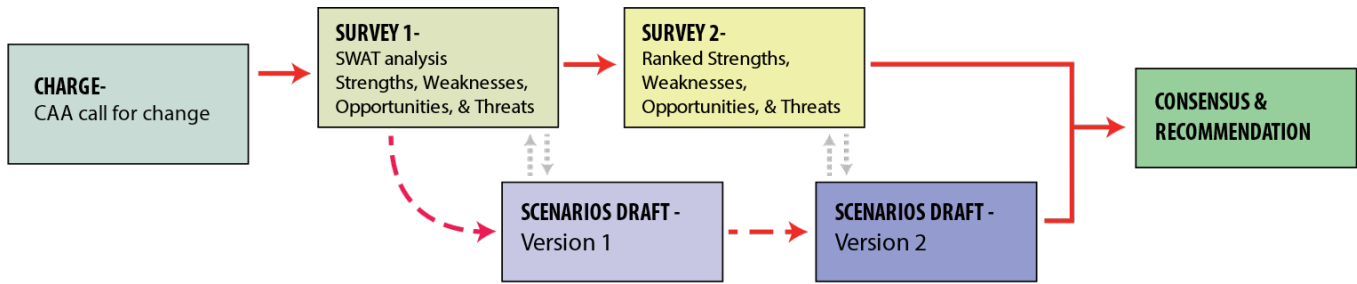
The Faculty of the College of Art & Architecture at the University of Idaho was charged with a need to determine models of integration, with budgetary constraints, best-suited to meet the needs of all programs: *Architecture, Art and Design, Interior Architecture & Design, Landscape Architecture, and Virtual Technology and Design*. The following report describes the charge, the committee's process, and recommendations to move forward.

## II. TIMELINE & CHARGE ITEMS: 04/23/2020 - 05/28/2020

1. **Tasks identified** - need for change and determination of change
2. **Possibilities:** Greater integration, depth of leadership opportunities, less committee work, etc.
3. **Concerns:** Loss of Autonomy, loss of identity, loss of voices heard from individuals within the College of Art & Architecture
4. **Financial Considerations:** extremely tight budget and reorganization is part of the plan
5. **Timeline: 4.5 weeks;** may require SBOE/NWCCU notification or approval; October 1 deadline if this approval is required



**Figure 1. Conceptual Diagram of the CAA current model.** This diagram illustrates the pillars of CAA and the integrated cores and foundations synthesizing strengths and opportunities within the College.



### III. PROCESS

A Delphi Method was used to assess current understandings, evaluate threats and opportunities, and established consensus among committee members. The results of this process intend to inform ACT and the Dean of the College of Art & Architecture. The Delphi Method aims to iteratively collect feedback from committee members through iterative survey instruments and verbal statements made during committee meetings. This method was selected as it is a systematic method for obtaining, exchanging, and developing informed opinions on an issue which can potentially inform consensus from a group (Landeta, 2006; Kittell-Limerick, 2005; Listone, 1975).

**Figure 2. Ad Hoc Committee Process Diagram.** The Committee utilized the Delphi process to inform scenarios and their implications based on iterative survey instruments.

### IV. SCENARIOS

#### a. SCENARIO 1: IMPLEMENTED INTEGRATION OF CURRENT MODEL

- i. **Description:** Improved Current Model with strategic planning; find/create efficiencies through improved integration
  - 5 programs
  - Eliminate \$40K - \$67K in stipend spending
  - Remainder of stipends pooled and shared 5 ways or other revision of stipend distribution
  - One Department w/ 5 program heads
- ii. **Pros**
  - Straightforward Solution
  - Retains Program Autonomy  
Allows for self-determined program growth as identified in strategic planning efforts
- iii. **Cons**
  - Smaller programs may be endangered - perceived to be more so than is actually the case; small programs are not protected by department structure
  - Lack of depth
  - Larger amount of pressure on chairs - Lack of balance with Program head
  - Programs are Autonomous but separate in decision-making

**iv. Guiding Principles: Improvements and Solutions to Address Issues & Weaknesses**

**\*\*NOTE:** Solutions are meant to inform decision-making and strategies forward. These solutions are not meant to be prescriptive but rather for aspirational guidance.

- **FIRST STEP:** Need for implementation strategy for integration
  - Increased shared teaching/instruction – need for foundations – reassignment of roles, structures; expand cross-disciplinary course offerings and delivery where there is disciplinary overlap
  - Crucial to look at strengths of faculty, bylaws and policies that we have
- Need for addressing misconceptions/ issues with current model
- Potential for Associate Dean Roles (e.g. Assoc. Dean of Research, Assoc. Dean of Instruction, Assoc. Dean of Student Affairs, etc.)
  - Assoc. Dean can provide oversight over all programs
  - Provide insight for integration
  - Shared responsibilities
  - Mapping Benefits of Entire College
  - Possibly Rotating Roles/ Responsibilities – (e.g. college-based integration strategies)
- **BUDGET:** Sliding Scale of Stipends per Program
- Integrated Core Areas
  - New Degrees, Certificate Programs
  - Non-professional UG degree that could be a feeder to grad programs
- Need for keeping program autonomy & retaining/ operationalizing faculty resources
- Find cross- college efficiencies as a strategy

**b. SCENARIO 2: TWO DEPARTMENT MODEL**

**i. Pros**

- Logical Solution (JUSTIFICATION: combined strengths, similar definitions)
- Shared/Similar Accrediting bodies in the case of Art, Design, VTD; not true of Arch, IAD, LA
- Boise programs retain connectivity
- Shared concepts, ideas – possibilities for recruitment, retainment, grad opportunities
- Opportunities for coordination/alignment (curriculum, seminars, organization, etc.)
- organizes us in Arts and sciences (BS,BA .. etc)

**ii. Cons**

- Feared loss of autonomy
- Each program acting as an armature: ie. Overarching curriculum decisions
- Question of amount of savings - program administrators are still needed for certain accredited programs
- Interdisciplinary Collaboration may be hindered
- Influence recruitment and retention – would all programs receive equal focus in recruiting efforts?
- Fiscal issues may impact Faculty Cohorts
- Impedes on total college integration

- Loss of discipline-based connections to alums, professional groups could impact fundraising, student activities and opportunities
- gives a logical line to cut in the future, not a unified group. one in the future may receive preference

**iii. Guiding Principles: Solutions/Stipulations**

- bylaws must be set, accreditation standards/ considerations
- Areas of Concentration, Emphasis Areas (SWARM Model) – but with teeth - “At Home” – Emphasis Area, Area of Concentration
- Consideration of what the home base is for accreditation standards
- Scheduled Thematic Seminars
- Crucial to look at strengths of faculty, bylaws and policies that we have
- Faculty fatigue consideration – Strategy to reduce teaching loads

**c. SCENARIO 3: THREE DEPARTMENT MODEL**

**i. Description:**

- Three Departments
- Each Department contains multiple Programs
- 3 chairs | multiple program heads | possible Associate Chair

**ii. Pros**

- Added value for student success (well-rounded integrated education) – Preparing creative professionals
- Shared balance – more equal representation of all programs
- Visibility and branding
- Allows for integration of other units (across the university e.g. theatre)
- Maintains experience / knowledge base for accreditation, and administrative capacity for each program’s strategic planning

**iii. Cons**

- Added cost (3 chairs, Associate dean)
- More work for program chairs and associate dean
- Not a unified group. one in the future may receive preference or be exposed to risk

**V. RECOMMEDATION for NEXT STEPS**

**a. Proposal for Academic Year 2020 – 2021**

**i. Ad Hoc Committee as standing committee for **FALL 2020 & SPRING 2021****

**ii. PROPOSED AGENDA:**

1. Analyze Risks, Opportunities and costs per Scenario
2. Determine Implementation Strategy
3. Create Phased Strategic Plan

**Sources:**

Kittell-Limerick, P. (2005). Perceived barriers to completion of the academic doctorate: A Delphi study. Texas: Texas A&M University-Commerce.

Landeta, J. (2006). Current validity of the Delphi method in social sciences. *Technological Forecasting & Social Change*, 73(5), 467-482.

Listone, H. A., & Turoff, M. (1975). Introduction to the Delphi method: Techniques and applications. In H.A. Linstone & M. Turoff (Eds.), *The Delphi method: techniques and applications* (pp. 3-12). Reading, MA: Addison-Wesley Publishing Company, pp. 3-12.

## CAA Restructure Information: Moving from Programs to Departments 1/7/22

Thank you for everyone's engagement in this process. It has been a long one, beginning with a desire to work more efficiently within the university and college by moving to departments, followed by the need to address our budget reduction. We are now nearing completion and looking forward to meeting our goals of:

1. Increasing efficiency within the University structure
2. Addressing our college need to decrease committee work, and enhance opportunities for leadership development
3. Budget Reduction commitment

### **Leadership:**

Once a structure (2 or 3 department mode and the programs that make up each one) is determined we will follow the Faculty Staff Handbook and our CAA Bylaws for determining Department Chairs and Program Heads/Coordinators:

### **Department Chairs**

#### Determination Process

Department Chairs are confirmed by the Dean based on nominations from the unit committee with approval by the Provost, See E-4. SELECTION OF PERMANENT ADMINISTRATOR. for detailed procedure.

#### Responsibilities

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

- . Manage and develop position descriptions, annual performance evaluations, third year reviews and tenure and promotion recommendations in consultation with Program Heads
- . Schedule classes, assign teaching, and assign classrooms when appropriate in consultation with Program Heads
- . Assign graduate research and teaching assistantships in consultation with Program Heads
- . Recruitment and Retention Management with support from Program Heads
- Other (to be determined)

### **Program Heads/Coordinators (title to be determined)**

#### Determination Process



- Nominations are solicited from the Department Chair from the program faculty
- Program Faculty submit nominees (one or more can be submitted)
- Department Chair makes the determination in consultation with the Dean and the Provost

Responsibilities to Include

Overarching goal is to meet the autonomy needs of accrediting bodies.

- Program leadership and management including curriculum development and management
- Budget and Personnel Management (significant influence in budget management and personnel management to include input in evaluations, hiring, and termination)
- Recruitment and Retention Management
- Accreditation reports and management
- Assessment planning and management
- Facility needs
- Other (to be determined)

**Cost/Savings Estimates:**

Based on our original leadership cost of \$61,000 (for the past two years we have saved approximately \$35,000 per year by reducing all program head salaries to \$7,000) as we go forward with the Department Model each Department Chair will receive either \$15,000 or \$10,000 depending on the configuration of the department.

*Cost Estimate for Two Department Structure*

Department Chair Stipends: \$15,000 ea. = \$30,000

Program Director (name TBD) Stipends: \$2,500\* ea. = \$12,500

Total Cost: \$42,500 – Previous Stipends were 15% of base faculty salary holding position- \$61,292 for FY21- Savings of \$18,792 for new model.

*Cost Estimate for Three Department Structure*

Department Chair Stipends: \$10,000 ea. = \$30,000

Program Director (name TBD) Stipends: \$2,500\* ea. = \$12,500

Total Cost: \$42,500 – Previous Stipends were 15% of base faculty salary holding position- \$61,292 for FY21- Savings of \$18,792 for new model.

\*Summer funds available for Program Heads/Coordinators for accreditation reports/visit preparation

**Possible Scenarios:**

The following are possible scenarios identified in our Town Hall and program meetings along with individual input. These scenarios are not listed in any order of preference nor do the titles reflect a name. Names of the departments will be submitted by the faculty of the departments and follow the curriculum change process.

Current Department Demographics (based on Fall Semester 2021 Institutional Dashboard):

Arch	287 students	(-4 MSIAD)	11 faculty
Art + Design	93 students		10 faculty
IAD	97 students		3 faculty
LArch	34 students		5 faculty
VTD	112 Students	(+4 MSIAD)	5 faculty

**A. 2 departments split by NASAD Accreditation-**

Department 1: Architecture and Landscape Architecture (318 students, 16 faculty)

Department 2: Art + Design, Interior Architecture and Design, Virtual Technology and Design (approximately 306 students, 18 faculty)

Or

**B. 2 departments split by Professional Designation-**

Department 1: Architecture, Landscape Architecture, and Interior Architecture and Design (approx. 415 students, 19 faculty)

Department 2: Art + Design, Virtual Technology and Design (approx. 209 students, 15 faculty)

Or

**C. 3 departments split by feedback-**

Department 1: Architecture (283 students, 11 faculty)

Department 2: Art + Design (93 students, 10 faculty)

Department 3: IAD, Landscape Arch, and VTD (approx. 247 students; 13 faculty)

Or

**D. 3 departments split by feedback-**

Department 1: Architecture (283 students, 11 faculty)

Department 2: Art + Design and Virtual Technology and Design (approx. 209 students, 15 faculty)

Department 3: IAD and Landscape Arch (approx. 131 students; 8 faculty)

**Anticipated Timeline:**

January 21	Structure Determined, current Program Heads notify program faculty; All College Announcement
February 15	Department names determined, and Curriculum changes submitted to Provost's Office and Curriculum Committees
April 15	Department Chairs and Program Heads/Coordinators Determined
June 1	Approved by the SBOE
July 1	Department Structure and Bylaws in effect

## 2021 CAA Restructuring Survey of Staff and Faculty

- 2-Department Configuration 1
  1. Blank
  2. Architecture, Interior Architecture & Design, Landscape Architecture
  3. Architecture, Landscape Architecture
  4. Architecture
  5. Art + Design, Virtual Technology & Design, Interior Architecture & Design, Landscape Architecture
  6. Blank
  7. Virtual Technology & Design, Art + Design
  8. Architecture, Interior Architecture & Design, Landscape Architecture
  9. Architecture
  10. Art + Design, Virtual Technology & Design, Interior Architecture & Design
  11. Architecture
  12. Blank
  13. Architecture, Landscape Architecture, Interior Architecture & Design
  14. Architecture, Interior Architecture & Design, Landscape Architecture
  15. Art + Design, Virtual Technology & Design
  16. Architecture, Art + Design
  17. Architecture, Landscape Architecture, Interior Architecture & Design, Virtual Technology & Design, Art + Design
  18. Art + Design, Virtual Technology & Design
  19. Architecture, Interior Architecture & Design, Landscape Architecture
  20. Architecture, Interior Architecture & Design, Landscape Architecture
  21. Architecture
  22. Architecture, Interior Architecture & Design, Landscape Architecture
  23. Architecture, Interior Architecture & Design, Landscape Architecture
  24. Architecture, Interior Architecture & Design, Landscape Architecture
  25. Architecture, Interior Architecture & Design, Landscape Architecture
  26. Interior Architecture & Design, Architecture, Landscape Architecture
  27. Architecture, Interior Architecture & Design, Landscape Architecture
  28. Landscape Architecture, Architecture, Interior Architecture & Design
- 2- Department Configuration 2
  1. Blank
  2. Art + Design, Virtual Technology & Design
  3. Art + Design, Interior Architecture & Design, Virtual Technology & Design
  4. Art + Design, Virtual Technology & Design, Landscape Architecture, Interior Architecture & Design
  5. Architecture
  6. Blank
  7. Architecture, Landscape Architecture, Interior Architecture & Design
  8. Art + Design, Virtual Technology & Design

9. Art + Design, Virtual Technology & Design, Interior Architecture & Design, Landscape Architecture
  10. Architecture, Landscape Architecture
  11. Art + Design, Interior Architecture & Design, Landscape Architecture, Virtual Technology & Design
  12. Blank
  13. Art + Design, Virtual Technology & Design
  14. Art + Design, Virtual Technology & Design
  15. Architecture, Interior Architecture & Design, Landscape Architecture
  16. Virtual Technology & Design, Interior Architecture & Design, Landscape Architecture
  17. Blank
  18. Architecture, Interior Architecture & Design, Landscape Architecture
  19. Art + Design, Virtual Technology & Design
  20. Art + Design, Virtual Technology & Design
  21. Art + Design, Interior Architecture & Design, Virtual Technology & Design, Landscape Architecture
  22. Art + Design, Virtual Technology & Design
  23. Art + Design, Virtual Technology & Design
  24. Art + Design, Virtual Technology & Design
  25. Art + Design, Virtual Technology & Design
  26. Virtual Technology & Design, Art + Design
  27. Virtual Technology & Design, Art + Design
  28. Virtual Technology & Design, Art + Design
- Potential Challenges?
    1. Blank
    2. Blank
    3. any changes to enrollment could off balance student to staff ratio
    4. Blank
    5. Blank
    6. Blank
    7. A) Feared loss of autonomy  
 B) Each program acting as an armature: ie. Overarching curriculum decisions  
 C) Question of amount of savings - program administrators are still needed for certain accredited programs  
 D) Interdisciplinary Collaboration may be hindered  
 E) Influence recruitment and retention – would all programs receive equal focus in recruiting efforts?  
 F) Fiscal issues may impact Faculty Cohorts  
 G) Impedes on total college integration  
 H) Loss of discipline-based connections to alums, professional groups could impact fundraising, student activities and opportunities  
 I) gives a logical line to cut in the future, not a unified group. one in the future may receive preference

8. Department 2 may have issues working through technology integration. Also, the name of the program is Virtual Technology & Design - not - Virtual Technology and Design.
9. The wide number of disciplines and faculty/ curricular priorities in any configuration would be unwieldy. A two dept model is unnecessary and appears driven by a desire to consolidate chair positions in order to offer a higher stipend for each. The trade off benefits aren't worth the trouble we shouldn't determine chair stipends based on number of departments.
10. If one program is significantly larger than other(s) then the smaller program could feel marginalized. Personality differences in leadership could create challenges.
11. The restructure is unnecessary and detrimental to the college, its programs, faculty, staff, and students. The proposal creates two new administrative positions with no benefit. Under the restructure, faculty and staff would have a chair \*and\* a director with whom to address issues and opportunities. Program directors would ultimately have much the same responsibilities as they do currently but then have the additional administrative layer of a chair between themselves and the dean; faculty would have two such layers. The result will be a reduction in the clarity of each of the programs' missions and goals and the unnecessary diffusion of leadership throughout the college. The restructure proposal is disruptive and counter-productive, all for a negligible cost savings, savings which could easily be accomplished by simply and equitably adjusting individual program administrative costs.
12. A. the two department option does not make any further saving comparing to the three department option.
  - B. There will be many programs with different accreditation requirements are placed together within one department.
  - C. Potentially, smaller unit in one department with larger unit may start to loose its autonomy and identity.
  - D. The two department option makes our college look like a smaller unit in the eyes of the whole university community. This may bring potential risks when there is a push for reducing the college structures on campus during challenging times.
13. Blank
14. Blank
15. The only issue I can see with this is that Architecture is such a large program, that combining it with IAD and Larch would make it a large department. Therefore, making it more challenging to run (and over powering) than the other ones. I could also see it causing issues with the mentality of views. There is a certain attitude that some Architecture personnel have that might clash with IAD and Larch. In another way of thinking, it might encourage them to "play nice".
16. Personalities
17. We are one department now that is trying to function as 5 independent departments. The last all College meeting we held in 2020 discussing potential re-configuration we concluded that it would be in the College's best interest to explore how to make one department work rather

than spend more money to divide programs. There has not been much effort to make this model work since the reformation of CAA and we should start here first.

The Department Chair of the 5 programs would function similarly to an Associate Dean level role working with the individual program heads to help administer our degree programs. All of our programs make significant impacts on the students experience but more work is needed to bring the faculty and curriculum together to reinforce this notion of design integration.

Challenges: Mutual Understanding across CAA, Academic Degree Bias, willingness to integrate. I see very little value in a two department model which has historically been the configuration of CAA prior to its dissolution into CLASS. I am not nostalgic and witnessed several issues of a two department model for power control of CAA resources. If we do go with a two department model I see no way around associating our Science based programs with each other from Art based programs which would significantly put Art in a disadvantage within the larger CAA. Integrated within one department shows we integrate Art into our Science and our Science into our Arts.

18. Blank

19. It is my understanding in conversation and from lived experience as former chair of VTD that VTD doesn't potentially want to combine with A+D because it might impact their grant-getting opportunities. While there is a wee modicum of truth in this, it was really more of a concern when Kyle was on faculty. I am not sure that is really a concern now.

Additionally, I think certain faculty view A+D as antiquated and a combination as problematic for their image. This, I argue, is short-sighted and not really true. There is actually some really interesting opportunities and A+D are eagerly using or want to use new media tools and techniques. A+D faculty have expressed genuine interest in working with VTD. Ironically, it is the VTD faculty unable to envision cool new opportunities.

For the other programs, I know that IAD and Landscape feel that they will be subsumed by Architecture and their needs will be lost.

20. At the college level, the challenge will depend greatly on the willingness of the Department Chairs to work constructively with the Dean to build and buy into a collective vision. Trust, respect and candid communication are key. At the department level, program rivalries could flare up until the anxiety of the unknown recedes. Department heads will have to lead faculty they don't know well. Trust will have to be developed. Faculty will take cues from their leaders on living into and developing the specifics of our new configuration. The potential for individual behavior undermining a collective vision exists. This is probably true no matter what our new configuration is. Inclusive visioning will be key. At the program level, I can imagine faculty venting concerns to the people they know best. Program directors will need to be good listeners and bring concerns to the Chairs.

21. CAA criteria for restructuring is mostly based in budget, number of faculty and students' numbers. Architecture has enough growth and demonstrated positive performance trend that it can stand as an autonomous Department-1. The TWO Department scenario diminishes autonomy of units merged and increases difficulty for a Department-2 Chair to manage the

diverse programs (all other units would need to be merged in order to keep Architecture as an autonomous unit). This scenario blurs the presence of leadership advocating for each merged program in CAA committees and diminishes the opportunities of diverse leadership in CAA and Uofl overall.

22. The only potential problems I can imagine would be chain of command/ administrative. How are decisions being made in relationship to each department. With two Chairs I could see some people feeling underrepresented. I really feel like this whole process really won't change anything other than chain of command. If we have people in those positions that are willing to work with multiple departments and will listen and fight for the needs of department Heads under them I see no problems.

23. personality issues for some, differing tools, equipment, and space utilization in D2, leadership positions may have to develop the trust of newer managed programs

24. All three Arch disciplines continually stress that their professional accreditation standards have certain requirements for autonomy, though I have never seen any satisfactory evidence to this effect. Combining them will subvert this (if such policies exist). The coursework and scholarship adjacencies in VTD and Art + Design make sense for the design emphasis areas of the BFA program. However, the VTD program does not seem to see the value of fine arts coursework, despite the fact that guest speakers to the college routinely emphasize that the only students who are employable in these industries are those who can draw and paint as well as they think (despite whatever stellar technological acumen they might possess). Conversely, Art faculty might shy away from closer ties with designers and the design world. It also needs to be noted that there are gendered concerns within the college. VTD is a "boys club" of a male majority student population with 100% male faculty. IAD, conversely, has the opposite student population and nearly the same opposite faculty situation. Granted, there are long-standing intrinsic cultural biases around interior "decorating" being "woman's work" and "Virtual games" being "for boys." We know this is not true and it is less and less true with each passing graduating class. Still, this remains an elephant in the room within our college. More diverse faculty across the board will help shape, in time, a more diverse student population. On the topic of gender, VTD projects (at times subtly, and at other times more directly) a position that the fine arts are also "woman's work" and that combining with Art + Design will "feminize" their department.

25. Blank

26. I foresee some initial hiccups determining who is doing what as faculty and staff get more accustomed to the way programs have been doing things. Finding new efficiencies and grace for each other always takes some time to strengthen, fortify and trust. But with this 2 department model, all get to learn to adapt together and I've always appreciated our College's resilience when asked to do so. I truly believe we can make this work well!

27. college challenges: only two departments, this is not a viable college. Visibility for programs is undermined. If the issue is to reduce committee work, there is n reality no committee work reduction here since the representation on key committees will still be needed, for instance: curriculum committee, recruitment and retention, design days, tenure an promotion: all these

will still need representation from every program ; serious issues of inequity occur, across the board; a program with major student number and faculty number is more in control of major decisions, of budget, even of numbers of students allowed to persist through the gates to second year (and beyond) as happened before.

28. Some faculty may feel in this configuration that they are losing their programs autonomy.

- Potential Benefits

1. Blank
2. This structure aligns with our Boise offerings of the Architecture fields. Also with accreditation and possible new fee structure for Professional Fees.
3. More organization less hierarchy – hopefully
4. Blank
5. Blank
6. Blank
7. This configuration seems to align practice-based professions with similar (however completely different) accreditation standards. This configuration also appears to aggregate smaller programs to benefit the college as a whole.

Pros:

- a) Logical Solution (JUSTIFICATION: combined strengths, similar definitions)
- b) Shared/Similar Accrediting bodies in the case of Art, Design, VTD; Arch, IAD, LA
- c) Boise programs retain connectivity
- d) Shared concepts, ideas – possibilities for recruitment, retainment, grad opportunities
- e) Opportunities for coordination/alignment (curriculum, seminars, organization, etc.)
- f) Organizes us in Arts and sciences (BS,BA .. etc)

8. Not sure

9. None. This is a bad idea

10. Unforeseen opportunities occur when two or more programs merge. Staffing efficiencies.

11. I see no benefits to the college restructure proposed.

12. Blank

13. Blank

14. Blank

15. A benefit for having all the architecture programs in one department is that all those programs are offered in Boise. So it will be easier to group them together and advertise them together because potential and current students can visually group those together based off the idea that they are all related to architecture, and are all offered in Boise. Easy to remember.

Another benefit is that they are all similar fields, therefore will be able to work in the same mindset/vocabulary than students would if they were in Art + Design and VTD. Art + Design and VTD have similarities as well. Ever since there was talk about creating departments, this has seemed like the best option for programs to separate out.



This could also open the doorway to collaboration within the programs. Many students already minor or double major within these programs, it would be nice to see them collaborate more on projects and classes.

#### 16. Integration of Disciplines

17. Benefits: Potential Budgetary savings by reducing redundancies across programs. Leadership within the Chair position who can more effectively distribute support across programs more equitably and bring stronger alignments between existing programs. Nothing really changes for any of the programs, but support can be more effective. Potentially reduces internal program conflicts by providing needed CAA leadership targeting integrated teaching, research, and creative scholarship. Everyone is listened to

#### 18. Blank

19. - VTD students are already increasingly taking art classes or are art minors

- There is a substantial number of students who want to explore and create work that borrows from both programs

- Recruiters (even those that have been brought to campus by VTD faculty) tell us that students really need good foundational art skills. Technology skills can be more easily taught on the job especially if they are using propriety software.

- Many design courses--especially Interaction and Experience--should be required for VTD students

- A combination of A+D and VTD re-establishes gender parity among faculty and students.

For the other, professional programs, a combination might be essential for eliminating redundant courses and promoting efficiencies.

20. Cost savings and equitable distribution of work are major benefits. At the college level this configuration strikes a balance between having an Associate Dean (it's like having two Co-Associate Deans) along with program-specific leadership. The economy of consolidating certain kinds of work towards the Chairs easily reconciles with program autonomy. There is potentially more opportunity to see commonalities among programs with licensing in this model. Also, with Interior Architecture and Design students fully subscribing to the Architecture Minor, this model makes sense. There is potential to see and cultivate more common ground between Art and Design and Virtual Technology and Design. Both programs have a range from work that is entertaining, emotional, and expressive to the other end which is data driven, rhetorically more objective, and informed by human behavior.

21. This configuration is only based in preserving Architecture as an autonomous unit and leadership presence due to its successful performance and growth as such. I do not see any benefit on merging all other units in one Department so this scenario of TWO Departments does not seem reasonable.

22. Benefits are cost savings and aligning programs that are most similar. I see potential for more collaboration also. If programs across the college are able to see what and how other departments work and what their needs are, I could really see this helping all areas grow.

23. the logic, naming, and numbers balance seems entirely reasonable. saves money, perhaps?  
would love to have additional staff support or crossover

24. At many other universities across the country, the Arch disciplines are within a single department. It is a natural and logical way to organize them; students in all three programs will be entering a unified workforce and networking environment. They will all someday work together at the same studios. VTD and Art + Design share NASAD accreditation, which is a very rational and easy sell to upper administration. VTD and Art + Design students, too, will be entering a unified workforce and networking environment. They will all someday work together at the same studios. Even students who choose to pursue a fine arts emphasis within their BFA, the majority of these graduates will at some point hold design jobs (and, like most creative professionals, probably night owl as one kind of practicing artist or another).

25. Blank

26. Through this configuration, I see strength for student programming both in and outside of classes. I believe faculty research opportunities that lead to student events and integrative course work will thrive more in this mix. Department 1, as show here, celebrates what happens in most firms and will also allow architecturally-minded students at early stages to better understand where they best fit in pursuing a particular degree. Department 2 can better support student's more varied professional approaches to general making, storytelling, innovation in imaging, and portfolio output.

27. This could be a school, a named opportunity for the school; however, the programs within ought to maintain their autonomy. it focuses on licensed professional programs. could have some further collaborations, but these collaborations in the curriculum already happen.

28. This configuration will benefit all of our students. Architecture/IAD/LA students will benefit. Potentially Art + Design & VTD can collaborate for the benefit of all of our students. Art +Design will benefit with access to VTD classes such as world building, character design and use of software. This will be highly beneficial for many of students in their career as illustrators and story tellers. VTD students can benefit from physical classes in 2d/3d (observational drawing, ceramics, etc...) Through the observational world students can better create a virtual world.

- 3-Department Configuration 1
  1. Architecture
  2. Architecture
  3. Architecture
  4. Architecture
  5. Interior Architecture & Design, Landscape Architecture
  6. Architecture
  7. Landscape Architecture, Interior Architecture & Design, Virtual Technology & Design
  8. Architecture, Interior Architecture & Design, Landscape Architecture
  9. Architecture
  10. Art + Design, Virtual Technology & Design
  11. Architecture

12. Architecture
13. Architecture, Landscape Architecture
14. Architecture, Landscape Architecture
15. Art + Design, Virtual Technology & Design
16. Architecture, Art + Design
17. Architecture
18. Virtual Technology & Design, Art + Design
19. Architecture
20. Architecture
21. Architecture
22. Architecture
23. Architecture
24. Architecture
25. Architecture
26. Architecture
27. Architecture
28. Architecture

- 3-Department Configuration 2
  1. Art + Design, Virtual Technology and Design
  2. Interior Architecture & Design, Landscape Architecture
  3. Art + Design, Virtual Technology & Design
  4. Art + Design
  5. Art + Design, Virtual Technology & Design
  6. Art + Design
  7. Art + Design
  8. Art + Design
  9. Art + Design
  10. Interior Architecture & Design, Landscape Architecture
  11. Interior Architecture & Design, Landscape Architecture
  12. Interior Architecture & Design, Landscape Architecture
  13. Art + Design, Interior Architecture
  14. Art + Design, Interior Architecture & Design
  15. Interior Architecture & Design, Landscape Architecture
  16. Virtual Technology & Design, Landscape Architecture
  17. Landscape Architecture, Interior Architecture & Design, Virtual Technology & Design
  18. Architecture
  19. Art + Design, Virtual Technology & Design
  20. Art + Design, Virtual Technology & Design
  21. Art + Design
  22. Art + Design
  23. Virtual Technology & Design, Art + Design
  24. Interior Architecture & Design, Landscape Architecture
  25. Art + Design, Virtual Technology & Design

- 26. Virtual Technology & Design, Art + Design
- 27. Interior Architecture & Design, Landscape Architecture
- 28. Virtual Technology & Design, Art + Design

- 3-Department Configuration 3
  1. Landscape Architecture, Interior Architecture and Design
  2. Art + Design, Virtual Technology & Design
  3. Landscape Architecture, Interior Architecture & Design
  4. Interior Architecture & Design, Virtual Technology & Design, Landscape Architecture
  5. Architecture
  6. Interior Architecture & Design, Landscape Architecture, Virtual Technology & Design
  7. Architecture
  8. Virtual Technology & Design
  9. Interior Architecture & Design, Virtual Technology & Design, Landscape Architecture
  10. Architecture
  11. Art + Design, Virtual Technology & Design
  12. Virtual Technology & Design, Art + Design
  13. Virtual Technology & Design
  14. Virtual Technology & Design
  15. Architecture
  16. Interior Architecture & Design
  17. Art + Design
  18. Landscape Architecture, Interior Architecture & Design
  19. Landscape Architecture, Interior Architecture & Design
  20. Interior Architecture & Design, Landscape Architecture
  21. Virtual Technology & Design, Interior Architecture & Design, Landscape Architecture
  22. Virtual Technology & Design, Interior Architecture & Design, Landscape Architecture
  23. Landscape Architecture, Interior Architecture & Design
  24. Art + Design, Virtual Technology & Design
  25. Landscape Architecture, Interior Architecture & Design
  26. Landscape Architecture, Interior Architecture & Design
  27. Art + Design, Virtual Technology & Design
  28. Landscape Architecture, Interior Architecture & Design
  
- Potential Challenges?
  1. Blank
  2. Blank
  3. Possible risk of hierarchy
  4. Blank
  5. Blank
  6. Each program must still be responsible for their own faculty evaluations, curriculum and budget.
  7. A) Added cost (3 chairs, Associate dean)  
B) More work for program chairs and associate dean

- C) Not a unified group. one in the future may receive preference or be exposed to risk
8. Overall approval from the College.
  9. This has been proposed at multiple points and there does not appear to be consensus among programs who will be joined together about how they would operate. At some point, the decision will have to be made and the combined departments will need to sort this out. The three department configuration should maintain the same stipend for chairs as the two department configuration. The work load in any scenario is worth the \$15,000.
  10. Personality differences in leadership could create challenges.
  11. The restructure is unnecessary and detrimental to the college, its programs, faculty, staff, and students. The proposal creates three new administrative positions with no benefit. Under the restructure, faculty and staff would have a chair \*and\* a director with whom to address issues and opportunities. Program directors would ultimately have much the same responsibilities as they do currently but then have the additional administrative layer of a chair between themselves and the dean; faculty would have two such layers. The result will be a reduction in the clarity of each of the programs' missions and goals and the unnecessary diffusion of leadership throughout the college. The restructure proposal is disruptive and counter-productive, all for a negligible cost savings, savings which could easily be accomplished by simply and equitably adjusting individual program administrative costs.
  12. Blank
  13. Blank
  14. Blank
  15. The only challenge I see with this model is trying to coordinate three departments. Two are easier than three.  
One other thing is it would mean there are two departments in Boise, and that might seem unnecessary for the amount of years we provide for students there. It might seem like we have more there than we do. That is just an assumption though.
  16. I don't think a 3 dept model will work
  17. Budgetarily we will be adding three department Chairs with potentially some level of program head responsibilities for Department B. Faculty buy-in, marketing to make sure we can best explain our mission and vision under this new model. Power struggles between departments.
  18. Blank
  19. This 3-program model doesn't really take advantage of the connectivity that could happen within the professional programs. In particular, IAD and architecture. Also, one could argue that this doesn't prepare students for real-world work environments where everybody is working in the same office in collaborative manner regardless of discipline.  
This seems also to (perhaps) assuage certain personalities but the decision should be made based on what is really best for the students in the long term.  
Another issue is that when the next economic downturn happens, Architecture will be by itself and that may be somewhat problematic if numbers of students are important. Architecture's boom may or may not last.
  20. With this configuration, I can imagine Architecture acting a little too independently from the college. A respectful relationship between the Program Chair and the Dean would be key. A strong program level leader might help complement the dynamics in this program. At the department level, the challenges will be to navigate the unknowns in the new configurations. Developing trust and collective vision will be key. Asserting program autonomy will be key. Making a clear division of labor and responsibilities between Chairs and program level

leadership will be important. There is quite a bit of variation in the current culture of how each program distributes work.

21. As CAA restructuring seems only based on budget, number of students & faculty in units, criteria for a scenario merging the other programs (and keeping Architecture as a separate Department Unit) is based on selecting one of the two provided by feedback in the CAA document shared. It is going to be a challenge for a Department-3 Chair as proposed to address the diverse processes involved in these very distinct programs. To address the fact that some programs might be too small today (based on faculty and student numbers) to work as independent units (departments) due to costs involved in leadership, there should be a more clear threshold on what are the minimum requirements across the university. Each discipline has the potential to function better as an autonomous unit with leadership presence at the college level. The potential should be assessed beyond actual numbers and focus on future scenarios of growth and development for these disciplines in the state of Idaho/US/Global. Collaborations among disciplines emerge when there are common projects individuals agree on engaging with not through a forced merging process based on budget/efficiency priorities.

22. Really are we saving enough with this configuration and are we just creating more work for the administrators? Also there is less equality with students and faculty

23. less balance in numbers yet more identity (+ autonomy?) for certain programs territoriality issues?

24. Same comments apply as above

25. Blank

26. I worry that students needing to shifting their major in the territory of Architecture, Landscape Architecture, and Interior Architecture and Design will have less support than they should in this arrangement (I believe the 2 Department Model addressed above is strongest). I also worry that Architecture (or any program not blended in this transformation), left alone, will feel even more diversive and uncollaborative, than they do now. AND I want to state that I don't actually believe Architecture dosen't or can't work well with others (they are actually quite collaborative), but in being allowed to be separate, we've all had the ability to become insular and avoidant of playing well with others. Strong leadership would be needed to force a sense of balance when one program gets to stay the same and others have to adapt. I think this would be a difficult, unneeded challenge to take on in this transition.

27. Need to change the name of the college, this is essential since now the name could be misleading on the outside; when a third department exists but the name of the college only for the other two departments it becomes an issue of invisibility and inequity. Can impact recruitment, retention, and recognition of the third department. Structural injustice or ill representation Some issues about one of the restructure due to faculty resisting it due to separation fo arts and sciences. Need to avoid "stepchild" any program, there is a great likelihood for that to occur here. undermines some of the great rebranding efforts that have been ongoing and proven successful in terms of programmatic identity, recruitment, retention (for example as with IAD).

28. Architecture will have little incentive to collaborate with others.

- Potential Benefits?
  1. Blank
  2. Blank
  3. Better balance of responsibilities

4. Blank
5. Blank
6. Blank
7. A) Added value for student success (well-rounded integrated education) – Preparing creative professionals  
B) Allows for integration of other units (across the university e.g. theatre)  
C) Maintains experience / knowledge base for accreditation, and administrative capacity for each program's strategic planning
8. Integrated projects between Architecture, IAD and Landscape. Opportunity for program growth and Identity branding (Art & Design - VTD)
9. This arrangement balances faculty numbers, allows programs with fewer faculty to share service and administrative responsibilities, and limits the number of disciplines in each, without making any program unduly large in comparison to the rest of the college.
10. Unforeseen opportunities occur when two or more programs merge. Large programs can operate more effectively without compromising smaller programs. Staffing efficiencies.
11. I see no benefits to the college restructure proposed.
12. A. Based on the existing circumstance, this may be the best way to balance our existing resources with our student sizes among different programs.
  - B. This option makes disciplines with similar needs and similar size together, which can make the use of resources more efficiently.
  - C. Smaller department size can reduce the chance of potential internal conflicts. The small units in a department will have better chance to retain its autonomy and identity.
  - D. The three department option provides more opportunity for more departments in the future when certain growth of our college can achieve.
13. Blank
14. Blank
15. The benefits to this model is that all are about equal in amount of students per department. This means resources and funding would be similar for each, so there would be less arguments and disagreements with how they are dispersed. This would also help with the fact that Architecture is growing so much, and they would be able to just focus on them and not have to worry about another program.
16. Blank
17. CAA excels in three areas, Art, Architecture and Virtual Design that all focus on visual communication. We have four programs that are Science based with 1 program being Art based. This aligns programs to their associated academic responsibilities. Architecture is large enough to function as a small department and can retain autonomy. Art can continue to focus on BFA and MFA opportunities for the College since they are the only Art based degree program

and has different outcomes concerning service from the other programs. Associating LA, IAD and VTD (Virtual Technology and Design) together compliments each other through research and has natural meeting points for integration for students. Lighting, Environmental, Industrial design emphasis can be supported while sharing similar design affordances concerning space and place making. The students would be better aligned under this model (my opinion).

18. Blank

19. Landscape and IAD can be free from the constraints that a combination with Architecture might impose. Architecture could continue as its own entity.

20. This would be a smaller incremental step in our evolution. It might be less shocking to the system.

21. This configuration is only based in preserving Architecture as an autonomous unit and leadership presence due to its successful performance and growth as such and addressing the budget/efficiency priority concern defined by UofI & CAA leadership which limits to a 3 Department scenario. I do not agree on merging these three disciplines proposed in Department-C as they have better chances of potential of growth if left as autonomous units with leadership development (e.g. recent hires showing trends of contributing to program growth).

22. I honestly do not see how the three department configuration will benefit the college. I see us keeping the same old silos that we have always sworn this college doesn't have. We have talked about how being integrated has been a great selling point and how Alumni are proud of that. I don't feel like the idea of collaboration or integration is very strong in our college anymore

23. One doesn't want to get lumped and lost nor isolated and withered...

I don't know what the answers are, but I think paying program heads according to a students served metric is more equitable than the current model.

24. Same comments apply as above, although this arrangement better balances student and faculty numbers.

25. Blank

26. I think early on Landscape Architecture and Interior Architecture and Design will feel stronger in regard to having a seat at the table, but I also believe this feeling will be short lived and the perceived power of architecture will settle back and feel much the same as it does now soon enough.

27. The IAD + Env Design/Larc department can also have the great naming opportunity, can be the seed for a near-future school for the environment, with the potential of adding planning to the mix, and facilities management; this is a licensed professional department (the programs within are licensed professional programs), there are significant synergies and alignments between the two programs (IAD+Env Design/Landscape Architecture) including teaching alignments, service alignment, research/scholarship alignment, and professional



outreach. (certification/license, sustainable sites initiative, LEED, Well Building, stakeholder involvement, multiscalar, service-learning, place-based, ..etc.

SYNERGIES - Human-centered focus and a shared body of knowledge  
Shared- embodiments for the land grant mission. Reviews and Professional Pool for sponsored professionally aligned studios; and Italy Studio. Discussions and some collaborative work have already begun.

Also, for BIAD + Env Design/Larc the multiscalar opportunity: scale from intimate to exponentially larger, can be an exciting opportunity to explore what else to add or investigate. Plus the shared theoretical and programmatic body of knowledge focusing on environmental design is a critical asset. This BIAD+LARC/Env design allows these programs to maintain their identity and cohesiveness to the internal and external stakeholders; currently exploring ideas about super studio across the two programs, build on collaborative and visionary efforts underway and on significant enrollment and recruitment success in BIAD, and enable IAD to have a direct path to related graduate degree. Can have a great opportunity for professional outreach locally and globally.

Accreditation for IAD (undergraduate-CIDA) and LARC (graduate-LAAP) can afford the interesting seamless scenario here too, and those two accreditation have more in common (especially about HLSW, research, etc) than with others.

VTD+ART share the same body of knowledge can broaden their offering by coalescing BA /Bs/BFA/Ms/MFA; can focus financials and efforts of faculty to deliver needed courses across the two related fields.

28. Blank

- Any Further Thoughts or Concerns? Indicate Preference Here
  1. 3 departments
  2. Prefer two Department Structure for CAA
  3. I prefer the 3-department configuration
  4. Concerns: too many to mention here.
  5. This process has gone on far too long.
  6. Of the choices, a 3 department configuration is preferable.
  7. Thank you for framing this. I'm slightly drawn towards the two-department model: IAD + LA + ARCH; VTD + A&D. However, whatever the configuration, I'm sure we'll all adapt and adjust quickly. Thanks again and looking forward to next steps!
  8. 3 Department Model (Architecture, IAD, Landscape --- VTD --- Art&Design). Some of these combinations could drastically enhance or atrophy the growth and potential of the programs. I would highly recommend looking at this reorganization from a marketing standpoint. What combinations make the most sense internally and externally? How will incoming students find their people, their home, their community?
  9. I strongly prefer the 3 department arrangement.
  10. I prefer the three programs.
  11. I am against the restructuring of the college. Combining programs and adding a chair will not alleviate the critical necessity, nor responsibility, of directing each of those programs. The proposed addition of administrative chair positions is redundant, ineffective, and

unnecessarily disruptive. The anticipated cost savings are negligible and could easily be accomplished by more rational and equitable methods.

12. I consider the three department option offers more benefits than the two department option based on existing circumstance. It can reduce possible conflicts within our disciplines and also prepare us better for possible growth in the future. This structure can be easier and more efficient for the college to administer the resources according to different needs.
13. I trust the administration to develop a fair model. I defer to Randy and Dean Corry as to how to integrate other programs with Architecture.
14. Configuration 2
15. I would prefer to have the two departments rather than the three.
16. New configurations
17. At this stage we need to seriously make the one department model work. Two in my opinion is the most dangerous model to explore as it would significantly impact the Arts in a negative way. The only other option I see is the Three department model where we can "stay the same" for Architecture and Art, but allows for innovation and integration within Design for VTD, IAD and the Environmental Design program.
18. I prefer the program that makes the most sense for students in the courses and that faculty have the most overlap in helping students with discipline-specific skills and professional opportunity.
19. The issue of saving money is important and that is fundamentally why we are doing this exercise. But the opportunity changes like this afford shouldn't be discounted. As we move forward, it is best, I believe, to really explore beyond disciplines and look at the potential of where the markets will be in a few years. Junior faculty often are better at seeing this and are eager to make new things happen. They just want the administrative nod and they will make it work!
20. I believe we are ready for a two department model. This is my preference. With program level leadership, and respectful and collaborative leadership from the Chairs, I anticipate being able to maintain program autonomy that is required for individual curricular authority, program identity and accreditation.
21. I was surprised that this topic (on-going survey) was not mentioned during our CAA Spring meeting this semester. I am concerned the "Great Colleges to Work for Survey" process will be managed in a similar way as it was also allowed very few minutes in the CAA Spring meeting agenda for discussion. These are some of the most processes with topics that will have high impacts for years to come.
22. "B. 2 departments, split by Professional Designation-  
Department 1: Architecture, Landscape Architecture, and Interior Architecture and Design (app 415 students, 19 faculty)  
Department 2: Art + Design, Virtual Technology and Design (approx. 209 students, 15 faculty)"  
This make the most sense in every way. Anyone in marketing would love to be able to sell this.
23. I think 2 depts. makes the most sense (as listed by architectures and designs in titles)... would 2 dept heads become more like associate deans (which we need) but at the same time shunt a bulk of the work off to the relatively less well compensated program heads???

There would be so much less incentive to do that job (all the work in the trenches, yet always answering to another level and with less monetary compensation, or administrative rank.)

I would consider restructuring compensation levels to make program heads somewhat attractive and lessen some of the department head bonuses with the title/role being something of its own reward.

Some of our staff are outstanding, others, less so... I think more shared roles for what a person is suited toward could come of this (and I'll offer details or suggestions if needed).

24. If the primary goal is to save money by reducing the number of program heads, then two departments is better than three. Honestly, this seems like a poor motivation for any kind of reorganization. Any such move should be made in the students' interests, and the students' interests only. That is why I have chosen these models; they make the most sense to me from the student perspective. Perhaps I am naive in this, but my primary focus is on the career viability of our graduates. That's the only reason why I teach the material I teach in the first place. How hireable are our graduating seniors? Period. Combining the Arch disciplines should (with proper shepherding and modeling from faculty) produce more successful graduates. The same goes for a combined Virtual Technology, Art + Design department. What I think we need to be extremely, extremely cautious about is reorganizing for our faculty's interests and (more pointedly) for the interests of any particular individuals. This new college structure might still be here in 20 years. It might outlast us all. It's irrational and shortsighted to make any decisions whatsoever based on the individuals involved. People leave. People retire. People die. Whatever new organizational chart the college agrees upon, it should be conceived with every chair on it empty.
25. 2 departments
26. I prefer the 2 department configuration. We are already a small College expressing overwhelm in regard to having too much to do. At least with this structure 7 faculty will take on a leadership role instead of the 8 faculty that would play roles in the 3 department configuration. We need as many faculty as we can really pursuing their research if we want to remain strong in a University seeking Research 1 status. The 2 department configuration taxes one less person.
27. The amounts of funds being saved are minimal across all scenarios. This while at the same time administrative staff is removed from the department and is serving at the college; there are insurmountable responsibilities for a department head and a program head to complete, while also trying to address teaching, advising, outreach, and scholarship without the direct support of an administrative assistant. Allow the programs that are willing to step in right now and change to do so without having to create major college reorganization, for instance, the ongoing IAD+LARC conversations can yield very interesting fruition if allowed to move forward without forcing another program in, or having to create upheaval, simply because the programs know there is something they themselves are working toward; this might mean we will have four departments, with expectations of growing being put on each of the departments. Department heads or program heads also have an additional administrative role, for instance: associate dean of students, associate dean of faculty, associate dean of outreach/etc; this while reducing their teaching load and making them abide by the reduced

teaching load (no three courses, for instance, speaking from the personal story). This will distribute the load, make us as a college very present in all of the important realms, does not put the power in the hands of one associate dean or one department, and engage us all in the collective of what we are here for the students, faculty, staff, and community. curriculum, recruitment, accreditation remain in hands of programs.

Revisit a college core, that is vertical; also, Need to have the foundation be the human-centered foundation, where art, culture, and other parts fo environment are integrated.

28. I prefer the 2 department option

**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**

	<u>FY 2024</u>		<u>FY 2025</u>		<u>FY 2026</u>		<u>FY 2027</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments								
B. Shifting enrollments								
<b>Total Enrollment</b>								0

**II. REVENUE**

	<u>FY 2024</u>		<u>FY 2025</u>		<u>FY 2026</u>		<u>FY 2027</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds	\$28,280.00		\$28,930.00		\$29,040.00		\$29,150.00	
3. Federal								
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees								
6. Other (i.e., Gifts)								
<b>Total Revenue</b>	<u>\$28,280</u>	<u>\$0</u>	<u>\$28,930</u>	<u>\$0</u>	<u>\$29,040</u>	<u>\$0</u>	<u>\$29,150</u>	<u>\$0</u>

**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

	<u>FY 2024</u>		<u>FY 2025</u>		<u>FY 2026</u>		<u>FY 2027</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
1. FTE								
2. Faculty								
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	22000		22000		22000		22000	
7. Administrative Support Personnel								
8. Fringe Benefits	6820		6930		7040		7150	
9. Other:								
<b>Total Personnel and Costs</b>	<u>\$28,820</u>	<u>\$0</u>	<u>\$28,930</u>	<u>\$0</u>	<u>\$29,040</u>	<u>\$0</u>	<u>\$29,150</u>	<u>\$0</u>

	<u>FY 2024</u>		<u>FY 2025</u>		<u>FY 2026</u>		<u>FY 2027</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>B. Operating Expenditures</b>								
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
<b>Total Operating Expenditures</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 2024</u>		<u>FY 2025</u>		<u>FY 2026</u>		<u>FY 2027</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>								
1. Library Resources								
2. Equipment								
<b>Total Capital Outlay</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 2024</u>		<u>FY 2025</u>		<u>FY 2026</u>		<u>FY 2027</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>D. Capital Facilities Construction or Major Renovation</b>								
<b>E. Other Costs</b>								
Utilites								
Maintenance & Repairs								
Other								
<b>Total Other Costs</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>TOTAL EXPENDITURES:</b>	<u>\$28,820</u>	<u>\$0</u>	<u>\$28,930</u>	<u>\$0</u>	<u>\$29,040</u>	<u>\$0</u>	<u>\$29,150</u>	<u>\$0</u>
<b>Net Income (Deficit)</b>	<u>-\$540</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

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

	Row 59- Current General Education Funds within the College of Art and Architecture will shift to provide a \$10,000 Administrative Stipend Per AY for the Department of Design Chair. Three Program Director Stipends per AY included for the three programs at \$4,000 per program. A small increase in Fringe Benefits is factored in for FY25-27.
	*All other blank sections are not applicables since CAA is only changing administrative leadership structure all other program costs will remain the same.



# 72: CHANGE THE NAME OF THE DEPARTMENT OF ART AND ARCHITECTURE TO THE DEPARTMENT OF DESIGN

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## In Workflow

1. 09 Curriculum Committee Chair (stacyi@uidaho.edu)
2. Registrar's Office (none)
3. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
4. SEM Review (dkahler@uidaho.edu)
5. Ready for UCC (disable)
6. UCC (none)
7. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
8. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
9. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
10. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
11. Catalog Update (sstubbs@uidaho.edu)

## Approval Path

1. Tue, 18 Oct 2022 17:12:16 GMT  
Stacy Isenbarger (stacyi): Approved for 09 Curriculum Committee Chair
2. Tue, 18 Oct 2022 17:17:11 GMT  
Steve Stubbs (sstubbs): Approved for Registrar's Office
3. Tue, 18 Oct 2022 22:19:21 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
4. Wed, 19 Oct 2022 16:15:07 GMT  
Dean Kahler (dkahler): Approved for SEM Review
5. Wed, 02 Nov 2022 17:49:19 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
6. Tue, 08 Nov 2022 22:53:50 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Proposal

Date Submitted: Fri, 07 Oct 2022 07:03:18 GMT

**Viewing: Change the name of the Department of Art and Architecture to the Department of Design**

**Last edit: Tue, 08 Nov 2022 22:53:37 GMT**

Changes proposed by: Shauna Corry

### Faculty Contact

Faculty Name	Faculty Email
Shauna Corry	scorry@uidaho.edu

### Request Type

Change the name of an administrative unit

### Effective Catalog Year

2023-2024

### Title

Change the name of the Department of Art and Architecture to the Department of Design

### Request Details

CAA is proposing an organizational structural change from a one-department (five program) model to a three-department model. This proposal supports the name change of the one department from Art and Architecture to the Department of Design consisting of three programs.

### Attach State Form

CAA Restructure Instructional\_Administrative\_Unit-Form Department of Design Name Change Form FINAL Oct 6 22.doc

2 72: Change the name of the Department of Art and Architecture to the Department of Design

### **Supporting Documents**

CAA Restructure Faculty List With Courses FINAL OCT 6 22.xlsx  
CAA Org Chart Fall 2022 FINAL.pdf  
CAAOrgChart\_New3DepartmentStructure\_OCT\_14\_2022.pdf  
CAA Restructure Faculty Participation Information Final.docx  
CAA Town Hall AGENDA\_v3 (002).docx  
CAA Structure Ad Hoc Committee Report\_061220.pdf  
CAA Restructure Information 2ab.docx  
2021 CAA Restructuring Survey of Staff and Faculty.xlsx  
Budget\_Proposal\_Form\_NewDesign.xlsx

### **Reviewer Comments**

**Theodore Unzicker (tunzicker) (Tue, 08 Nov 2022 22:53:37 GMT):** Per UCC, proposal shouldn't be forwarded to Faculty Senate until final names are determined.

Key: 72



Institutional Tracking No. \_\_\_\_\_

# Idaho State Board of Education

## PROPOSAL FORM

Instructional and Administrative Units

Date of Proposal Submission:	March 1, 2022
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Art and Architecture
Name of Department(s) or Area(s):	Art and Architecture Department
Title of Proposed Unit	Department of Design
Proposed Implementation Date:	July 1, 2023

Indicate whether this request is either of the following:

New Administrative Unit (name change)

New Instructional Unit

\_\_\_\_\_  
College Dean Date

\_\_\_\_\_  
Vice President for Research (as applicable) Date

\_\_\_\_\_  
Graduate Dean (as applicable) Date

\_\_\_\_\_  
OSBE Program Manager/IDCTE Director, Program Services Date

\_\_\_\_\_  
FVP/Chief Fiscal Officer Date

\_\_\_\_\_  
State Administrator, IDCTE Date

\_\_\_\_\_  
Provost/VP for Instruction Date

\_\_\_\_\_  
Chief Financial Officer, OSBE Date

\_\_\_\_\_  
President Date

\_\_\_\_\_  
Chief Academic Officer, OSBE Date

\_\_\_\_\_  
SBOE/Executive Director or Designee Approval Date

## 1. What are the goals and objectives for the new unit?

The College of Art and Architecture (CAA) has a unique organizational structure within the context of the University: it is composed of one department (Department of Art and Architecture) that includes five programs (Architecture, Art + Design, Interior Architecture and Design, Landscape Architecture, and Virtual Technology and Design). This organization was implemented in 2012 to encourage collaboration and integration; however, this structure has not been efficient for important University procedures and processes, such as those initiated by the Registrar's Office, Enrollment Management, the Provost's Office, and Institutional Assessment. In order to address these inefficiencies and initiate a governance structure that dovetails with the University structure overall (aligning the units of CAA with the rest of the units across campus) and to address the budget reduction implemented in 2020, CAA proposes restructuring from one broad department (Department of Art and Architecture) into three focused departments.

Proposed Structure:

1. Department of Art and Architecture (existing, name change submitted)  
New composition of three existing programs: 1) Interior Architecture and Design, 2) Landscape Architecture, and 3) Virtual Technology and Design.
2. Department of Architecture (new department)  
Architecture program
3. Department of Art + Design (new department)  
Art + Design program

In addition to increasing alignment and efficiency with university and college processes additional goals for the restructuring include: 1) relieve faculty from small units (3 and 5 persons) from numerous service commitments and allow an increased focus on teaching and scholarship, 2) increase leadership opportunities within programs and departments, and 3) reduce administrative costs (the five-program model was supported with five program head stipends equivalent to department chair stipends).

The three-department model requires three department chair stipends along with two modest program director stipends resulting in a savings of approximately \$10,708 (from the original stipend of 15% of base salary per program head for a total of \$61,292 in FY 2021. The savings amount is factored on the current base salary plus a 15% administrative stipend, which would be \$65,708). Our new three-department model will cost an estimated \$55,000.

**This proposal is to change the name of the existing Department of Art and Architecture to the *Department of Design*. The department will have 15 faculty (12 instructional and 3 research focused). Administrative support is centrally provided by the college office.**

Objectives are:

1. Greater efficiencies within the university system. Currently as one large department, university systems including Banner do not always acknowledge individual programs and data is not readily available. An attempt was made over three years ago to address this issue with various administrative offices on campus including the Registrar's and Institutional Assessment. However, with the current operating systems it was not feasible to support CAA's unique

needs.

2. With smaller faculty size leadership opportunities are limited to tenured faculty, and this change allows for a tenured faculty member to serve as a Department Chair (taking on the responsibility of university processes including Promotion and Tenure and Annual Evaluations) while an untenured faculty may serve as a Program Director and focus on curriculum design, content, and accreditation requirements.
3. Support CAA budget reduction (reducing total college leadership costs by \$10,708).

**2. What is the relationship of the unit to the university's mission and priorities? Is the unit involved in instruction and if so, to what extent?**

The programs of the Department of Design are central to the mission and priorities of the university with emphasis in providing innovative thinking, community engagement and transformative education. With hands-on studio programming, students become adept at problem solving through the design process.

The department also supports the university's vision through expanding the institution's reach and capacity for economic impact and accessibility to qualified students of all backgrounds.

The department is also integral to **CAA's Vision and Mission:**

**Vision**

The College of Art and Architecture strives to empower the next generation of artists and designers to positively impact a rapidly changing world and one of the fastest growing states in the nation. We design with communities and industry partners, we conduct hands-on research, and we infuse our work with empathy, storytelling, placemaking and the utmost creativity.

**Mission**

Delivering on the university's land-grant mission, the College of Art and Architecture contributes to the well-being of statewide and global communities through innovative design education that safeguards sustainability, economic resiliency, cultural vibrancy and the common good. Our faculty and graduates' leading-edge work emerges from an arts foundation and strong commitment to design integration — and results in built, cultural, natural, and virtual environments that enrich our communities and our world.

The programs within the proposed Department of Design are involved with instruction and offer 3 undergraduate degrees and 1 graduate degree with a total of approximately 260 students majoring in programs within the department (7 graduate students and 253 undergraduate students). The programs in the Department of Design also instruct students outside of the department (students completing minors), and offers some general education coursework in the International, American Diversity and Approved Senior Experience categories.

**3. What is the demand for the unit's services? What population will the unit serve?**

The *Interior Architecture and Design Program* (IAD) has statewide responsibility for Interior

Design education. Students learn to enhance life quality for all people through innovative, environmentally responsive, socially conscious, and culturally relevant design rooted in structural, scientific, architectural and design principles. Students learn to design interiors that protect the health, safety and welfare of occupants, and work with real-world partners to develop design solutions addressing critical needs and problems. One hundred percent of IAD students participate in community engagement and service-learning projects which translates to first-hand knowledge - tools and experience highly sought after in the workplace. The program offers the first two years of the degree at the U of I Boise Center and students also have the opportunity to complete a seamless BIAD/MArch degree as well.

The University of Idaho *Landscape Architecture* program draws students from around the world to study in one of the most diverse bioregions in the nation. Design studios present real-world projects where students and faculty work with community members to develop integrated design solutions that preserve and enhance rural and urban landscapes throughout Idaho and beyond. The program has statewide responsibility for landscape architecture education and both undergraduate and graduate students are sought after in both the Intermountain West and Pacific Northwest regions by leaders in the landscape industry.

*Virtual Technology and Design* graduates can apply their skills to a wide range of sectoral activities. In addition to a deep knowledge of digital tools and virtual technologies, VTD graduates are well trained to design and create applications for real life problems. The VTD program has been successful at teaching project management and leadership skills to students who will be involved in company projects in relationship to innovation, growth, and new business models. Graduates are storytellers capable of using the spectrum of digital media from flat to three dimensional models as well as immersive environments.

VTD graduates working at digital studios and large companies often create working demos and prototypes to communicate and present ideas and concepts. The content of products graduates develop range from education about safety, sustainable solutions to learn about environmental issues, apps and games for studios, gaming companies or entertainment. Their work can be found in virtual reality, animation studios, video gaming or internet companies. They have developed digital twins for simulation and training in the aerospace, maritime and energy utility sectors. Students are sought after in urban areas located in the Western states.

Degrees, Minors and Certificates within the department are:

-*Bachelor of Interior Architecture and Design* (B.I.A.D, CIDA accredited - the primary professional accreditation for the program, and is included in the institutional NASAD accreditation)

Approximately 117 students

-*Interior Architecture and Design Minor* (18 credits)

-*Bachelor of Science in Landscape Architecture* (B.S.L.A.) changing to Bachelor of Science in Environmental Design (B.S.E.D.) beginning Fall 2023

Approximately 21 students

-*Master of Landscape Architecture* (M.L.A, LAAB accredited degree)

Approximately 7 students

-*Landscape Architecture Minor* (18 credits)

-*Bachelor of Science in Virtual Technology and Design* (B.S.V.T.D., included in the institutional NASAD accreditation)

Approximately 115 students

-*Virtual Technologies Undergraduate Academic Certificate* (12 credits)

**4. Describe the proposed unit's organizational structure.**

The unit will reside in the College of Art and Architecture and have one department chair and two program directors. \*

\*See attached CAA organizational chart.

**5. What targets have been set to assess the proposed unit's success in achieving objectives?**

- a. Institutional data sets from all areas including assessment, enrollment management, provost's office, etc. will mirror other colleges in the university allowing for accurate comparisons.
- b. Increased leadership opportunities and enhanced responsibilities with the department and program.
- c. Continuing national accreditations from: 1) the Council for Interior Design Accreditation (CIDA), 2) the Landscape Architecture Accrediting Board (LAAB), and 3) the National Association of Schools of Art and Design (NASAD).
- d. Budget reduction (reducing college leadership costs).

**6. Briefly describe the processes that will demonstrate the quality of the unit.**

- Development of student work that fulfills the standards of CIDA, LAAB, and NASAD accreditation assessment criteria
- Continued successful development and implementation of transformational learning experiences
- Successful increase in enrollment and percentage of degree completions
- Faculty success with the promotion and tenure process
- Winning regional, national, and international competitions
- Faculty recognized for their scholarship/research products
- Students securing employment within their field of choice
- Successful percentage of graduates completing NCIDQ and LARE certification exams for Interior Architecture and Design and Landscape Architecture

**7. Indicate the number of students, businesses, industries, and/or other clients to be**

**served by this unit. Include a description of faculty participation and student involvement in the unit if applicable.**

Approximately 260 students will be served by the Department of Design. The department will continue the statewide mission of two of the three programs to positively impact communities through service-learning/community outreach projects focusing on enhancing life quality through design; it will prepare, and graduate students poised to enter a thriving and competitive creative economy, and the interior architecture and design, landscape architecture, and virtual technology and design job markets.

Faculty are an integral part this preparation, offering rigorous discipline specific instruction and expertise in creative problem solving and “making” in design studios, virtual laboratories, and the classroom, developing transformative “real-world” learning experiences for students, and engaging in research focused on: environment and behavioral considerations of the built environment, the health, welfare, and safety of building and landscape users, the importance of interior and exterior materials, issues of sustainability, social consciousness, the power of rapidly changing technologies and human interface, scientific data modeling, and innovative AI design.

Students will be supported by faculty in developing required skills delivered through two professional curriculums and an evolving one. Students will participate in small- and large-scale research projects, service-learning opportunities, and entrepreneurial endeavors.

**8. Financial Impact: Using the budget template, provide a narrative budget summarizing the needs and requirements for implementing the new unit.**

This new unit will support increased efficiency, streamline university and college processes and result in a savings of \$10,708 for the college (factored on the formula of 15% of program head base salary which today would equal \$65,708). CAA chose to restructure based on academic needs, but also as part of our budget reduction plan in 2020.

Department Chair Stipends: 3 at \$15,000 ea. = \$45,000

Program Director Stipends for 3-unit department: 2 at \$5,000 ea. = \$10,000  
Total Stipend Cost: \$55,000

Previous program head stipends were 15% of the base faculty salaries of those serving in the positions for a total of \$61,292 in FY21.

Refer to budget template for department and program budgets. Note: Fringe benefit costs are included in the attached budget template, but not included in the example above. A modest increase is included for each fiscal year represented.



## CAA DEPARTMENT RESTRUCTURE- FACULTY/Course Info.

### DEPARTMENT 1- ARCHITECTURE

	<b>Orgn</b>	<b>Orgn Title</b>	<b>Vandal ID</b>	<b>Employee</b>	<b>Title</b>	<b>Faculty Rank</b>	<b>Classes</b>					
ARCHITECTURE	894	Architecture	V01212971	Teal, Randall	Program Director	Professor	Arch 151	Arch 361	Arch 423	Arch 499	Arch 520	Arch 574
ARCHITECTURE	894	Architecture	V01067601	Brehm, Matthew	Regular Faculty	Professor	Arch 154	Arch 362	Arch 430	Arch 500	Arch 521	Arch 575
ARCHITECTURE	894	Architecture	V00646028	Carver, Dwaine	Regular Faculty	Assistant Professor	Arch 200	Arch 385	Arch 431	Arch 501	Arch 522	Arch 580
ARCHITECTURE	894	Architecture	V00007073	Haglund, Bruce	Regular Faculty	Distinguished Professor	Arch 203	Arch 386	Arch 454	Arch 502	Arch 523	Arch 585
ARCHITECTURE	894	Architecture	V00808605	Hu, Xiao	Regular Faculty	Associate Professor	Arch 204	Arch 388	Arch 461	Arch 503	Arch 552	Arch 598
ARCHITECTURE	894	Architecture	V00603364	Lawrence, Scott	Regular Faculty	Assistant Professor	Arch 243	Arch 400	Arch 463	Arch 504	Arch 553	Arch 599
ARCHITECTURE	894	Architecture	V00487886	Manrique Hoyos, Carolina	Regular Faculty	Associate Professor	Arch 253	Arch 403	Arch 463L	Arch 505	Arch 554	
ARCHITECTURE	894	Architecture	V00570103	Marshall, Anne	Regular Faculty	Professor	Arch 254	Arch 410	Aech 464	Arch 510	Arch 556	
ARCHITECTURE	894	Architecture	V00088543	Mead, Phillip	Regular Faculty	Associate Professor	Arch 257	Arch 411	Arch 464L	Arch 511	Arch 558	
ARCHITECTURE	894	Architecture	V00883746	Rakich, Amy	Regular Faculty	Assistant Professor	Arch 266	Arch 416	Arch 475	Arch 514	Arch 568	
ARCHITECTURE	894	Architecture	V00708592	Barakat, Hala	Regular Faculty	Assistant Professor	Arch 353	Arch 421	Arch 483	Arch 516	Arch 570	
INTEGRATED DESIGN LAB/Architecture	849	AA Integrated Design Lab	V01130929	Woods, Lindsay	Program Director	Assistant Professor	Arch 354	Arch 422	Arch 498	Arch 517	Arch 571	

### DEPARTMENT 2- ART & DESIGN

	<b>Orgn</b>	<b>Orgn Title</b>	<b>Vandal ID</b>	<b>Employee</b>	<b>Title</b>	<b>Faculty Rank</b>	<b>Classes</b>							
ART & DESIGN	863	Art & Design	V00571516	Keim, Delphine	Program Director	Professor	Art 100	Art 205	Art 251	Art 322	Art 400	Art 495	Art 505	Art 598
ART & DESIGN	863	Art & Design	V00013062	Carter, Val	Instructor Faculty	Senior Instructor	Art 110	Art 211	Art 261	Art 323	Art 403	Art 497	Art 507	Art 599
ART & DESIGN	863	Art & Design	V00405940	Doyle, Joe	Regular Faculty	Associate Professor	Art 111	Art 213	Art 271	Art 330	Art 404	Art 498	Art 508	
ART & DESIGN	863	Art & Design	V00659850	Gosse, Johanna	Regular Faculty	Assistant Professor	Art 112	Art 216	Art 272	Art 340	Art 405	Art 499	Art 513	
ART & DESIGN	863	Art & Design	V00553627	Gottwald, David	Regular Faculty	Assistant Professor	Art 121	Art 217	Art 280	Art 350	Art 407	Art 500	Art 515	
ART & DESIGN	863	Art & Design	V00404557	Isenbarger, Stacy	Regular Faculty	Associate Professor	Art 122	Art 221	Art 299	Art 360	Art 409	Art 501	Art 516	
ART & DESIGN	863	Art & Design	V00864511	Johnson, Aaron	Regular Faculty	Assistant Professor	Art 200	Art 222	Art 302	Art 370	Art 410	Art 502	Art 521	
ART & DESIGN	863	Art & Design	V00468642	Sonnichsen, Michael	Regular Faculty	Associate Professor	Art 203	Art 231	Art 303	Art 373	Art 488	Art 503	Art 590	
ART & DESIGN	863	Art & Design	V01066717	Turner-Rahman, Gregory	Regular Faculty	Associate Professor	Art 204	Art 241	Art 321	Art 380	Art 490	Art 504	Art 597	
ART & DESIGN	863	Art & Design	V00437001	McCleary, Lauren	Clinical Faculty	Assistant Professor								

### DEPARTMENT 3- Department of Design

	<b>Orgn</b>	<b>Orgn Title</b>	<b>Vandal ID</b>	<b>Employee</b>	<b>Title</b>	<b>Faculty Rank</b>	<b>Classes</b>							
INTERIOR ARCHITECTURE AND DESIGN	867	Interior Architecture and Design	V00099906	Awwad-Rafferty, Rula	Program Director	Professor	IAD 151	IAD 231	IAD 299	IAD 368	IAD 415	IAD 498		
INTERIOR ARCHITECTURE AND DESIGN	867	Interior Architecture and Design	V00761104	De Silva, Tharique	Regular Faculty	Assistant Professor	IAD 152	IAD 244	IAD 332	IAD 400	IAD 417	IAD 499		
INTERIOR ARCHITECTURE AND DESIGN	867	Interior Architecture and Design	V00000446	Anderson, Miranda	Clinical Faculty	Associate Professor	IAD 200	IAD 254	IAD 344	IAD 403	IAD 443			
INTERIOR ARCHITECTURE AND DESIGN	867	Interior Architecture and Design	V00844244	Corry, Shauna	Dean	Associate Professor	IAD 203	IAD 281	IAD 351	IAD 404	IAD 451			
							IAD 204	IAD 282	IAD 352	IAD 410	IAD 452			
LANDSCAPE ARCHITECTURE	899	Landscape Architecture	V00554501	Sini, Raffaella	Regular Faculty	Associate Professor	Larc 150	Larc 253	Larc 353	Larc 390	Larc 463	Larc 499	Larc 548	Larc 597
LANDSCAPE ARCHITECTURE	899	Landscape Architecture	V00908462	Alessa, Lilian	Research Faculty	Professor	Larc 151	Larc 254	Larc 355	Larc 395	Larc 465	Larc 500	Larc 549	Larc 598
LANDSCAPE ARCHITECTURE	899	Landscape Architecture	V00430930	Kliskey, Andrew	Director	Professor	Larc 154	Larc 288	Larc 358	Larc 400	Larc 480	Larc 501	Larc 554	Larc 599
LANDSCAPE ARCHITECTURE	899	Landscape Architecture		Vacant	Regular Faculty	TBD	Larc 200	Larc 289	Larc 363	Larc 403	Larc 481	Larc 502	Larc 555	
LANDSCAPE ARCHITECTURE	899	Landscape Architecture		Vacant *requesting change from TT	Clinical Faculty	TBD	Larc 203	Larc 298	Larc 364	Larc 404	Larc 488	Larc 503	Larc 556	
							Larc 204	Larc 299	Larc 365	Larc 440	Larc 489	Larc 504	Larc 558	
							Larc 210	Larc 310	Larc 380	Larc 441	Larc 491	Larc 510	Larc 562	
							Larc 251	Larc 340	Larc 382	Larc 453	Larc 495	Larc 512	Larc 564	

Larc 252 Larc 341 Larc 389 Larc 455 Larc 498 Larc 520 Larc 589

VIRTUAL TECHNOLOGY AND DESIGN	790 Virtual Technology and Design	V00553017	Gauthier, Jean-Marc	Program Director	Associate Professor	VTD 101	VTD 154	VTD 253	VTD 367	VTD 457
VIRTUAL TECHNOLOGY AND DESIGN	790 Virtual Technology and Design	V00008716	Cleveley, C.	Instructor Faculty	Senior Instructor	VTD 151	VTD 154L	VTD 254	VTD 372	VTD 458
VIRTUAL TECHNOLOGY AND DESIGN	790 Virtual Technology and Design	V00011245	Anderson, John	Regular Faculty	Professor	VTD 151L	VTD 200	VTD 271	VTD 380	VTD 497
VIRTUAL TECHNOLOGY AND DESIGN	790 Virtual Technology and Design	V00896441	Kurdi, Yumna	Regular Faculty	Assistant Professor	VTD 152	VTD 201	VTD 299	VTD 398	VTD 499
VIRTUAL TECHNOLOGY AND DESIGN	790 Virtual Technology and Design	V00776745	Bird, Rayce	Clinical Faculty	Associate Professor	VTD 152L	VTD 204	VTD 301	VTD 400	VTD 504
VIRTUAL TECHNOLOGY AND DESIGN	790 Virtual Technology and Design	V00782550	Lew, Roger	Research Faculty	Associate Professor	VTD 153	VTD 245	VTD 355	VTD 404	
						VTD 153L	VTD 246	VTD 356	VTD 425	

# COLLEGE OF ART AND ARCHITECTURE



**Dean**  
Dr. Shauna Corry

Fall 2022

## Academic Units

**Architecture**  
Dr. Randall Teal  
Program Head  
11 Faculty  
316 Students

**Art + Design**  
Delphine Keim  
Program Head  
9 Faculty  
95 Students

**Interior Architecture & Design**  
Dr. Rula Awwad-Rafferty  
Program Head  
3 Faculty  
117 Students

**Landscape Architecture**  
Dr. Raffaella Sini  
Interim Program Head  
5 Faculty  
28 Students

**Virtual Technology & Design**  
Jean-Marc Gauthier  
Program Head  
5 Faculty  
115 Students

## Administrative Support

**Dean's Office Staff**  
Kim Osborne, Director of Admin and Fiscal Operations  
Joan Jones, Dean's Assistant/Project Manager .50  
Rebecca Cromwell, Recruitment and Retention Coordinator  
Quinn Kendall, Administrative Assistant  
Mandi , Grants Specialist .50\*  
Amanda Myron, Admin/Fiscal Specialist  
Sandi Klingler, Academic Program Coordinator  
Technology Assistant  
Lissett .5 Web Coordinator \*  
Hannah Finkas-Ganders, Director of Development \*

\*split appointments or funding provided by other units

## Research Units

**Integrated Design Lab**  
Damon Woods  
Director

**Center for Resilient Communities**  
Dr. Lillian Alessa  
Dr. Andrew Kliskey  
Co-Directors

## Other CAA Units- Shop/Center

**Computer Studio**  
Vacant  
**Design Resource Center**  
Miranda Anderson  
Director

**Technical Shops**  
David Schmidt  
Director

**Urban Design Center**  
NA

**Prichard Gallery**  
Vacant

**CAA Support Staff**  
Claire Brundage, Academic Advisor  
Jen Smith, Career Advising Liaison \*  
Reilly Cisco, Technology Solutions Partner \*  
Maria , Marketing Manager\*  
David Johnson, Writer\*  
\* funding provided by other units



Proposed Structure

Dean

Departments

Administrative Support

**Architecture Dept.**  
Department Chair  
1 Program Director  
12 Faculty  
316 Students

**Design Dept.  
IAD/LArch/ VTD Dept.**  
Department Chair  
3 Program Directors  
15 Faculty  
260 Students

**Art & Design Dept.**  
Department Chair  
1 Program Director  
10 Faculty  
95 Students

**Dean's Office Staff**  
Director of Admin and Fiscal Operations  
Dean's Assistant/Project Manager .50 /Temporary  
Recruitment and Retention Coordinator  
Administrative Assistant  
Grants Specialist .50 \*  
Admin/Fiscal Specialist  
Academic Program Coordinator  
Technology Assistant/Temporary  
.5 Web Coordinator \*  
Director of Development \*  
FTE TBD- Communications Manager\*  
  
\*split appointments

Research Units

**Integrated Design Lab-Boise**  
1 Director  
2 Research Scientists

**Center for Resilient Communities**  
Director \*Shared Role  
2 Research Faculty  
Program Specialist

**CAA Support Staff**  
1 Academic Advisor\*  
.5 Career Advising Liaison \*  
1 Technology Solutions Partner \*  
Marketing Manager\*  
Writer\*  
  
\* funding provided by other units

Other CAA Units- Shop/Center

**Computer Studio**  
Technology Assistant

**Technical Shops**  
Director  
1 Tech Shop Instructional Assistant (.50)

**Urban Design Center-Boise**  
Architecture – Interior Architecture & Design – Landscape Architecture  
.50 Administrative Assistant

**Prichard Gallery**

CAA leadership began the discussion to change our structure during Provost John Wiencek's tenure. Our focus was on becoming more efficient in terms of college management and within the University system while supporting small programs in faculty service responsibilities (allowing for more time to devote to teaching or research). We began discussions with the faculty during our All-College meetings (held twice a semester) and an Ad Hoc Committee was developed by the faculty to explore restructure possibilities. Landscape Architecture assistant professor, Dan Cronan, and Virtual Design and Technology associate professor Jean-Marc Gauthier chaired the committee. Meetings were held with all faculty and staff invited to join and one of the meetings separated the junior faculty and the senior faculty to encourage open and honest communication. The committee leaders authored a report outlining strengths, weaknesses, opportunities, and threats (SWOT analysis), as well as structure models, and next steps that was shared college wide.

Beginning Fall Semester of 2021, Dean Corry convened three Town Hall Meetings to refine possible structure ideas and program leaders were requested to meet with each other (Art + Design called it speed dating) to see what synergies would develop or be capitalized on to help identify preferred structure models.

A snapshot of the refined structure models, leadership responsibilities for Department Chair and Program Director/Heads (accreditation requirements for all programs were reviewed for leadership requirements), administrative search processes following FSH, and possible financial models showing budgetary savings was distributed college wide along with a link to a Qualtrics survey.

The survey asked for feedback on the structure models (varying program combinations), and which model was preferred, a two department or three department model. Twenty-nine people responded to the survey (CAA has approximately thirty-nine faculty and twenty staff depending on the semester). The responses indicated an even split between the two or three department model with a few respondents indicating they preferred to stay the same. Discussions with current Program Heads revealed they preferred to have five departments, but with the choice narrowed down to either the two or three department model the majority preferred the three-department model. CAA Advisory Council discussed the proposed change during the Spring 2022 meeting and initially expressed concerns about program visibility, however after understanding that the programs would continue to be the focus of the website and all recruitment and marketing efforts, they understood the need for great efficiency.

Dean Corry reviewed the responses and process with Provost Lawrence and requested the college go forward with the three-department model informed by the Ad Hoc Committee report, the Town Hall meeting dialog, the survey responses, and discussions with Program Heads, faculty, and staff.

#### Supporting Documentation

- Ad Hoc Committee Report
- Town Hall Agenda
- Qualtrics Survey and Responses
- Process Information Sheet

## CAA Town Hall AGENDA

9/10/20 – 1:00 pm – 2:30 pm

9/16/20 – 9:00 am – 10:30 pm

9/22/20 – 2:00 pm – 3:30 pm

### 1) Town Hall Goals and Focus – 5 minutes

- a) Goals and Objectives of the CAA Town Hall
  - (i) Validate pros & cons, and guiding principles of each model
  - (ii) Gather feedback from those who **could not** participate in the Ad Hoc Committee in Spring 2020
  
- b) Meeting Organization and Participation Request
  - (i) “Raise hand” function in zoom
  
- c) **Overview and Additional Comments per 3 CAA Models**
  - i) 1 Department Model
    - (1) Pros and Cons
    - (2) Guiding Principles
    - (3) Additional Comment Period:  
**\*\*Prompt:** *How do we operate and how are we evaluated?*
  
  - ii) 2 Department Model
    - (1) Pros and Cons
    - (2) Guiding Principles
    - (3) Additional Comment Period:  
**\*\*Prompt:** *How do we operate and how are we evaluated?*
  
  - iii) 3 Department Model
    - (1) Pros and Cons
    - (2) Guiding Principles
    - (3) Additional Comment Period:  
**\*\*Prompt:** *How do we operate and how are we evaluated?*

### 2) Discussion: What can we learn from our current situation?

- a) **Leadership** - How do you see leadership with each model?
- b) **Integration** – How might you see program integration with each model?
- c) **Land Grant Mission** - How do you envision teaching, research, and service with each of these models?

**\*\*\*Please take the opportunity to fill out the anonymous questionnaire in the link below:**

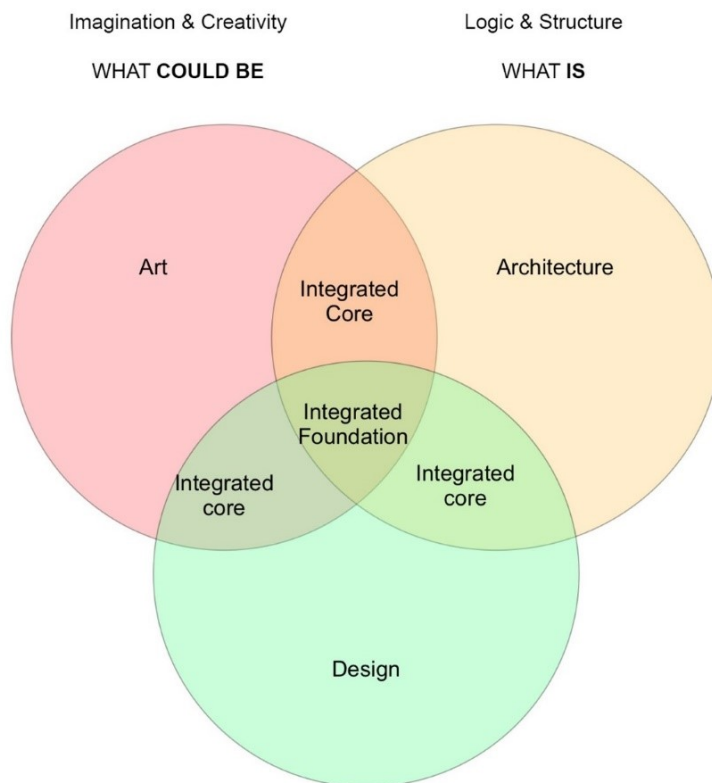
[https://uidaho.co1.qualtrics.com/jfe/form/SV\\_0H5plVmaWb44UQZ](https://uidaho.co1.qualtrics.com/jfe/form/SV_0H5plVmaWb44UQZ)

## I. CHARGE:

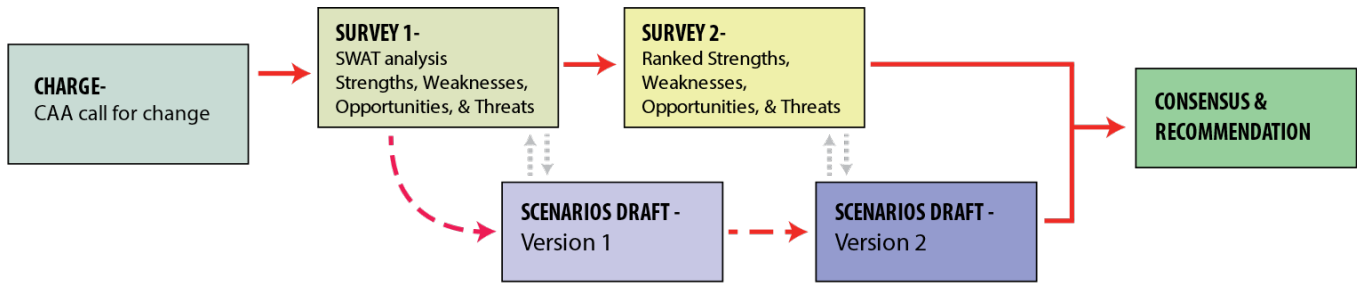
The Faculty of the College of Art & Architecture at the University of Idaho was charged with a need to determine models of integration, with budgetary constraints, best-suited to meet the needs of all programs: *Architecture, Art and Design, Interior Architecture & Design, Landscape Architecture, and Virtual Technology and Design*. The following report describes the charge, the committee's process, and recommendations to move forward.

## II. TIMELINE & CHARGE ITEMS: 04/23/2020 - 05/28/2020

1. **Tasks identified** - need for change and determination of change
2. **Possibilities:** Greater integration, depth of leadership opportunities, less committee work, etc.
3. **Concerns:** Loss of Autonomy, loss of identity, loss of voices heard from individuals within the College of Art & Architecture
4. **Financial Considerations:** extremely tight budget and reorganization is part of the plan
5. **Timeline: 4.5 weeks;** may require SBOE/NWCCU notification or approval; October 1 deadline if this approval is required



**Figure 1. Conceptual Diagram of the CAA current model.** This diagram illustrates the pillars of CAA and the integrated cores and foundations synthesizing strengths and opportunities within the College.



### III. PROCESS

A Delphi Method was used to assess current understandings, evaluate threats and opportunities, and established consensus among committee members. The results of this process intend to inform ACT and the Dean of the College of Art & Architecture. The Delphi Method aims to iteratively collect feedback from committee members through iterative survey instruments and verbal statements made during committee meetings. This method was selected as it is a systematic method for obtaining, exchanging, and developing informed opinions on an issue which can potentially inform consensus from a group (Landeta, 2006; Kittell-Limerick, 2005; Listone, 1975).

**Figure 2. Ad Hoc Committee Process Diagram.** The Committee utilized the Delphi process to inform scenarios and their implications based on iterative survey instruments.

### IV. SCENARIOS

#### a. SCENARIO 1: IMPLEMENTED INTEGRATION OF CURRENT MODEL

- i. **Description:** Improved Current Model with strategic planning; find/create efficiencies through improved integration
  - 5 programs
  - Eliminate \$40K - \$67K in stipend spending
  - Remainder of stipends pooled and shared 5 ways or other revision of stipend distribution
  - One Department w/ 5 program heads
- ii. **Pros**
  - Straightforward Solution
  - Retains Program Autonomy  
Allows for self-determined program growth as identified in strategic planning efforts
- iii. **Cons**
  - Smaller programs may be endangered - perceived to be more so than is actually the case; small programs are not protected by department structure
  - Lack of depth
  - Larger amount of pressure on chairs - Lack of balance with Program head
  - Programs are Autonomous but separate in decision-making



**iv. Guiding Principles: Improvements and Solutions to Address Issues & Weaknesses**

**\*\*NOTE:** Solutions are meant to inform decision-making and strategies forward. These solutions are not meant to be prescriptive but rather for aspirational guidance.

- **FIRST STEP:** Need for implementation strategy for integration
  - Increased shared teaching/instruction – need for foundations – reassignment of roles, structures; expand cross-disciplinary course offerings and delivery where there is disciplinary overlap
  - Crucial to look at strengths of faculty, bylaws and policies that we have
- Need for addressing misconceptions/ issues with current model
- Potential for Associate Dean Roles (e.g. Assoc. Dean of Research, Assoc. Dean of Instruction, Assoc. Dean of Student Affairs, etc.)
  - Assoc. Dean can provide oversight over all programs
  - Provide insight for integration
  - Shared responsibilities
  - Mapping Benefits of Entire College
  - Possibly Rotating Roles/ Responsibilities – (e.g. college-based integration strategies)
- **BUDGET:** Sliding Scale of Stipends per Program
- Integrated Core Areas
  - New Degrees, Certificate Programs
  - Non-professional UG degree that could be a feeder to grad programs
- Need for keeping program autonomy & retaining/ operationalizing faculty resources
- Find cross- college efficiencies as a strategy

**b. SCENARIO 2: TWO DEPARTMENT MODEL**

**i. Pros**

- Logical Solution (JUSTIFICATION: combined strengths, similar definitions)
- Shared/Similar Accrediting bodies in the case of Art, Design, VTD; not true of Arch, IAD, LA
- Boise programs retain connectivity
- Shared concepts, ideas – possibilities for recruitment, retainment, grad opportunities
- Opportunities for coordination/alignment (curriculum, seminars, organization, etc.)
- organizes us in Arts and sciences (BS,BA .. etc)

**ii. Cons**

- Feared loss of autonomy
- Each program acting as an armature: ie. Overarching curriculum decisions
- Question of amount of savings - program administrators are still needed for certain accredited programs
- Interdisciplinary Collaboration may be hindered
- Influence recruitment and retention – would all programs receive equal focus in recruiting efforts?
- Fiscal issues may impact Faculty Cohorts
- Impedes on total college integration

- Loss of discipline-based connections to alums, professional groups could impact fundraising, student activities and opportunities
- gives a logical line to cut in the future, not a unified group. one in the future may receive preference

**iii. Guiding Principles: Solutions/Stipulations**

- bylaws must be set, accreditation standards/ considerations
- Areas of Concentration, Emphasis Areas (SWARM Model) – but with teeth - “At Home” – Emphasis Area, Area of Concentration
- Consideration of what the home base is for accreditation standards
- Scheduled Thematic Seminars
- Crucial to look at strengths of faculty, bylaws and policies that we have
- Faculty fatigue consideration – Strategy to reduce teaching loads

**c. SCENARIO 3: THREE DEPARTMENT MODEL**

**i. Description:**

- Three Departments
- Each Department contains multiple Programs
- 3 chairs | multiple program heads | possible Associate Chair

**ii. Pros**

- Added value for student success (well-rounded integrated education) – Preparing creative professionals
- Shared balance – more equal representation of all programs
- Visibility and branding
- Allows for integration of other units (across the university e.g. theatre)
- Maintains experience / knowledge base for accreditation, and administrative capacity for each program’s strategic planning

**iii. Cons**

- Added cost (3 chairs, Associate dean)
- More work for program chairs and associate dean
- Not a unified group. one in the future may receive preference or be exposed to risk

**V. RECOMMEDATION for NEXT STEPS**

**a. Proposal for Academic Year 2020 – 2021**

**i. Ad Hoc Committee as standing committee for **FALL 2020 & SPRING 2021****

**ii. PROPOSED AGENDA:**

1. Analyze Risks, Opportunities and costs per Scenario
2. Determine Implementation Strategy
3. Create Phased Strategic Plan

**Sources:**

Kittell-Limerick, P. (2005). Perceived barriers to completion of the academic doctorate: A Delphi study. Texas: Texas A&M University-Commerce.

Landeta, J. (2006). Current validity of the Delphi method in social sciences. *Technological Forecasting & Social Change*, 73(5), 467-482.

Listone, H. A., & Turoff, M. (1975). Introduction to the Delphi method: Techniques and applications. In H.A. Linstone & M. Turoff (Eds.), *The Delphi method: techniques and applications* (pp. 3-12). Reading, MA: Addison-Wesley Publishing Company, pp. 3-12.

## CAA Restructure Information: Moving from Programs to Departments 1/7/22

Thank you for everyone's engagement in this process. It has been a long one, beginning with a desire to work more efficiently within the university and college by moving to departments, followed by the need to address our budget reduction. We are now nearing completion and looking forward to meeting our goals of:

1. Increasing efficiency within the University structure
2. Addressing our college need to decrease committee work, and enhance opportunities for leadership development
3. Budget Reduction commitment

### **Leadership:**

Once a structure (2 or 3 department mode and the programs that make up each one) is determined we will follow the Faculty Staff Handbook and our CAA Bylaws for determining Department Chairs and Program Heads/Coordinators:

### **Department Chairs**

#### Determination Process

Department Chairs are confirmed by the Dean based on nominations from the unit committee with approval by the Provost, See E-4. SELECTION OF PERMANENT ADMINISTRATOR. for detailed procedure.

#### Responsibilities

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

- . Manage and develop position descriptions, annual performance evaluations, third year reviews and tenure and promotion recommendations in consultation with Program Heads
- . Schedule classes, assign teaching, and assign classrooms when appropriate in consultation with Program Heads
- . Assign graduate research and teaching assistantships in consultation with Program Heads
- . Recruitment and Retention Management with support from Program Heads
- Other (to be determined)

### **Program Heads/Coordinators (title to be determined)**

#### Determination Process

- Nominations are solicited from the Department Chair from the program faculty
- Program Faculty submit nominees (one or more can be submitted)
- Department Chair makes the determination in consultation with the Dean and the Provost

Responsibilities to Include

Overarching goal is to meet the autonomy needs of accrediting bodies.

- Program leadership and management including curriculum development and management
- Budget and Personnel Management (significant influence in budget management and personnel management to include input in evaluations, hiring, and termination)
- Recruitment and Retention Management
- Accreditation reports and management
- Assessment planning and management
- Facility needs
- Other (to be determined)

**Cost/Savings Estimates:**

Based on our original leadership cost of \$61,000 (for the past two years we have saved approximately \$35,000 per year by reducing all program head salaries to \$7,000) as we go forward with the Department Model each Department Chair will receive either \$15,000 or \$10,000 depending on the configuration of the department.

*Cost Estimate for Two Department Structure*

Department Chair Stipends: \$15,000 ea. = \$30,000

Program Director (name TBD) Stipends: \$2,500\* ea. = \$12,500

Total Cost: \$42,500 – Previous Stipends were 15% of base faculty salary holding position- \$61,292 for FY21- Savings of \$18,792 for new model.

*Cost Estimate for Three Department Structure*

Department Chair Stipends: \$10,000 ea. = \$30,000

Program Director (name TBD) Stipends: \$2,500\* ea. = \$12,500

Total Cost: \$42,500 – Previous Stipends were 15% of base faculty salary holding position- \$61,292 for FY21- Savings of \$18,792 for new model.

\*Summer funds available for Program Heads/Coordinators for accreditation reports/visit preparation

**Possible Scenarios:**

The following are possible scenarios identified in our Town Hall and program meetings along with individual input. These scenarios are not listed in any order of preference nor do the titles reflect a name. Names of the departments will be submitted by the faculty of the departments and follow the curriculum change process.

Current Department Demographics (based on Fall Semester 2021 Institutional Dashboard):

Arch	287 students	(-4 MSIAD)	11 faculty
Art + Design	93 students		10 faculty
IAD	97 students		3 faculty
LArch	34 students		5 faculty
VTD	112 Students	(+4 MSIAD)	5 faculty

**A. 2 departments split by NASAD Accreditation-**

Department 1: Architecture and Landscape Architecture (318 students, 16 faculty)

Department 2: Art + Design, Interior Architecture and Design, Virtual Technology and Design (approximately 306 students, 18 faculty)

Or

**B. 2 departments split by Professional Designation-**

Department 1: Architecture, Landscape Architecture, and Interior Architecture and Design (approx. 415 students, 19 faculty)

Department 2: Art + Design, Virtual Technology and Design (approx. 209 students, 15 faculty)

Or

**C. 3 departments split by feedback-**

Department 1: Architecture (283 students, 11 faculty)

Department 2: Art + Design (93 students, 10 faculty)

Department 3: IAD, Landscape Arch, and VTD (approx. 247 students; 13 faculty)

Or

**D. 3 departments split by feedback-**

Department 1: Architecture (283 students, 11 faculty)

Department 2: Art + Design and Virtual Technology and Design (approx. 209 students, 15 faculty)

Department 3: IAD and Landscape Arch (approx. 131 students; 8 faculty)

**Anticipated Timeline:**

January 21	Structure Determined, current Program Heads notify program faculty; All College Announcement
February 15	Department names determined, and Curriculum changes submitted to Provost's Office and Curriculum Committees
April 15	Department Chairs and Program Heads/Coordinators Determined
June 1	Approved by the SBOE
July 1	Department Structure and Bylaws in effect

## 2021 CAA Restructuring Survey of Staff and Faculty

- 2-Department Configuration 1
  1. Blank
  2. Architecture, Interior Architecture & Design, Landscape Architecture
  3. Architecture, Landscape Architecture
  4. Architecture
  5. Art + Design, Virtual Technology & Design, Interior Architecture & Design, Landscape Architecture
  6. Blank
  7. Virtual Technology & Design, Art + Design
  8. Architecture, Interior Architecture & Design, Landscape Architecture
  9. Architecture
  10. Art + Design, Virtual Technology & Design, Interior Architecture & Design
  11. Architecture
  12. Blank
  13. Architecture, Landscape Architecture, Interior Architecture & Design
  14. Architecture, Interior Architecture & Design, Landscape Architecture
  15. Art + Design, Virtual Technology & Design
  16. Architecture, Art + Design
  17. Architecture, Landscape Architecture, Interior Architecture & Design, Virtual Technology & Design, Art + Design
  18. Art + Design, Virtual Technology & Design
  19. Architecture, Interior Architecture & Design, Landscape Architecture
  20. Architecture, Interior Architecture & Design, Landscape Architecture
  21. Architecture
  22. Architecture, Interior Architecture & Design, Landscape Architecture
  23. Architecture, Interior Architecture & Design, Landscape Architecture
  24. Architecture, Interior Architecture & Design, Landscape Architecture
  25. Architecture, Interior Architecture & Design, Landscape Architecture
  26. Interior Architecture & Design, Architecture, Landscape Architecture
  27. Architecture, Interior Architecture & Design, Landscape Architecture
  28. Landscape Architecture, Architecture, Interior Architecture & Design
- 2- Department Configuration 2
  1. Blank
  2. Art + Design, Virtual Technology & Design
  3. Art + Design, Interior Architecture & Design, Virtual Technology & Design
  4. Art + Design, Virtual Technology & Design, Landscape Architecture, Interior Architecture & Design
  5. Architecture
  6. Blank
  7. Architecture, Landscape Architecture, Interior Architecture & Design
  8. Art + Design, Virtual Technology & Design

9. Art + Design, Virtual Technology & Design, Interior Architecture & Design, Landscape Architecture
  10. Architecture, Landscape Architecture
  11. Art + Design, Interior Architecture & Design, Landscape Architecture, Virtual Technology & Design
  12. Blank
  13. Art + Design, Virtual Technology & Design
  14. Art + Design, Virtual Technology & Design
  15. Architecture, Interior Architecture & Design, Landscape Architecture
  16. Virtual Technology & Design, Interior Architecture & Design, Landscape Architecture
  17. Blank
  18. Architecture, Interior Architecture & Design, Landscape Architecture
  19. Art + Design, Virtual Technology & Design
  20. Art + Design, Virtual Technology & Design
  21. Art + Design, Interior Architecture & Design, Virtual Technology & Design, Landscape Architecture
  22. Art + Design, Virtual Technology & Design
  23. Art + Design, Virtual Technology & Design
  24. Art + Design, Virtual Technology & Design
  25. Art + Design, Virtual Technology & Design
  26. Virtual Technology & Design, Art + Design
  27. Virtual Technology & Design, Art + Design
  28. Virtual Technology & Design, Art + Design
- Potential Challenges?
    1. Blank
    2. Blank
    3. any changes to enrollment could off balance student to staff ratio
    4. Blank
    5. Blank
    6. Blank
    7. A) Feared loss of autonomy  
 B) Each program acting as an armature: ie. Overarching curriculum decisions  
 C) Question of amount of savings - program administrators are still needed for certain accredited programs  
 D) Interdisciplinary Collaboration may be hindered  
 E) Influence recruitment and retention – would all programs receive equal focus in recruiting efforts?  
 F) Fiscal issues may impact Faculty Cohorts  
 G) Impedes on total college integration  
 H) Loss of discipline-based connections to alums, professional groups could impact fundraising, student activities and opportunities  
 I) gives a logical line to cut in the future, not a unified group. one in the future may receive preference



8. Department 2 may have issues working through technology integration. Also, the name of the program is Virtual Technology & Design - not - Virtual Technology and Design.
9. The wide number of disciplines and faculty/ curricular priorities in any configuration would be unwieldy. A two dept model is unnecessary and appears driven by a desire to consolidate chair positions in order to offer a higher stipend for each. The trade off benefits aren't worth the trouble we shouldn't determine chair stipends based on number of departments.
10. If one program is significantly larger than other(s) then the smaller program could feel marginalized. Personality differences in leadership could create challenges.
11. The restructure is unnecessary and detrimental to the college, its programs, faculty, staff, and students. The proposal creates two new administrative positions with no benefit. Under the restructure, faculty and staff would have a chair \*and\* a director with whom to address issues and opportunities. Program directors would ultimately have much the same responsibilities as they do currently but then have the additional administrative layer of a chair between themselves and the dean; faculty would have two such layers. The result will be a reduction in the clarity of each of the programs' missions and goals and the unnecessary diffusion of leadership throughout the college. The restructure proposal is disruptive and counter-productive, all for a negligible cost savings, savings which could easily be accomplished by simply and equitably adjusting individual program administrative costs.
12. A. the two department option does not make any further saving comparing to the three department option.
  - B. There will be many programs with different accreditation requirements are placed together within one department.
  - C. Potentially, smaller unit in one department with larger unit may start to loose its autonomy and identity.
  - D. The two department option makes our college look like a smaller unit in the eyes of the whole university community. This may bring potential risks when there is a push for reducing the college structures on campus during challenging times.
13. Blank
14. Blank
15. The only issue I can see with this is that Architecture is such a large program, that combining it with IAD and Larch would make it a large department. Therefore, making it more challenging to run (and over powering) than the other ones. I could also see it causing issues with the mentality of views. There is a certain attitude that some Architecture personnel have that might clash with IAD and Larch. In another way of thinking, it might encourage them to "play nice".
16. Personalities
17. We are one department now that is trying to function as 5 independent departments. The last all College meeting we held in 2020 discussing potential re-configuration we concluded that it would be in the College's best interest to explore how to make one department work rather

than spend more money to divide programs. There has not been much effort to make this model work since the reformation of CAA and we should start here first.

The Department Chair of the 5 programs would function similarly to an Associate Dean level role working with the individual program heads to help administer our degree programs. All of our programs make significant impacts on the students experience but more work is needed to bring the faculty and curriculum together to reinforce this notion of design integration.

Challenges: Mutual Understanding across CAA, Academic Degree Bias, willingness to integrate. I see very little value in a two department model which has historically been the configuration of CAA prior to its dissolution into CLASS. I am not nostalgic and witnessed several issues of a two department model for power control of CAA resources. If we do go with a two department model I see no way around associating our Science based programs with each other from Art based programs which would significantly put Art in a disadvantage within the larger CAA. Integrated within one department shows we integrate Art into our Science and our Science into our Arts.

18. Blank

19. It is my understanding in conversation and from lived experience as former chair of VTD that VTD doesn't potentially want to combine with A+D because it might impact their grant-getting opportunities. While there is a wee modicum of truth in this, it was really more of a concern when Kyle was on faculty. I am not sure that is really a concern now.

Additionally, I think certain faculty view A+D as antiquated and a combination as problematic for their image. This, I argue, is short-sighted and not really true. There is actually some really interesting opportunities and A+D are eagerly using or want to use new media tools and techniques. A+D faculty have expressed genuine interest in working with VTD. Ironically, it is the VTD faculty unable to envision cool new opportunities.

For the other programs, I know that IAD and Landscape feel that they will be subsumed by Architecture and their needs will be lost.

20. At the college level, the challenge will depend greatly on the willingness of the Department Chairs to work constructively with the Dean to build and buy into a collective vision. Trust, respect and candid communication are key. At the department level, program rivalries could flare up until the anxiety of the unknown recedes. Department heads will have to lead faculty they don't know well. Trust will have to be developed. Faculty will take cues from their leaders on living into and developing the specifics of our new configuration. The potential for individual behavior undermining a collective vision exists. This is probably true no matter what our new configuration is. Inclusive visioning will be key. At the program level, I can imagine faculty venting concerns to the people they know best. Program directors will need to be good listeners and bring concerns to the Chairs.

21. CAA criteria for restructuring is mostly based in budget, number of faculty and students' numbers. Architecture has enough growth and demonstrated positive performance trend that it can stand as an autonomous Department-1. The TWO Department scenario diminishes autonomy of units merged and increases difficulty for a Department-2 Chair to manage the

diverse programs (all other units would need to be merged in order to keep Architecture as an autonomous unit). This scenario blurs the presence of leadership advocating for each merged program in CAA committees and diminishes the opportunities of diverse leadership in CAA and Uofl overall.

22. The only potential problems I can imagine would be chain of command/ administrative. How are decisions being made in relationship to each department. With two Chairs I could see some people feeling underrepresented. I really feel like this whole process really won't change anything other than chain of command. If we have people in those positions that are willing to work with multiple departments and will listen and fight for the needs of department Heads under them I see no problems.

23. personality issues for some, differing tools, equipment, and space utilization in D2, leadership positions may have to develop the trust of newer managed programs

24. All three Arch disciplines continually stress that their professional accreditation standards have certain requirements for autonomy, though I have never seen any satisfactory evidence to this effect. Combining them will subvert this (if such policies exist). The coursework and scholarship adjacencies in VTD and Art + Design make sense for the design emphasis areas of the BFA program. However, the VTD program does not seem to see the value of fine arts coursework, despite the fact that guest speakers to the college routinely emphasize that the only students who are employable in these industries are those who can draw and paint as well as they think (despite whatever stellar technological acumen they might possess). Conversely, Art faculty might shy away from closer ties with designers and the design world. It also needs to be noted that there are gendered concerns within the college. VTD is a "boys club" of a male majority student population with 100% male faculty. IAD, conversely, has the opposite student population and nearly the same opposite faculty situation. Granted, there are long-standing intrinsic cultural biases around interior "decorating" being "woman's work" and "Virtual games" being "for boys." We know this is not true and it is less and less true with each passing graduating class. Still, this remains an elephant in the room within our college. More diverse faculty across the board will help shape, in time, a more diverse student population. On the topic of gender, VTD projects (at times subtly, and at other times more directly) a position that the fine arts are also "woman's work" and that combining with Art + Design will "feminize" their department.

25. Blank

26. I foresee some initial hiccups determining who is doing what as faculty and staff get more accustomed to the way programs have been doing things. Finding new efficiencies and grace for each other always takes some time to strengthen, fortify and trust. But with this 2 department model, all get to learn to adapt together and I've always appreciated our College's resilience when asked to do so. I truly believe we can make this work well!

27. college challenges: only two departments, this is not a viable college. Visibility for programs is undermined. If the issue is to reduce committee work, there is n reality no committee work reduction here since the representation on key committees will still be needed, for instance: curriculum committee, recruitment and retention, design days, tenure an promotion: all these

will still need representation from every program ; serious issues of inequity occur, across the board; a program with major student number and faculty number is more in control of major decisions, of budget, even of numbers of students allowed to persist through the gates to second year (and beyond) as happened before.

28. Some faculty may feel in this configuration that they are losing their programs autonomy.

- Potential Benefits

1. Blank
2. This structure aligns with our Boise offerings of the Architecture fields. Also with accreditation and possible new fee structure for Professional Fees.
3. More organization less hierarchy – hopefully
4. Blank
5. Blank
6. Blank
7. This configuration seems to align practice-based professions with similar (however completely different) accreditation standards. This configuration also appears to aggregate smaller programs to benefit the college as a whole.

Pros:

- a) Logical Solution (JUSTIFICATION: combined strengths, similar definitions)
- b) Shared/Similar Accrediting bodies in the case of Art, Design, VTD; Arch, IAD, LA
- c) Boise programs retain connectivity
- d) Shared concepts, ideas – possibilities for recruitment, retainment, grad opportunities
- e) Opportunities for coordination/alignment (curriculum, seminars, organization, etc.)
- f) Organizes us in Arts and sciences (BS,BA .. etc)

8. Not sure

9. None. This is a bad idea

10. Unforeseen opportunities occur when two or more programs merge. Staffing efficiencies.

11. I see no benefits to the college restructure proposed.

12. Blank

13. Blank

14. Blank

15. A benefit for having all the architecture programs in one department is that all those programs are offered in Boise. So it will be easier to group them together and advertise them together because potential and current students can visually group those together based off the idea that they are all related to architecture, and are all offered in Boise. Easy to remember.

Another benefit is that they are all similar fields, therefore will be able to work in the same mindset/vocabulary than students would if they were in Art + Design and VTD. Art + Design and VTD have similarities as well. Ever since there was talk about creating departments, this has seemed like the best option for programs to separate out.

This could also open the doorway to collaboration within the programs. Many students already minor or double major within these programs, it would be nice to see them collaborate more on projects and classes.

#### 16. Integration of Disciplines

17. Benefits: Potential Budgetary savings by reducing redundancies across programs. Leadership within the Chair position who can more effectively distribute support across programs more equitably and bring stronger alignments between existing programs. Nothing really changes for any of the programs, but support can be more effective. Potentially reduces internal program conflicts by providing needed CAA leadership targeting integrated teaching, research, and creative scholarship. Everyone is listened to

#### 18. Blank

19. - VTD students are already increasingly taking art classes or are art minors

- There is a substantial number of students who want to explore and create work that borrows from both programs

- Recruiters (even those that have been brought to campus by VTD faculty) tell us that students really need good foundational art skills. Technology skills can be more easily taught on the job especially if they are using propriety software.

- Many design courses--especially Interaction and Experience--should be required for VTD students

- A combination of A+D and VTD re-establishes gender parity among faculty and students.

For the other, professional programs, a combination might be essential for eliminating redundant courses and promoting efficiencies.

20. Cost savings and equitable distribution of work are major benefits. At the college level this configuration strikes a balance between having an Associate Dean (it's like having two Co-Associate Deans) along with program-specific leadership. The economy of consolidating certain kinds of work towards the Chairs easily reconciles with program autonomy. There is potentially more opportunity to see commonalities among programs with licensing in this model. Also, with Interior Architecture and Design students fully subscribing to the Architecture Minor, this model makes sense. There is potential to see and cultivate more common ground between Art and Design and Virtual Technology and Design. Both programs have a range from work that is entertaining, emotional, and expressive to the other end which is data driven, rhetorically more objective, and informed by human behavior.

21. This configuration is only based in preserving Architecture as an autonomous unit and leadership presence due to its successful performance and growth as such. I do not see any benefit on merging all other units in one Department so this scenario of TWO Departments does not seem reasonable.

22. Benefits are cost savings and aligning programs that are most similar. I see potential for more collaboration also. If programs across the college are able to see what and how other departments work and what their needs are, I could really see this helping all areas grow.

23. the logic, naming, and numbers balance seems entirely reasonable. saves money, perhaps?  
would love to have additional staff support or crossover

24. At many other universities across the country, the Arch disciplines are within a single department. It is a natural and logical way to organize them; students in all three programs will be entering a unified workforce and networking environment. They will all someday work together at the same studios. VTD and Art + Design share NASAD accreditation, which is a very rational and easy sell to upper administration. VTD and Art + Design students, too, will be entering a unified workforce and networking environment. They will all someday work together at the same studios. Even students who choose to pursue a fine arts emphasis within their BFA, the majority of these graduates will at some point hold design jobs (and, like most creative professionals, probably night owl as one kind of practicing artist or another).

25. Blank

26. Through this configuration, I see strength for student programming both in and outside of classes. I believe faculty research opportunities that lead to student events and integrative course work will thrive more in this mix. Department 1, as show here, celebrates what happens in most firms and will also allow architecturally-minded students at early stages to better understand where they best fit in pursuing a particular degree. Department 2 can better support student's more varied professional approaches to general making, storytelling, innovation in imaging, and portfolio output.

27. This could be a school, a named opportunity for the school; however, the programs within ought to maintain their autonomy. it focuses on licensed professional programs. could have some further collaborations, but these collaborations in the curriculum already happen.

28. This configuration will benefit all of our students. Architecture/IAD/LA students will benefit. Potentially Art + Design & VTD can collaborate for the benefit of all of our students. Art +Design will benefit with access to VTD classes such as world building, character design and use of software. This will be highly beneficial for many of students in their career as illustrators and story tellers. VTD students can benefit from physical classes in 2d/3d (observational drawing, ceramics, etc...) Through the observational world students can better create a virtual world.

- 3-Department Configuration 1
  1. Architecture
  2. Architecture
  3. Architecture
  4. Architecture
  5. Interior Architecture & Design, Landscape Architecture
  6. Architecture
  7. Landscape Architecture, Interior Architecture & Design, Virtual Technology & Design
  8. Architecture, Interior Architecture & Design, Landscape Architecture
  9. Architecture
  10. Art + Design, Virtual Technology & Design
  11. Architecture

12. Architecture
13. Architecture, Landscape Architecture
14. Architecture, Landscape Architecture
15. Art + Design, Virtual Technology & Design
16. Architecture, Art + Design
17. Architecture
18. Virtual Technology & Design, Art + Design
19. Architecture
20. Architecture
21. Architecture
22. Architecture
23. Architecture
24. Architecture
25. Architecture
26. Architecture
27. Architecture
28. Architecture

- 3-Department Configuration 2
  1. Art + Design, Virtual Technology and Design
  2. Interior Architecture & Design, Landscape Architecture
  3. Art + Design, Virtual Technology & Design
  4. Art + Design
  5. Art + Design, Virtual Technology & Design
  6. Art + Design
  7. Art + Design
  8. Art + Design
  9. Art + Design
  10. Interior Architecture & Design, Landscape Architecture
  11. Interior Architecture & Design, Landscape Architecture
  12. Interior Architecture & Design, Landscape Architecture
  13. Art + Design, Interior Architecture
  14. Art + Design, Interior Architecture & Design
  15. Interior Architecture & Design, Landscape Architecture
  16. Virtual Technology & Design, Landscape Architecture
  17. Landscape Architecture, Interior Architecture & Design, Virtual Technology & Design
  18. Architecture
  19. Art + Design, Virtual Technology & Design
  20. Art + Design, Virtual Technology & Design
  21. Art + Design
  22. Art + Design
  23. Virtual Technology & Design, Art + Design
  24. Interior Architecture & Design, Landscape Architecture
  25. Art + Design, Virtual Technology & Design

- 26. Virtual Technology & Design, Art + Design
- 27. Interior Architecture & Design, Landscape Architecture
- 28. Virtual Technology & Design, Art + Design

- 3-Department Configuration 3
  1. Landscape Architecture, Interior Architecture and Design
  2. Art + Design, Virtual Technology & Design
  3. Landscape Architecture, Interior Architecture & Design
  4. Interior Architecture & Design, Virtual Technology & Design, Landscape Architecture
  5. Architecture
  6. Interior Architecture & Design, Landscape Architecture, Virtual Technology & Design
  7. Architecture
  8. Virtual Technology & Design
  9. Interior Architecture & Design, Virtual Technology & Design, Landscape Architecture
  10. Architecture
  11. Art + Design, Virtual Technology & Design
  12. Virtual Technology & Design, Art + Design
  13. Virtual Technology & Design
  14. Virtual Technology & Design
  15. Architecture
  16. Interior Architecture & Design
  17. Art + Design
  18. Landscape Architecture, Interior Architecture & Design
  19. Landscape Architecture, Interior Architecture & Design
  20. Interior Architecture & Design, Landscape Architecture
  21. Virtual Technology & Design, Interior Architecture & Design, Landscape Architecture
  22. Virtual Technology & Design, Interior Architecture & Design, Landscape Architecture
  23. Landscape Architecture, Interior Architecture & Design
  24. Art + Design, Virtual Technology & Design
  25. Landscape Architecture, Interior Architecture & Design
  26. Landscape Architecture, Interior Architecture & Design
  27. Art + Design, Virtual Technology & Design
  28. Landscape Architecture, Interior Architecture & Design
  
- Potential Challenges?
  1. Blank
  2. Blank
  3. Possible risk of hierarchy
  4. Blank
  5. Blank
  6. Each program must still be responsible for their own faculty evaluations, curriculum and budget.
  7. A) Added cost (3 chairs, Associate dean)  
B) More work for program chairs and associate dean



- C) Not a unified group. one in the future may receive preference or be exposed to risk
8. Overall approval from the College.
  9. This has been proposed at multiple points and there does not appear to be consensus among programs who will be joined together about how they would operate. At some point, the decision will have to be made and the combined departments will need to sort this out. The three department configuration should maintain the same stipend for chairs as the two department configuration. The work load in any scenario is worth the \$15,000.
  10. Personality differences in leadership could create challenges.
  11. The restructure is unnecessary and detrimental to the college, its programs, faculty, staff, and students. The proposal creates three new administrative positions with no benefit. Under the restructure, faculty and staff would have a chair \*and\* a director with whom to address issues and opportunities. Program directors would ultimately have much the same responsibilities as they do currently but then have the additional administrative layer of a chair between themselves and the dean; faculty would have two such layers. The result will be a reduction in the clarity of each of the programs' missions and goals and the unnecessary diffusion of leadership throughout the college. The restructure proposal is disruptive and counter-productive, all for a negligible cost savings, savings which could easily be accomplished by simply and equitably adjusting individual program administrative costs.
  12. Blank
  13. Blank
  14. Blank
  15. The only challenge I see with this model is trying to coordinate three departments. Two are easier than three.  
One other thing is it would mean there are two departments in Boise, and that might seem unnecessary for the amount of years we provide for students there. It might seem like we have more there than we do. That is just an assumption though.
  16. I don't think a 3 dept model will work
  17. Budgetarily we will be adding three department Chairs with potentially some level of program head responsibilities for Department B. Faculty buy-in, marketing to make sure we can best explain our mission and vision under this new model. Power struggles between departments.
  18. Blank
  19. This 3-program model doesn't really take advantage of the connectivity that could happen within the professional programs. In particular, IAD and architecture. Also, one could argue that this doesn't prepare students for real-world work environments where everybody is working in the same office in collaborative manner regardless of discipline.  
This seems also to (perhaps) assuage certain personalities but the decision should be made based on what is really best for the students in the long term.  
Another issue is that when the next economic downturn happens, Architecture will be by itself and that may be somewhat problematic if numbers of students are important. Architecture's boom may or may not last.
  20. With this configuration, I can imagine Architecture acting a little too independently from the college. A respectful relationship between the Program Chair and the Dean would be key. A strong program level leader might help complement the dynamics in this program. At the department level, the challenges will be to navigate the unknowns in the new configurations. Developing trust and collective vision will be key. Asserting program autonomy will be key. Making a clear division of labor and responsibilities between Chairs and program level

leadership will be important. There is quite a bit of variation in the current culture of how each program distributes work.

21. As CAA restructuring seems only based on budget, number of students & faculty in units, criteria for a scenario merging the other programs (and keeping Architecture as a separate Department Unit) is based on selecting one of the two provided by feedback in the CAA document shared. It is going to be a challenge for a Department-3 Chair as proposed to address the diverse processes involved in these very distinct programs. To address the fact that some programs might be too small today (based on faculty and student numbers) to work as independent units (departments) due to costs involved in leadership, there should be a more clear threshold on what are the minimum requirements across the university. Each discipline has the potential to function better as an autonomous unit with leadership presence at the college level. The potential should be assessed beyond actual numbers and focus on future scenarios of growth and development for these disciplines in the state of Idaho/US/Global. Collaborations among disciplines emerge when there are common projects individuals agree on engaging with not through a forced merging process based on budget/efficiency priorities.

22. Really are we saving enough with this configuration and are we just creating more work for the administrators? Also there is less equality with students and faculty

23. less balance in numbers yet more identity (+ autonomy?) for certain programs territoriality issues?

24. Same comments apply as above

25. Blank

26. I worry that students needing to shifting their major in the territory of Architecture, Landscape Architecture, and Interior Architecture and Design will have less support than they should in this arrangement (I believe the 2 Department Model addressed above is strongest). I also worry that Architecture (or any program not blended in this transformation), left alone, will feel even more diversive and uncollaborative, than they do now. AND I want to state that I don't actually believe Architecture dosen't or can't work well with others (they are actually quite collaborative), but in being allowed to be separate, we've all had the ability to become insular and avoidant of playing well with others. Strong leadership would be needed to force a sense of balance when one program gets to stay the same and others have to adapt. I think this would be a difficult, unneeded challenge to take on in this transition.

27. Need to change the name of the college, this is essential since now the name could be misleading on the outside; when a third department exists but the name of the college only for the other two departments it becomes an issue of invisibility and inequity. Can impact recruitment, retention, and recognition of the third department. Structural injustice or ill representation Some issues about one of the restructure due to faculty resisting it due to separation fo arts and sciences. Need to avoid "stepchild" any program, there is a great likelihood for that to occur here. undermines some of the great rebranding efforts that have been ongoing and proven successful in terms of programmatic identity, recruitment, retention (for example as with IAD).

28. Architecture will have little incentive to collaborate with others.

- Potential Benefits?
  1. Blank
  2. Blank
  3. Better balance of responsibilities

4. Blank
5. Blank
6. Blank
7. A) Added value for student success (well-rounded integrated education) – Preparing creative professionals  
B) Allows for integration of other units (across the university e.g. theatre)  
C) Maintains experience / knowledge base for accreditation, and administrative capacity for each program's strategic planning
8. Integrated projects between Architecture, IAD and Landscape. Opportunity for program growth and Identity branding (Art & Design - VTD)
9. This arrangement balances faculty numbers, allows programs with fewer faculty to share service and administrative responsibilities, and limits the number of disciplines in each, without making any program unduly large in comparison to the rest of the college.
10. Unforeseen opportunities occur when two or more programs merge. Large programs can operate more effectively without compromising smaller programs. Staffing efficiencies.
11. I see no benefits to the college restructure proposed.
12. A. Based on the existing circumstance, this may be the best way to balance our existing resources with our student sizes among different programs.
  - B. This option makes disciplines with similar needs and similar size together, which can make the use of resources more efficiently.
  - C. Smaller department size can reduce the chance of potential internal conflicts. The small units in a department will have better chance to retain its autonomy and identity.
  - D. The three department option provides more opportunity for more departments in the future when certain growth of our college can achieve.
13. Blank
14. Blank
15. The benefits to this model is that all are about equal in amount of students per department. This means resources and funding would be similar for each, so there would be less arguments and disagreements with how they are dispersed. This would also help with the fact that Architecture is growing so much, and they would be able to just focus on them and not have to worry about another program.
16. Blank
17. CAA excels in three areas, Art, Architecture and Virtual Design that all focus on visual communication. We have four programs that are Science based with 1 program being Art based. This aligns programs to their associated academic responsibilities. Architecture is large enough to function as a small department and can retain autonomy. Art can continue to focus on BFA and MFA opportunities for the College since they are the only Art based degree program

and has different outcomes concerning service from the other programs. Associating LA, IAD and VTD (Virtual Technology and Design) together compliments each other through research and has natural meeting points for integration for students. Lighting, Environmental, Industrial design emphasis can be supported while sharing similar design affordances concerning space and place making. The students would be better aligned under this model (my opinion).

18. Blank

19. Landscape and IAD can be free from the constraints that a combination with Architecture might impose. Architecture could continue as its own entity.

20. This would be a smaller incremental step in our evolution. It might be less shocking to the system.

21. This configuration is only based in preserving Architecture as an autonomous unit and leadership presence due to its successful performance and growth as such and addressing the budget/efficiency priority concern defined by Uofl & CAA leadership which limits to a 3 Department scenario. I do not agree on merging these three disciplines proposed in Department-C as they have better chances of potential of growth if left as autonomous units with leadership development (e.g. recent hires showing trends of contributing to program growth).

22. I honestly do not see how the three department configuration will benefit the college. I see us keeping the same old silos that we have always sworn this college doesn't have. We have talked about how being integrated has been a great selling point and how Alumni are proud of that. I don't feel like the idea of collaboration or integration is very strong in our college anymore

23. One doesn't want to get lumped and lost nor isolated and withered...

I don't know what the answers are, but I think paying program heads according to a students served metric is more equitable than the current model.

24. Same comments apply as above, although this arrangement better balances student and faculty numbers.

25. Blank

26. I think early on Landscape Architecture and Interior Architecture and Design will feel stronger in regard to having a seat at the table, but I also believe this feeling will be short lived and the perceived power of architecture will settle back and feel much the same as it does now soon enough.

27. The IAD + Env Design/Larc department can also have the great naming opportunity, can be the seed for a near-future school for the environment, with the potential of adding planning to the mix, and facilities management; this is a licensed professional department (the programs within are licensed professional programs), there are significant synergies and alignments between the two programs (IAD+Env Design/Landscape Architecture) including teaching alignments, service alignment, research/scholarship alignment, and professional

outreach. (certification/license, sustainable sites initiative, LEED, Well Building, stakeholder involvement, multiscalar, service-learning, place-based, ..etc.

SYNERGIES - Human-centered focus and a shared body of knowledge  
Shared- embodiments for the land grant mission. Reviews and Professional Pool for sponsored professionally aligned studios; and Italy Studio. Discussions and some collaborative work have already begun.

Also, for BIAD + Env Design/Larc the multiscalar opportunity: scale from intimate to exponentially larger, can be an exciting opportunity to explore what else to add or investigate. Plus the shared theoretical and programmatic body of knowledge focusing on environmental design is a critical asset. This BIAD+LARC/Env design allows these programs to maintain their identity and cohesiveness to the internal and external stakeholders; currently exploring ideas about super studio across the two programs, build on collaborative and visionary efforts underway and on significant enrollment and recruitment success in BIAD, and enable IAD to have a direct path to related graduate degree. Can have a great opportunity for professional outreach locally and globally.

Accreditation for IAD (undergraduate-CIDA) and LARC (graduate-LAAP) can afford the interesting seamless scenario here too, and those two accreditation have more in common (especially about HLSW, research, etc) than with others.

VTD+ART share the same body of knowledge can broaden their offering by coalescing BA /Bs/BFA/Ms/MFA; can focus financials and efforts of faculty to deliver needed courses across the two related fields.

28. Blank

- Any Further Thoughts or Concerns? Indicate Preference Here
  1. 3 departments
  2. Prefer two Department Structure for CAA
  3. I prefer the 3-department configuration
  4. Concerns: too many to mention here.
  5. This process has gone on far too long.
  6. Of the choices, a 3 department configuration is preferable.
  7. Thank you for framing this. I'm slightly drawn towards the two-department model: IAD + LA + ARCH; VTD + A&D. However, whatever the configuration, I'm sure we'll all adapt and adjust quickly. Thanks again and looking forward to next steps!
  8. 3 Department Model (Architecture, IAD, Landscape --- VTD --- Art&Design). Some of these combinations could drastically enhance or atrophy the growth and potential of the programs. I would highly recommend looking at this reorganization from a marketing standpoint. What combinations make the most sense internally and externally? How will incoming students find their people, their home, their community?
  9. I strongly prefer the 3 department arrangement.
  10. I prefer the three programs.
  11. I am against the restructuring of the college. Combining programs and adding a chair will not alleviate the critical necessity, nor responsibility, of directing each of those programs. The proposed addition of administrative chair positions is redundant, ineffective, and

unnecessarily disruptive. The anticipated cost savings are negligible and could easily be accomplished by more rational and equitable methods.

12. I consider the three department option offers more benefits than the two department option based on existing circumstance. It can reduce possible conflicts within our disciplines and also prepare us better for possible growth in the future. This structure can be easier and more efficient for the college to administer the resources according to different needs.
13. I trust the administration to develop a fair model. I defer to Randy and Dean Corry as to how to integrate other programs with Architecture.
14. Configuration 2
15. I would prefer to have the two departments rather than the three.
16. New configurations
17. At this stage we need to seriously make the one department model work. Two in my opinion is the most dangerous model to explore as it would significantly impact the Arts in a negative way. The only other option I see is the Three department model where we can "stay the same" for Architecture and Art, but allows for innovation and integration within Design for VTD, IAD and the Environmental Design program.
18. I prefer the program that makes the most sense for students in the courses and that faculty have the most overlap in helping students with discipline-specific skills and professional opportunity.
19. The issue of saving money is important and that is fundamentally why we are doing this exercise. But the opportunity changes like this afford shouldn't be discounted. As we move forward, it is best, I believe, to really explore beyond disciplines and look at the potential of where the markets will be in a few years. Junior faculty often are better at seeing this and are eager to make new things happen. They just want the administrative nod and they will make it work!
20. I believe we are ready for a two department model. This is my preference. With program level leadership, and respectful and collaborative leadership from the Chairs, I anticipate being able to maintain program autonomy that is required for individual curricular authority, program identity and accreditation.
21. I was surprised that this topic (on-going survey) was not mentioned during our CAA Spring meeting this semester. I am concerned the "Great Colleges to Work for Survey" process will be managed in a similar way as it was also allowed very few minutes in the CAA Spring meeting agenda for discussion. These are some of the most processes with topics that will have high impacts for years to come.
22. "B. 2 departments, split by Professional Designation-  
Department 1: Architecture, Landscape Architecture, and Interior Architecture and Design (app 415 students, 19 faculty)  
Department 2: Art + Design, Virtual Technology and Design (approx. 209 students, 15 faculty)"  
This make the most sense in every way. Anyone in marketing would love to be able to sell this.
23. I think 2 depts. makes the most sense (as listed by architectures and designs in titles)... would 2 dept heads become more like associate deans (which we need) but at the same time shunt a bulk of the work off to the relatively less well compensated program heads???

There would be so much less incentive to do that job (all the work in the trenches, yet always answering to another level and with less monetary compensation, or administrative rank.)

I would consider restructuring compensation levels to make program heads somewhat attractive and lessen some of the department head bonuses with the title/role being something of its own reward.

Some of our staff are outstanding, others, less so... I think more shared roles for what a person is suited toward could come of this (and I'll offer details or suggestions if needed).

24. If the primary goal is to save money by reducing the number of program heads, then two departments is better than three. Honestly, this seems like a poor motivation for any kind of reorganization. Any such move should be made in the students' interests, and the students' interests only. That is why I have chosen these models; they make the most sense to me from the student perspective. Perhaps I am naive in this, but my primary focus is on the career viability of our graduates. That's the only reason why I teach the material I teach in the first place. How hireable are our graduating seniors? Period. Combining the Arch disciplines should (with proper shepherding and modeling from faculty) produce more successful graduates. The same goes for a combined Virtual Technology, Art + Design department. What I think we need to be extremely, extremely cautious about is reorganizing for our faculty's interests and (more pointedly) for the interests of any particular individuals. This new college structure might still be here in 20 years. It might outlast us all. It's irrational and shortsighted to make any decisions whatsoever based on the individuals involved. People leave. People retire. People die. Whatever new organizational chart the college agrees upon, it should be conceived with every chair on it empty.
25. 2 departments
26. I prefer the 2 department configuration. We are already a small College expressing overwhelm in regard to having too much to do. At least with this structure 7 faculty will take on a leadership role instead of the 8 faculty that would play roles in the 3 department configuration. We need as many faculty as we can really pursuing their research if we want to remain strong in a University seeking Research 1 status. The 2 department configuration taxes one less person.
27. The amounts of funds being saved are minimal across all scenarios. This while at the same time administrative staff is removed from the department and is serving at the college; there are insurmountable responsibilities for a department head and a program head to complete, while also trying to address teaching, advising, outreach, and scholarship without the direct support of an administrative assistant. Allow the programs that are willing to step in right now and change to do so without having to create major college reorganization, for instance, the ongoing IAD+LARC conversations can yield very interesting fruition if allowed to move forward without forcing another program in, or having to create upheaval, simply because the programs know there is something they themselves are working toward; this might mean we will have four departments, with expectations of growing being put on each of the departments. Department heads or program heads also have an additional administrative role, for instance: associate dean of students, associate dean of faculty, associate dean of outreach/etc; this while reducing their teaching load and making them abide by the reduced

teaching load (no three courses, for instance, speaking from the personal story). This will distribute the load, make us as a college very present in all of the important realms, does not put the power in the hands of one associate dean or one department, and engage us all in the collective of what we are here for the students, faculty, staff, and community. curriculum, recruitment, accreditation remain in hands of programs.

Revisit a college core, that is vertical; also, Need to have the foundation be the human-centered foundation, where art, culture, and other parts fo environment are integrated.

28. I prefer the 2 department option



**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**

	<u>FY 2024</u>		<u>FY 2025</u>		<u>FY 2026</u>		<u>FY 2027</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments								
B. Shifting enrollments								
<b>Total Enrollment</b>								0

**II. REVENUE**

	<u>FY 2024</u>		<u>FY 2025</u>		<u>FY 2026</u>		<u>FY 2027</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds	\$28,280.00		\$28,930.00		\$29,040.00		\$29,150.00	
3. Federal								
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees								
6. Other (i.e., Gifts)								
<b>Total Revenue</b>	<u>\$28,280</u>	<u>\$0</u>	<u>\$28,930</u>	<u>\$0</u>	<u>\$29,040</u>	<u>\$0</u>	<u>\$29,150</u>	<u>\$0</u>

**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

	<u>FY 2024</u>		<u>FY 2025</u>		<u>FY 2026</u>		<u>FY 2027</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
1. FTE								
2. Faculty								
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	22000		22000		22000		22000	
7. Administrative Support Personnel								
8. Fringe Benefits	6820		6930		7040		7150	
9. Other:								
<b>Total Personnel and Costs</b>	<u>\$28,820</u>	<u>\$0</u>	<u>\$28,930</u>	<u>\$0</u>	<u>\$29,040</u>	<u>\$0</u>	<u>\$29,150</u>	<u>\$0</u>

	<u>FY 2024</u>		<u>FY 2025</u>		<u>FY 2026</u>		<u>FY 2027</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>B. Operating Expenditures</b>								
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
<b>Total Operating Expenditures</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 2024</u>		<u>FY 2025</u>		<u>FY 2026</u>		<u>FY 2027</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>								
1. Library Resources								
2. Equipment								
<b>Total Capital Outlay</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 2024</u>		<u>FY 2025</u>		<u>FY 2026</u>		<u>FY 2027</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>D. Capital Facilities Construction or Major Renovation</b>								
<b>E. Other Costs</b>								
Utilites								
Maintenance & Repairs								
Other								
<b>Total Other Costs</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>TOTAL EXPENDITURES:</b>	<u>\$28,820</u>	<u>\$0</u>	<u>\$28,930</u>	<u>\$0</u>	<u>\$29,040</u>	<u>\$0</u>	<u>\$29,150</u>	<u>\$0</u>
<b>Net Income (Deficit)</b>	<u>-\$540</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

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

	Row 59- Current General Education Funds within the College of Art and Architecture will shift to provide a \$10,000 Administrative Stipend Per AY for the Department of Design Chair. Three Program Director Stipends per AY included for the three programs at \$4,000 per program. A small increase in Fringe Benefits is factored in for FY25-27.
	*All other blank sections are not applicables since CAA is only changing administrative leadership structure all other program costs will remain the same.



## POLICY COVER SHEET

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

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

**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title:

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title: **90.38 – ID cards for Non-UI Affiliates**

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

**Originator: Teresa Amos**

**Policy Sponsor, if different from Originator: Ellis, Nyssa**

**Reviewed by General Counsel**      Yes x No    Name & Date:

1.    **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.  
This APM is being deleted because the procedures and definitions contained in it have been incorporated into the revised 90.35 APM.

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

2.    **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.

## ~~90.38 --- ID cards for Non-UI Affiliates~~

~~Created December 19, 2006 (formerly 80.38)~~

~~-~~

~~A. **General.** It is occasionally desirable for non-UI affiliates to have access to UI facilities. For example, WSU graduate students may participate in research programs located on the UI campus. The Vandal Card system is used to control door access to a number of locations across campus, including some that non-UI affiliates may require access to. The Vandal Card office may issue a temporary ID card to non-UI affiliates under certain circumstances to provide access to those locations.~~

~~-~~

~~B. **Sponsorship.** The temporary ID for a non-UI affiliate must be requested by the Dean or department head of the college or department that the cardholder will be working with. This request must be in writing and signed by the Dean, Associate Dean, Vice President or Director only. Signature authority may not be delegated for temporary card requests. This request should also include an indication of when the association with the non-UI affiliate is expected to end.~~

~~-~~

~~C. **Expiration.** The temporary ID must have an expiration date specified, no more than 12 months from the time of its issuance. This expiration date will be printed on the face of the temporary ID.~~

~~-~~

~~D. **Reissuing.** If a temporary ID expires, another may be issued, but a new written and signed request from the Dean or department head is required, just as in the initial issuance.~~

~~-~~

~~E. **Photo ID.** The non-UI affiliate must bring an acceptable photo ID with them and present it to the Vandal Card office staff for verification at the time of card issuance. No ID card will be issued without proper photo ID. The various forms of acceptable photo ID are discussed in APM chapter 90.35 section C. [ed. 12-10]~~



## POLICY COVER SHEET

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**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment  
Policy Number & Title:

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment  
Policy Number & Title: **90.40 – UI Business Technology Incubator**

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

**Originator: Teresa Amos**

**Policy Sponsor, if different from Originator: Patrick Momont**

**Reviewed by General Counsel**      Yes x No    Name & Date:

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

This function is no longer in existence at the U of I.

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.

January 1.

## **90.40 -- UI Business Technology Incubator**

July 24, 2009 (formerly APM 80.40)

**A. General.** The University of Idaho's Business Technology Incubator (UIBTI) is designed to facilitate the commercialization of technology by providing first-class, affordable space and an array of support services for young, growing, high-tech companies, especially companies created as spin-offs from UI technology and research.

**B. Conference Room Reservations.** The tenant companies in the Incubator are afforded first priority on use of the Incubator conference room. However, the room is available for use as a University conference room under the following conditions:

**B-1. Priority.** Incubator tenants have first priority for use of the conference room. If the conference room has been scheduled for non-tenant use, and the meeting has been publicly advertised (such as a public workshop scheduled by Conference Services), incubator staff will find meeting space elsewhere for tenants. However, if the conference room has been scheduled for non-tenant use and the meeting has not been publicly advertised, tenants have priority use of the conference room if notice is given 24 or more hours in advance.

**B-2. Scheduling.** The conference room may be scheduled by calling the Incubator's receptionist at (208) 883-4703.

**C. Tours.** The staff of the incubator is pleased to provide tours of the facility at any time. Although scheduling of tours is preferred, drop-in visitors are welcome.



Attach. #7



Mailing Address:  
875 Perimeter Drive MS 4332  
Moscow, ID 83844-4332  
[comptaskforce@uidaho.edu](mailto:comptaskforce@uidaho.edu)  
[Staff Compensation Committee](#)

**To:** President Scott Green  
**From:** University of Idaho Staff Compensation Committee  
**Date:** December 7, 2022  
**Re:** FY24 Staff CEC Allocation Recommendations

Dear President Green,

In anticipation of a Change in Employee Compensation (CEC) allocation to our General Education Base budget for FY2024, the Staff Compensation Committee seeks to fulfill its role under [FSH Policy 1640.81](#) and provide recommendations on the distribution of the CEC. The priority of the committee is to advocate for equity, transparency, and consistency in compensation; with a long-term goal to see all staff attain their calculated target salary. The target salary utilizes local and national market rates in combination with an employee's years of service, education, and years in position to compute an individualized equitable salary. To achieve meaningful progress towards meeting target salaries, the **committee recommends a tiered approach by (1) implementing a COLA/ATB<sup>1</sup> increase based on staff's individualized target rates, and (2) merit-based increase for exemplary performers.**

Since August 2022, the Committee has conducted bi-weekly meetings to discuss issues related to staff compensation and to determine a set of principles for allocating CEC. We considered input from individual staff members as well as through information obtained from the CEC Distribution Survey deployed on September 22, 2022 ([Exhibit 1](#)). The survey results revealed that staff found COLA/ATB increases most equitable; however, had a stronger preference for target-based increases over COLA/ATB, with meritorious pay receiving the lowest ranking for both equity and preference. While staff indicated CEC dollars should be used for a merit pool, they "strongly agreed" it should take into consideration an employee's target annual pay.

Thus, we are also seeking adoption of a performance-based compensation policy inclusive of qualifiers and procedural steps to assist supervisors in allocating merit pay in a way that is meaningful, defensible, and articulated. If your preference is that this policy go through official channels, we ask for your assistance in ensuring this agenda item can be prioritized so that it can be voted on prior to fiscal year end.

On November 9, 2022 the Committee presented these principles to Staff Council who voted in support of the Committee's principles (21 in favor and 0 opposed).

If the state legislature approves CEC funds, the committee agrees on the following reductions prior to allocation of the CEC to employees:

- **Faculty Promotion and Tenure:** The Committee supports recognizing the achievements of faculty through promotion and tenure (P&T) increases in salary. As a principal, the Committee believes that P&T increases should be funded through a source other than the CEC. However, in recent years the state legislature has not provided this funding, and therefore, the Committee supports use of CEC monies to fund P&T. The committee is requesting proportionate CEC funding for staff, to be utilized as a merit pool for exemplary performers.
- **Meritorious Pay for Staff who Perform at an Exemplary Level:** The committee requests to have a proportional dollar amount allocated to staff for meritorious pay. Since survey results depicted staff's desire to have merit pay as a tertiary goal, the committee is advocating for this allocation despite the practice being contrary to market-based compensation. To be eligible for merit pay, one would need to have (1) been employed with the University of Idaho before December 31, 2022, (2) completed a satisfactory annual evaluation with supporting statements of their exemplary contributions throughout the fiscal year, and (3) successfully completed annual required training. (Exhibit 2).
- **RA and TA compensation:** Although we receive some state funding for graduate student appointments (primarily TAs), it has been static for many years. It has been proposed that a portion of the CEC funds be allocated to GenEd-funded graduate student appointments. Attracting and retaining the best and brightest graduate students is paramount to reaching our goal of Carnegie Highest Research (RI) status; we endorse using a proportional amount of CEC funds as the previous year to advance graduate student competitiveness.
- **Exempt Staff Minimums:** Increasing exempt staff's minimum salary to meet the salary requirement dictated by federal law, specifically the Fair Labor Standards Act (FLSA).

Following these reductions, the committee recommends taking the following steps:

- **Increases for staff farthest from Annual Target Pay:** Increase staff positions to at least 80% of their Annual Target rate or higher, depending on what is attainable with the allocated funds.
- **ATB percentage allocation based on Annual Target rate:** Specifically, this would mean calculating an increase based on the computed target rate which encompasses the individual's market rate in conjunction with their years of service, years in position, and education. Historically, the ATB increase was based on the employees' current rate of pay. If applied, this would allow those behind target to incrementally increase while allocating a lesser amount for those above their target rate of pay, helping to lessen the gap of disparity. Additionally, we endorse using most current salary data to assess market pay, as opposed to previous years where salaries were calculated using a three-year weighted average.
- **COLA increase to offset inflation:** The committee seeks endorsement to utilize the remaining funds to provide staff with a flat rate increase. Based on historical data, a \$500 lump sum payment to each staff member appears feasible; however, if there is a surplus in

funds the committee supports an increased rate. Again, this is contrary to best practice for maintaining a market-based compensation system; however, the Consumer Price Index for 2022 has increased exponentially and had significant impacts on everyone.

Alternatively, while not advocated for by the committee and not reflective of the survey results, given the limitations set by the President for having 1/3 of the funding reserved for meritorious pay, the following comment is being included:

If a 1/3 of funding is required for merit, the committee advocates that the amount that would be decreased to account for that allocation would be the COLA, opposed to decreasing the amount allocated to increasing compensation for staff farthest from Annual Target Pay, or decreases to the amount allocated for the ATB based on Annual Target Pay. This is reflective of the survey results, as Annual Target Pay was identified as the primary goal. It's also advised that the communication for the merit pool in this case include that supervisors should consider Annual Target rates when providing increases.

In previous years, the Idaho State Legislature has instituted statewide requirements and we want to formally acknowledge the needed latitude to adhere to any requirements set forth by that governing agency.

We want to reiterate the intentions of the Staff Compensation Committee, which is to be the voice of staff when discussing matters relevant to compensation. When accomplished, it serves to increase morale, lessen turnover and attrition, and retain those highly skilled staff who are instrumental in the operations of the University of Idaho. We kindly ask that you take into consideration the proposal outlined above and welcome you to ask questions should any arise.

Sincerely,

Staff Compensation Committee Members:

*Omni Francetich – Chair*

*Theresa Albright – Voting Committee Member*

*Eric Anderson – Voting Committee Member*

*Jennifer Baillargeon-Hauck – Voting Committee Member*

*Amber Feldman – Voting Committee Member*

*Elissa Keim – Voting Committee Member*

*Marty Lunt – Voting Committee Member*

*Michelle Mattoon – Voting Committee Member*

*Sara Moore – Voting Committee Member*

Page Break

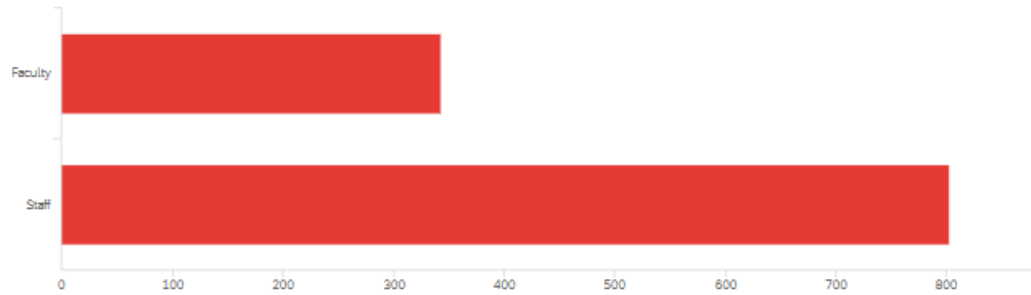
**Exhibit 1:** CEC Distribution Survey Results

# Default Report

Staff Compensation Committee Survey

October 3, 2022 5:30 PM MDT

Q2 - Are you a faculty or a staff member?



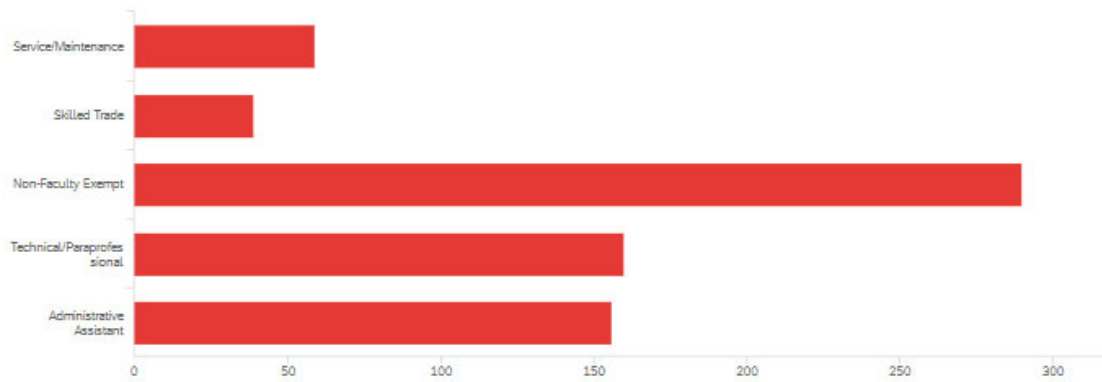
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you a faculty or a staff member?	1.00	2.00	1.70	0.46	0.21	1,146

#	Field	Choice Count
1	Faculty	29.93% 343
2	Staff	70.07% 803

1146

Showing rows 1 - 3 of 3

### Q3 - Which category does your position best fit into?

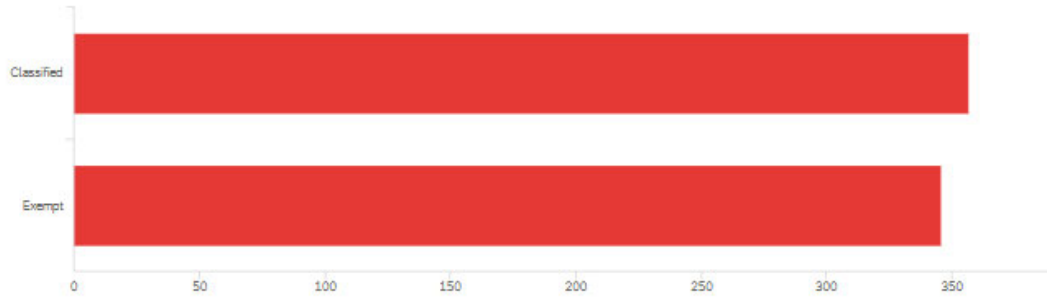


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which category does your position best fit into?	1.00	5.00	3.45	1.14	1.30	704

#	Field	Choice Count
1	Service/Maintenance	8.38% 59
2	Skilled Trade	5.54% 39
3	Non-Faculty Exempt	41.19% 290
4	Technical/Paraprofessional	22.73% 160
5	Administrative Assistant	22.16% 156
		704

Showing rows 1 - 6 of 6

#### Q4 - What is your employee status?



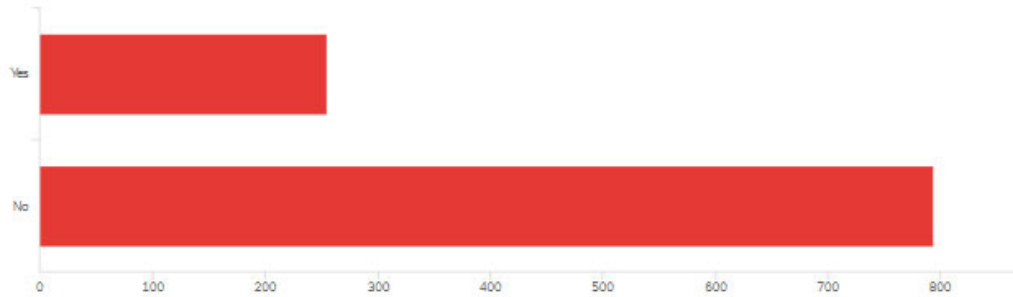
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your employee status?	1.00	2.00	1.49	0.50	0.25	703

#	Field	Choice Count
1	Classified	50.78% 357
2	Exempt	49.22% 346

703

Showing rows 1 - 3 of 3

### Q5 - Are you a supervisor to a board-appointed position?



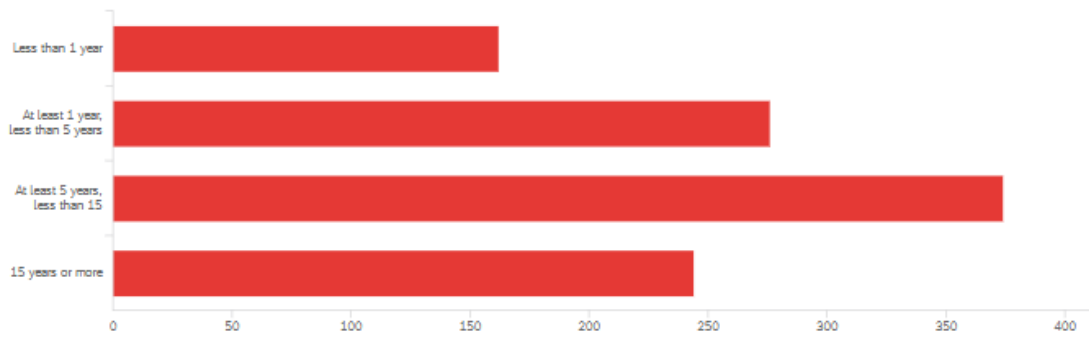
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you a supervisor to a board-appointed position?	1.00	2.00	1.76	0.43	0.18	1,049

#	Field	Choice Count
1	Yes	24.31% 255
2	No	75.69% 794

1049

Showing rows 1 - 3 of 3

## Q6 - How many years have you been employed at the University of Idaho?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many years have you been employed at the University of Idaho?	1.00	4.00	2.66	1.00	0.99	1,056

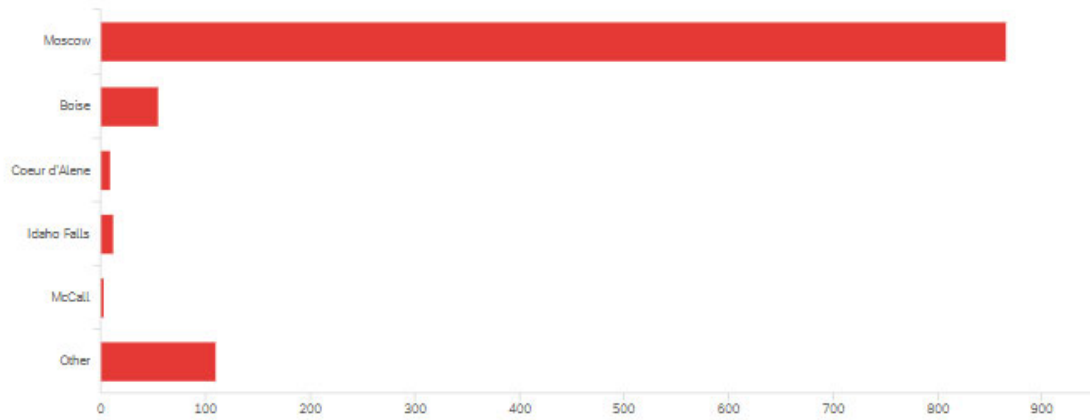
#	Field	Choice Count
1	Less than 1 year	15.34% 162
2	At least 1 year, less than 5 years	26.14% 276
3	At least 5 years, less than 15	35.42% 374
4	15 years or more	23.11% 244

1056

Showing rows 1 - 5 of 5



## Q7 - Which campus do you work?



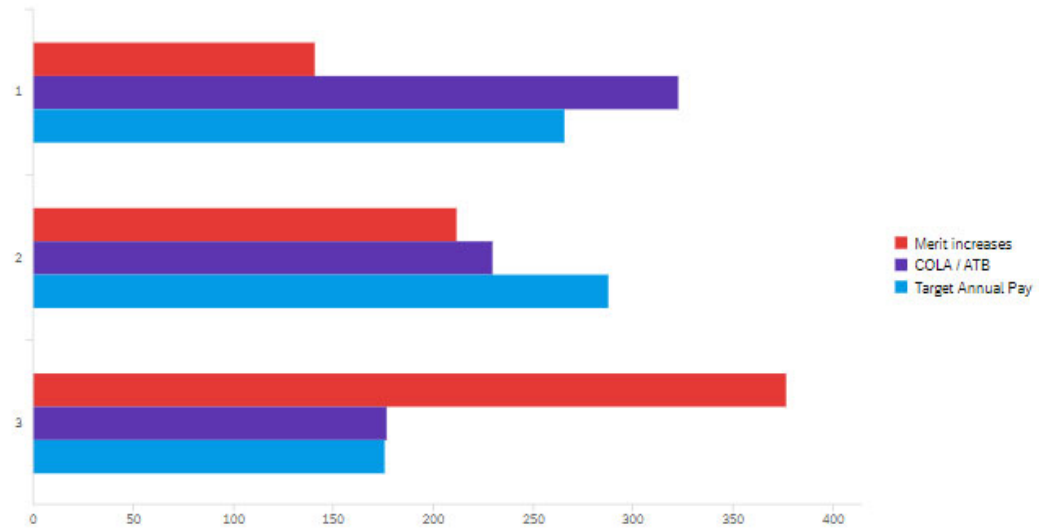
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which campus do you work? - Selected Choice	11.00	16.00	11.64	1.56	2.44	1,055

#	Field	Choice Count
11	Moscow	82.09% 865
12	Boise	5.21% 55
13	Coeur d'Alene	0.85% 9
14	Idaho Falls	1.14% 12
15	McCall	0.28% 3
16	Other	10.43% 110

1055

Showing rows 1 - 7 of 7

Q10 - Please rank the following options in order of equity – that is, the most fair and impartial to the least equitable:



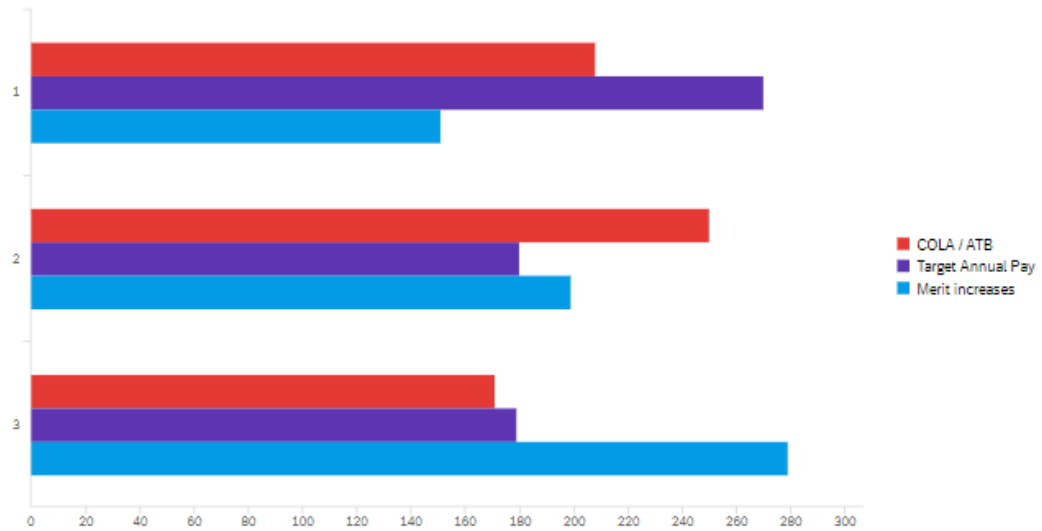
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Merit increases	1.00	3.00	2.32	0.78	0.61	730
2	COLA / ATB	1.00	3.00	1.80	0.80	0.64	730
3	Target Annual Pay	1.00	3.00	1.88	0.77	0.59	730

#	Field	1	2	3	Total
1	Merit increases	19.32% 141	29.04% 212	51.64% 377	730
2	COLA / ATB	44.25% 323	31.51% 230	24.25% 177	730
3	Target Annual Pay	36.44% 266	39.45% 288	24.11% 176	730

Showing rows 1 - 3 of 3

Q11 - Please rank the following options in order of which should take preference in

distributing CEC funds:

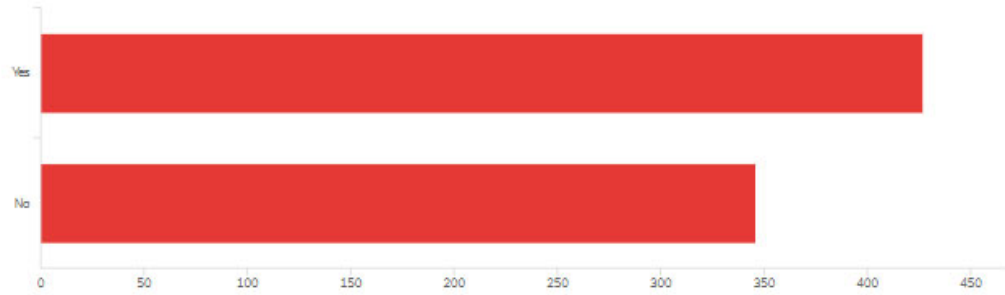


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	COLA / ATB	1.00	3.00	1.94	0.77	0.60	629
2	Target Annual Pay	1.00	3.00	1.86	0.83	0.69	629
3	Merit increases	1.00	3.00	2.20	0.80	0.64	629

#	Field	1	2	3	Total
1	COLA / ATB	33.07% 208	39.76% 250	27.19% 171	629
2	Target Annual Pay	42.93% 270	28.62% 180	28.46% 179	629
3	Merit increases	24.01% 151	31.64% 199	44.36% 279	629

Showing rows 1 - 3 of 3

Q12 - Should a portion of the CEC funding be set aside each year to provide merit increases for outstanding performance? In this situation, there would be less funding available for use in bringing employees closer to their target annual pay.

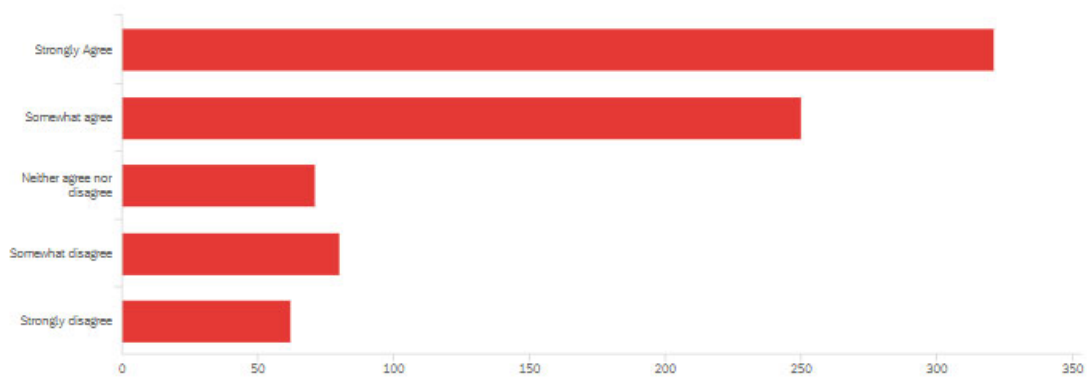


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Should a portion of the CEC funding be set aside each year to provide merit increases for outstanding performance? In this situation, there would be less funding available for use in bringing employees closer to their target annual pay.	1.00	2.00	1.45	0.50	0.25	773

#	Field	Choice Count
1	Yes	55.24% 427
2	No	44.76% 346
		773

Showing rows 1 - 3 of 3

Q13 - How much do you agree or disagree with the following statement? Some employees are closer to their Target Annual Pay relative to others, e.g. one employee may be at 50% of their target, whereas another employee might be at 110%. Allocation of CEC funding should consider these differences even though it means those at or above 100% of Target Annual Pay may receive a smaller percentage increase.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How much do you agree or disagree with the following statement? Some employees are closer to their Target Annual Pay relative to others, e.g. one employee may be at 50% of their target, whereas another employee might be at 110%. Allocation of CEC funding should consider these differences even though it means those at or above 100% of Target Annual Pay may receive a smaller percentage increase.	1.00	5.00	2.12	1.27	1.60	784

#	Field	Choice Count
1	Strongly Agree	40.94% 321
2	Somewhat agree	31.89% 250
3	Neither agree nor disagree	9.06% 71
4	Somewhat disagree	10.20% 80
5	Strongly disagree	7.91% 62

Showing rows 1 - 6 of 6

**End of Report**

Page Break

**Exhibit 2: Draft Staff Salaries Policy**

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**A. MARKET COMPENSATION.** Salaries shall be determined with reference to locally and nationally validated market salary rates pursuant to a model developed by Human Resources and shall be communicated annually.

**B. PERFORMANCE COMPENSATION.** If funds are available for performance increases, the following process shall be followed for determining compensation for performance:

**B-1. Basis.** Performance increases shall be based on the performance of responsibilities in the staff member's position description. Staff members must meet or exceed expectations and have defensible comments articulating how the staff member exceeded requirements.

**B-2. Recommendations.** The relative number of staff within both academic and non-academic units shall be considered in determining the number of recommendations for each unit if the number of such recommendations is limited.

**B-3. Unit Administrator's Report.** The unit administrator shall write a report to the Dean and/or Vice President recommending staff for performance increases.

a) The report shall briefly state the reasons for each recommendation and prioritize the recommendations.

b) The recommendations shall be closely related to and supported by annual performance evaluations.

c) The unit administrator may recommend how funds should be distributed.

**B-4. Administrative Consultation.** The Dean or Vice President shall confer with the unit administrators and other relevant administrators regarding how to best allocate performance increases within the unit to advance the strategic objectives of the university.

**B-5. Recommendation.** Based on the unit administrators' reports, the Dean or Vice President shall recommend performance increases to the Provost and/or President.

**B-6. Future Performance.** Unit administrators shall meet with any staff member who wants to discuss their salary to encourage conversation about future performance.

Drafted October 10, 2022

**2022 – 2023 Faculty Senate – Pending Approval** Approved at Mtg #17  
Meeting # 16 January 31, 2023  
Tuesday, January 24, 2023, 3:30 pm – 5:00 pm  
Zoom only

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

**Absent:** Fuerst, Kindall, Webb

**Also present:** Madison Powell (proxy for Ahmadzadeh)

**Guests/Speakers:** Zach Kayler, Brandi Terwilliger, Lindsey Brown, Alistair Smith, Casie Moreland, Barrie Robison, Terry Gawlik, Amanda Ferstead

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

**Approval of Minutes (vote):**

The minutes of the 2022-23 Meeting #15 December 6, 2022 were approved with the following corrections: remove Senator Kindall from the “present” list; In the Adjournment section, replace “inaudible” with “Chapman.” (Senator Chapman moved to adjourn meeting #15.)

**Consent Agenda:**

- Solidarity Statement Resolution  
Approved by unanimous consent.
- Sabbatical Leave Committee Recommendations  
Approved by unanimous consent.

**Chair’s Report:**

- Our Shared Success Story – Dakota Roberson, Electrical and Computer Engineering  
Senator Roberson shared very exciting news: a large engineering firm they work with is extending their *pro bono* program internationally. Dakota will travel to South Sudan to join these humanitarian efforts.
- Update on APM 30.16 – Dakota Roberson, Electrical and Computer Engineering  
The APM 30.16 collaboration group continues to work on a resolution acceptable to all sides. Their next meeting is tomorrow.
- Fall 2022 Athletics Academic Report – Terry Gawlik, Athletic Director.  
Terry Gawlik came to share our student-athletes academic success. Attachment #4 shows some highlights from Fall 2022. Terry expressed gratitude to all for helping and supporting our student-athletes.
- Employee Mental Health First Aid Training – Amanda Ferstead, Assistant Director of Health Promotion, Student Health Services.  
Amanda introduced the Mental Health First Aid Training for faculty and staff, offered February 1 and 3 between 9am and 12:30pm. Please visit <http://www.uidaho.edu/mhfa> for information and registration. A course in Student Mental Health First Aid Training will be offered later in the spring.
- To conclude the Chair’s report, Chair Quinnett read the Solidarity Statement Resolution

### **Provost Report:**

- A brief post-arrest update. A hearing has been scheduled for late June. Nothing significant is expected until then. Meetings with Law Enforcement are no longer held on a daily basis. Our enhanced security protocol is still in place, although Law Enforcement presence on campus is reduced from November/December levels.
- The Provost wishes to thank all faculty and staff for stepping up and supporting students and one another in a time of unspeakable tragedy. He echoes the Solidarity Statement in expressing support for the people who suffered due to false accusations.
- The Provost acknowledged Kelly Quinnett and Erin Chapman for the work they have done after only six months as Senate leaders and under tragic circumstances.
- Enrollment is up from last spring. We will report more reliable data after the 10<sup>th</sup> day of the semester (tomorrow).
- WSU announced a 6% budget cut for next year. We, on the other hand, expect an increase over last year's budget. More information about next year's budget should become available around mid-February.
- It's legislative week in Idaho, with daily presentations before JFAC. U of I will present this Friday, 7am to 10am PST. The presentations are streamed live and open to the public.
- Faculty and Staff Excellence Awards: the deadline for nominations is February 3 at 5pm. The award ceremony will take place later in the spring.

### Discussion:

There was an inquiry about our market-based compensation rates and whether they have been updated since 2019. The Provost replied that those rates are updated annually, but they don't always move "in synchrony." In the Idaho system, the Governor proposes a preliminary budget as a starting point for discussion with the legislators. The proposed CEC is 4%. We won't know whether this year it will be fully funded (as it was last year) until late March or April. The CEC decision is for the state, not the university. More information will follow as it becomes available.

The Faculty Secretary reported concerns expressed by some faculty about the Coronavirus variant that's spreading in California and the East coast. The Provost responded that there are no plans for changes in the protocol at this time. The university's position is to encourage everyone to take personal responsibility and vaccinate, while continuing to monitor the situation.

A Senator had words of appreciation and gratitude for the Provost, the President, and the Dean of Students for their leadership, strength, and poise. There is no doubt they truly feel for our students.

### **Committee Reports (vote):**

- University Curriculum Committee
  - UCC 485 Dual Credit Instructor Certificate – Taylor Raney, Curriculum and Instruction. Attach. #5The Department of Curriculum and Instruction, in collaboration with the Dual Credit Program and Office of the Provost, proposes to create a certificate for high school instructors teaching dual credit courses. This will allow for a waiver of the requirement that these individuals hold graduate degrees in their disciplines prior to teaching dual credit courses.

### Discussion:

After a brief discussion, it was decided to amend the motion. The geographical area availability should be changed to: In person (Moscow only); Online.



Vote on the amended motion: 23/23 in favor. Motion passes.

- UCC 481 Graduate Certificate in Professional Applications of Data Science – Barrie Robison, ORED AVP-Research Ops. Attach. #6  
The graduate certificate in Applied Data Science will provide unique value to UI constituencies by: 1. Aligning data science training with fields in growing demand that are part of our land grant mission. 2. Requiring a digital data science portfolio with which students can demonstrate their proficiencies to potential employers. 3. Emphasizing training in data communication. 4. Offering a unique data science certificate that is appropriate for professionals with a bachelor's degree who do not have a rigorous background in mathematics, statistics, or computer science. This certificate provides integrative training in the foundations of data science, consistent with the interdisciplinary culture at the U of I. It is intended for: working professionals with a bachelor's degree whose career increasingly involves the generation, management, analysis, and visualization of large data sets; professionals in STEM fields, Health Care, Business, Government, Education, Journalism, Athletics, Natural Resources, and Agriculture; Graduate students in programs outside of the core technical disciplines of data science (statistics, math, engineering, or computer science). The certificate will complement disciplinary research methods courses with training in data management, visualization, and communication.

Discussion:

To an inquiry about required courses that do not yet exist, Barrie Robison replied that those classes have been approved by UCC and are in the process of being developed. There was a brief discussion to clarify geographical area availability and mode of instruction. The program is offered in person only in Moscow, and online. Note: not all electives may be available for online delivery.

Vote: 24/24 in favor. Motion passes.

- UCC 479 Geographic Information Systems Academic Certificate – Alistair Smith, Department Chair, Earth and Spatial Sciences. Attach. #7  
Many graduate students have requested a graduate version of our Geographic Information Systems undergraduate certificate. No additional workload will be needed with the course changes or this new certificate.

Discussion:

Coeur d'Alene should be removed from the geographical areas.

Vote: 23/23 in favor. Motion passes.

- UCC 230: Geographical Information Systems (BS) – Alistair Smith, Department Chair, Earth and Spatial Sciences. Attach. #8  
The proposed change is to refocus the degree emphasizing the tools and technologies of modern day vocational careers in Geography, where geographical information system tools and science are needed. Due to the merger of the formal Department of Geological Science and the Department of Geography, we worked to extract the science-career focused aspects of each of the main undergraduate degrees into a new B.S. in Earth and Spatial Sciences. The primary career goals of the new degree is to prepare students for graduate school. Following meetings with stakeholders regarding the future of the geography degree, we decided to retool the existing degree to appeal to students that are seeking careers in industry. This change is aligned with a concurrent

proposal for a new online MS degree that is also focused on Geographical Information Systems.

Discussion:

Coeur d'Alene should be removed from the geographical areas.

Vote: 23/23 in favor. Motion passes.

- UCC 239: Geology (BS) – Alistair Smith, Department Chair, Earth and Spatial Sciences. Attach. #9  
This change is to refocus the Geological Sciences BS degree to offer more vocational options for students who seek industry careers. We are proposing to refocus the BS Geological Sciences to cover fields in mining geology, energy, and hydrogeology. These degrees options incorporate stakeholder feedback. For instance, a key aspect of the proposed mining option is its focus on modern mining methods including post-mining restoration and hydrogeological remediation. We also received positive feedback on the new energy option and suggested changes to the existing environmental hydrogeological options.  
Discussion:  
Coeur d'Alene should be removed from the geographical areas.  
Vote: 24/24 in favor. Motion passes.
- UCC 68: Final Exam Schedules – Lindsey Brown, Registrar. Same rotation as usual.  
Discussion:  
There was a brief clarification on the procedure to follow when students have overlapping final exams.  
Vote: 24/24 in favor. Motion passes.
- UCC 61: Dual Credit Load Limitations – Casie Moreland, Director of Dual Credit. Attach. #11  
Request: Increase dual credit load limitations to 63 credit hours to allow for certificate/associate degree. Change for Catalogue: D-2-d. Dual Credit Students Under Idaho State law, eligible high school students are given the opportunity to enroll in University of Idaho undergraduate courses and receive both college credit and credit towards high school graduation while still enrolled in high school. The number of credits for which a dual credit student may register should be based advising from both the high school and university who will approve the courses. However, a dual credit student may register for no more than 12 credits each semester.  
Discussion:  
Although the request mentions a total credit limitation of 63, this is actually not part of the proposal. The motion to vote on is the limitation of dual credits to no more than 12.  
Vote: 22/22 in favor. Motion passes.
- UCC 82: Equity and Justice Academic Certificate – Kristin Haltinner, Culture, Society and Justice. Attach. #12  
New equity-related elective courses have been added. This will not significantly increase anyone's workload.  
Discussion:

It was clarified that this certificate is the same as the formerly known as “Diversity and Inclusion.”

Vote: 22/22 in favor. Motion passes.

**Other Policy Business:**

- FSH 3520 Flextime/Flexplace – Requesting title change to Flexwork (vote) – Brandi Terwilliger, Director of Human Resources. Attach. #13  
Updated throughout to revise procedures and ensure compliance with export control requirements in international flexwork arrangements. A committee met and developed the recommendations with inclusion from Provost Office, VP Foisy, OIT, Export Controls, International Program Office, Faculty Staff Policy Group.  
Vote: 19/20 in favor; 1/20 against. Motion passes.
- \*APM 65.02 Records Inventory, Retention and Disposition. Attach. #14  
Policy/Procedure Statement: Updated to comply with current records retention requirements
- \*APM 70.23 University International Travel. Attach. #1  
Policy/Procedure Statement: Updated to account for revised process and incorporate international flexwork requests and process. A committee met and developed the recommendations with inclusion from Provost Office, VP Foisy, OIT, Expert Controls, International Program Office, etc. Policy owner, Christina Albrigo was also consulted and has no concerns or additional edits.

**Other Announcements and Communications:**

- Ubuntu Committee Update – Zach Kayler, Soil & Water Systems, Ubuntu Committee Chair  
Ubuntu is currently working on several projects: 1. Gender neutral bathrooms (help is welcome with locating suitable facilities); 2. Martin Luther King contest (help with advertising is appreciated); 3. Work with CDAR to continue helping our students; 4. Equity in hiring practices. Please contact Zach at [zkayler@uidaho.edu](mailto:zkayler@uidaho.edu) to know more.

**Adjournment:**

Chair Quinnett entertained a motion to adjourn. So moved and seconded (Chapman, Tibbals). Meeting adjourned at 5:03pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 16

Tuesday, January 24, 2023 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #15 (December 6, 2022) **Attach. #1**
- III. Consent Agenda (Vote)
  - Solidarity Statement Resolution **Attach. #2**
  - Sabbatical Leave Committee Recommendations **Attach. #3**
- IV. Chair's Report
  - Our Shared Success Story – Dakota Roberson, Electrical and Computer Engineering
  - Update on APM 30.16 – Dakota Roberson, Electrical and Computer Engineering
  - Fall 2022 Athletics Academic Report – Terry Gawlik, Athletic Director **Attach. #4**
  - 2/1 Faculty/Staff [Mental Health First Aid Training](#) – Amanda Ferstead, Assistant Director of Health Promotion, Student Health Services
- V. Provost's Report
- VI. Committee Reports
  - University Curriculum Committee (Vote)
    - UCC 485 Dual Credit Instructor Certificate – Taylor Raney, Curriculum and Instruction **Attach. #5**
    - UCC 481 Graduate Certificate in Professional Applications of Data Science – Barrie Robison, ORED AVP-Research Ops **Attach. #6**
    - UCC 479 Geographic Information Systems Academic Certificate – Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach. #7**
    - UCC 230: Geographical Information Systems (BS) – Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach. #8**
    - UCC 239: Geology (BS) – Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach. #9**
    - UCC 68: Final Exam Schedules – Lindsey Brown, Registrar **Attach. #10**
    - UCC 61: Dual Credit Load Limitations – Casie Moreland, Director of Dual Credit **Attach. #11**
    - UCC 82: Equity and Justice Academic Certificate – Kristin Haltinner, Culture, Society and Justice **Attach. #12**
- VII. Other Policy Business
  - FSH 3520 Flextime/Flexplace (Requesting title change to Flexwork (vote) – Brandi Terwilliger, Director of Human Resources **Attach. #13**
  - \*APM 65.02 Records Inventory, Retention and Disposition **Attach. #14**
    - **Policy/Procedure Statement:** Updated to comply with current records retention requirements

- \*APM 70.23 University International Travel **Attach. #15**
  - **Policy/Procedure Statement:** Updated to account for revised process and incorporate international flexwork requests and process. A committee met and developed the recommendations with inclusion from Provost Office, VP Foisy, OIT, Expert Controls, International Program Office, etc. Policy owner, Christina Albrigo was also consulted and has no concerns or additional edits.

VIII. Other Announcements and Communications

- Ubuntu Committee Update – Zach Kayler, Soil & Water Systems, Ubuntu Committee Chair **Attach. #16**
  - Gender Neutral Bathroom Survey: <https://arcg.is/1LKanU>

IX. New Business

Attachments

- **Attach. #1** Minutes of the 2022-2023 Faculty Senate Meeting #15 (December 6, 2022)
- **Attach. #2** Solidary Statement Resolution
- **Attach. #3** Sabbatical Leave
- **Attach. #4** Athletics Academic Report
- **Attach. #5** UCC 485
- **Attach. #6** UCC 481
- **Attach. #7** UCC 479
- **Attach. #8** UCC 230
- **Attach. #9** UCC 239
- **Attach. #10** UCC 68
- **Attach. #11** UCC 61
- **Attach. #12** UCC 82
- **Attach. #13** FSH 3250
- **Attach. #14** APM 35.02
- **Attach. #15** APM 70.23
- **Attach. #16** Ubuntu Presentation

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

**2022 – 2023 Faculty Senate – Pending Approval**

Meeting # 15

Tuesday, December 6, 2022, 3:30 pm – 5:00 pm

Zoom only

**Present:** Chapman (Vice Chair), Fairley, Fuerst, Gauthier, Haltinner, Hickman, Hoffmann, Hunter, Justwan, Kindall, Kolok, Long, Torrey Lawrence (w/o vote), Mittelstaedt, Murphy, Quinnett (Chair), Raney, Rinker, Roberson, Sammaruca (w/o vote), Schiele, Schwarzlaender, Silsby, Walsh

**Absent:** Wargo (excused), Ahmadzadeh (excused), Tibbals (excused), Pfeifer (excused), Thorne (excused), Kindall, Webb.

**Also present:** Pedram Rezamand (proxy for Ahmadzadeh)

**Guests/Speakers:** Shauna Corry, Omni Francetich

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

**Approval of Minutes (vote):**

Minutes of the 2022-23 Meeting #14 November 29, 2022 – Attach. #1

The minutes of the 2022-23 Meeting #14 November 29, 2022 were approved as distributed.

**Chair's Report:**

- Giving Tree: the Recreation and Wellbeing giving tree will have tags for gift items to local children. You can help by taking a tag from the tree and bringing back your gift to the SRC Information Desk by the morning of **Friday, Dec. 9**. Contact Kristin Strong at 208-885-9747 or [kstrong@uidaho.edu](mailto:kstrong@uidaho.edu)
- As of 1/1/23, University of Idaho will have a new Workers Compensation service provider, Corvel. Effective 1/1/23, employees can report work injuries or incidents through a 24/7 reporting line: 844.213.2099.
- Last speaker of the Black Lives Matter Speaker Series: Nisha Newton, December 7 at 12:30pm. Webinar registration link: <https://tinyurl.com/BLSSNN>
- Update from the “Non-Tenure-Track Faculty Support” taskforce: the committee is gathering specific policy concerns and developing a climate survey to be launched in January.
- Update on “Spread Pay.” Kelly, Erin, and Francesca have been meeting weekly with Brian Foisy. Deb and Kristin are working on a survey to faculty. The goal is to develop a proposal for a spread pay implementation plan to present to President Green. Target date for implementation is July 2024.
- Chair Quinnett and Vice Chair Chapman expressed deep appreciation to all for their work, support, and strength under unimaginable circumstances.

**Committee Reports (vote):**

- UCC 70: Department of Architecture – Shauna Corry, Dean, College of Art and Architecture. Attach. #2  
CAA proposes restructuring from the existing one-department model to a three-department model. Objectives: greater efficiency within the university system; more leadership opportunities untenured faculty; CAA budget reduction (reducing total leadership costs by \$10,708). UCC 70 is the development of the Department of Architecture.

- UCC 71: Department of Art and Design – Shauna Corry, Dean, College of Art and Architecture. Attach. #3  
This is to develop the Department of Art and Design. Goals as stated above for UCC 70.
- UCC 72: Change the name of the Department of Art and Architecture to the Department of Environment and Design – Shauna Corry, Dean, College of Art and Architecture. Attach. #4  
Following the CAA organizational structural change from a one-department (five program) model to a three-department model, this proposal is to change the name of the one department from Art and Architecture to Department of Environment and Design consisting of three programs.

Vote (on UCC 70, 71, 72 as a group): 20/21 in favor; 1/21 against. Motion passes.

**Provost Report:**

- Commencement: Saturday, December 10, in the ICCU arena, 9:30 am and 2:00 pm.
- Spring 2023 instruction: Discussions are going on about spring options, ranging from extreme flexibility to making no changes. Those discussions seem to converge to the same conclusion: accommodate the students who will not return to campus by proactively adding remote sections, if feasible.

**Discussion:**

Points of discussion among Senators, the Provost, and the Dean of Students included:

- Student reactions have been very different in different units and colleges. In some classes, nearly everyone chose not to return after the tragedy; in others, almost everyone stayed. Things could be similar in January, but the time element is unpredictable.
- Some Senators reported that, after they provided a zoom link to a few students who didn't return, almost everyone else was on Zoom, even if they were in town. This creates problems.
- How to best serve the needs of our students in times of disruption? Some think that allowing students to stay home when and for how long they choose is not in their best interest, not only academically but also for the healing process.
- Spring policy has to be clear, for faculty and for students. There should be a clear process that cannot be misinterpreted and thus misused, accidentally or unintentionally.
- The WWAMI program may not be able to offer flexible options. Clinical learning experience cannot be delivered remotely.
- Our university is known for hands-on experiential learning. Online learning can be a great experience if the class is designed for that purpose.
- For classes that cannot be offered online (studio, lab, clinical, etc.) most people are leaning towards a case-by-case flexibility. Students should not be allowed to jump back and forth between options.
- A senator inquired whether the web fee will be suspended. The Provost recommends making no changes, to avoid complications. Web fees are another reason to have clear options while sticking with one of several choices.
- There is concern about the clarity of the outgoing communication and the potential to create mass confusion. There should be some kind of centralized process. The Provost agrees: students will be directed to their instructor to work out a solution on a case-by-case

- basis. The standard and first option is the class offered as in the catalog. If a student needs to be remote, they should follow a process to be clarified beforehand.
- Some senators inquired about parents' feedback. Dean of Students Blain Eckles responded that they haven't heard much recently, although some parents said they hope the university remains open.

**Other Policy Business (non-voting items):**

- \*APM 90.38 ID cards for Non-UI Affiliates. Attach. #5
- \*APM 90.40 UI Business Technology Incubator. Attach. #6

**Other Announcements and Communications:**

- Staff Compensation Committee (SCC) Recommendation – Omni Francetich, Chair of Staff Compensation Committee and Office Manager, UI Women's Center. Attach. #7  
Omni provided some background on the history of the SCC. She then presented the recommendations on the distribution of the CEC, which were unanimously voted by the committee on November 9, 2022. The SCC asks for Senate support of their recommendations, which are detailed in Attach. #7. They also suggest the creation of a faculty compensation committee to work together with SCC on issues of common concern. A single compensation committee for employees would be inefficient.

Faculty Senate supports continuing conversations with the Staff Compensation Committee concerning their CEC allocation recommendations. No formal action was taken.

**Adjournment:**

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

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate



**Solidarity Statement**

***“We as members of Faculty Senate, who represent our university family, stand in compassionate solidarity with our grieving community over the losses of Ethan Chapin, Xana Kernodle, Kaylee Goncalves and Madison Mogen. We especially wish to acknowledge the families and friends of our beloved students. We stand in loyalty and support of our university community members who have suffered great harm because of the misinformation around these tragedies. As members of our Vandal Family, we will continue to navigate the repercussions of this senseless tragedy as the legal process unfolds and justice is served. We acknowledge the grieving process is unique to everyone impacted by these losses. From here on, it is ever more important that we lead with radical empathy and understanding for each other. We know we will heal together as a community and move forward together as Vandals, always.”***

## Attach. #4

Fall 2022 grades have posted. Below are a few highlights from the semester and a breakdown by sport.

- U of I student-athletes earned a 3.38 semester GPA – tied for the highest in program history
- We had 97 student-athletes earn a perfect 4.0 (78 last spring)
- 271 student-athletes earned above a 3.0 semester GPA (241 last spring)
- 123 student-athletes were named to the Dean’s List
- Women’s Track tied their highest semester GPA at 3.81 (19 perfect at 4.0!)
- Football and Men’s Basketball had their second highest fall semester GPA on record
- TOP 5: Women’s Track & Field (3.81), Women’s Basketball (3.66), Women’s Cross Country (3.64), Men’s Cross Country (3.6) and Men’s Track & Field (3.59)

Sport GPA Breakdown:

<b>Fall 2022</b>	<b>GPA</b>
<b>Men's Basketball</b>	3.04
<b>Women's Basketball</b>	3.66
<b>Football</b>	2.94
<b>Men's Golf</b>	3.52
<b>Women's Golf</b>	3.43
<b>Soccer</b>	3.53
<b>Swim and Dive</b>	3.53
<b>Men's Tennis</b>	3.45
<b>Women's Tennis</b>	3.56
<b>Men's Track &amp; Field</b>	3.59
<b>Women's Track &amp; Field</b>	3.81
<b>Men's Cross Country</b>	3.60
<b>Women's Cross Country</b>	3.64
<b>Volleyball</b>	3.48

Attach. #3



**OFFICE OF THE PROVOST  
AND EXECUTIVE VICE PRESIDENT**

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208-885-6558 [FAX]  
provost@uidaho.edu  
provost.uidaho.edu

**M E M O R A N D U M**

**TO:** Kelly Quinnett, Chair, Faculty Senate  
Erin Chapman Vice Chair, Faculty Senate

**FROM:** Torrey Lawrence, Provost and Executive Vice President  
Diane Kelly-Riley, Vice Provost for Faculty

**DATE:** 12/21/2022

**SUBJECT:** Items for Faculty Senate

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Please see the below table with the faculty members who were approved for a sabbatical in the 2023-2024 Academic Year.

<b>NAME</b>	<b>COLLEGE</b>	<b>DEPARTMENT</b>	<b>SABBATICAL TERM</b>
Amin Ahmadzadeh	CALS	Animal, Veterinary and Food Sciences	Fall 2023
Timothy Bartholomaus	COS	Earth and Spatial Sciences	AY 2023-24
Katie Blevins	CLASS	School of Journalism & Mass Media	AY 2023-24
Luigi Boschetti	CNR	Forest, Rangeland and Fire Sciences	AY 2023-24
Linda Chen	CBE	Accounting & Management Info Systems	AY 2023-24
Gwinyai Chibisa	CALS	Animal, Veterinary and Food Sciences	Spring 2024
James Connors	CALS	Agricultural Education, Leadership and Communications	Fall 2023
Wendy Couture	LAW	Law	Spring 2024
Jesse Dreikosen	CLASS	Theatre Arts	Fall 2023
Xiaoxue Du	CALS	Agricultural Economics & Rural Sociology	Spring 2024
Robert Ely	COS	Mathematics and Statistical Science	Spring 2024
Audrey Fu	COS	Mathematics & Statistical Science	AY 2023-24
Dale Graden	CLASS	History	Fall 2023
Scott Grieshaber	COS	Biological Sciences	AY 2023-24
Dylan Hedden-Nicely	LAW	Law	Spring 2024
Jennifer Johnson-Leung	COS	Mathematics & Statistical Science	AY 2023-24
Alan Kolok	CNR	Fish and Wildlife Sciences	AY 2023-24
Jennifer Ladino	CLASS	English	Spring 2024
Greg Lambeth	SA	Counseling and Testing Center	Fall 2023

Jeffrey Langman	COS	Earth and Spatial Sciences	AY 2023-24
Liang Lu	CALS	Agricultural Economics & Rural Sociology	Spring 2024
Michael McGriff	CLASS	English	AY 2023-24
Scott Nuismer	COS	Biological Sciences	AY 2023-24
Michael Overton	CLASS	Politics and Philosophy	Fall 2023
Travis Paveglio	CNR	Natural Resources and Society	Spring 2024
Joel Perry	COE	Mechanical Engineering	Spring 2024
Dennis Scarnecchia	CNR	Fish and Wildlife Sciences	Fall 2023
Rebecca Scofield	CLASS	History	Spring 2024
Rich Seamon	LAW	Law	Fall 2023
Bal Sharma	CLASS	English	Spring 2024
Robert Stephens	COE	Mechanical Engineering	Fall 2023
Daniel Strawn	CALS	Soil and Water Systems	Spring 2024
Deb Thorne	CLASS	Culture, Society and Justice	Fall 2023
Brian Wolf	CLASS	Culture, Society and Justice	AY 2023-24
Fangming Xiao	CALS	Plant Sciences	Fall 2023
Haiyan Zhao	COE	Chemical & Biological Engineering	FY 2024

# 485: DUAL CREDIT INSTRUCTOR CERTIFICATE

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## In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitche@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
5. Curriculum Review (V00814390@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Graduate Council Chair (slthomas@uidaho.edu)
8. Assessment (sara@uidaho.edu)
9. Registrar's Office (none)
10. Ready for UCC (disable)
11. UCC (none)
12. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
13. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Thu, 08 Sep 2022 17:54:48 GMT  
Taylor Raney (tcraney): Approved for 459 Chair
2. Tue, 13 Sep 2022 20:25:27 GMT  
Allen Kitchel (akitche): Rollback to Initiator
3. Tue, 13 Sep 2022 20:32:41 GMT  
Taylor Raney (tcraney): Approved for 459 Chair
4. Wed, 14 Sep 2022 21:02:22 GMT  
Allen Kitchel (akitche): Rollback to Initiator
5. Wed, 14 Sep 2022 21:05:10 GMT  
Taylor Raney (tcraney): Approved for 459 Chair
6. Fri, 30 Sep 2022 18:37:45 GMT  
Allen Kitchel (akitche): Approved for 15 Curriculum Committee Chair
7. Fri, 30 Sep 2022 20:45:30 GMT  
Philip Scruggs (pwscruggs): Approved for 15 Dean
8. Fri, 07 Oct 2022 23:34:34 GMT  
Ken Udas (kudas): Approved for Provost's Office
9. Wed, 12 Oct 2022 21:26:16 GMT  
V00814390: Approved for Curriculum Review
10. Mon, 17 Oct 2022 19:13:21 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
11. Tue, 15 Nov 2022 20:47:35 GMT  
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
12. Tue, 15 Nov 2022 23:01:45 GMT  
Sara Mahuron (sara): Approved for Assessment
13. Wed, 16 Nov 2022 00:08:01 GMT  
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
14. Wed, 30 Nov 2022 19:20:24 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
15. Tue, 06 Dec 2022 20:58:01 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Program Proposal

Date Submitted: Wed, 14 Sep 2022 21:04:59 GMT

**Viewing: 485 : Dual Credit Instructor Certificate**

**Last edit: Tue, 06 Dec 2022 19:21:40 GMT**

Changes proposed by: Taylor Raney

**Faculty Contact**

Faculty Name	Faculty Email
Taylor Raney	tcraney@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

No

**Academic Level**

Graduate

**College**

Education, Health & Human Sci

**Department/Unit:**

Curriculum & Instruction

**Effective Catalog Year**

2023-2024

**Program Title**

Dual Credit Instructor Certificate

**Degree Type**

Certificate

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

**Program Credits**

18

**CIP Code**

13.0101 - Education, General.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

Yes

**Financial Information**

**What is the financial impact of the request?**

Less than \$250,000 per FY

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

**Curriculum:**

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

**Disclaimer:** The ability to utilize this certificate to meet dual credit teacher guidelines will vary by department. Please consult academic department prior to enrolling in the certificate.

Code	Title	Hours
EDCI 418	Culturally Responsive Pedagogy	1
Select 8 credits of Education-Related Course Work		8
EDCI 420	Gender and Sexual Diversity in Schools	
EDCI 421	Racial and Ethnic Diversity in Schools	
EDCI 422	Socio-Economic Diversity in Rural Schools	
EDCI 424	Universal Design in Learning	
EDCI 426	Working with Native American Students and Communities	
500-Level EDCI or EDSP electives		
Content-Specific Coursework		9
Select graduate-level coursework in discipline to be taught in dual credit class		
<b>Total Hours</b>		<b>18</b>

A minimum of 9 credits must be at the graduate level to earn the certificate.

**Courses to total 18 credits for this certificate**

### Distance Education Availability

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

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

Yes

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

Yes

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

### Geographical Area Availability

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

Boise  
Moscow  
Online Only

### Student Learning Outcomes

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

Candidates for the Dual Credit Instructor Certificate will further their instructional and disciplinary expertise. Completers will have implemented new models for teaching dual credit courses.

**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 process will fall under the currently-approved model implemented in the Department of Curriculum and Instruction using validated signature assignments and a cycle of review on outcomes.

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

Signature assignment outcomes are examined annually by departmental faculty for adherence to program desired outcomes.

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

Direct: projects, presentations, portfolio artifacts  
Indirect: end-of-course evaluation surveys, alumni satisfaction survey, employer satisfaction survey

**When will assessment activities occur and at what frequency?**

Direct assessments occur in each course each semester, as do end-of-course evaluation surveys. The alumni and employer surveys are administered annually.

## Student Learning Outcomes

### Learning Objectives

Candidates for the Dual Credit Instructor Certificate will further their instructional and disciplinary expertise. Completers will have implemented new models for teaching dual credit courses.

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

The Department of Curriculum and Instruction, in collaboration with the Dual Credit Program and Office of the Provost, seeks to create a certificate for high school instructors teaching dual credit courses. This will allow for a waiver of the requirement that these individuals hold graduate degrees in their disciplines prior to teaching dual credit courses.

### Supporting Documents

Dual Credit Instructor Certificate.pdf

### Reviewer Comments

**Allen Kitchel (akitchel) (Tue, 13 Sep 2022 20:25:27 GMT):** Rollback: Item passed "conceptually" during CCC meeting 9/12. Returned to Taylor for editorial updates per CCC request. Once edits are implemented, CCC will then have the opportunity to see the final version.

**Allen Kitchel (akitchel) (Wed, 14 Sep 2022 21:02:22 GMT):** Rollback: Further edits

**Sara Mahuron (sara) (Tue, 15 Nov 2022 22:07:16 GMT):** sent email to Taylor Raney to clarify which set of learning outcomes will be used for this program, and should be published. waiting for clarification

**Sara Mahuron (sara) (Tue, 15 Nov 2022 23:01:38 GMT):** confirmed program learning outcomes with Taylor. Section complete.

Key: 485



# 481: GRADUATE CERTIFICATE IN PROFESSIONAL APPLICATIONS OF DATA SCIENCE

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## In Workflow

1. 452 Chair (hohenlohe@uidaho.edu)
2. 19 Curriculum Committee Chair (markn@uidaho.edu)
3. 19 Dean (gingercarney@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
5. Curriculum Review (V00814390@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Graduate Council Chair (slthomas@uidaho.edu)
8. Assessment (sara@uidaho.edu)
9. Registrar's Office (none)
10. Ready for UCC (disable)
11. UCC (none)
12. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
13. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Fri, 16 Sep 2022 20:56:51 GMT  
Paul Hohenlohe (hohenlohe): Approved for 452 Chair
2. Mon, 03 Oct 2022 17:31:22 GMT  
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
3. Mon, 03 Oct 2022 22:06:42 GMT  
Ginger Carney (gingercarney): Approved for 19 Dean
4. Thu, 06 Oct 2022 22:20:59 GMT  
Ken Udas (kudas): Approved for Provost's Office
5. Wed, 12 Oct 2022 17:44:38 GMT  
V00814390: Approved for Curriculum Review
6. Mon, 17 Oct 2022 19:12:03 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Thu, 10 Nov 2022 17:24:57 GMT  
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
8. Fri, 11 Nov 2022 17:32:49 GMT  
Sara Mahuron (sara): Approved for Assessment
9. Wed, 16 Nov 2022 00:05:17 GMT  
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
10. Wed, 30 Nov 2022 19:19:59 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
11. Mon, 12 Dec 2022 16:08:33 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Program Proposal

Date Submitted: Fri, 16 Sep 2022 18:59:11 GMT

**Viewing: 481 : Graduate Certificate in Professional Applications of Data Science**

**Last edit: Wed, 07 Dec 2022 21:12:21 GMT**

Changes proposed by: Barrie Robison

### Faculty Contact

Faculty Name	Faculty Email
Barrie Robison	brobison@uidaho.edu

Will this request have a fiscal impact of \$250K or greater?

No

**Academic Level**

Graduate

**College**

Science

**Department/Unit:**

Bioinformatics & Comp Biology

**Effective Catalog Year**

2023-2024

**Program Title**

Graduate Certificate in Professional Applications of Data Science

**Degree Type**

Certificate

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

**Program Credits**

12

**CIP Code**

30.7001 - 30.7001

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

Yes

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

**Financial Information**

**What is the financial impact of the request?**

Less than \$250,000 per FY

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

**Describe the financial impact**

Financial Costs:

1. The certificate requires some new courses (Data Visualization, Communicating with Data, Online Portfolio Review). Dr. Robison has committed to creating and teaching these courses as part of his regular teaching assignment. No new faculty effort is required.
2. The certificate will require administrative oversight, which will be provided by the BCB admin staff with support from CoS.
3. The certificate will benefit from advertising and marketing. These investments will be at the sole discretion of the Dean of the College of Science.

Financial Benefits:

1. New enrollments from the private and public sector. We designed the certificate to benefit individuals working in sectors that have growing demand for data skills. Enrollment by these individuals would be new revenue.
2. Recruitment of new graduate students: The certificate could be pursued alongside a PHD degree, increasing marketability of our graduating PHDs. This could be leveraged to improve recruitment.
3. Recruitment of new undergraduate students: The certificate could be pursued by certain (eligible) undergraduates alongside a bachelors degree. This could be leveraged to improve recruitment.
4. Industry engagement: The certificate could be expanded (in terms of electives) to accommodate the needs of industry partners, potentially creating job pipelines and internship opportunities.

**Curriculum:**

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

<b>Code</b>	<b>Title</b>	<b>Hours</b>
INTR 509	Course INTR 509 Not Found	3
BCB 521	Course BCB 521 Not Found	2
BCB 520	Course BCB 520 Not Found	3
BCB 522	Course BCB 522 Not Found	1
<b>Electives (Choose 1 of the following)*</b>		<b>3</b>
AVS 531	Practical Methods in Analyzing Animal Science Experiments	
BE 521	Image Processing and Computer Vision	
BIOL 526	Systems Biology	
BIOL 545	Phylogenetics	
BE 541	Instrumentation and Measurements	
BIOL 549	Computer Skills for Biologists	
BIOL 563	Mathematical Genetics	
CE 526	Aquatic Habitat Modeling	
CE 579	Simulation of Transportation Systems	
CS 511	Parallel Programming	
CS 515	Computational Biology: Sequence Analysis	
CS 547	Digital Forensics	
CS 570	Artificial Intelligence	
CS 574	Deep Learning	
CS 575	Machine Learning	
CS 577	Python for Machine Learning	
ED 571	Introduction to Quantitative Research	
CS 572	Evolutionary Computation	
CS 578	Neural Network Design	
CS 579	Data Science	
CS 589	Semantic Web and Open Data	
GEOG 507	Spatial Analysis and Modeling	
GEOG 583	Remote Sensing IMAGE ANALYSIS/GIS Integration	
MATH 538	Stochastic Models	
MIS 555	Data Management for Big Data	
STAT 431	Statistical Analysis	
STAT 514	Nonparametric Statistics	
STAT 516	Applied Regression Modeling	
STAT 517	Statistical Learning and Predictive Modeling	
STAT 519	Multivariate Analysis	
STAT 535	Introduction to Bayesian Statistics	
STAT 555	Statistical Ecology	
STAT 565	Computer Intensive Statistics	
ED 584	Univariate Quantitative Research in Education	
ED 587	Multivariate Quantitative Analysis in Education	
ED 589	Theoretical Applications and Designs of Qualitative Research	
ED 590	Data Analysis and Interpretation of Qualitative Research	
ED 591	Indigenous and Decolonizing Research Methods	
ED 592	Decolonizing, Indigenous, and Action-Based Research Methods	
ED 595	Survey Design for Social Science Research	
EDAD 570	Methods of Educational Research	
POLS 558	Research Methods for Local Government and Community Administration	
ENVS 511	Data Wizardry in Environmental Sciences	
ENVS 551	Research Methods in the Environmental Social Sciences	
FOR 514	Forest Biometrics	
FOR 535	Remote Sensing of Fire	

NRS 578	LIDAR and Optical Remote Sensing Analysis
REM 507	Landscape and Habitat Dynamics
WLF 552	Ecological Modeling
WLF 555	Statistical Ecology
WR 552	Water Economics and Policy Analysis

**Total Hours****12**

\* Students should work with advisors for potential substitution waivers.

**Courses to total 12 credits for this certificate**

**Distance Education Availability**

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

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

Yes

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

Yes

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

**Geographical Area Availability**

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

Moscow

**Student Learning Outcomes**

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

Upon completion of the certificate, students will be able to:

Use open-source software to reproducibly manage, analyze, and visualize large, complex, and noisy data sets.

Practice high quality and ethical data stewardship.

Understand and execute data exploration.

Effectively communicate data driven insights to experts and non-experts.

Demonstrate their skills with an online portfolio of analyses and visualizations relevant to their field of specialization.

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

1. Exams and assignments set by the individual instructor in each course of the certificate.

2. Review of an online portfolio of data science products, including FAIR data repositories, analyzes, visualizations, online presentations, literate programming examples, git repositories, and other elements.

3. Interviews or surveys upon conferral of the certificate.

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

A faculty member will be designated to oversee the certificate, evaluate and synthesize the assessment data, and coordinate with faculty teaching the certificate courses. This faculty member will work with the BCB Director and staff to complete all assessment activities as part of the BCB assessment process.

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

Direct measures: Exams and assignments embedded in each certificate course. Portfolio review.

Indirect measures: Course evaluations from key certificate course. Exit interviews or surveys of certificate awardees.

**When will assessment activities occur and at what frequency?**

Direct measures will be conducted each academic year in the summer.

Indirect measures will be analyzed each academic year in the summer (course evals), or at the end of each semester (interviews or surveys).

## Student Learning Outcomes

### Learning Objectives

#### Student Learning Outcomes:

Upon completion of the certificate, students will be able to:

- Use open-source software to reproducibly manage, analyze, and visualize large, complex, and noisy data sets.
- Practice high quality and ethical data stewardship.
- Understand and execute data exploration.
- Effectively communicate data driven insights to experts and non-experts.
- Demonstrate their skills with an online portfolio of analyses and visualizations relevant to their field of specialization.

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

The University of Idaho's value proposition for an Applied Data Science Certificate:

The graduate certificate in Applied Data Science will provide unique value to UI constituencies by:

1. Aligning data science training with fields of nascent demand that are part of our land grant mission, including Agriculture, Natural Resources, and Education.
2. Requiring a digital data science portfolio with which students can demonstrate their proficiencies to potential employers.
3. Emphasizing training in data communication - including verbal presentation and data visualization - two components of data science that are underrepresented in competing certificates.
4. Offering a unique data science certificate that is appropriate for professionals with a bachelor's degree who do not have a rigorous background in mathematics, statistics, or computer science.

Intended Audience:

This certificate leverages the University of Idaho's interdisciplinary culture to provide integrative training in the foundations of data science. It is intended for:

Working professionals with a bachelor's degree whose career increasingly involves the generation, management, analysis, and visualization of large data sets. The certificate is appropriate for professionals in STEM fields, Health Care, Business, Government, Education, Journalism, Athletics, Natural Resources, and Agriculture.

Graduate students in programs outside of the core technical disciplines of data science (statistics, math, engineering, or computer science). The certificate will complement disciplinary research methods courses with training in data management, visualization, and communication.

Undergraduates at the UI who wish to incorporate data science training into their degree and graduate with a Bachelor's degree and a graduate certificate.

Graduate students at the UI or elsewhere who wish to incorporate data science training into their degree.

### Supporting Documents

CertSummarySep9.pdf

### Reviewer Comments

**Ken Udas (kudas) (Tue, 04 Oct 2022 23:00:23 GMT):** At the submitter's request, I updated the proposal form to indicate that an Online Program Fee will be applied. - Ken Udas

**Sara Mahuron (sara) (Fri, 11 Nov 2022 17:30:26 GMT):** reviewed assessment section. section is complete.

Key: 481

# 479: GEOGRAPHIC INFORMATION SYSTEMS ACADEMIC CERTIFICATE

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## In Workflow

1. Geol/Geog Review (renee@uidaho.edu)
2. 225 Chair (alistair@uidaho.edu)
3. 19 Curriculum Committee Chair (markn@uidaho.edu)
4. 19 Dean (gingercarney@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
6. Curriculum Review (V00814390@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Graduate Council Chair (slthomas@uidaho.edu)
9. Assessment (sara@uidaho.edu)
10. Registrar's Office (none)
11. Ready for UCC (disable)
12. UCC (none)
13. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Wed, 06 Apr 2022 19:53:25 GMT  
Renee Jensen-Hasfurther (renee): Approved for Geol/Geog Review
2. Wed, 06 Apr 2022 22:04:19 GMT  
Alistair Smith (alistair): Approved for 225 Chair
3. Thu, 05 May 2022 23:15:02 GMT  
Mark Nielsen (markn): Rollback to 225 Chair for 19 Curriculum Committee Chair
4. Thu, 05 May 2022 23:54:14 GMT  
Alistair Smith (alistair): Approved for 225 Chair
5. Thu, 22 Sep 2022 18:20:48 GMT  
Mark Nielsen (markn): Rollback to 225 Chair for 19 Curriculum Committee Chair
6. Wed, 28 Sep 2022 21:11:57 GMT  
Alistair Smith (alistair): Approved for 225 Chair
7. Mon, 03 Oct 2022 18:12:12 GMT  
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
8. Mon, 03 Oct 2022 22:05:35 GMT  
Ginger Carney (gingercarney): Approved for 19 Dean
9. Thu, 06 Oct 2022 22:20:37 GMT  
Ken Udas (kudas): Approved for Provost's Office
10. Wed, 12 Oct 2022 17:41:44 GMT  
V00814390: Approved for Curriculum Review
11. Mon, 17 Oct 2022 19:07:40 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
12. Thu, 10 Nov 2022 17:24:51 GMT  
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
13. Thu, 17 Nov 2022 21:42:25 GMT  
Sara Mahuron (sara): Approved for Assessment
14. Wed, 23 Nov 2022 22:04:24 GMT  
Theodore Unzicker (tunzicker): Approved for Registrar's Office
15. Wed, 30 Nov 2022 19:19:40 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
16. Mon, 12 Dec 2022 16:04:51 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Program Proposal

Date Submitted: Wed, 06 Apr 2022 18:59:45 GMT

## Viewing: 479 : Geographic Information Systems Academic Certificate

Last edit: Wed, 07 Dec 2022 21:19:20 GMT

Changes proposed by: Renee Love

### Faculty Contact

Faculty Name	Faculty Email
Renee Love	rlove@uidaho.edu

Will this request have a fiscal impact of \$250K or greater?

No

### Academic Level

Graduate

### College

Science

### Department/Unit:

Earth & Spatial Sciences

### Effective Catalog Year

2023-2024

### Program Title

Geographic Information Systems Academic Certificate

### Degree Type

Certificate

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

### Program Credits

15

### CIP Code

45.0702 - Geographic Information Science and Cartography.

Will the program be Self-Support?

No

Will the program have a Professional Fee?

No

Will the program have an Online Program Fee?

Yes

Will this program lead to licensure in any state?

No

Will the program be a statewide responsibility?

No

## Financial Information

What is the financial impact of the request?

Less than \$250,000 per FY

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

Discribe the financial impact

None

**Curriculum:**

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

Code	Title	Hours
GEOG 524 or GEOG 583	Hydrologic Applications of GIS and Remote Sensing Remote Sensing IMAGE ANALYSIS/GIS Integration	3
GEOG 525	Course GEOG 525 Not Found	3
GEOG 593	Course GEOG 593 Not Found	3
Select 6 credits of electives from the following: (See note below about limits to the total number of credits allowed from outside the Earth and Spatial Sciences department.)		6
GEOG 402	GIS Skills Development	
GEOG 475	Intermediate GIS	
GEOG 507	Spatial Analysis and Modeling	
GEOG 414	Socioeconomic Applications of GIS	
GEOG 479	GIS Programming	
GEOG 487	Topics in Geospatial Analysis	
REM 407	GIS Application in Fire Ecology and Management	
Other courses as approved by the department		
<b>Total Hours</b>		<b>15</b>

**Courses to total 15 credits for this certificate**

**Distance Education Availability**

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

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

Yes

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

Yes

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

**Geographical Area Availability**

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

Coeur d'Alene  
Moscow

**Student Learning Outcomes**

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

1. Understanding of geographic and spatial perspectives in the interaction between and sustainability of human and natural systems
2. The ability to use geospatial data to map and analyze spatial patterns and relationships with a wide variety of data types, including both natural and human systems.

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

1. Students will develop an understanding of spatial systems through the study of Earth and human processes that interact across a wide range of spatial and temporal scales.
2. Students will develop skills applicable to the collection, integration, analysis, and illustration of data for solving spatial and temporal problems
3. Students will develop skills for communicating fundamental concepts in their field and results from their own work, in both written and oral settings.



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

1. Student Evaluations of Courses and Instructors

Course evaluations allow students to evaluate both the course and the instructor and provide the department with information regarding course utility in meeting the student's needs.

2. Survey of Graduating Seniors

An online exit survey of all graduating seniors will be implemented to provide information on general student satisfaction with the degree program, courses, faculty and facilities. This information will be collected anonymously.

3. Internal and External Review

The Department of Earth and Spatial Sciences will conduct a biennial review of course offerings and course goals for alignment with department learning outcomes. This self-review will allow the faculty to reassess the program and its direction as well as its goals and objectives. An external review will be conducted every 5-7 years to provide the department with guidance for future decisions on how to support, maintain, and advance the department according to its vision and to fulfill the university's goals.

4. Advisory Board

An advisory board will be implemented to provide input and advice on the department's objectives and evolution. The advisory board will consist of industry and government members primarily consisting of department alumni. Annual meetings with the advisory board will allow for the presentation of accomplishments and ongoing activities in research and academic progress for which the board can synthesize and present recommendations for improvement.

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

See above

**When will assessment activities occur and at what frequency?**

Annually

**Student Learning Outcomes**

**Learning Objectives**

1. Students will develop an understanding of spatial systems through the study of Earth and human processes that interact across a wide range of spatial and temporal scales.
2. Students will develop skills applicable to the collection, integration, analysis, and illustration of data for solving spatial and temporal problems
3. Students will develop skills for communicating fundamental concepts in their field and results from their own work, in both written and oral settings.

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

Many graduate students have requested that we also offer a graduate version of our Geographic Information Systems undergraduate certificate. No added workload will be added to our department with the course changes or this new certificate.

**Reviewer Comments**

**Mark Nielsen (markn) (Thu, 05 May 2022 23:15:02 GMT):** Rollback: Revise to meet COGS requirement for 500-level credits.

**Mark Nielsen (markn) (Thu, 22 Sep 2022 18:20:48 GMT):** Rollback: Rollback to department for needed editorial adjustments

**Sara Mahuron (sara) (Fri, 11 Nov 2022 17:28:13 GMT):** Need to clarify which set of learning outcomes the program will use, and what the direct measures will be. Sent email to Renee. Will update with information she sends. Proposal holding for update.

**Sara Mahuron (sara) (Thu, 17 Nov 2022 21:42:20 GMT):** update learning outcomes per email from Alistair Smith. Sent note about developing direct measures. Section sufficient to move forward.

Key: 479

Attach. #8

# 230: GEOGRAPHICAL INFORMATION SYSTEMS (BS)

## In Workflow

1. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
2. Post-UCC Registrar (none)
3. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
4. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
5. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
6. Theodore Unzicker (tunzicker@uidaho.edu)

## History

1. Jun 16, 2021 by Rebecca Frost (rfrost)
2. Dec 20, 2022 by Alistair Smith (alistair)
3. Jan 12, 2023 by Theodore Unzicker (tunzicker)

Date Submitted: Fri, 13 Jan 2023 00:53:30 GMT

Viewing: 230 : Geographical Information Systems (BS)

Last approved: Fri, 13 Jan 2023 00:48:52 GMT

Last edit: Fri, 13 Jan 2023 00:53:29 GMT

Changes proposed by: Theodore Unzicker

### Faculty Contact

Faculty Name	Faculty Email
Renee Love	rlove@uidaho.edu

### Change Type (Choose all that apply)

Change curriculum requirements

Change the name of a degree, major, option, emphasis, minor, certificate, concentration or specialization

### Description of Change

The proposed change is to refocus the degree to put more emphasis on the tools and technologies associated with modern day vocational careers in Geography. Geography focuses on the science of space and place where geographical information system tools and science are central to this discipline. Due to the merger of the prior Department of Geological Science and the Department of Geography, we had worked to extract the science-career focused aspects of each of the main undergraduate degrees into as new B.S. in Earth and Spatial Sciences. The primary career goals of the new degree are for students to be admitted to graduate school. Following meetings with stakeholders regarding the future of the geography degree, we realized that it would be a mistake to close out the degree. Rather multiple stakeholders and other units on campus suggested we instead retool the existing degree to appeal to students that are seeking careers in industry following graduation. This change is also aligned with a concurrent proposal for a new online MS degree that is also focused on Geographical Information Systems.

### Will this request have a fiscal impact of \$250K or greater?

No

### Academic Level

Undergraduate

### College

Science

### Department/Unit:

Earth &amp; Spatial Sciences

### Effective Catalog Year

2023-2024

### Program Title

Geographical Information Systems (BS)

### Program Credits

120

**CIP Code**

45.0701 - Geography.

**Emphasis/Option CIP Code(s)****Code(s)**

30.4401

**Curriculum:**

This program is offered through the College of Science (<https://catalog.uidaho.edu/colleges-related-units/science/>). Students must earn a grade of 'C' or better in all Geography courses. Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) and:

<b>Code</b>	<b>Title</b>	<b>Hours</b>
MATH 143	College Algebra	3
CS 212	Practical Python	3
STAT 251	Statistical Methods	3
ENGL 313 or ENGL 317	Business Writing Technical Writing II	3
GEOG 100 & 100L	Introduction to Planet Earth and Introduction to Planet Earth Lab	4
GEOG 165	Human Geography	3
GEOG 200	World Cultures and Globalization	3
GEOG 385	Foundations of GIS	3
GEOG 390	Cartographic Design & Geovisualization	3
GEOG 475	Intermediate GIS	3
GEOG 479	GIS Programming	3
GEOG 493	Senior Capstone in Geography	3
Select one of the following:		3-4
MATH 160	Survey of Calculus	
MATH 170	Calculus I	
MATH 175	Calculus II	
Select 3 credits from the following in human geography:		3
GEOG 260	Introduction to Geopolitics	
GEOG 330	Urban Geography	
GEOG 345	Global Economic Geography	
GEOG 350	Sustainability of Global Development	
GEOG 360	Population Dynamics and Distribution	
GEOG 365	Geopolitics and Conflict	
Select 3 credits from the following in physical geography:		3
GEOG 301	Meteorology	
GEOG 317	Tree Rings and Environmental Change	
GEOG 401	Climatology	
GEOG 410	Biogeography	
GEOG 430	Climate Change Ecology	
Select one course from the following in human-environment interactions:		3
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	
Select 6 additional credits in Geography courses.		6
Choose 3 GIS courses out of the following List. Note GEOG 424 and GEOG 483 can only count for one bin.		9
GEOG 407	Spatial Analysis and Modeling	
GEOG 414	Socioeconomic Applications of GIS	
GEOG 424	Hydrologic Applications of GIS and Remote Sensing	
GEOG 483	Remote Sensing IMAGE ANALYSIS/GIS Integration	
REM 407	GIS Application in Fire Ecology and Management	
Choose 2 Remote Sensing courses from the following list. Note GEOG 424 and GEOG 483 can only count for one bin.		4

FOR 472	Remote Sensing of the Environment	
or GEOG 424	Hydrologic Applications of GIS and Remote Sensing	
or GEOG 483	Remote Sensing IMAGE ANALYSIS/GIS Integration	
REM 475	Remote Sensing Application with Unmanned Aerial Systems (UAS)	
REM 476	Unmanned Aerial Systems (UAS) Operations	
Choose 1 Data Analytics course from the following list.		3
STAT 431	Statistical Analysis	
MIS 350	Managing Information	
MIS 440	Data Visualization for Managerial Decision Making	
MIS 453	Database Design	
Free electives		19
<b>Total Hours</b>		<b>90-91</b>

**Courses to total 120 credits for this degree****Degree Maps:**

		<b>Hours</b>
<b>Fall Term 1</b>		
ENGL 101	Writing and Rhetoric I	3
GEOG 100	Introduction to Planet Earth	3
GEOG 100L	Introduction to Planet Earth Lab	1
MATH 143 OR MATH 160 OR MATH 170 OR MATH 175		3
Oral Communication Course		3
Social and Behavioral Ways of Knowing Course		3
<b>Hours</b>		<b>16</b>
<b>Spring Term 1</b>		
ENGL 102	Writing and Rhetoric II	3
GEOG 165	Human Geography	3
GEOG 200	World Cultures and Globalization	3
MATH 160	Survey of Calculus	4
or MATH 170	or Calculus I	
or MATH 175	or Calculus II	
Humanistic and Artistic Ways of Knowing Course		3
<b>Hours</b>		<b>16</b>
<b>Fall Term 2</b>		
ENGL 313	Business Writing	3
or ENGL 317	or Technical Writing II	
STAT 251	Statistical Methods	3
Geography Major, Elective Course		3
Scientific Ways of Knowing Course		4
<b>Hours</b>		<b>13</b>
<b>Spring Term 2</b>		
CS 212	Practical Python	3
GEOG 385	Foundations of GIS	3
GEOG 260	Introduction to Geopolitics	3
or GEOG 330	or Urban Geography	
or GEOG 345	or Global Economic Geography	
or GEOG 350	or Sustainability of Global Development	
or GEOG 360	or Population Dynamics and Distribution	
or GEOG 365	or Geopolitics and Conflict	
GIS Elective, Major Elective Course		3
Remote Sensing, Major Elective Course		3
<b>Hours</b>		<b>15</b>
<b>Fall Term 3</b>		
GEOG 390	Cartographic Design & Geovisualization	3
GEOG 301	Meteorology	3
or GEOG 317	or Tree Rings and Environmental Change	
or GEOG 401	or Climatology	
or GEOG 410	or Biogeography	
or GEOG 430	or Climate Change Ecology	
GIS, Major Elective Course		3
Humanistic and Artistic Ways of Knowing Course		3
Elective Course		3
<b>Hours</b>		<b>15</b>
<b>Spring Term 3</b>		
GEOG 420	Land, Resources, and Environment	3
or GEOG 435	or Climate Change Mitigation	
or GEOG 455	or Societal Resilience and Adaptation to Climate Change	
or GEOG 488	or Geography of Energy Systems	
GEOG 475	Intermediate GIS	3

American Diversity Course		3
Elective Course		3
Elective Course		3
	<b>Hours</b>	<b>15</b>
<b>Fall Term 4</b>		
GEOG 479	GIS Programming	3
GEOG 493	Senior Capstone in Geography	3
Geography, Major Elective Course		3
GIS, Major Elective Course		3
Elective Course		3
	<b>Hours</b>	<b>15</b>
<b>Spring Term 4</b>		
Remote Sensing, Major Elective Course		3
Data Analytics, Major Elective Course		3
Elective Course		3
Elective Course		3
Elective Course		3
	<b>Hours</b>	<b>15</b>
	<b>Total Hours</b>	<b>120</b>

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

## Distance Education Availability

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

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

No

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

## Geographical Area Availability

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

Coeur d'Alene  
Moscow

## Student Learning Outcomes

### Have learning outcomes changed?

No

### Learning Objectives

1. The ability to write clearly and to verbally explain problems and issues in geographic science and related human and environmental topics in an effective manner and with supportive visual and statistical materials.
2. The ability to understand empirical research reports and most methodology in the science of geography and related fields.
3. The ability to use GIS to map and analyze spatial patterns and relationships in a wide variety of data types.
4. The ability to use basic statistics and data analysis for constructing models of cause and effect.
5. The ability to design research methods to both problem-solve and to provide sound analysis for addressing practical and policy related questions.

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

Many graduate students have requested that we also offer a graduate version of our Geographic Information Systems undergraduate certificate. No added workload will be added to our department with the course changes or this new certificate.

Key: 230

# 239: GEOLOGY (BS)

## In Workflow

1. 224 Chair (alistair@uidaho.edu)
2. 225 Chair (alistair@uidaho.edu)
3. 19 Curriculum Committee Chair (markn@uidaho.edu)
4. Degree Map Review (rfrost@uidaho.edu)
5. Registrar's Office (none)
6. Ready for UCC (disable)
7. UCC (none)
8. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
9. Post-UCC Registrar (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
11. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
12. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
13. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Thu, 15 Sep 2022 20:46:43 GMT  
Alistair Smith (alistair): Approved for 224 Chair
2. Thu, 15 Sep 2022 20:47:11 GMT  
Alistair Smith (alistair): Approved for 225 Chair
3. Mon, 03 Oct 2022 21:45:57 GMT  
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
4. Fri, 14 Oct 2022 21:22:01 GMT  
Rebecca Frost (rfrost): Approved for Degree Map Review
5. Tue, 18 Oct 2022 16:00:36 GMT  
V00814390: Approved for Registrar's Office
6. Wed, 26 Oct 2022 16:54:24 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
7. Wed, 02 Nov 2022 16:19:02 GMT  
Theodore Unzicker (tunzicker): Approved for UCC
8. Sat, 26 Nov 2022 18:52:59 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
9. Mon, 09 Jan 2023 16:10:55 GMT  
Theodore Unzicker (tunzicker): Approved for Post-UCC Registrar

## History

1. Oct 12, 2020 by Amy Kingston (amykingston)
2. Jun 16, 2021 by Rebecca Frost (rfrost)
3. Mar 24, 2022 by David Barnes (dabarnes)
4. Apr 1, 2022 by David Barnes (dabarnes)

Date Submitted: Fri, 09 Sep 2022 00:53:12 GMT

### Viewing: 239 : Geology (BS)

Last approved: Fri, 01 Apr 2022 19:25:17 GMT

Last edit: Tue, 01 Nov 2022 21:24:25 GMT

Changes proposed by: Renee Love

### Faculty Contact

Faculty Name	Faculty Email
Renee Love	rlove@uidaho.edu

### Change Type (Choose all that apply)

Change curriculum requirements

Change the name of a degree, major, option, emphasis, minor, certificate, concentration or specialization

Create an option, emphasis, concentration, specialization

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

**Description of Change**

This change is to refocus the Geological Sciences BS degree to offer more vocational tracks that will help to better employ students post-graduation in industry careers. Due to the merger of the former Geology and Geography departments into the new Earth and Spatial Sciences Department, we had proposed a new Earth and Spatial Sciences BS degree which focuses on preparing students for graduate school. This degree (Geological Sciences BS) was originally intended to be closed upon the approval of the new ESS degree but after much feedback from stakeholders across the state, we realized that our original idea to close the degree was a mistake. In particular, key industry stakeholders expressed serious concerns that the proposed physical geology option in the new ESS BS degree barely met the professional accreditation requirements and that those graduate would not be competitive for career-ready positions.

To overcome this concern, we are instead proposing to refocus the BS Geological Sciences to cover fields in mining geology, energy, and hydrogeology. These degrees options arose following a regional employers summit of representatives of key mining companies, meetings with representatives of geology industries and state agencies, and meetings with stakeholders in Boise and around the state. Draft curricula was shared with these stakeholders and suggestions incorporated. As part of that stakeholder feedback, a key aspect of the proposed mining option is that industry stakeholders sought a degree program focused on modern mining methods including post-mining restoration and hydrogeological remediation. We also received feedback on the new energy option and suggested changes to the existing environmental hydrogeological options.

We have received several letters of support from key stakeholders and employers in support of retaining the Geology major and adding in the proposed new options focused on sustainable mining and energy. They are included below.

**Will this request have a fiscal impact of \$250K or greater?**

No

**Academic Level**

Undergraduate

**College**

Science

**Department/Unit:**

Earth & Spatial Sciences

**Effective Catalog Year**

2023-2024

**Program Title**

Geology (BS)

**Program Credits**

120

**CIP Code**

40.0605 - Hydrology and Water Resources Science.

**Emphasis/Option CIP Code(s)****Code(s)**

40.0601

**Curriculum:**

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) and:

Code	Title	Hours
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
ENGL 318	Science Writing	3
GEOG 385	Foundations of GIS	3
GEOL 102	Historical Geology	3
GEOL 102L	Historical Geology Lab	1
GEOL 249	Mineralogy and Optical Mineralogy	4
GEOL 302	Field Geology Methods	3
GEOL 324	Principles of Stratigraphy and Sedimentation	4
GEOL 326	Igneous and Metamorphic Petrology	4
GEOL 345	Structural Geology	4

GEOL 422	Principles of Geophysics	4
GEOL 490	Geology Field Camp	3
MATH 143	College Algebra	3
MATH 170	Calculus I	4
Select one of the following:		4
GEOL 101 & 101L	Physical Geology and Physical Geology Lab	
GEOL 111 & 111L	Physical Geology for Science Majors and Physical Geology for Science Majors Lab	
Select one of the following:		4
PHYS 111 & 111L	General Physics I and General Physics I Lab	
PHYS 211 & 211L	Engineering Physics I and Laboratory Physics I	
<b>Options</b>		
Select one of the following options:		23-34
Energy Resiliency ( <a href="https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/geological-sciences-bs/#energyresiliency">https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/geological-sciences-bs/#energyresiliency</a> )		
Environmental Hydrogeology ( <a href="https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/geological-sciences-bs/#environmentalhydrogeology">https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/geological-sciences-bs/#environmentalhydrogeology</a> )		
Geological Education ( <a href="https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/geological-sciences-bs/#geologicaleducation">https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/geological-sciences-bs/#geologicaleducation</a> )		
Sustainable Mining and Earth Resource Management ( <a href="https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/geological-sciences-bs/#sustainableminingandearthresourcemanagement">https://catalog.uidaho.edu/colleges-related-units/science/geography-geological-sciences/geological-sciences-bs/#sustainableminingandearthresourcemanagement</a> )		

**Total Hours** **78-89**

## A. Energy Resiliency Option

Code	Title	Hours
GEOL 212	Dinosaurs and Prehistoric Life	4
GEOL 462	Petroleum Systems and Stratigraphic Concepts	3
GEOL 471	Ore Deposits and Exploration	3
GEOG 313	Global Climate Change	3
GEOG 488	Geography of Energy Systems	3
GEOG 435	Climate Change Mitigation	3
MSE 201	Elements of Materials Science	3
MSE 438	Fundamentals of Nuclear Materials	3
ENVS 484	History of Energy	3
ENVS 485	Energy Efficiency and Conservation	3
ENVS 415	Environmental Lifecycle Assessment	3
GEOL 318 Economic Geology (proposed)		3

Courses to total 120 credits for this degree

## B. Environmental Hydrogeology Option

Code	Title	Hours
GEOL 309	Ground Water Hydrology	3
GEOL 361	Geology and the Environment	3
HYDR 409	Quantitative Hydrogeology	3
GEOL 410	Groundwater Field Methods	3
HYDR 412	Environmental Hydrogeology	3
GEOL 428	Geostatistics	3
GEOL 431	Chemical Hydrogeology	3
GEOL 435 or GEOL 474	Glaciology and the Dynamic Frozen Earth Stable Isotopes in the Environment	3

Select two courses from the following: 6-7

MATH 175	Calculus II	
STAT 251	Statistical Methods	
STAT 301	Probability and Statistics	



Select one of the following: 4

PHYS 112 & 112L	General Physics II and General Physics II Lab
PHYS 212 & 212L	Engineering Physics II and Laboratory Physics II

Select one elective from the following: 6-8

GEOG 301	Meteorology
GEOG 401	Climatology
MATH 275	Calculus III
MATH 310	Ordinary Differential Equations
MATH 330	Linear Algebra
CHEM 112 & 112L	General Chemistry II and General Chemistry II Laboratory
CHEM 275 & CHEM 276	Carbon Compounds and Carbon Compounds Lab
CHEM 277 & CHEM 278	Organic Chemistry I and Organic Chemistry I: Lab

**Total Hours**

**40-43**

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

## C. Sustainable Mining and Earth Resource Management Option

Code	Title	Hours
CE 105	Civil Engineering Drafting	3
CE 211	Engineering Surveying	3
GEOE 465	Excavation and Materials Handling	3
GEOE 499	Directed Study	2
or GEOL 498	Senior Thesis	
or GEOL 400	Seminar	
GEOG 350	Sustainability of Global Development	3-4
GEOL 361	Geology and the Environment	3
GEOL 447	Geochronology and Thermochronology	3
or GEOL 474	Stable Isotopes in the Environment	
GEOL 462	Petroleum Systems and Stratigraphic Concepts	3
GEOL 471	Ore Deposits and Exploration	3
GEOL 428	Geostatistics	3
HYDR 412	Environmental Hydrogeology	3
FOR 207	Properties of Artificial Growth Media	1
or REM 280	Introduction to Wildland Restoration	
NRS 488	NEPA in Policy and Practice	3
or ENVS 479	Introduction to Environmental Regulations	
GEOL 318 Economic Geology (proposed)		3
GEOL 310 Geological Core Logging (proposed)		1

## D. Geological Education Option

Code	Title	Hours
BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
GEOG 100	Introduction to Planet Earth	3
GEOG 100L	Introduction to Planet Earth Lab	1
GEOG 401	Climatology	3
GEOL 212	Dinosaurs and Prehistoric Life	4
GEOL 335	Geomorphology	3
PHYS 103	General Astronomy	3
PHYS 104	Astronomy Lab	1
PLSC 205	General Botany	4
Select one of the following:		3-4
MATH 175	Calculus II	

MATH 330	Linear Algebra	
STAT 251	Statistical Methods	
<b>Total Hours</b>		<b>29-30</b>

Courses to total 120 credits for this degree

Degree Maps:

### Energy Resiliency Option

		<b>Hours</b>
<b>Fall Term 1</b>		
ENGL 101	Writing and Rhetoric I	3
GEOG 165 or GEOG 200	Human Geography (Recommended - Both courses fulfill Social & Behavioral Ways of Knowing and International requirements) or World Cultures and Globalization	3
MATH 143	College Algebra	3
MATH 144	Analytic Trigonometry	1
(GEOL 101 AND GEOL 101L) OR (GEOL 111 AND GEOL 111L)		4
<b>Hours</b>		<b>14</b>
<b>Spring Term 1</b>		
ENGL 102	Writing and Rhetoric II	3
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
GEOL 102	Historical Geology	3
GEOL 102L	Historical Geology Lab	1
MATH 170	Calculus I	4
<b>Hours</b>		<b>15</b>
<b>Fall Term 2</b>		
GEOL 212	Dinosaurs and Prehistoric Life	4
MSE 201	Elements of Materials Science	3
GEOL 318	Course GEOL 318 Not Found	3
(PHYS 111 AND PHYS 111L) OR (PHYS 211 AND PHYS 211L)		4
<b>Hours</b>		<b>14</b>
<b>Spring Term 2</b>		
GEOL 249	Mineralogy and Optical Mineralogy	4
GEOL 345	Structural Geology	4
GEOG 385	Foundations of GIS	3
Social and Behavioral Ways of Knowing Course		3
<b>Hours</b>		<b>14</b>
<b>Summer Term 2</b>		
GEOL 302	Field Geology Methods	3
<b>Hours</b>		<b>3</b>
<b>Fall Term 3</b>		
GEOG 313	Global Climate Change	3
GEOL 324	Principles of Stratigraphy and Sedimentation	4
GEOL 326	Igneous and Metamorphic Petrology	4
GEOL 462	Petroleum Systems and Stratigraphic Concepts	3
<b>Hours</b>		<b>14</b>
<b>Spring Term 3</b>		
ENGL 318	Science Writing	3
MSE 438	Fundamentals of Nuclear Materials	3
American Diversity Course		3
Oral Communication Course		3
Humanistic and Artistic Ways of Knowing Course		3
<b>Hours</b>		<b>15</b>
<b>Summer Term 3</b>		
GEOL 490 or GEOL 489	Geology Field Camp or Virtual Field Camp	3
<b>Hours</b>		<b>3</b>
<b>Fall Term 4</b>		
GEOL 471	Ore Deposits and Exploration	3
GEOG 435	Climate Change Mitigation	3
ENVS 485	Energy Efficiency and Conservation	3
GEOG 350	Sustainability of Global Development (Recommended)	3
Humanistic and Artistic Ways of Knowing		3
<b>Hours</b>		<b>15</b>
<b>Spring Term 4</b>		
GEOL 422	Principles of Geophysics	4
ENVS 484	History of Energy	3

GEOG 488	Geography of Energy Systems	3
ENVS 415	Environmental Lifecycle Assessment	3
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>120</b>

## Environmental Hydrogeology Option

<b>Fall Term 1</b>		<b>Hours</b>
ENGL 101	Writing and Rhetoric I	3
GEOL 101 or GEOL 111	Physical Geology or Physical Geology for Science Majors	3
GEOL 101L or GEOL 111L	Physical Geology Lab or Physical Geology for Science Majors Lab	1
MATH 143	College Algebra	3
MATH 144	Analytic Trigonometry	1
Humanistic and Artistic Ways of Knowing Course		3
Oral Communication Course		3
<b>Hours</b>		<b>17</b>
<b>Spring Term 1</b>		
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
ENGL 102	Writing and Rhetoric II	3
GEOL 102	Historical Geology	3
GEOL 102L	Historical Geology Lab	1
MATH 170	Calculus I	4
<b>Hours</b>		<b>15</b>
<b>Fall Term 2</b>		
GEOL 309	Ground Water Hydrology	3
MATH 175 or STAT 251 or STAT 301	Calculus II or Statistical Methods or Probability and Statistics	4
(PHYS 111 AND PHYS 111L) OR (PHYS 211 AND PHYS 211L)		4
Social and Behavioral Ways of Knowing Course		3
<b>Hours</b>		<b>14</b>
<b>Spring Term 2</b>		
GEOL 249	Mineralogy and Optical Mineralogy	4
GEOL 345	Structural Geology	4
STAT 251 or MATH 175 or STAT 301	Statistical Methods or Calculus II or Probability and Statistics	3
(PHYS 112 AND PHYS 112L) OR (PHYS 211 AND PHYS 211L)		4
<b>Hours</b>		<b>15</b>
<b>Summer Term 2</b>		
GEOL 302	Field Geology Methods	3
<b>Hours</b>		<b>3</b>
<b>Fall Term 3</b>		
GEOL 324	Principles of Stratigraphy and Sedimentation	4
GEOL 326	Igneous and Metamorphic Petrology	4
GEOL 361	Geology and the Environment	3
ENGL 318	Science Writing	3
<b>Hours</b>		<b>14</b>
<b>Spring Term 3</b>		
GEOL 474 or GEOL 435	Stable Isotopes in the Environment or Glaciology and the Dynamic Frozen Earth	3
HYDR 412	Environmental Hydrogeology	3
GEOG/MATH/CHEM, Major Elective Course		3
Social and Behavioral Ways of Knowing Course		3
American Diversity Course		3
<b>Hours</b>		<b>15</b>
<b>Summer Term 3</b>		
GEOL 490 or GEOL 489	Geology Field Camp or Virtual Field Camp	3
<b>Hours</b>		<b>3</b>
<b>Fall Term 4</b>		
GEOL 410	Groundwater Field Methods	3
HYDR 409	Quantitative Hydrogeology	3
GEOG 385	Foundations of GIS	3
Humanistic and Artistic Ways of Knowing		3
GEOG/MATH/CHEM, Major Elective Course		3
<b>Hours</b>		<b>15</b>

**Spring Term 4**

GEOL 422	Principles of Geophysics	4
GEOL 428	Geostatistics	3
GEOL 431	Chemical Hydrogeology	3
International Course (GEOG 350 recommended)		3
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>124</b>

**Sustainable Mining and Earth Resource Management Option****Freshman****Fall Term 1**

		<b>Hours</b>
ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
MATH 144	Analytic Trigonometry	1
GEOL 101 or GEOL 111	Physical Geology or Physical Geology for Science Majors	3
GEOL 101L or GEOL 111L	Physical Geology Lab or Physical Geology for Science Majors Lab	1
GEOG 165 or GEOG 200	Human Geography (Recommended - Both courses fulfill Social & Behavioral Ways of Knowing and International requirements) or World Cultures and Globalization	3
Oral Communication Course		3
<b>Hours</b>		<b>17</b>

**Spring Term 1**

ENGL 102	Writing and Rhetoric II	3
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
GEOL 102	Historical Geology	3
GEOL 102L	Historical Geology Lab	1
MATH 170	Calculus I	4
<b>Hours</b>		<b>15</b>

**Sophomore****Fall Term 2**

GEOL 318	Course GEOL 318 Not Found	3
GEOL 324	Principles of Stratigraphy and Sedimentation	4
PHYS 111 or PHYS 211	General Physics I or Engineering Physics I	3
PHYS 111L or PHYS 211L	General Physics I Lab or Laboratory Physics I	1
Humanistic and Artistic Ways of Knowing Course		3
<b>Hours</b>		<b>14</b>

**Spring Term 2**

GEOL 249	Mineralogy and Optical Mineralogy	4
GEOL 345	Structural Geology	4
GEOG 385	Foundations of GIS	3
CE 105	Civil Engineering Drafting	3
<b>Hours</b>		<b>14</b>

**Summer Term 2**

GEOL 302	Field Geology Methods	3
<b>Hours</b>		<b>3</b>

**Junior****Fall Term 3**

CE 211	Engineering Surveying	3
GEOL 326	Igneous and Metamorphic Petrology	4
GEOL 361	Geology and the Environment	3
GEOL 462	Petroleum Systems and Stratigraphic Concepts	3
<b>Hours</b>		<b>13</b>

**Spring Term 3**

ENGL 318	Science Writing	3
FOR 207 or REM 280	Properties of Artificial Growth Media or Introduction to Wildland Restoration	1
GEOL 498 or GEOL 400 or GEOE 499	Senior Thesis (or internship) or Seminar or Directed Study	2
American Diversity Course		3
Social and Behavioral Ways of Knowing Course		3
<b>Hours</b>		<b>12</b>

**Summer Term 3**

GEOL 490 or GEOL 489	Geology Field Camp or Virtual Field Camp	3
<b>Hours</b>		<b>3</b>

**Senior****Fall Term 4**

GEOE 465	Excavation and Materials Handling	3
GEOL 310	Geological Core Logging	1
GEOL 471	Ore Deposits and Exploration	3
ENVS 479 or NRS 488	Introduction to Environmental Regulations or NEPA in Policy and Practice	3
HYDR 412	Environmental Hydrogeology	3
<b>Hours</b>		<b>13</b>

**Spring Term 4**

GEOG 350	Sustainability of Global Development (International Course)	3
GEOL 428	Geostatistics	3
GEOL 422	Principles of Geophysics	4
GEOL 474 or GEOL 477	Stable Isotopes in the Environment or Course GEOL 477 Not Found	3
Humanistic and Artistic Ways of Knowing		3
<b>Hours</b>		<b>16</b>
<b>Total Hours</b>		<b>120</b>

**Geological Education Option****Fall Term 1**

ENGL 101	Writing and Rhetoric I	3
MATH 143	College Algebra	3
MATH 144	Analytic Trigonometry	1
(GEOL 101 AND GEOL 101L) OR (GEOL 111 AND GEOL 111L)		4
Oral Communication Course		3
<b>Hours</b>		<b>14</b>

**Spring Term 1**

CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
ENGL 102	Writing and Rhetoric II	3
GEOL 102	Historical Geology	3
GEOL 102L	Historical Geology Lab	1
MATH 170	Calculus I	4
<b>Hours</b>		<b>15</b>

**Fall Term 2**

BIOL 115	Cells and the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
GEOL 249	Mineralogy and Optical Mineralogy	4
(PHYS 111 AND PHYS 111L) OR (PHYS 211 AND PHYS 211L)		4
Humanistic and Artistic Ways of Knowing Course		3
<b>Hours</b>		<b>15</b>

**Spring Term 2**

GEOG 100	Introduction to Planet Earth	3
GEOG 100L	Introduction to Planet Earth Lab	1
GEOL 212	Dinosaurs and Prehistoric Life	4
GEOL 326	Igneous and Metamorphic Petrology	4
Social and Behavioral Ways of Knowing Course		3
<b>Hours</b>		<b>15</b>

**Summer Term 2**

GEOL 302	Field Geology Methods	3
<b>Hours</b>		<b>3</b>

**Fall Term 3**

ENGL 318	Science Writing	3
GEOG 385	Foundations of GIS	3
GEOL 324	Principles of Stratigraphy and Sedimentation	4
GEOL 345	Structural Geology	4
MATH 175 OR MATH 330 OR STAT 251		3
<b>Hours</b>		<b>17</b>

**Spring Term 3**

GEOL 335	Geomorphology	3
GEOL 422	Principles of Geophysics	4
Social and Behavioral Ways of Knowing Course		3

International Course		3
	<b>Hours</b>	<b>13</b>
<b>Summer Term 3</b>		
GEOL 490 or GEOL 489	Geology Field Camp or Virtual Field Camp	3
	<b>Hours</b>	<b>3</b>
<b>Fall Term 4</b>		
GEOL 423	Principles of Geochemistry	3
PHYS 103	General Astronomy	3
PHYS 104	Astronomy Lab	1
American Diversity Course		3
Elective Course		3
	<b>Hours</b>	<b>13</b>
<b>Spring Term 4</b>		
GEOG 401	Climatology	3
PLSC 205	General Botany	4
Humanistic and Artistic Ways of Knowing Course		3
Elective Course		2
	<b>Hours</b>	<b>12</b>
	<b>Total Hours</b>	<b>120</b>

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

## Distance Education Availability

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

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

No

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

## Geographical Area Availability

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

Coeur d'Alene  
Moscow

## Student Learning Outcomes

### Have learning outcomes changed?

No

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

This degree is intended to offer vocational options for careers in Geology related industry following completion of an undergraduate degree. Targeted options will prepare students for careers in mining, the energy sector, hydrogeology, and educational geosciences. All courses and experiences for the new options exist. Under the Sustainable Mining and Earth Resource Option, our faculty already teach an annual core logging workshop and we are concurrently proposing to make this into a new course.

Several key stakeholders asked that we include a course in economic geology in both the energy and sustainable mining options. The department previously taught this course as GEOL 470 but the faculty discussed the importance of it being taught earlier in the sequence so rather than reactivating GEOL 470 we are proposing a new number. The instructional materials for GEOL 470 were still available to the instructor and we also received contemporary materials from a professor at WSU who has been teaching an equivalent course and just retired. The instructor is also receiving input from two other faculty in the department to construct the new version. Although this does represent an increase in workload, the instructor teaching the course has shifted another course to a shared rotation enabling them to have time to focus on this key course.

Each of upper division departmental geology courses have low enrollments (5-15) and can accommodate an increase that we expect these new options to achieve.

### Supporting Documents

Letter of Support for Mining Curriculum Mick Thomas.docx

TDA support letter U of I Geo.pdf

U of I Letter of Support - Hecla.pdf

UofI-Mining-Support-Letter-D-Nelson.pdf

### Reviewer Comments

**Rebecca Frost (rfrost) (Fri, 14 Oct 2022 21:21:55 GMT):** Combined the Math/Stat requirement in Environmental Hydrology curriculum to avoid duplication. Removed MATH 160 or 170 requirement from Geology Education curriculum as MATH 170 is now required in the core courses. Degree Map in Sustainable Mining option was adjusted to include missing GEOL 477 or 474, Humanities, and HYDR 412 required courses. Both FOR 207 and REM 280 were included when only one is required. HYDR 412 replaced one of these. Removed GEOL 309 from plan as it was not a required course to bring plan to 120 credits.

Key: 239

**DIRECTOR'S OFFICE**  
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PO Box 83720  
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Phone (208) 334-0200  
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**STATE BOARD OF LAND COMMISSIONERS**  
*Brad Little, Governor*  
*Lawrence E. Denney, Secretary of State*  
*Lawrence G. Wasden, Attorney General*  
*Brandon D Woolf, State Controller*  
*Sherri Ybarra, Sup't of Public Instruction*

September 8, 2022

Mick Thomas,  
300 N 6<sup>th</sup> Street  
Boise, ID 83720

via e-mail: [mthomas@idl.idaho.gov](mailto:mthomas@idl.idaho.gov)

Re: Mining Degree Option

To whom it may concern:

As the administrator of the Minerals, Navigable Waterways, and Oil & Gas division within the Department of Lands, and as the secretary to the Oil & Gas Conservation Commission I strongly endorse that a modern mining focused option be added to the Geology curricula at the University of Idaho. Idaho is consistently ranked in the top ten globally for investment attractiveness (7<sup>th</sup>), best practices mining potential (7<sup>th</sup>), and quality of infrastructure for mining (5<sup>th</sup>). Mining in Idaho is a billion dollar plus industry, providing high paying jobs statewide, especially in rural communities.

As one of the lead agencies in the state working with mine operators, we consistently hear of the need for workers to provide technical skill and support for mines in rural areas. These are the areas where the mines are and will continue to be, however the pool of candidates is dismally small, so much so that mine operations are suspended or put on hold due to lack of staff.

For many years the University system in Idaho has needed to strengthen the mining curriculum to better equip graduates to fill these high paying jobs. This is especially needed for students born in raised in these communicates that travel to the university to complete their degree. Providing graduates with an in demand skill set that they can use back in their hometown area not only provides for their immediate family but enables an industry to flourish and lift the entire community as well.

Respectfully,

Mick Thomas  
Division Administrator  
Minerals, Navigable Waterways, Oil & Gas



---

Timothy D. Arnold, PE  
Chief Operating Officer  
Integra Resources Corp.

September 8, 2022

Dr Alistair M.S. Smith  
Interim Chair, Department of Earth and Spatial Sciences, College of Science  
875 Perimeter Drive MS 3025  
Moscow, ID 83844-3025

Dear Dr. Smith,

In January 2022, the Society for Mining, Metallurgy and Exploration published a white paper called "MAINTAINING THE VIABILITY OF U.S. MINING EDUCATION". This paper in part stated:

*"The United States (U.S.) energy and mining industry is dependent upon a qualified workforce trained at the university level in mining engineering programs and related disciplines that are essential to the operation of U.S. mines. **These programs are national assets, critical to training the workforce needed to produce the raw materials and critical minerals for our national security, restoration of aging infrastructure, and for the transition to a clean energy future.** Notwithstanding their importance, these programs suffer from dwindling federal investment and research and development (R & D) funding. The decrease in program investment and R & D funding has contributed to a decline in mining engineering and related program faculty, enrollment, and graduation rates. This shortage of qualified workforce threatens to increase U.S. reliance on imports of raw materials and critical minerals from other countries, specifically those mined in geopolitically unstable regions."*

The University of Idaho once had one of the finest School of Mines in the nation, and I am a proud graduate of that school. Now, more than ever, we need to be graduating more mining focused students to meet the demands of an American mining industry to produce the raw materials mentioned above. Idaho has a wealth of these raw materials.

Therefore, let this letter serve as support of a modern mining focused option into your Geology curricula as described to me recently. Your suggestion of an initial curriculum including:

- All the standard core physical geology courses.
- Engineering courses including an excavation and material handling course.
- An economic geology course.
- A course focused on geological core logging.
- A seminar called: Modern Mining Methods, where industry will take the opportunity to come and talk to our students
- Opportunities for internships or a senior thesis

- Courses focused ecological restoration and growing trees in artificial media.
- A course covering environmental regulations.

seems very appropriate. I especially support the economic geology, core logging, restoration (hopefully with emphasis on sustainability) and environmental regulations. I also firmly believe that the mining industry in Idaho would be very receptive to such an option to your Geology degree.

I have taught at the University of Nevada Reno – Mackay School of Mines for the last seven years as a guest faculty. I have also been in this industry for 40 years. I have never in my career in mining or teaching felt more optimistic about the future of mining in Idaho and the United States as I do now. It is critical that we graduate resource industry students in order to prepare for the changing world we are embarking upon. You will be doing your students and the State of Idaho a service by creating this program.

Please let me know how I or Integra can assist in this great cause.

Regards,

A handwritten signature in black ink, reading "Timothy D. Arnold". The signature is written in a cursive, flowing style.

Timothy D. Arnold ('82)

COO Integra Resources Corp.

U of Idaho College of Engineering Academy of Engineers (Class of 2018)

2021 recipient of the U of Idaho Silver and Gold Award



12 September 2022

Dear Administrators and Faculty,

Hecla would like to express our full support of the proposed Sustainable Mining and Earth Resources option under the Geology degree. The need for emerging geologists is higher than ever and will continue to grow.

A Sustainable Mining and Earth Resources option for a Geology degree would be a welcome addition to the degree programs at the University of Idaho. Careers in mining offer high salaries and benefits, opportunities for growth, and the ability to make a positive environmental impact. Traditionally, mining companies invest heavily in talent acquisition and development and offer a wide range of internship opportunities and new graduate programs, which can be attractive for student recruiting. As a local Idaho employer and strong community supporter, we would value an in state higher educational opportunity within the field of mining.

The proposed program provides a good balance of geology and the mining cycle. One of the strengths of this program is, it does provide a good overview of how a mine progresses from exploration to development and finally reclamation. It is important that young professionals in the mining industry have exposure to the mining cycle to ensure mining can continue to provide the minerals needed with minimal disruption to the environment.

Hecla has been providing support to the geology department at the U of I for the past couple of years by hosting a one-day introduction to mining workshop for the students. It is comprised of learning to look at and describe the rocks, core logging, and an underground mine geology mapping program. This relationship has been good for both Hecla and the students because it gives them exposure of how their classes can be applied to the work environment. There are currently plans being made to host a core logging and mapping seminar for the students this fall. The engagement we receive from these collaborate events confirms for us a high degree of interest in the field of mining amongst your student population.

There are very few universities that offer a mining option within the geology program. The limited number of mining geologists graduating from the universities may result in delays in technology advancing at the desired rate due to lack of qualified personnel to guide mining companies.

Hecla employs many University of Idaho graduates, including myself. Our continued success in the future as a mining company and as an industry depends upon universities graduating mining geologists. We fully support adding a Sustainable Mining and Earth Resources track to the Geology degree at the University of Idaho.

Best regards,

A handwritten signature in blue ink that reads "Mark Crouter".

Mark Crouter, PG  
Chief Geologist, Lucky Friday Mine  
University of Idaho, BS Geology 1995

HOME ADDRESS  
804 EAST E STREET  
MOSCOW, IDAHO 83843  
CELL: (208) 301-2266



STATE CAPITOL  
P.O. BOX 83720  
BOISE, IDAHO 83720-0081  
(208) 332-1405  
dnelson@senate.idaho.gov  
david.nelson.moscow@gmail.com

## Idaho State Senate

### Senator David Nelson

September 15, 2022

Support for University of Idaho Program on Sustainable Mining and Earth Resources.

Alistair Smith, Chair  
Department of Earth and Spatial Sciences  
McClure Building, Room 201  
875 Perimeter Drive MS 3025  
Moscow, ID 83844-3025

I support the University of Idaho establishing a Sustainable Mining and Earth Resources option under the Geology degree and urge its approval.

Its critically important that the U of I provide training for career ready jobs in Idaho and currently there is no geology-based mining degrees in the State of Idaho. Mining has historically been an important Idaho industry and continues to be so. In Senate Education we have focused on career-ready fields and I am happy to see the U of I being responsive to this need.

As we move to a more electric based economy, we are very dependent on obtaining critical materials from reliable partners. Idaho can be part of that supply chain in a responsible ecological manner, especially if we provide well trained geologists who are conscious of the environmental tradeoffs.

I also have been happy to see how the University of Idaho worked with the mining industry to design a modern mining program to meet the needs of their modern industry. This kind of partnership strengthens the University directly and strengthens its reputation with the legislature.

Sincerely,

Senator David Nelson

Attach. #10

# 68: FINAL EXAM SCHEDULES

## In Workflow

1. Registrar's Office (none)
2. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
3. Ready for UCC (disable)
4. UCC (none)
5. Post-UCC Registrar (none)
6. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
7. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
8. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
9. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
10. Catalog Update (V00814390@uidaho.edu)
11. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Thu, 15 Sep 2022 18:24:05 GMT  
Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Thu, 06 Oct 2022 23:13:38 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
3. Wed, 26 Oct 2022 17:25:28 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
4. Wed, 26 Oct 2022 18:14:59 GMT  
Theodore Unzicker (tunzicker): Rollback to Ready for UCC for UCC
5. Wed, 02 Nov 2022 17:48:53 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
6. Tue, 08 Nov 2022 18:58:03 GMT  
Theodore Unzicker (tunzicker): Approved for UCC
7. Mon, 09 Jan 2023 16:41:56 GMT  
Theodore Unzicker (tunzicker): Approved for Post-UCC Registrar

## New Proposal

Date Submitted: Tue, 13 Sep 2022 16:04:40 GMT

## Viewing: Final Exam Schedules

**Last edit: Tue, 13 Sep 2022 16:04:39 GMT**

Changes proposed by: Dwaine Hubbard

## Faculty Contact

Faculty Name	Faculty Email
Lindsey Brown	lindseybrown@uidaho.edu

## Request Type

Other

## Effective Catalog Year

2023-2024

## Title

Final Exam Schedules

## Request Details

These are the final examination schedules for Fall 2023 and Spring 2024.

## Supporting Documents

Final Exam Schedule Fall 23.xlsx  
Final Exam Schedule Spring 24.xlsx

## Reviewer Comments

Theodore Unzicker (tunzicker) (Wed, 26 Oct 2022 18:14:59 GMT): Rollback: Not ready.

Key: 68

## Fall Final Examination Schedule December 11-15, 2023

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	Wednesday	8:00 AM	10:00 AM
Monday	8:30 AM	Thursday	8:00 AM	10:00 AM
Monday	9:30 AM	Friday	8:00 AM	10:00 AM
Monday	10:30 AM	Monday	10:15 AM	12:15 PM
Monday	11:30 AM	Tuesday	10:15 AM	12:15 PM
Monday	12:30 PM	Wednesday	12:45 PM	2:45 PM
Monday	1:30 PM	Thursday	12:45 PM	2:45 PM
Monday	2:30 PM	Monday	3:00 PM	5:00 PM
Monday	3:30 PM	Thursday	3:00 PM	5:00 PM
Monday	4:30 PM	Tuesday	3:00 PM	5:00 PM
Tuesday	8:00 AM	Tuesday	8:00 AM	10:00 AM
Tuesday	9:30 AM	Thursday	8:00 AM	10:00 AM
Tuesday	11:00 AM	Wednesday	10:15 AM	12:15 PM
Tuesday	12:30 PM	Friday	10:15 AM	12:15 PM
Tuesday	2:00 PM	Tuesday	12:45 PM	2:45 PM
Tuesday	3:30 PM	Wednesday	3:00 PM	5:00 PM
Wednesday	7:30 AM	Friday	8:00 AM	10:00 AM
Wednesday	8:30 AM	Monday	8:00 AM	10:00 AM
Wednesday	9:30 AM	Tuesday	8:00 AM	10:00 AM
Wednesday	10:30 AM	Thursday	10:15 AM	12:15 PM
Wednesday	11:30 AM	Friday	10:15 AM	12:15 PM
Wednesday	12:30 PM	Monday	12:45 PM	2:45 PM
Wednesday	1:30 PM	Tuesday	12:45 PM	2:45 PM
Wednesday	2:30 PM	Wednesday	12:45 PM	2:45 PM
Wednesday	3:30 PM	Friday	3:00 PM	5:00 PM
Wednesday	4:30 PM	Friday	3:00 PM	5:00 PM
Thursday	8:00 AM	Wednesday	8:00 AM	10:00 AM
Thursday	9:30 AM	Thursday	8:00 AM	10:00 AM
Thursday	11:00 AM	Thursday	10:15 AM	12:15 PM
Thursday	12:30 PM	Monday	12:45 PM	2:45 PM
Thursday	2:00 PM	Monday	12:45 PM	2:45 PM
Thursday	3:30 PM	Tuesday	3:00 PM	5:00 PM
Friday	7:30 AM	Monday	8:00 AM	10:00 AM
Friday	8:30 AM	Tuesday	8:00 AM	10:00 AM
Friday	9:30 AM	Wednesday	8:00 AM	10:00 AM
Friday	10:30 AM	Tuesday	10:15 AM	12:15 PM
Friday	11:30 AM	Friday	10:15 AM	12:15 PM
Friday	12:30 PM	Thursday	12:45 PM	2:45 PM
Friday	1:30 PM	Friday	12:45 PM	2:45 PM
Friday	2:30 PM	Wednesday	3:00 PM	5:00 PM
Friday	3:30 PM	Thursday	3:00 PM	5:00 PM
Friday	4:30 PM	Monday	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 6-10, 2024

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	Thursday	8:00 AM	10:00 AM
Monday	8:30 AM	Friday	8:00 AM	10:00 AM
Monday	9:30 AM	Monday	8:00 AM	10:00 AM
Monday	10:30 AM	Tuesday	10:15 AM	12:15 PM
Monday	11:30 AM	Wednesday	10:15 AM	12:15 PM
Monday	12:30 PM	Thursday	12:45 PM	2:45 PM
Monday	1:30 PM	Friday	12:45 PM	2:45 PM
Monday	2:30 PM	Tuesday	3:00 PM	5:00 PM
Monday	3:30 PM	Friday	3:00 PM	5:00 PM
Monday	4:30 PM	Wednesday	3:00 PM	5:00 PM
Tuesday	8:00 AM	Wednesday	8:00 AM	10:00 AM
Tuesday	9:30 AM	Tuesday	8:00 AM	10:00 AM
Tuesday	11:00 AM	Thursday	10:15 AM	12:15 PM
Tuesday	12:30 PM	Monday	10:15 AM	12:15 PM
Tuesday	2:00 PM	Wednesday	12:45 PM	2:45 PM
Tuesday	3:30 PM	Thursday	3:00 PM	5:00 PM
Wednesday	7:30 AM	Monday	8:00 AM	10:00 AM
Wednesday	8:30 AM	Tuesday	8:00 AM	10:00 AM
Wednesday	9:30 AM	Wednesday	8:00 AM	10:00 AM
Wednesday	10:30 AM	Friday	10:15 AM	12:15 PM
Wednesday	11:30 AM	Monday	10:15 AM	12:15 PM
Wednesday	12:30 PM	Tuesday	12:45 PM	2:45 PM
Wednesday	1:30 PM	Wednesday	12:45 PM	2:45 PM
Wednesday	2:30 PM	Thursday	12:45 PM	2:45 PM
Wednesday	3:30 PM	Monday	3:00 PM	5:00 PM
Wednesday	4:30 PM	Monday	3:00 PM	5:00 PM
Thursday	8:00 AM	Thursday	8:00 AM	10:00 AM
Thursday	9:30 AM	Friday	8:00 AM	10:00 AM
Thursday	11:00 AM	Friday	10:15 AM	12:15 PM
Thursday	12:30 PM	Tuesday	12:45 PM	2:45 PM
Thursday	2:00 PM	Tuesday	12:45 PM	2:45 PM
Thursday	3:30 PM	Wednesday	3:00 PM	5:00 PM
Friday	7:30 AM	Tuesday	8:00 AM	10:00 AM
Friday	8:30 AM	Wednesday	8:00 AM	10:00 AM
Friday	9:30 AM	Thursday	8:00 AM	10:00 AM
Friday	10:30 AM	Wednesday	10:15 AM	12:15 PM
Friday	11:30 AM	Monday	10:15 AM	12:15 PM
Friday	12:30 PM	Friday	12:45 PM	2:45 PM
Friday	1:30 PM	Monday	12:45 PM	2:45 PM
Friday	2:30 PM	Thursday	3:00 PM	5:00 PM
Friday	3:30 PM	Friday	3:00 PM	5:00 PM
Friday	4:30 PM	Tuesday	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.



# 61: DUAL CREDIT LOAD LIMITATIONS

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## In Workflow

1. Registrar's Office (none)
2. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
3. SEM Review (dkahler@uidaho.edu)
4. Ready for UCC (disable)
5. UCC (none)
6. Post-UCC Registrar (none)
7. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
8. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
9. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
10. Theodore Unzicker (tunzicker@uidaho.edu)
11. Catalog Update (V00814390@uidaho.edu)
12. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)

## Approval Path

1. Mon, 27 Jun 2022 18:00:13 GMT  
V00814390: Approved for Registrar's Office
2. Sat, 08 Oct 2022 21:35:06 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
3. Wed, 19 Oct 2022 16:14:51 GMT  
Dean Kahler (dkahler): Approved for SEM Review
4. Wed, 26 Oct 2022 17:24:48 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
5. Wed, 26 Oct 2022 18:15:11 GMT  
Theodore Unzicker (tunzicker): Rollback to Ready for UCC for UCC
6. Wed, 02 Nov 2022 17:48:45 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
7. Tue, 29 Nov 2022 22:11:55 GMT  
Theodore Unzicker (tunzicker): Approved for UCC
8. Mon, 09 Jan 2023 16:29:28 GMT  
Theodore Unzicker (tunzicker): Approved for Post-UCC Registrar

## New Proposal

Date Submitted: Wed, 25 May 2022 18:04:06 GMT

## Viewing: Dual Credit Load Limitations

Last edit: Tue, 29 Nov 2022 18:10:49 GMT

Changes proposed by: Casie Moreland

## Faculty Contact

Faculty Name	Faculty Email
Casie Moreland	crmoreland@uidaho.edu

## Request Type

Other

## Effective Catalog Year

2023-2024

## Title

Dual Credit Load Limitations

## Request Details

Request: Increase dual credit load limitations to 63 credit hours to allow for certificate/associate degree.

Change for Catalogue:

D-2-d. Dual Credit Students Under Idaho State law, eligible high school students are given the opportunity to enroll in University of Idaho undergraduate courses and receive both college credit and credit towards high school graduation while still enrolled in high

school. The number of credits for which a dual credit student may register should be based advising from both the high school and university who will approve the courses. However, a dual credit student may register for no more than 12 credits each semester.

**Reviewer Comments**

**Theodore Unzicker (tunzicker) (Wed, 26 Oct 2022 18:15:11 GMT):** Rollback: Not ready.

**Theodore Unzicker (tunzicker) (Tue, 08 Nov 2022 19:22:54 GMT):** Nobody was available to address questions at the 11/7/22 UCC meeting. Postponing until 11/14.

Key: 61

# 82: EQUITY AND JUSTICE ACADEMIC CERTIFICATE

## In Workflow

1. 465 Chair (bwolf@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. Degree Map Review (rfrost@uidaho.edu)
5. Registrar's Office (none)
6. Ready for UCC (disable)
7. UCC (none)
8. Post-UCC Registrar (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
10. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
11. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
12. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
13. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Wed, 07 Sep 2022 17:41:05 GMT  
Brian Wolf (bwolf): Rollback to Initiator
2. Sat, 10 Sep 2022 05:46:30 GMT  
Brian Wolf (bwolf): Approved for 465 Chair
3. Mon, 12 Sep 2022 21:52:39 GMT  
Charles Tibbals (ctibbals): Approved for CLASS Review
4. Mon, 12 Sep 2022 21:55:25 GMT  
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
5. Thu, 13 Oct 2022 23:02:22 GMT  
Rebecca Frost (rfrost): Approved for Degree Map Review
6. Tue, 18 Oct 2022 17:02:08 GMT  
V00814390: Approved for Registrar's Office
7. Wed, 19 Oct 2022 18:03:23 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
8. Tue, 25 Oct 2022 22:53:34 GMT  
Theodore Unzicker (tunzicker): Approved for UCC
9. Mon, 09 Jan 2023 16:45:21 GMT  
Theodore Unzicker (tunzicker): Approved for Post-UCC Registrar

## History

1. Mar 9, 2021 by Joana Espinoza (joanae)
2. Jul 6, 2021 by Amy Kingston (amykingston)
3. Jul 6, 2021 by Amy Kingston (amykingston)
4. Mar 23, 2022 by Ryanne Pilgeram (rpilgeram)

Date Submitted: Wed, 07 Sep 2022 21:07:00 GMT

**Viewing: 82 : Equity and Justice Academic Certificate**

**Last approved: Wed, 23 Mar 2022 21:23:30 GMT**

**Last edit: Tue, 18 Oct 2022 17:01:20 GMT**

Changes proposed by: Kristin Haltinner

### Faculty Contact

Faculty Name	Faculty Email
Kristin Haltinner	khaltinner@uidaho.edu

### Change Type (Choose all that apply)

Change curriculum requirements

### Description of Change

Addition of electives

**Will this request have a fiscal impact of \$250K or greater?**

No

**Academic Level**

Undergraduate

**College**

Letters Arts &amp; Social Sciences

**Department/Unit:**

Sociology &amp; Anthropology

**Effective Catalog Year**

2023-2024

**Program Title**

Equity and Justice Academic Certificate

**Program Credits**

12

**CIP Code**

30.2301 - Intercultural/Multicultural and Diversity Studies.

**Curriculum:**

All required coursework must be completed with a grade of 'C' or better (0-10-a (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<b>SOC 201</b>	<b>Introduction to Inequity and Justice</b>	<b>3</b>
Select 6 credits of upper-division emphasis electives from the following:		6
AIST 210	Native Identities	
AIST/HIST 316	American Indian History	
AIST 320	Native American & Indigenous Film	
AIST 321	Course AIST 321 Not Found	
AIST 344	Indigenous Ways of Knowing	
AIST 484	Native American and Indigenous Literature	
AMST 301	Studies in American Culture	
ANTH 327	Belief Systems	
ANTH/AIST 329	Contemporary North American Indians	
ANTH 413	Course ANTH 413 Not Found	
ANTH/AIST/RELS 422	Contemporary Pacific Northwest Indians	
ANTH 462	Human Issues in International Development	
ANTH 463	Contemporary Issues Affecting Men & Masculinities	
COMM 335	Intercultural Communication	
COMM 410	Conflict Management	
COMM 432	Gender and Communication	
CRIM 421	Gender and Crime	
CRIM 439	Inequalities in the Justice System	
EDCI 302	Teaching Culturally Diverse Learners	
ENGL 380	U.S. Ethnic Literature	
ENGL 382	Queer Literature	
ENGL 383	African American Literature	
ENGL 384	Native American and Indigenous Literature	
ENGL 385	World Literature	
ENGL 481	(s) Women's Literature	
HIST 212	Sex and Gender through the Ages	
HIST 213	Race and Ethnicity through the Ages	
HIST 315	Comparative African-American Cultures	

HIST 316	American Indian History
HIST 420	History of Women in American Society
HIST 438	Modern Mexico and the Americas
HIST 439	Modern Latin America
HIST 440	Social Revolution in Latin America
HIST 441	Slavery and Freedom in the Americas
HIST 464	Gender and Race in the American West
IS 426	Seminar in Africana Studies
IS 370	African Community, Culture, and Music
IS 326	Africa Today
JAMM 340	Media and Diversity
JAMM 446	Women in the Media
JAMM 490	Issues in Global Media
LAS 306	Culture and Institutions of Latin America
LAS 391	Hispanic Film
LAS 394	Latin American Literature in Translation
LAS 409	Modern Latin American Society
LAS 422	Mexican Culture through Cinema
LAS 438	Modern Mexico and the Americas
LAS 439	Modern Latin America
MUSH 410	Studies in Jazz History
PHIL 408	Feminism and Philosophy
POLS 423	Politics, Policy and Gender
PSYC 315	Psychology of Women
PSYC 330	Human Sexuality
PSYC 419	Adult Development and Aging
SOC 327	Sociology of the Family
SOC 340	Environmental Sociology and Globalization
SOC 342	Gender and Science
SOC 371	Course SOC 371 Not Found
SOC 423	Economic (In)Justice in the United States
SOC 424	Sociology of Gender
SOC 427	Racial and Ethnic Relations
SOC 465	Environmental Justice
THE 453	Topics in World Theatre History
THE 455	Theatre for Social Change
THE 456	Studies in Theatre, Gender, and Sexuality
WGSS 367	Topics in Women's, Gender, and Sexuality Studies
WGSS 410	Feminist Theory and Action

**Application Component Electives**

Select 3 credits, no more than 6 credits can apply to this certificate. 3

ANTH 203	Workshop
ANTH 403	Workshop
SOC 203	Workshop
SOC 403	Workshop
WGSS 498	Internship in Women's, Gender, and Sexuality Studies

**Total Hours**

12

**Courses to total 12 credits for this certificate****Distance Education Availability**

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

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

Yes

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

Yes

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

### **Geographical Area Availability**

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

Moscow

### **Student Learning Outcomes**

**Have learning outcomes changed?**

No

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

Programs around campus have added new equity-related courses to their curricula. This will not significantly increase anyone's workload.

### **Reviewer Comments**

**Brian Wolf (bwolf) (Wed, 07 Sep 2022 17:41:05 GMT):** Rollback: As requested

Key: 82



POLICY COVER SHEET

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

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

Faculty Staff Handbook (FSH)

Policy Number & Title: FSH3250 Flextime/Flexplace (Requesting title change to Flexwork)

Administrative Procedures Manual (APM)

Policy Number & Title:

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

Comprehensive Review was Conducted

Originator: Brandi Terwilliger, Director of Human Resources

Policy Sponsor, if different from Originator: Brian Foisy, VP Finance and Administration

Handwritten signature and date: 11.9.22

Reviewed by General Counsel X Yes \_\_\_ No Name & Date: Kim Rytter, 12/20/22

- 1. Policy/Procedure Statement: Briefly explain the reason for the proposed addition, revision, and/or deletion. Updated throughout to revise procedures and ensure compliance with export control requirements in international flexwork arrangements. A committee met and developed the recommendations with inclusion from Provost Office, VP Foisy, OIT, Export Controls, International Program Office, etc. Faculty Staff Policy Group also reviewed.
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. APM70.23
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. ASAP as this is having an impact on individuals currently.

UI FACULTY-STAFF HANDBOOK  
CHAPTER THREE:  
EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

---

3250

FLEXTIME/FLEXPLACEFlexwork

**OWNERS:**

Human Resources Director  
Brandi Terwilliger  
[brandit@uidaho.edu](mailto:brandit@uidaho.edu)

Vice Provost for Faculty  
Diane Kelly-Reilly  
[dkr@uidaho.edu](mailto:dkr@uidaho.edu)

**LAST REVISION:** ~~2022~~January 2023~~09~~

**A. A-PURPOSE.** ~~This policy establishes the conditions under which employees may be allowed a change in work location or schedule. This policy addresses only discretionary flexwork arrangements; procedures for accommodations of disability are addressed in FSH 6420. The purpose of flexitime/flexplaceflexwork is to accommodate the personal needs of employees and/or to enable university departments to provide services for more hours each day. A department may use flexitime and flexplaceflexwork when either it would help an employee better accommodate personal needs and where the arrangement would not adversely affect productivity of the employee's department or the ability of the department to provide service for faculty, staff, and students.~~

**B. SCOPE.** ~~This policy applies to all University of Idaho employees.~~

**C. DEFINITIONS:**

~~**aC-1. Flexwork is a request initiated by the employee for aFlexwork.** A change of work location or work schedule from what was assigned that originally assigned and is when the original assignment is not required necessary in order for the employee to perform University business, programs, or purposes.~~

~~**b. Domestic Flexwork is a flexwork request for a change of work location within the United States:**~~

~~**beC-2. International Flexwork.** is a flexwork request for aA change of work location to a location outside of the United States. Because work located in U.S. territories requires similar review, it is included in the definition of International Flexwork.~~

~~**D. POLICY.** Units may use flexwork to provide services for more hours each day or when it would help an employee better accommodate personal needs, if the arrangement would not adversely affect productivity of the employee's unit or the ability of the unit to provide service for employees and students.~~

~~**BCD-1. CRITERIA-CONSIDERATIONS FOR IN AUTHORIZING FLEXTIME OR FLEXPLACEFLEXWORK.** Criteria-Considerations applied in evaluating requests for flexitime and/or flexplaceflexwork shall include, but are not limited to: 1) the effect on productivity of the employee, 2) the ability of co-workers to accomplish their work, and 3) the effect on productivity of the departmentunit, 4) the degree to which the accommodation is necessary in order to allow the employee to retain his or her job,~~



~~and 5) whether the arrangement is expected to be temporary or ongoing.~~

~~**D-2. INTERNATIONAL FLEXWORK.** In some cases, International flexwork arrangements may shall be treated as University International Travel as defined by APM 70.23. Employees requesting an international flexplace flexwork arrangement may not take any University-owned equipment with them travel unless they comply with the requirements in APM 70.23.~~

~~**CDD-3. FLEX HOURS.** The flex hours enumerated below apply to employees working in departments which operate on a typical business office schedule. All Most university departments units which that provide business or student services are open between the hours of 8:00 a.m. and 5:00 p.m. Monday through Friday, with summer hours between 7:30 a.m. and 4:30 p.m. (Pacific Time for Moscow and surrounding areas and Mountain Time for Boise and surrounding areas). Such departments units are expected to be staffed during these hours, except for the noon hour in small departments units. Hours of operation for other departments units are influenced by the services they provide and the needs of faculty, staff, employees and students.~~

~~**ED-E. PROCEDURES FOR OBTAINING APPROVAL OF FLEXTIME OR FLEXPLACE FLEXWORK.** An employee's flextime flexwork schedule or flexplace arrangement must be is expected to be individually approved in writing and in advance by the departmental employee's supervisor and other authorities as identified by guidance maintained on the Human Resources website administrator and approved by the dean or director and/or Vice President/Provost in accordance with procedures of the college or administrative unit university. A flextime flexwork arrangement schedule must be set at the beginning of each semester and remain in effect until the end of the semester can be requested at any time through the established flexwork process, and Approved flexwork arrangements may be renewed. Approved requests will ordinarily have a duration of up to six months. -In some situations, approval may be granted for up to one year.-~~

~~**EE-1.** The departmental administrator supervisor and the employee requesting flexwork must determine measures of productivity prior to approval of the flexwork request. The measure of productivity must be approved by the employee's chain of supervision up to Vice President or Provost as identified by guidance maintained on the Human Resources website. The measure of productivity will be incorporated into the flexwork agreement. When work at home is to be incorporated into an approved flextime flexwork arrangement (flexplace), duration (not to exceed six months) of approval for off-site work and measures of productivity will be determined in advance by the departmental administrator and the employee, with the concurrence of the dean or director and/or Vice President/Provost, and incorporated into the flextime/flexplace flexwork agreement.~~

~~**a-E-2.** If the flexwork request working at home requires relocation of university equipment, such as a computer and peripheral equipment, the relocated equipment will be inventoried by the unit. Contact and appropriate arrangements made with the Risk Management Office to discuss property coverage and contact the Office of Information Technology regarding computer security. insure it. The departmental administrator supervisor is expected to verify return of the equipment when the flexplace flexwork arrangement ceases.~~

~~**b-E-3.** If the flexwork request arrangement contemplates work at an alternate location, the employees working at a flexplace must maintain adequate internet connectivity adequate to support security and management software on any assigned technology resources. home must be accessible by telephone (where applicable). When technology support is necessary, the employee may be required to be available during university business hours.~~

~~**e-E-4.** Employees granted a flexwork request arrangement for a change of work location working at a flexplace must be available accessible for real time synchronous communications (e.g., telephone or web-video conference) during designated working hours unless otherwise approved by the department unit.~~

## Version History

Amended January 2023. Updated throughout to revise procedures and ensure compliance with export control requirements in international flexwork arrangements. Comprehensive review.

**Amended July 2009.** Changed Human Resource Services to Human Resources.

**Amended July 2000.** Editorial changes to D-1 a.

**Amended July 1997.** Editorial changes.

**Adopted July 1994.**



## POLICY COVER SHEET

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

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

**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment  
Policy Number & Title:

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment  
Policy Number & Title: **65.02 - Records Inventory, Retention and Disposition**

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

**Originator: Teresa Amos**

**Policy Sponsor, if different from Originator: Dan Ewart, VP & CIO Office Information Technology**

**Reviewed by General Counsel**      Yes  No      Name & Date: Kent Nelson, 12/8/22

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

Updated to comply with current records retention requirements.

**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 H) unless otherwise specified.

To be effective immediately upon approval.

## 65.02 -- Records Inventory, Retention and Disposition January 2023

### Contents:

- A. Purpose
- B. Scope
- C. Definitions
- D. Policy
- E. Procedure
- F. Non-Compliance
- G. Contact Information
- H. Related Information

**A. Purpose.** This policy governs the preservation, transfer, disposal, and destruction of institutional records. The University of Idaho maintains a records management policy to comply with legal requirements, ensure security of confidential information, and preserve its history.

**B. Scope.** This policy applies to all Institutional Records, including Active, Inactive, and Archival Records, as defined below.

### C. Definitions

**C-1. Active Record:** Any record that is being updated, manipulated, accessed, or relied upon by a University employee on a reasonably regular basis.

**C-2. Archival Record:** An Inactive Record that has permanent or historic value and is not required to be retained in the office in which it was originally generated.

**C-3. Inactive Record:** A record that is no longer an Active Record but still must be maintained for compliance with the SBOE Records Retention Schedule or other requirement, including state and federal law.

**C-4. Institutional Record:** Recorded information, in any form, including data in computer systems, created or received and maintained by an organization or person in the transaction of business or the conduct of affairs and kept as evidence of such activity. Institutional Records are preserved for varying periods to provide information and evidence concerning policies, decisions, procedures, functions, or other activities of the institution.

**C-5. Office of Record:** The administrative unit or academic department responsible for managing the relevant records.

**C-6. Records Management:** Systematic control of all records from their creation or receipt through their processing, distribution, organization, storage, retrieval and ultimate disposition.

**C-7. SBOE Records Retention Schedule:** The Idaho State Board of Education (SBOE) Public Higher Education Records Retention Schedule, which contains information necessary to implement the records management program at the University of Idaho.

## D. Policy.

**D-1. In general.** It is the policy of the University of Idaho to comply with the SBOE Records Retention Schedule and all state and federal laws governing institutional records retention. The University of Idaho maintains a records management program within the Office of Information Technology (OIT) which guides employees in the preservation, transfer, disposal, and destruction of institutional records.

**D-2. Office of Record.** OIT shall have the authority to designate the Office of Record for each type of Institutional Record. Each Office of Record shall be responsible for compliance with this policy for the records within its purview.

### D-3. Records retention

**a. Active records.** Each Office of Record shall maintain active records according to the timeframes established in the SBOE Records Retention Schedule or any institution-specific timeframe established by OIT.

**b. Archival records.** Each Office of Record shall transfer inactive records of permanent or historical value to the University Library's Special Collections and Archives.

**c. Records subject to investigation and litigation holds.** No person may destroy any record pertaining to anticipated or ongoing investigation, legal action or proceeding, audit, or similar activity, even if the records retention date has been expired, until the matter has been resolved and the Office of Record has been specifically advised in writing by OIT or the Office of General Counsel that such records may be destroyed.

**D-4. Records disposition.** Each Office of Record shall destroy inactive records once the retention period has been met, provided the record is not subject to investigation or litigation hold. Offices of Record must follow OIT procedure when destroying University records.

**E. Procedure.** Each Office of Record shall comply with all procedures contained in the OIT Portal procedure on [Records Management](#).

**F. Noncompliance.** Noncompliance may result in discipline up to and including dismissal and may subject the employee to civil and criminal penalties.

**G. Contact Information.** For questions on records management, please contact [records@uidaho.edu](mailto:records@uidaho.edu).

## H. Related Information

- [Idaho State Board of Education Public Higher Education Records Retention Schedule](#)
- [State of Idaho Records Manual](#)
- OIT Portal procedure on [Records Management](#)

## Version History

**Amended January 2023.** Complete rewrite; comprehensive review.

**Amended May 2015.** Added definitions for Confidential Records and Sensitive Records; revised procedures.

**Amended August 2008.** Revised to clarify, align with goals and requirements of Office of

General Counsel, and coordinate with electronic records policy (APM 65.06), edited in conjunction with this revision.

**Adopted August 2005.**



Attach. #15

### POLICY COVER SHEET

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**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment  
Policy Number & Title:

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment  
Policy Number & Title: **APM70.23 University International Travel**

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

Comprehensive Review was Conducted

**Originator: Brandi Terwilliger, Director of Human Resources**

**Policy Sponsor, if different from Originator: Brian Foisy, VP Finance and Administration**

**Reviewed by General Counsel**     Yes  No    Name & Date: Kim Rytter, 11/1/22

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.  
Updating to account for revised process and incorporate international flexwork requests and process. A committee met and developed the recommendations with inclusion from Provost Office, VP Foisy, OIT, Export Controls, International Program Office, etc. Policy owner, Christina Albrigio was also consulted and has no concerns or additional edits.
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.  
FSH3250
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.  
ASAP as this is having an impact on individuals currently.

## APM 70.23 University International Travel

July 2021

### A. Definitions

**A-1. Authorized Third Party.** Any person not a University employee or student who is authorized to travel for University business, programs or other purposes, including volunteers, [scholars](#), contractors, alumni, community members, guests, or public officials.

**A-2. Faculty/Staff-Led International Travel (FSIT).** University International Travel led by a UI employee involving UI undergraduate or graduate students, employees, authorized third parties, alumni, or the public. FSIT may include but is not limited to travel for study, research, field work, service, internship, or volunteer work.

**A-3. International Travel.** Travel outside the 50 states of the U.S. Because travel to U.S. territories requires similar review in regard to risk, liability, and pre-departure assistance, for the purposes of this policy it is included in the definition of international travel.

**A-4. Non-University International Travel.** International travel that is 1) not related to University business, programs, or other purposes, or 2) not approved pursuant to the procedure outlined in B-1. Examples include personal travel, such as spring break or vacation travel, and travel that is not approved by the University.

**A-5. University International Travel.** International travel that: 1) is related to University business, programs, or other purposes and [/or has been approved in an international flexwork agreement \(see FSH3250\) and](#) 2) meets the conditions of and has been approved consistent with the requirements set forth in this procedure. [International travel relating to an approved international flexwork agreement must comply with FSH 3250.](#)

**A-6. Travel Advisory.** Issued by the U.S. Department of State, Travel Advisories are issued on a 4-point scale of increasing concern and describe the risks of travel to each country in the world. Advisory Levels are as follows: Level 1: Exercise normal precautions; Level 2: Exercise increased caution; Level 3: Reconsider travel; Level 4: Do not travel. Further information on the Travel Advisory system and current Travel Advisories can be found at: <https://travel.state.gov/content/travel/en/traveladvisories/traveladvisories.html>.

**A-7. University International Emergency Management Team (UIEMT).** An ad hoc committee consisting of University administrators who support and assist employees and students who are participating in University travel or are otherwise on University business abroad to address emergencies, such as outbreaks of violence, political unrest, or medical emergencies. The UIEMT also considers requests for exceptions to this policy prior to international travel.

### B. Procedure

**B-1. ~~Employee University~~Employee and Authorized Third Party International Travel.** The University of Idaho will -authorize international travel by employees [or authorized third party as contemplated in A-1 above](#) on behalf of or under the auspices of the University only when the



following have occurred at least 30 days prior to travel, unless permission for a shorter timeframe is explicitly granted by IPO:

- a. Advance approval through the use of a travel authorization (see [APM 70.05](#)); and
- b. Registration of travel with the International Programs Office (“IPO”) through its online international travel registration system available at: <https://uidaho-sa.terradotta.com/index.cfm?FuseAction=Abroad.Home>, which shall include review for any applicable export control and trade sanction restrictions or prohibitions by the Office of Research and Economic Development (“ORED”). ~~Approved international flexwork adjustments/agreements~~ (See FSH3250) are considered to be university international travel and follow the same required approval processes as for all other university international travel.

**B-2. Faculty/Staff-Led International Travel.** Employees leading students abroad must be approved for such travel through IPO’s online international travel system by the specified deadlines: <https://www.uidaho.edu/academics/ipo/study-abroad/information-for-faculty-advisors>

**B-3. Student International Travel.** The International Programs Office will authorize international travel by students on behalf of or under the auspices of the University only when the following has occurred by the deadlines required in the specific circumstances, but at least 30 days prior to travel, unless permission for a shorter timeframe is explicitly granted by IPO:

- a. Advance approval through the use of a travel authorization, if applicable (see [APM 70.05](#));;
- b. Registration of travel with the International Programs Office (“IPO”) through its online international travel registration system available at: <https://www.uidaho.edu/academics/ipo/study-abroad>, which shall include review for any applicable export control and trade sanction restrictions or prohibitions by the Office of Research and Economic Development (“ORED”).

**B-4. Travel to Country or Region with Level 3 or 4 Advisory.** Travel to a country or region with a Level 3 or 4 Advisory is generally prohibited. Requests for exemptions from this prohibition may be made to the UIEMT by contacting [abroad@uidaho.edu](mailto:abroad@uidaho.edu).

**B-5. Non-University International Travel.** International travel without prior approval shall be considered Non-University International Travel, and will not be paid for or reimbursed by the University, including charging of costs to research grants or contracts; exceptions may be made in extraordinary circumstances, but never for travel to OFAC-sanctioned countries undertaken without prior approval. ~~Flexwork travel out of country without completing the full approval process will result in unapproved business travel~~Non-University International Travel and require the use of annual leave or leave without pay for the duration of the ~~unapproved business travel~~Non-University International Travel. In addition, any traveler on Non-University International Travel will not be eligible for the University’s ~~coverage that falls under risk management and insurance policies~~insurance coverage, other than that provided as employee benefits, while traveling, and damages and the defense of any legal matters arising from the travel will be solely the traveler’s responsibility. No traveler on Non-University International Travel shall represent that they are acting on behalf of or with the authorization of the University of Idaho. No ~~Non-University~~ traveler shall take University equipment

or resources [without written approval from the President or Designee when it meets business needs of the university](#) on Non-University International Travel. Sanctions may apply for noncompliance with this policy.

Further details and assistance related to this policy are available from the International Programs Office: [abroad@uidaho.edu](mailto:abroad@uidaho.edu)

**Version History**

**Amended January 2023.** [Procedures updated to address international flexwork requests.](#)

**Amended January 2020.** [Comprehensive review. Procedures updated to align with changes to State Department system for international travel advisory levels.](#)

**Adopted February 2015.**

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Focuses on the needs of students, staff and faculty to enhance the experience of academic and work life with particular attention to under-represented groups on campus.

Projects to socialize:

Gender neutral bathrooms → Please help in the audit

Martin Luther King contest → Please help advertise

CDAR → Continuing efforts to help students

Equity in Hiring Practices → Standardize follow through across campus

# Ubuntu

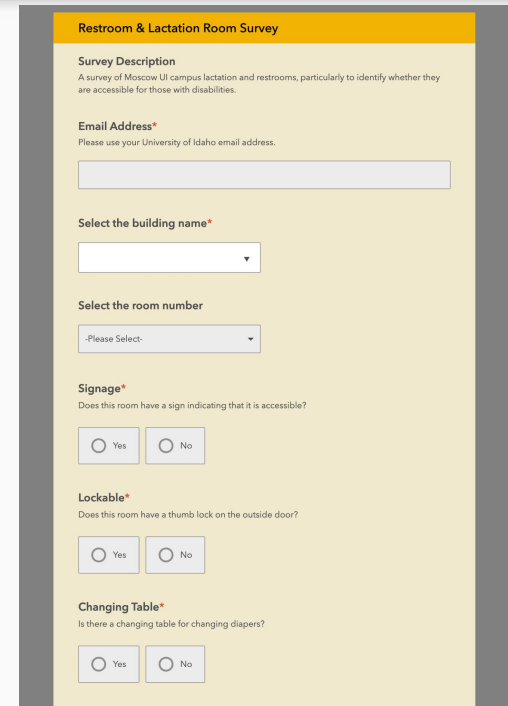
Focuses on the needs of students, staff and faculty to enhance the experience of academic and work life with particular attention to under-represented groups on campus.

Projects to socialize:

**Gender neutral bathrooms** → Please help in the audit

<https://arccg.is/1LKanu> (best used with phone)

I will contact Senate Reps. from each college to help.



The image shows a screenshot of a web-based survey form titled "Restroom & Lactation Room Survey". The form is set against a light yellow background with a dark grey border. It contains several sections for data collection:

- Survey Description:** A survey of Moscow UI campus lactation and restrooms, particularly to identify whether they are accessible for those with disabilities.
- Email Address\*:** A text input field with the instruction "Please use your University of Idaho email address."
- Select the building name\*:** A dropdown menu.
- Select the room number:** A dropdown menu with the option "-Please Select-".
- Signage\*:** A question "Does this room have a sign indicating that it is accessible?" with radio button options for "Yes" and "No".
- Lockable\*:** A question "Does this room have a thumb lock on the outside door?" with radio button options for "Yes" and "No".
- Changing Table\*:** A question "Is there a changing table for changing diapers?" with radio button options for "Yes" and "No".

# Ubuntu

Focuses on the needs of students, staff and faculty to enhance the experience of academic and work life with particular attention to under-represented groups on campus.

Contact: *zkayler@uidaho.edu*

Gender neutral bathrooms→ Please help audit (<https://arcg.is/1LKanu>)

Martin Luther King contest→ Please help advertise

CDAR→ Continuing efforts to help students

Equity in Hiring Practices→ Standardize follow through across campus

**Theme:** “There are two Americas. One America is beautiful for situation. In this America, millions of people have the milk of prosperity and the honey of equality flowing before them. This America is the habitat of millions of people who have food and material necessities for their bodies, culture and education for their minds, freedom and human dignity for their spirits. In this America children grow up in the sunlight of opportunity. But there is another America. This other America has a daily ugliness about it that transforms the buoyancy of hope into the fatigue of despair. In this other America, men walk the streets in search for jobs that do not exist. In this other America, millions of people are forced to live in distressing housing conditions.”

**Martin Luther King contest** → Please help advertise!

- Award is not known until funds are committed  
(*contact me if your college will: [zkayler@uidaho.edu](mailto:zkayler@uidaho.edu)*)
- Will need assistance in posting: I will ask for contact info for those who can help (college email lists etc.)

A black and white portrait of Martin Luther King Jr. is the central focus of the poster. He is shown from the chest up, looking slightly to the right with a thoughtful expression. The background is dark, making his face stand out.

**MLK Jr. Art &  
Writing Contest**

\$500 scholarship awards in 4  
winner categories

Submissions due Feb. 16, 2021

Brought to you by UBUNTU

# Ubuntu

Focuses on the needs of students, staff and faculty to enhance the experience of academic and work life with particular attention to under-represented groups on campus.

Contact: *zkayler@uidaho.edu*

Gender neutral bathrooms→ Please help in the audit (<https://arcg.is/1LKanu>)

Martin Luther King contest→ Please help advertise (\$\$ and contact info)

CDAR→ Continuing efforts to help students

Equity in Hiring Practices→ Standardize follow through across campus

# Ubuntu

Focuses on the needs of students, staff and faculty to enhance the experience of academic and work life with particular attention to under-represented groups on campus.

**CDAR**→ Continuing efforts to help students ([link](#))

Center for Disability and Access Resources (CDAR)

## **Vision Statement**

CDAR envisions a culture which embraces the diversity of individuals with disabilities and provides seamless access and equity for all. We aspire to develop disability allies who incorporate best practices to ensure inclusivity by design.



# Ubuntu

Focuses on the needs of students, staff and faculty to enhance the experience of academic and work life with particular attention to under-represented groups on campus.

Contact: *zkayler@uidaho.edu*

Gender neutral bathrooms→ Please help in the audit (<https://arcg.is/1LKanu>)

Martin Luther King contest→ Please help advertise (\$\$ and contact info)

CDAR→ Continuing efforts to help students (*remind instructors to complete EPI's*)

Equity in Hiring Practices→ Standardize follow through across campus

# Ubuntu

Focuses on the needs of students, staff and faculty to enhance the experience of academic and work life with particular attention to under-represented groups on campus.

**Equity in Hiring Practices** → Standardize follow through across campus

Response from my college: There are no policies and procedures within the University to follow, other than to keep equity and compression in mind when making an offer. CALS continuously runs various reports to ensure that equity is addressed when hiring in new employees or requesting increases (including temporary help). We run reports to obtain target rates at the college level which will allow you to sort by title, employee or unit to figure where employee fall within their target rates. We also run reports through ARGOS to obtain salary and/or hourly rates to see compression and equity issues so that we can address them either at the offer stage or later at the CEC cycle.

We want to know: does this occur across campus? Is it enough?

More to come.

# Ubuntu

Focuses on the needs of students, staff and faculty to enhance the experience of academic and work life with particular attention to under-represented groups on campus.

Contact: [zkayler@uidaho.edu](mailto:zkayler@uidaho.edu)

Gender neutral bathrooms→ Please help in the audit (<https://arcg.is/1LKanu>)

Martin Luther King contest→ Please help advertise (\$\$ and contact info)

CDAR→ Continuing efforts to help students (*remind instructors to complete EPI's*)

Equity in Hiring Practices→ Standardize follow through across campus (*input*)

**2022 – 2023 Faculty Senate – Pending Approval**  
**Meeting # 17**

Approved at Mtg. #18  
February 7, 2023

Tuesday, January 31, 2023, 3:30 pm – 5:00 pm  
Zoom only

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

**Guests/Speakers:** Cori Damron, Annette Folwell, Rachel Halverson, Mike Lowry, Jerry McMurtry, Robin Johnson

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

**Approval of Minutes (vote):**

The minutes of the 2022-23 Meeting #16 January 24, 2023, were approved as distributed.

**Chair's Report:**

- Our Shared Success Story – Nathan Schiele, Chemical & Biological Engineering  
Nathan highlighted two programs that provide significant support for undergraduate (UG) biomedical-focused research. The first is the Idaho INBRE, a funded national institute directed by Prof. Carolyn Boach. Through this program, UG students are awarded \$7,200 to perform research in the summer. The second is the Summer UG Research Fellowship, administered by Dr. Kris Waynant through the office of UG research. Thanks to these funding, UG students can participate in cutting-edge research and get compensated for it. Being able to support UG research is one of our university's unique features and very attractive.  
The next success story will be shared by Tim Murphy.
- Green Dot Student Involvement – Cori Damron, Program Coordinator, Violence Prevention, Office of the Dean of Students  
Green Dot is a violence intervention program. The training is meant to provide the participants with the tools and resources to respond to a potentially violent situation at the level they find comfortable. Helping prevent violence should be a collective effort. Our metaphor: red dots are potentially harmful situations, while green dots stand for people who use their words or actions to intervene. The training we offer helps recognize the warning signs to look out for and feel comfortable and confident to intervene. Cori asks faculty and staff to share these opportunities with the students. The program staff is also happy to visit classrooms and deliver a training session of about 1-1.5 hours.  
Student Workshop Registration (2/25, 3/23, & 4/29): <https://www.uidaho.edu/student-affairs/dean-of-students/violence-prevention/green-dot/bystander-training>  
Faculty/Staff Workshop Registration (2/24 & 4/6): <https://www.uidaho.edu/student-affairs/dean-of-students/violence-prevention/green-dot/sign-up>  
Cori announced a Safety Town Hall on February 28 at 6pm, in the International Ballroom. Campus partners, community stakeholders, and our students will come together and address safety concerns. Safety Townhall: <https://www.uidaho.edu/student-affairs/dean-of-students/violence-prevention/events?trumbaEmbed=view%3Devent%26eventid%3D164143989>

- Tomorrow at the library, from 12 to 1:30pm, there is a read-in in honor of Black History Month. If you wish to read, bring a book or a passage!
- There is an exhibit at the library in celebration of Women History Month, “*Brave and Bold Women in University of Idaho History.*” University of Idaho Library Special Collections and Archives.
- Join the Women’s Center in celebrating their 50<sup>th</sup> anniversary this academic year! Title IX also turned 50 in 2022. <https://www.uidaho.edu/diversity/edu/womens-center/events/50th-anniversary>

**Provost Report (delivered by Vice Provost for faculty Diane Kelly-Riley):**

- The deadline for the University Excellence Awards for faculty and staff deadline has been extended to February 3 at 5pm. Visit <https://www.uidaho.edu/governance/faculty-staff/university-awards/faculty/categories> and <https://www.uidaho.edu/governance/faculty-staff/university-awards/staff/categories>
- Last Friday, U of I made presentations to the Idaho state legislature. They were well received. There was a lot of support for U of I, see [https://lmtribune.com/northwest/green-ui-made-all-possible-cuts-in-wake-of-inflation/article\\_24b261c2-4670-5a86-893d-c79314d6faad.html](https://lmtribune.com/northwest/green-ui-made-all-possible-cuts-in-wake-of-inflation/article_24b261c2-4670-5a86-893d-c79314d6faad.html). Sympathy was expressed to the Vandal community.

Discussion:

Dean of COGS Jerry McMurtry announced that nominations for COGS awards are also still open. Visit <https://www.uidaho.edu/cogs/ui-awards>

Responding to a question about the deadline for supporting letters, Vice Provost Kelly-Riley clarified that there was an initial nomination process with deadline in December, but the requested materials are due on February 3. However, most awards do not require this step and are straightforward applications. The Provost Office is working on streamlining the process for next year.

**Committee Reports:**

- University Curriculum Committee (vote)
  - UCC 488 General Studies (AA/AS) – Annette Folwell, Interim Associate Dean, College of Letters, Arts and Social Sciences. Attach. #2  
The main goal is to decrease the number of students who stop out of higher education and leave without a degree. Providing a path to an Associate Degree will address the current need for an educated workforce and the need for students to see a significant and timely return on their investment in their education. The result upon implementation will be an increase of at least 50 new degree holders per year, with expectations that this number will increase over time.

Discussion:

There was a brief discussion to clarify that this certificate is only available to students who are already at U of I but decide to opt out of the four-year degree. Students will not be recruited directly into this certificate, so the program would not take students away from the Idaho two-year schools. The State Board is supportive and the two-year

schools are aware. We are the only four-year institution in that state that doesn't offer a certificate option in General Studies.

Vote: 19 in favor; 3 opposed. Motion passes.

- UCC 63 School of Global Studies: Courses with ALCP, CHIN, FL, FLEN, FREN, IS, GERM, LAS, and SPAN – Rachel Halverson, Director, School of Global Studies. Attach. #3  
Courses with the prefix ALCP, CHIN, FL, FLEN, FREN, GERM, LAS, NEZP, and SPAN are housed in the Department of Modern Languages and Culture (MLC) in Banner. The Department of Modern Languages and Culture ceased to exist when it was merged with International Studies to form the School of Global Studies. The School now houses all the programs and languages that were formerly in MLC as well as International Studies (IS). Therefore, it is requested that courses with the prefix ALCP, CHIN, FL, FLEN, FREN, GERM, LAS, NEZP, and SPAN be moved from MLC to the School of Global Studies and courses with the IS prefix be moved to the School of Global Studies. Courses with the prefix MRTN that are still active need to be made inactive.
- UCC 64 School of Global Studies: Majors in French, Latin American Studies, Modern Language Business Option and Spanish – Rachel Halverson, Director, School of Global Studies. Attach. #4  
The majors in French, Latin American Studies, Modern Language Business Option and Spanish are housed in the Department of Modern Languages and Culture (MLC) in Banner. The Department of Modern Languages and Culture ceased to exist when it was merged with International Studies to form the School of Global Studies. The School now houses all the programs and languages that were formerly in MLC as well as International Studies (IS). Therefore, it is requested that the majors in French, Latin American Studies, Modern Language Business Option and Spanish be moved from MLC to the School of Global Studies and that International Studies be moved to the School of Global Studies.
- UCC 65 School of Global Studies: Faculty – Rachel Halverson, Director, School of Global Studies. Attach. #5  
Faculty in ALCP, Chinese, French, German, Latin American Studies, Japanese, and Spanish are housed in the Department of Modern Languages and Culture (MLC) in Banner. The Department of Modern Languages and Culture ceased to exist when it was merged with International Studies to form the School of Global Studies. The School now houses all the programs and languages that were formerly in MLC as well International Studies. Therefore, it is requested that the faculty be moved from MLC to the School of Global Studies.  
Discussion on UCC 63, 64, 65 as a group:  
A discussion followed to clarify the nature of these changes. UCC 63 is a request to move courses to the School of Global Studies; UCC 64 moves majors from MCL to the School of Global Studies; UCC 65 moves faculty from MLC to the School of Global Studies.  
Vote (as a group): 21 in favor; 0 opposed. Motion passes.
- UCC 59 Civil Engineering (BSCE) – Mike Lowry, Civil & Environmental Engineering. Attach. #6  
This is to remove CE 491 and replace it with CE 493. CE 493 needs to be reactivated. A few years ago, CEE expanded the senior design capstone course (CE 494) to span two

semesters. We had been using the senior seminar course (CE 491) as the first course in the sequence. We have decided to reactivate CE 493 to formally establish the two semester senior design sequence.

Discussion:

Some senators wondered why this item came to senate. Routine curricular changes are usually handled just by UCC. Others argued that there are changes to the graduation requirements and thus it is appropriate for senate to vet this request. This item came to senate *via* CIM – perhaps an error at the CIM level?

Vote: 20 in favor; 0 opposed. Motion passes.

- UCC 441 Interdisciplinary Science and Technology (PSM) – Jerry McMurry, Dean, College of Graduate Studies. Attach. #7  
These proposed changes were submitted back in Fall 2020 along with the renaming of the major and the renaming of a couple of emphasis areas in the major. These proposed curriculum changes and the discontinuance of three emphasis areas were approved by Graduate Council and the Vice Provost for Academic Initiatives in Fall 2020. When the Registrar's Office converted the attached short form into CIM, only some of the changes went to UCC. An amendment to this proposal is coming, see below.

Discussion:

Senator Mittelstaedt explained that, when UCC 441 was proposed, the department of Earth and Spatial Science was working on two new courses, which are now approved, GEOG 525 Graduate GIS Fundamentals (3cr) and GEOG 593 Geovisualization (3cr), which they like to add to this PSM under Sec.G, “Geographic Information, Skills, Mapping, and Monitoring Emphasis.”

Vote (on UCC 441 with the amendment above): 20 in favor; 0 opposed. Motion passes.

- UCC 495: Emerging Media (MA) – Robin Johnson, Director, School of Journalism and Mass Media. Attach. #8  
The School of Journalism and Mass Media (JAMM) requests approval to create and deliver a flexible graduate professional master program of emerging media that meets the needs of those wanting to build or upgrade skills essential to employment in quickly evolving digital media fields of advertising, broadcasting/livestreaming, corporate media communication, film, journalism, public relations and social media management.  
[A complete description of the rationale, program need and impact on the department can be found in the Idaho State Board of Education Proposal, Emerging Media ROI spreadsheet, and the Budget Spreadsheet attached as supporting documents.]
- UCC 496 Strategic Media Management Academic Certificate – Robin Johnson, Director, School of Journalism and Mass Media. Attach. #9  
The certificate will provide flexibility to students in the Emerging Media master's program, allowing them to obtain a certificate in as little as two semesters. There is no added workload to include the certificate because the courses required are part of the Emerging Media graduate program.
- UCC 497 Media Production Academic Certificate – Robin Johnson, Director, School of Journalism and Mass Media. Attach. #10  
The certificate will provide flexibility to students in the Emerging Media master's program, allowing them to obtain a certificate in as little as two semesters. There is no

added workload to include the certificate because the courses required are part of the Emerging Media graduate program.

Discussion (for all three items):

There was an inquiry about the meaning of Emerging Media. Robin Johnson explained that trends in the media industry change very quickly. Emerging Media signifies that one is looking for the most recent trends in media.

Vote (as a group): 21 in favor; 0 opposed. Motion passes.

Congratulations to JAMM on their first graduate program!

**New Business:**

- There was a comment about the location of the required training, which sometimes are hard to find. The Vice Provost agreed that they should all be found in one place. Last year they were all on Canvas.
- The Secretary reported that some faculty reached out to FSL about the standard U of I template for faculty CV and whether it can be changed. The issue was briefly raised at Faculty Affairs and some members agreed that it should be changed. She invited the senators to think about it and inquire with their faculty, especially junior faculty. Comments in the chat indicate support for a change.
- A senator reported some confusion among their constituents concerning sabbatical application deadlines, <https://www.uidaho.edu/governance/policy/policies/fsh/3/3720> , in particular FSH 3720 F-1.b *“Faculty with an academic year appointment planning to begin a one-semester sabbatical at the start of the second fall semester or the second spring semester after submitting the application;”*  
Vice Provost Kelly-Riley provided the link to the sabbatical application for faculty on AY appointments: <https://www.uidaho.edu/-/media/UIDaho-Responsive/Files/provost/vp-faculty/faculty-leave/sabbatical/app-schedule-ay.pdf> . For fiscal year appointments: <https://www.uidaho.edu/-/media/UIDaho-Responsive/Files/provost/vp-faculty/faculty-leave/sabbatical/app-schedule-fy.pdf> . Sabbatical information with links to policy: <https://www.uidaho.edu/provost/faculty/sabbatical-leave/sabbatical> . The senator thanked Vice Provost Kelly-Riley for the helpful information.

**Adjournment:**

Chair Quinnett adjourned the meeting at 4:40pm.

Respectfully Submitted,

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



University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 17

Tuesday, January 31, 2023 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #16 (January 24, 2023) **Attach. #1**
- III. Chair's Report
  - Our Shared Success Stories – Nathan Schiele, Chemical & Biological Engineering
  - Green Dot Student Involvement – Cori Damron, Program Coordinator, Violence Prevention, Office of the Dean of Students
- IV. Provost's Report
- V. Committee Reports
  - University Curriculum Committee (Vote)
    - UCC 488 General Studies (AA/AS) – Annette Folwell, Interim Associate Dean, College of Letters, Arts and Social Sciences **Attach. #2**
    - UCC 63 School of Global Studies: Courses with ALCP, CHIN, FL, FLEN, FREN, IS, GERM, LAS, and SPAN – Rachel Halverson, Director, School of Global Studies **Attach. #3**
    - UCC 64 School of Global Studies: Majors in French, Latin American Studies, Modern Language Business Option and Spanish – Rachel Halverson, Director, School of Global Studies **Attach. #4**
    - UCC 65 School of Global Studies: Faculty – Rachel Halverson, Director, School of Global Studies **Attach. #5**
    - UCC 59 Civil Engineering (BSCE) – Mike Lowry, Civil & Environmental Engineering **Attach. #6**
    - UCC 441 Interdisciplinary Science and Technology (PSM) – Jerry McMurtry, Dean, College of Graduate Studies **Attach. #7**
    - UCC 495 Emerging Media (MA) – Robin Johnson, Director, School of Journalism and Mass Media **Attach. #8**
    - UCC 496 Strategic Media Management Academic Certificate – Robin Johnson, Director, School of Journalism and Mass Media **Attach. #9**
    - UCC 497 Media Production Academic Certificate – Robin Johnson, Director, School of Journalism and Mass Media **Attach. #10**
- VI. New Business
- VII. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2022-2023 Faculty Senate Meeting #16 (January 24, 2023)

- **Attach. #2** UCC 488
- **Attach. #3** UCC 63
- **Attach. #4** UCC 64
- **Attach. #5** UCC 65
- **Attach. #6** UCC 59
- **Attach. #7** UCC 441
- **Attach. #8** UCC 495
- **Attach. #9** UCC 496
- **Attach. #10** UCC 497

**2022 – 2023 Faculty Senate – Pending Approval**

Meeting # 16

Tuesday, January 24, 2023, 3:30 pm – 5:00 pm

Zoom only

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

**Absent:** Fuerst, Kindall, Webb

**Also present:** Madison Powell (proxy for Ahmadzadeh)

**Guests/Speakers:** Zach Kayler, Brandi Terwilliger, Lindsey Brown, Alistair Smith, Casie Moreland, Barrie Robison, Terry Gawlik, Amanda Ferstead

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

**Approval of Minutes (vote):**

The minutes of the 2022-23 Meeting #15 December 6, 2022 were approved with the following corrections: remove Senator Kindall from the “present” list; In the Adjournment section, replace “inaudible” with “Chapman.” (Senator Chapman moved to adjourn meeting #15.)

**Consent Agenda:**

- Solidarity Statement Resolution  
Approved by unanimous consent.
- Sabbatical Leave Committee Recommendations  
Approved by unanimous consent.

**Chair’s Report:**

- Our Shared Success Story – Dakota Roberson, Electrical and Computer Engineering  
Senator Roberson shared very exciting news: a large engineering firm they work with is extending their *pro bono* program internationally. Dakota will travel to South Sudan to join these humanitarian efforts.
- Update on APM 30.16 – Dakota Roberson, Electrical and Computer Engineering  
The APM 30.16 collaboration group continues to work on a resolution acceptable to all sides. Their next meeting is tomorrow.
- Fall 2022 Athletics Academic Report – Terry Gawlik, Athletic Director.  
Terry Gawlik came to share our student-athletes academic success. Attachment #4 shows some highlights from Fall 2022. Terry expressed gratitude to all for helping and supporting our student-athletes.
- Employee Mental Health First Aid Training – Amanda Ferstead, Assistant Director of Health Promotion, Student Health Services.  
Amanda introduced the Mental Health First Aid Training for faculty and staff, offered February 1 and 3 between 9am and 12:30pm. Please visit <http://www.uidaho.edu/mhfa> for information and registration. A course in Student Mental Health First Aid Training will be offered later in the spring.
- To conclude the Chair’s report, Chair Quinnett read the Solidarity Statement Resolution

### **Provost Report:**

- A brief post-arrest update. A hearing has been scheduled for late June. Nothing significant is expected until then. Meetings with Law Enforcement are no longer held on a daily basis. Our enhanced security protocol is still in place, although Law Enforcement presence on campus is reduced from November/December levels.
- The Provost wishes to thank all faculty and staff for stepping up and supporting students and one another in a time of unspeakable tragedy. He echoes the Solidarity Statement in expressing support for the people who suffered due to false accusations.
- The Provost acknowledged Kelly Quinnett and Erin Chapman for the work they have done after only six months as Senate leaders and under tragic circumstances.
- Enrollment is up from last spring. We will report more reliable data after the 10<sup>th</sup> day of the semester (tomorrow).
- WSU announced a 6% budget cut for next year. We, on the other hand, expect an increase over last year's budget. More information about next year's budget should become available around mid-February.
- It's legislative week in Idaho, with daily presentations before JFAC. U of I will present this Friday, 7am to 10am PST. The presentations are streamed live and open to the public.
- Faculty and Staff Excellence Awards: the deadline for nominations is February 3 at 5pm. The award ceremony will take place later in the spring.

### Discussion:

There was an inquiry about our market-based compensation rates and whether they have been updated since 2019. The Provost replied that those rates are updated annually, but they don't always move "in synchrony." In the Idaho system, the Governor proposes a preliminary budget as a starting point for discussion with the legislators. The proposed CEC is 4%. We won't know whether this year it will be fully funded (as it was last year) until late March or April. The CEC decision is for the state, not the university. More information will follow as it becomes available.

The Faculty Secretary reported concerns expressed by some faculty about the Coronavirus variant that's spreading in California and the East coast. The Provost responded that there are no plans for changes in the protocol at this time. The university's position is to encourage everyone to take personal responsibility and vaccinate, while continuing to monitor the situation.

A Senator had words of appreciation and gratitude for the Provost, the President, and the Dean of Students for their leadership, strength, and poise. There is no doubt they truly feel for our students.

### **Committee Reports (vote):**

- University Curriculum Committee
  - UCC 485 Dual Credit Instructor Certificate – Taylor Raney, Curriculum and Instruction. Attach. #5The Department of Curriculum and Instruction, in collaboration with the Dual Credit Program and Office of the Provost, proposes to create a certificate for high school instructors teaching dual credit courses. This will allow for a waiver of the requirement that these individuals hold graduate degrees in their disciplines prior to teaching dual credit courses.

### Discussion:

After a brief discussion, it was decided to amend the motion. The geographical area availability should be changed to: In person (Moscow only); Online.

Vote on the amended motion: 23/23 in favor. Motion passes.

- UCC 481 Graduate Certificate in Professional Applications of Data Science – Barrie Robison, ORED AVP-Research Ops. Attach. #6  
The graduate certificate in Applied Data Science will provide unique value to UI constituencies by: 1. Aligning data science training with fields in growing demand that are part of our land grant mission. 2. Requiring a digital data science portfolio with which students can demonstrate their proficiencies to potential employers. 3. Emphasizing training in data communication. 4. Offering a unique data science certificate that is appropriate for professionals with a bachelor's degree who do not have a rigorous background in mathematics, statistics, or computer science. This certificate provides integrative training in the foundations of data science, consistent with the interdisciplinary culture at the U of I. It is intended for: working professionals with a bachelor's degree whose career increasingly involves the generation, management, analysis, and visualization of large data sets; professionals in STEM fields, Health Care, Business, Government, Education, Journalism, Athletics, Natural Resources, and Agriculture; Graduate students in programs outside of the core technical disciplines of data science (statistics, math, engineering, or computer science). The certificate will complement disciplinary research methods courses with training in data management, visualization, and communication.

Discussion:

To an inquiry about required courses that do not yet exist, Barrie Robison replied that those classes have been approved by UCC and are in the process of being developed. There was a brief discussion to clarify geographical area availability and mode of instruction. The program is offered in person only in Moscow, and online. Note: not all electives may be available for online delivery.

Vote: 24/24 in favor. Motion passes.

- UCC 479 Geographic Information Systems Academic Certificate – Alistair Smith, Department Chair, Earth and Spatial Sciences. Attach. #7  
Many graduate students have requested a graduate version of our Geographic Information Systems undergraduate certificate. No additional workload will be needed with the course changes or this new certificate.

Discussion:

Coeur d'Alene should be removed from the geographical areas.

Vote: 23/23 in favor. Motion passes.

- UCC 230: Geographical Information Systems (BS) – Alistair Smith, Department Chair, Earth and Spatial Sciences. Attach. #8  
The proposed change is to refocus the degree emphasizing the tools and technologies of modern day vocational careers in Geography, where geographical information system tools and science are needed. Due to the merger of the formal Department of Geological Science and the Department of Geography, we worked to extract the science-career focused aspects of each of the main undergraduate degrees into a new B.S. in Earth and Spatial Sciences. The primary career goals of the new degree is to prepare students for graduate school. Following meetings with stakeholders regarding the future of the geography degree, we decided to retool the existing degree to appeal to students that are seeking careers in industry. This change is aligned with a concurrent

proposal for a new online MS degree that is also focused on Geographical Information Systems.

Discussion:

Coeur d'Alene should be removed from the geographical areas.

Vote: 23/23 in favor. Motion passes.

- UCC 239: Geology (BS) – Alistair Smith, Department Chair, Earth and Spatial Sciences. Attach. #9  
This change is to refocus the Geological Sciences BS degree to offer more vocational options for students who seek industry careers. We are proposing to refocus the BS Geological Sciences to cover fields in mining geology, energy, and hydrogeology. These degrees options incorporate stakeholder feedback. For instance, a key aspect of the proposed mining option is its focus on modern mining methods including post-mining restoration and hydrogeological remediation. We also received positive feedback on the new energy option and suggested changes to the existing environmental hydrogeological options.  
Discussion:  
Coeur d'Alene should be removed from the geographical areas.  
Vote: 24/24 in favor. Motion passes.
- UCC 68: Final Exam Schedules – Lindsey Brown, Registrar.  
Same rotation as usual.  
Discussion:  
There was a brief clarification on the procedure to follow when students have overlapping final exams.  
Vote: 24/24 in favor. Motion passes.
- UCC 61: Dual Credit Load Limitations – Casie Moreland, Director of Dual Credit. Attach. #11  
Request: Increase dual credit load limitations to 63 credit hours to allow for certificate/associate degree. Change for Catalogue: D-2-d. Dual Credit Students Under Idaho State law, eligible high school students are given the opportunity to enroll in University of Idaho undergraduate courses and receive both college credit and credit towards high school graduation while still enrolled in high school. The number of credits for which a dual credit student may register should be based advising from both the high school and university who will approve the courses. However, a dual credit student may register for no more than 12 credits each semester.  
Discussion:  
Although the request mentions a total credit limitation of 63, this is actually not part of the proposal. The motion to vote on is the limitation of dual credits to no more than 12.  
Vote: 22/22 in favor. Motion passes.
- UCC 82: Equity and Justice Academic Certificate – Kristin Haltinner, Culture, Society and Justice. Attach. #12  
New equity-related elective courses have been added. This will not significantly increase anyone's workload.  
Discussion:

It was clarified that this certificate is the same as the formerly known as “Diversity and Inclusion.”

Vote: 22/22 in favor. Motion passes.

**Other Policy Business:**

- FSH 3520 Flextime/Flexplace – Requesting title change to Flexwork (vote) – Brandi Terwilliger, Director of Human Resources. Attach. #13  
Updated throughout to revise procedures and ensure compliance with export control requirements in international flexwork arrangements. A committee met and developed the recommendations with inclusion from Provost Office, VP Foisy, OIT, Export Controls, International Program Office, Faculty Staff Policy Group.  
Vote: 19/20 in favor; 1/20 against. Motion passes.
- \*APM 65.02 Records Inventory, Retention and Disposition. Attach. #14  
Policy/Procedure Statement: Updated to comply with current records retention requirements
- \*APM 70.23 University International Travel. Attach. #1  
Policy/Procedure Statement: Updated to account for revised process and incorporate international flexwork requests and process. A committee met and developed the recommendations with inclusion from Provost Office, VP Foisy, OIT, Expert Controls, International Program Office, etc. Policy owner, Christina Albrigo was also consulted and has no concerns or additional edits.

**Other Announcements and Communications:**

- Ubuntu Committee Update – Zach Kayler, Soil & Water Systems, Ubuntu Committee Chair  
Ubuntu is currently working on several projects: 1. Gender neutral bathrooms (help is welcome with locating suitable facilities); 2. Martin Luther King contest (help with advertising is appreciated); 3. Work with CDAR to continue helping our students; 4. Equity in hiring practices. Please contact Zach at [zkayler@uidaho.edu](mailto:zkayler@uidaho.edu) to know more.

**Adjournment:**

Chair Quinnett entertained a motion to adjourn. So moved and seconded (Chapman, Tibbals). Meeting adjourned at 5:03pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

# 488: GENERAL STUDIES (AA/AS)

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## In Workflow

1. 001 Chair (tcraig@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
6. Curriculum Review (V00814390@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Assessment (sara@uidaho.edu)
9. Annette Folwell (folwell@uidaho.edu)
10. Registrar's Office (none)
11. Ready for UCC (disable)
12. UCC (none)
13. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
14. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
15. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
16. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
17. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Sat, 17 Sep 2022 00:12:09 GMT  
Traci Craig (tcraig): Approved for 001 Chair
2. Mon, 19 Sep 2022 23:02:21 GMT  
Charles Tibbals (ctibbals): Approved for CLASS Review
3. Tue, 20 Sep 2022 00:05:52 GMT  
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Tue, 20 Sep 2022 00:38:12 GMT  
Sean Quinlan (quinlan): Approved for 18 Dean
5. Tue, 27 Sep 2022 19:41:28 GMT  
V00814390: Rollback to Initiator
6. Wed, 28 Sep 2022 15:25:57 GMT  
Traci Craig (tcraig): Approved for 001 Chair
7. Wed, 28 Sep 2022 15:41:15 GMT  
Charles Tibbals (ctibbals): Approved for CLASS Review
8. Wed, 28 Sep 2022 15:42:58 GMT  
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
9. Wed, 28 Sep 2022 19:26:23 GMT  
Sean Quinlan (quinlan): Approved for 18 Dean
10. Mon, 10 Oct 2022 18:44:24 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
11. Tue, 25 Oct 2022 14:20:22 GMT  
V00814390: Approved for Curriculum Review
12. Mon, 28 Nov 2022 18:22:51 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
13. Wed, 30 Nov 2022 16:05:00 GMT  
Sara Mahuron (sara): Approved for Assessment
14. Wed, 07 Dec 2022 17:46:34 GMT  
Annette Folwell (folwell): Approved for V00774127
15. Thu, 08 Dec 2022 15:31:35 GMT  
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
16. Tue, 17 Jan 2023 21:24:39 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
17. Tue, 24 Jan 2023 19:10:20 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Program Proposal

Date Submitted: Wed, 28 Sep 2022 15:16:00 GMT



**Viewing: 488 : General Studies (AA/AS)**

**Last edit: Tue, 24 Jan 2023 19:07:41 GMT**

Changes proposed by: Annette Folwell

**Faculty Contact**

Faculty Name	Faculty Email
Annette Folwell	folwell@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

No

**Academic Level**

Undergraduate

**College**

Letters Arts & Social Sciences

**Department/Unit:**

Letters Arts & Social Sciences

**Effective Catalog Year**

2024-2025

**Program Title**

General Studies (AA/AS)

**Degree Type**

Major

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

**Program Credits**

60

**Attach Program Change**

AA AS Academic\_Degree\_and\_Certificate\_Full-Proposal\_Form\_FINAL (2)+gg.docx

**CIP Code**

24.0102 - General Studies.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

**Financial Information**

**What is the financial impact of the request?**

Less than \$250,000 per FY

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

**Describe the financial impact**

There will be no additional costs to students beyond those they encounter as part of their normal matriculation at the University of Idaho.

**Curriculum:****College Requirements for the A.A. Degree**

Six credits in addition to the minimum university-wide general education requirements in humanities, or a nine-credit approved area of emphasis, or an academic certificate.

**College Requirements for the A.S. Degree**

Six credits in addition to the minimum university-wide general education requirements in social sciences, mathematics or statistics, or a nine-credit approved area of emphasis, or an academic certificate.

Students may not earn two associate degrees in General Studies.

Required course work includes the completion of General Education requirements (see regulation J-3), and:

<b>Code</b>	<b>Title</b>	<b>Hours</b>
INTR 201 or INTR 203	Major/Career Exploration and Decision Making Workshop	1
A certificate or a 12-credit advisor approved area of emphasis.		12-18
<b>Total Hours</b>		<b>13-19</b>

**Courses to total 60 credits for this degree****Degree Maps:**

<b>Fall Term 1</b>		<b>Hours</b>
COMM 101	Fundamentals of Oral Communication	3
ENGL 101	Writing and Rhetoric I	3
Mathematical Ways of Knowing Course		3
Social and Behavioral Ways of Knowing Course		3
Elective		3
<b>Hours</b>		<b>15</b>
<b>Spring Term 1</b>		
ENGL 102	Writing and Rhetoric II	3
Scientific Ways of Knowing Course		4
Humanistic and Artistic Ways of Knowing Course		3
Elective		3
Elective		3
<b>Hours</b>		<b>16</b>
<b>Fall Term 2</b>		
Scientific Ways of Knowing Course		4
American Diversity Course		3
Social and Behavioral Ways of Knowing Course		3
Elective		3
Elective		3
<b>Hours</b>		<b>16</b>
<b>Spring Term 2</b>		
INTR 201	Major/Career Exploration and Decision Making	1
Humanistic and Artistic Ways of Knowing Course		3
International Course		3
Elective		3
Elective		3
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>60</b>

**Distance Education Availability**

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

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

Yes

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

Yes

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

## Geographical Area Availability

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

Moscow

## Student Learning Outcomes

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

1. Students will learn and evaluate information regarding a field of study.
2. Students will articulate an understanding of a concept in a written or verbal form and their knowledge and skills.
3. Students will locate, incorporate, and properly cited multiple information resources in a paper or project.

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

This degree program will be assessed through the normal metrics used at the University of Idaho as well as assessing learning outcomes of these degree programs through a required course (INTR 201 or INTR 203). Because this "capstone course" will be offered as an Interdisciplinary course, students from any major field of study may enroll.

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

Assessment results from INTR 201 and INTR 203 will be entered into Anthology. These findings will be reviewed by the General Studies Advisory Board and CLASS administration.

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

Coursework from the required course (INTR 201 or INTR203) will furnish the direct measures to assess student learning. Indirect measures may include student survey results regarding experiences with coursework, advising, employment status, etc.

**When will assessment activities occur and at what frequency?**

The A.A./A.S. in General Studies will be assessed every year as part of the general assessment plan at the University of Idaho.

## Student Learning Outcomes

### Learning Objectives

1. Students will learn and evaluate information regarding a field of study.
2. Students will articulate an understanding of a concept in a written or verbal form and their knowledge and skills.
3. Students will locate, incorporate, and properly cited multiple information resources in a paper or project.

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

State and institutional goals of decreasing the number of students who stop out of higher education and ensuring that educational dollars and time invested in our students result in degree-holding individuals, we want to provide every opportunity possible for students who have completed the necessary requirements to be recognized with an appropriate degree.

The current exceptional need for an educated workforce and the economic shifts that have subsequently increased the need for students to see a significant and timely return on their investment in their education, both benefit from providing a route to an Associate Degree. The result upon implementation will be an increase of at least 50 new degree holders per year, with expectations that this number will increase over time.

### Supporting Documents

AA\_AS Budget-Proposal-Form (SBOE).xlsx  
AA-AS ROI New Program - Copy.xlsx

### Reviewer Comments

**V00814390 (Tue, 27 Sep 2022 19:41:28 GMT):** Rollback: to add the degree map

**Linda Lundgren (lindalundgren) (Mon, 10 Oct 2022 15:03:58 GMT):** uploaded revised state form, per GG.

**Rebecca Frost (rfrost) (Mon, 28 Nov 2022 18:22:38 GMT):** INTR 201 and INTR 203 will need to be designated as a capstone experience for these degrees and this change will need to go through the UCGE. I do not see that these changes have been proposed in current course changes.

**Sara Mahuron (sara) (Wed, 30 Nov 2022 16:04:57 GMT):** reviewed assessment section. assessment section complete.

**Theodore Unzicker (tunzicker) (Mon, 05 Dec 2022 22:35:43 GMT):** Sent back to Annette Folwell for edits.

**Annette Folwell (folwell) (Wed, 07 Dec 2022 17:46:09 GMT):** College requirements for A.A./A.S. degrees were changed to mirror college requirements for B.A./B.S. degrees.

Key: 488



# Idaho State Board of Education

## FULL PROPOSAL FORM

Academic Degree and Certificate Program

Date of Proposal Submission:			
Institution Submitting Proposal:	University of Idaho		
Name of College, School, or Division:	College of Letters, Arts and Social Sciences		
Name of Department(s) or Area(s):	Letters, Arts and Social Sciences		
Official Name of the Program:	General Studies		
Implementation Date:	Fall 2024		
Degree Information:	Degree Level: Associate	Degree Type: A.A./A.S.	
CIP code (consult IR /Registrar):	24.0102 General Studies		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	100% distance delivery (online)/ 100% face-to-face		
Geographical Delivery:	Location(s)	Moscow	Region(s)
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	Self-Support fee	Professional Fee	Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	Regional Program Responsibility	Statewide Program Responsibility	

### Proposed Action

- New program offering**
- Undergraduate program
  - Graduate program
  - Undergraduate certificate (30 credits or more)
  - Graduate certificate (30 credits or more)
- New branch campus or change in location**

- Modification of Existing Academic Programs**
- Converting one program option to a stand-alone program
  - Consolidating two or more undergraduate programs into one
  - Consolidating two or more graduate programs into one
  - Splitting an existing program into two or more programs
  - Program expansion outside an institution's Designated Service Region as defined in Board Policy III.Z.
  - Adding certificate or degrees to existing programs

_____ College Dean	_____ Date	_____ Vice President for Research (as applicable)	_____ Date
_____ Graduate Dean/other (as applicable)	_____ Date	_____ Academic Affairs Program Manager, OSBE	_____ Date
_____ FVP/Chief Fiscal Officer	_____ Date	_____ Chief Financial Officer, OSBE	_____ Date
_____ Provost/VP for Instruction	_____ Date	_____ Chief Academic Officer, OSBE	_____ Date
_____ President	_____ Date	_____ SBOE/Executive Director or Designee	_____ 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. All questions must be answered.

## **Rationale for Creation or Modification of the Program**

- 1. Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

This program will provide students who begin their careers at the University of Idaho to have a degree in hand after two years or 60 credits. This program will be housed within the College of Letters, Arts, and Social Sciences as a complement to the existing programs in Interdisciplinary Studies and General Studies. Students will have significant latitude in choosing minors, certificates, and coursework that will prepare them in short order to pursue either a bachelor's degree or enter the workplace as college-educated employees. The associate degree will transfer statewide and ensure that all GEM General Education requirements are met and will also transfer to many other institutions across the nation to fulfill the basic general education requirements at the majority of four-year institutions.

- 2. Need for the Program.** Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.
  - a. Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

Currently, students who do not persist at the University of Idaho into their third year of studies stop out and do so after a significant financial investment. Providing an associate degree for the work they complete in their first two years increases their employability across a range of careers and disciplines. Rapidly changing economies have made student loan debt prohibitive and students who do need to work to continue their education would be able to increase their earning power at the two-year mark to make finishing a 4-year degree viable.

The Idaho initiatives to improve the Go-On rate in Idaho encourages Idaho citizens to pursue college after high school. While in the midst of a decline due to pandemic, we need to do everything possible to help each and every student who does pursue a college education to have that educational experience recognized. Allowing an associate level degree conferral is a good way to ensure citizens who do attend college have the best return on their investment.

Economic challenges faced by the state and nation mean that we need an expanding college-educated workforce. Employers are more apt to hire applicants with a credential such as an AA rather than applicants who do not have any degree. The next step to helping Idaho citizens realize their full potential and to leverage the workforce to attract and retain

industry in the state is to help citizens not only Go-On to college, but to indeed complete a degree.

- b. Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.)? Provide evidence of student demand/ interest from inside and outside of the institution.

Currently, 17-20% of 2nd-year students leave the University of Idaho after their sophomore year without a degree in hand. Providing a route to an Associate Degree would allow these students to obtain a 2-year degree from the University of Idaho and shift their educational attainment from “some college” to “2-year degree/associate” increasing their qualifications for a variety of jobs.

This population is unique from the population served by 2-year institutions in the state as students who come to the University of Idaho have initially decided on a four-year degree and began to do work towards that degree but, as life circumstances change or employment opportunities arise, they may choose to stop out of college and this program would provide them with an opportunity to have their two years of work recognized by a degree.

In addition, students in Idaho who are place-bound and find pursuing a four-year degree online to be a long-term commitment would also benefit from having a 2-year timeline to return on investment and set them up to be able to continue to a BA/BS degree online or in person, after this first success.

- c. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

By offering two-year Associate degrees at the University of Idaho, the degree completion rate in the state of Idaho would increase since students who may have stopped out after completing 60 credits will now be awarded a credential instead of leaving without earning a degree.

Employers will benefit from having a workforce composed of degree holders, who would stand ready to continue for a four-year degree as workforce needs evolve. Industry stakeholders would also be attracted to Idaho as the number of college graduates would increase with the availability of associate degree holders in the population.

**3. Program Prioritization**

Is the proposed new program a result of program prioritization?

Yes \_\_\_\_\_ No  \_\_\_\_\_

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

**4. Credit for Prior Learning**

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.



Consistent with the University of Idaho experiential learning policy, students with appropriate prior experience will be able to apply for credit. This program will also comply with the Idaho Statewide Articulation Policy.

**5. Affordability Opportunities**

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

This program is designed to encompass predominantly General Education courses and, where possible, these courses make use of OER and online delivery. In addition, we hope that compressed course scheduling that would allow students to progress will also be implemented that would allow students a speedier route through the program.

## Enrollments and Graduates

6. **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 for the past four years.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY19	FY20	FY21	FY22 (most recent)	FY19	FY20	FY21	FY22 (most recent)
<b>ISU</b>	<b>Associate of University Studies (College of Arts and Letters)</b>	66	59	42	69	142	129	152	199
<b>BSU</b>	<b>Associate of Arts/Science (College of Arts and Sciences)</b>	70	85	147	125	112	100	123	123
<b>LCSC</b>	<b>Associate of Arts Liberal Arts / Associate of Arts Behavioral Science (School of Liberal Arts &amp; Sciences)</b>	120	91	115	170	223	217	69	77
<b>NIC*</b>	<b>AA General Studies/ AA Humanities</b>	1377	1325	1221	1110	253	288	295	77
<b>CSI*</b>	<b>AA Liberal Studies (General and Liberal Arts Department)</b>	1028	1019	948	878	219	283	236	300
<b>CWI*</b>	<b>No AA/AS degree equivalent.</b>								
<b>CEI*</b>	<b>AA/AS General Studies</b>	632	728	864	828	15	42	95	121

\*This program is not intended to serve students who would set out with the intention of achieving the 2-year degree, but rather would serve students who intended to achieve a four-year degree and use the 2-year degree as a steppingstone or are unable to complete the four-year degree. The university will not directly market this degree to students outside UI.

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education 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.

These two-year/Associate degrees allow current University of Idaho students to receive a

credential for completing 60 credits at the University of Idaho. Currently, students who stop out after their second year of studies leave with no credential and, if they wanted a two-year degree, they would have to apply to a different institution, send their transcript, and then be awarded an Associate degree. For students, this process may be overwhelming and cumbersome, and they may not follow through with these procedures. Allowing University of Idaho students to earn a two-year degree allows these students to have equal footing with students who attend other state institutions.

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

<b>Proposed Program: Projected Enrollments and Graduates First Five Years</b>											
<b>Program Name:</b>											
<b>Projected Fall Term Headcount Enrollment in Program</b>						<b>Projected Annual Number of Graduates From Program</b>					
FY 24 (first year)	FY 25	FY 26	FY 27	FY 28		FY 24 (first year)	FY 25	FY 26	FY 27	FY 28	
20	25	30	35	40		20	25	30	35	40	

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

Because awarding Associate degrees is not a program, but rather a degree to be awarded after completion of most General Education courses and electives in other programs, the capacity is not limited by ability to deliver instruction. Any student may choose to take advantage of earning these degrees without jeopardizing any of their other major or degree pursuits. Students earning these degrees would complete general education requirements and other required coursework, perhaps on their path to a 4-year degree at the University of Idaho or elsewhere.

The goal of awarding these two-year degrees is not to enroll students who are seeking a two-year degree. Rather, this program would be used to help current students who are stopping out after their second year so they could leave with a credential that is at least equivalent to the one they would earn if they had originally chosen a two-year institution.

It is also reasonable that our 4-year students should be provided the AA/AS degree on the way to the 4-year degree as it enhances their earning power during their employment in summers or during the school year. This credential may also make them more competitive for paid internships that could improve employment opportunities in the future. The numbers above are conservative and based on how many students stop out after their second year, which is approximately 17-20%. These students may opt to apply for the AA/AS degree instead of leaving the university with no credentials.

**Minimum Enrollments and Graduates.**

- a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?  
The minimum for this program would be 20% of the number of students who do not return for the third year of coursework. This is based on the idea that of the current students who stop out, approximately 20% of them will have successfully completed the requirements for the associate degree proposed here.
- b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?  
Given that this degree has no cost associated with delivery and would be provided as a benefit to students, it is not clear that a sunset clause is reasonable to implement if the degree might serve even a very small number of students. Should the degree fail to be awarded for a period of more than 7 years, the degree should be reconsidered and perhaps reconstituted to serve the intended purpose.

- 10. 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 degree program will be assessed through the normal metrics used at the University of Idaho as well as assessing learning outcomes of these degree programs through a required course (INTR 201 or INTR 203).

There is no specialized accreditation necessary.

- 11. 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 A**.

This proposal is not for a doctoral program rendering this question not applicable.

- 12. 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 State Board of Education.

Will this program lead to certification?

Yes \_\_\_\_\_ No X \_\_\_\_\_

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

Not applicable.

- 13. Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?**

Yes \_\_\_\_\_ No x \_\_\_\_\_

If yes, proceed to question 15. If no:

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

Indicate (X) by each applicable statement:

x	Program is important for meeting your institution's regional or statewide program responsibilities.
x	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

**b. Provide an explanation for all statements you selected.**

State and institutional goals of decreasing the number of students who stop out of higher education and ensuring that educational dollars and time invested in our students result in degree-holding individuals, we want to provide every opportunity possible for students who have completed the necessary requirements to be recognized with an appropriate degree.

The current exceptional need for an educated workforce and the economic shifts that have subsequently increased the need for students to see a significant and timely return on their investment in their education, both benefit from providing a route to an Associate Degree. The result upon implementation will be an increase of at least 50 new degree holders per year, with expectations that this number will increase over time.

**Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan**

**14. Curriculum. Provide descriptive information of the educational offering.**

**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.	1
Credit hours in required courses offered by other departments:	12
Credit hours in institutional general education curriculum	27-36
Credit hours in free electives	11-20
Total credit hours required for degree program:	60

**b. Curriculum.** Provide the curriculum for the program, including credits to completion,

courses by title and assigned academic credit granted.

Students pursuing the A.A. degree will earn a minor, a certificate, or have an emphasis area from departments offering a B.A. or B.F.A.

Student pursuing the AS degree will earn a minor or a certificate or have an emphasis area from departments offering a B.S.

Students may not earn two associate degrees in General Studies.

Students must complete the necessary general education coursework in the seven categories described in J-3a through J-3f, and:

INTR 201 or INTR 203 (1 credit).

An academic minor, certificate or a 12-credit advisor approved area of emphasis.

Courses to total 60 credits for this degree.

- 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.

There are no additional requirements.

## **15. Learning Outcomes: Expected Student 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 students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

1. Students will learn and evaluate information regarding a field of study.
2. Students will articulate an understanding of a concept in a written or verbal form and their knowledge and skills.
3. Students will locate, incorporate, and properly cited multiple information resources in a paper or project.

## **16. Assessment plans.**

- a. Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

Assessment will take place in a “capstone” course for students who pursue the Associate of Arts or Associate of Science degree. This course will be offered as an Interdisciplinary course that allows students to enroll regardless of their major field of study.

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

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

#### **17. Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

The curriculum is currently offered as part of regular matriculation of existing students and thus no new facilities or equipment would be required to implement the program.

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

Current resources used to deliver curriculum for general education and four-year degrees will provide sufficient support for the degree.

- 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 is no anticipated impact or increase of use of existing resources as the degree will simply provide students who already matriculate at the University of Idaho to earn the two-year degree should they need to stop out of their four-year degree 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 is no anticipated need for additional physical resources.

#### **18. Library and Information Resources:** Describe adequacy and availability of library and information 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.

Current resources used to deliver curriculum for general education and four-year degrees will provide sufficient support for the degree.

- 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 is no anticipated need for additional resources.

#### **19. Faculty/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 addition of INTR 403 workshop 1 credit sections to be offered once per semester will have minimal impact on current position descriptions.

- 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.

Currently the INTR 201 course is offered routinely and the INTR 403 workshop course will be offered with minimal impact of current position descriptions.

- 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?

There should be little to no impact on existing programs as the 1 credit course will not detract from work in other programs.

The increase of number of degrees conferred could reasonably increase the number of graduation applications processed as students who would have previously left without a degree apply for the 2-year degree.

- 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.

There is no anticipation of a need for additional personnel.

## 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?

There is no need for reallocation of funds as the curriculum is already in place and this program requires no foreseeable fiscal investment.

- 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.

There is no request for new appropriation of funds for this program.

- 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?



There are no additional fiscal resources being used to support this program.

- 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?

This is not applicable to this program.

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 no levy of additional fees as part of this program.

- 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.

There will be no additional costs to students beyond those they encounter as part of their normal matriculation at the University of Idaho.

**21.** Using the excel **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).

**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**

	<u>FY 24</u>		<u>FY 25</u>		<u>FY 26</u>		<u>FY 27</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	14	20	9	15	10	20	10	20
B. Shifting enrollments			5	10	5	10	7	15
<b>Total Enrollment</b>	<b>14</b>	<b>20</b>	<b>14</b>	<b>25</b>	<b>15</b>	<b>30</b>	<b>17</b>	<b>35</b>

**II. REVENUE**

	<u>FY 24</u>		<u>FY 25</u>		<u>FY 26</u>		<u>FY 27</u>	
	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		\$97,408.00		127,020.00		\$133,800.00		\$188,100.00
5. Student Fees								
6. Other (i.e., Gifts)								
<b>Total Revenue</b>	<b>\$0</b>	<b>\$97,408</b>	<b>\$0</b>	<b>\$127,020</b>	<b>\$0</b>	<b>\$133,800</b>	<b>\$0</b>	<b>\$188,100</b>

**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**

	<u>FY 24</u>		<u>FY 25</u>		<u>FY 26</u>		<u>FY 27</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
1. FTE								
2. Faculty								
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators								
7. Administrative Support Personnel								
8. Fringe Benefits								
9. Other:								
<b>Total Personnel and Costs</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

	FY _____		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>B. Operating Expenditures</b>								
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
<b>Total Operating Expenditures</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	FY _____		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>								
1. Library Resources								
2. Equipment								
<b>Total Capital Outlay</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	FY _____		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>D. Capital Facilities Construction or Major Renovation</b>	_____	_____	_____	_____	_____	_____	_____	_____
<b>E. Other Costs</b>								
Utilities	_____	_____	_____	_____	_____	_____	_____	_____
Maintenance & Repairs	_____	_____	_____	_____	_____	_____	_____	_____
Other	_____	_____	_____	_____	_____	_____	_____	_____
<b>Total Other Costs</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>TOTAL EXPENDITURES:</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>Net Income (Deficit)</b>	<u>\$0</u>	<u>\$97,408</u>	<u>\$0</u>	<u>\$127,020</u>	<u>\$0</u>	<u>\$133,800</u>	<u>\$0</u>	<u>\$188,100</u>

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

I.A.B.	



# 63: SCHOOL OF GLOBAL STUDIES: COURSES WITH ALCP, CHIN, FL, FLEN, FREN, IS, GERM, LAS, AND SPAN

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## In Workflow

1. Registrar's Office (none)
2. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
3. Ready for UCC (disable)
4. UCC (none)
5. Post-UCC Registrar (none)
6. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
7. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
8. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
9. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
10. Theodore Unzicker (tunzicker@uidaho.edu)
11. Catalog Update (V00814390@uidaho.edu)

## Approval Path

1. Wed, 24 Aug 2022 16:24:13 GMT  
V00814390: Rollback to Initiator
2. Thu, 15 Sep 2022 18:21:22 GMT  
Theodore Unzicker (tunzicker): Approved for Registrar's Office
3. Thu, 06 Oct 2022 18:37:16 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
4. Wed, 19 Oct 2022 18:01:36 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
5. Tue, 25 Oct 2022 22:53:27 GMT  
Theodore Unzicker (tunzicker): Approved for UCC
6. Mon, 09 Jan 2023 16:32:10 GMT  
Theodore Unzicker (tunzicker): Approved for Post-UCC Registrar

## New Proposal

Date Submitted: Wed, 24 Aug 2022 23:02:52 GMT

**Viewing: School of Global Studies: Courses with ALCP, CHIN, FL, FLEN, FREN, IS, GERM, LAS, and SPAN**

**Last edit: Tue, 25 Oct 2022 19:48:20 GMT**

Changes proposed by: Rachel Halverson

## Faculty Contact

Faculty Name	Faculty Email
Rachel J. Halverson	rhalverson@uidaho.edu

## Request Type

Other

## Effective Catalog Year

2023-2024

## Title

School of Global Studies: Courses with ALCP, CHIN, FL, FLEN, FREN, IS, GERM, LAS, and SPAN

## Request Details

Courses with the prefix ALCP, CHIN, FL, FLEN, FREN, GERM, LAS, NEZP, and SPAN are housed in the Department of Modern Languages and Culture (MLC) in Banner. The Department of Modern Languages and Culture ceased to exist when it was merged with International Studies to form the School of Global Studies. The School now houses all the programs and languages that were formerly in MLC as well as International Studies (IS). Therefore, it is requested that courses with the prefix ALCP, CHIN, FL, FLEN, FREN, GERM, LAS, NEZP, and SPAN be moved from MLC to the School of Global Studies and courses with the IS prefix be moved to the School of Global Studies. Courses with the prefix MRTN that are still active need to be made inactive.

## Supporting Documents

Intl-Lang-Latin dept\_code SCACRSE records.xlsx

LAS subject SCACRSE records.xlsx  
IS subject SSASECT records.xlsx  
MRTN subject SSASECT records.xlsx  
MRTN subject SCACRSE records.xlsx  
Martin dept\_code SCACRSE records.xlsx

**Reviewer Comments**

**V00814390 (Wed, 24 Aug 2022 16:24:13 GMT):** Rollback: to include IS/IP

Key: 63



<b>EFFECTIVE_TERM</b>	<b>SUBJECT</b>	<b>COURSE</b>	<b>STATUS</b>	<b>TITLE</b>	<b>DEPT_CODE</b>	<b>DEPT_DESCRIPTION</b>
202000	ALCP	010	A	ALCP Study Hall	014	Modern Languages & Cultures
202000	ALCP	011	A	ALCP Electives	014	Modern Languages & Cultures
202000	ALCP	012	A	ALCP Grammar	014	Modern Languages & Cultures
202000	ALCP	013	A	ALCP Academic Skills	014	Modern Languages & Cultures
202000	ALCP	014	A	ALCP Reading/Composition	014	Modern Languages & Cultures
202000	ALCP	015	A	ALCP Listening/Speaking	014	Modern Languages & Cultures
201100	ARBC	103	A	Arabic Language Lab	014	Modern Languages & Cultures
201100	CHIN	000	A	Elective	014	Modern Languages & Cultures
201100	CHIN	001	A	CEU	014	Modern Languages & Cultures
201100	CHIN	005	A	Elective	014	Modern Languages & Cultures
202000	CHIN	101	A	Elementary Chinese I	014	Modern Languages & Cultures
202000	CHIN	102	A	Elementary Chinese II	014	Modern Languages & Cultures
201600	CHIN	107	A	Beg Chinese Conversation Lab	014	Modern Languages & Cultures
201400	CHIN	110	A	Elementary Chinese I	014	Modern Languages & Cultures
201400	CHIN	110L	A	Elementary Chinese Lab I	014	Modern Languages & Cultures
201400	CHIN	112	A	Elementary Chinese II	014	Modern Languages & Cultures
201400	CHIN	112L	A	Elementary Chinese II Lab	014	Modern Languages & Cultures
202000	CHIN	201	A	Intermediate Chinese I	014	Modern Languages & Cultures
202000	CHIN	202	A	Intermediate Chinese II	014	Modern Languages & Cultures
202000	CHIN	204	A	Special Topics	014	Modern Languages & Cultures
201600	CHIN	207	A	Inter Chinese Conversation Lab	014	Modern Languages & Cultures
201400	CHIN	210	A	Intermediate Chinese I	014	Modern Languages & Cultures
201400	CHIN	210L	A	Intermediate Chinese I Lab	014	Modern Languages & Cultures
201400	CHIN	212	A	Intermediate Chinese II	014	Modern Languages & Cultures
201400	CHIN	212L	A	Intermediate Chinese II Lab	014	Modern Languages & Cultures
202000	CHIN	299	A	Directed Study	014	Modern Languages & Cultures
201100	CHIN	305	A	Intermediate Conversation II	014	Modern Languages & Cultures
201100	CHIN	306	A	Interm Reading & Translation	014	Modern Languages & Cultures
201100	CHIN	308	A	Interm Grammar and Writing	014	Modern Languages & Cultures
202000	CHIN	310	A	Advanced Chinese 1: Oral Comm	014	Modern Languages & Cultures
201100	CHIN	311	A	Great Asian Directors	014	Modern Languages & Cultures
202000	CHIN	312	A	Chin Reading & Translation	014	Modern Languages & Cultures
202000	CHIN	314	A	Chin Writing & Grammar	014	Modern Languages & Cultures
202000	CHIN	316	A	Business Chinese	014	Modern Languages & Cultures
201100	CHIN	330	A	The Art of War	014	Modern Languages & Cultures
201100	CHIN	361	A	Chinese for the Professions	014	Modern Languages & Cultures

201100	CHIN	364	A	Media Chinese	014	Modern Languages & Cultures
202000	CHIN	398	A	Internship	014	Modern Languages & Cultures
202000	CHIN	404	A	Special Topics	014	Modern Languages & Cultures
202000	CHIN	410	A	Teaching Chinese as a FL	014	Modern Languages & Cultures
202000	CHIN	412	A	Advanced Readings in Chinese	014	Modern Languages & Cultures
202000	CHIN	414	A	Advanced Chinese Composition	014	Modern Languages & Cultures
201100	CHIN	450	A	Seminar in Chinese Studies	014	Modern Languages & Cultures
202000	CHIN	498	A	Internship	014	Modern Languages & Cultures
202000	CHIN	499	A	Directed Study	014	Modern Languages & Cultures
202000	FL	001	A	CEU	014	Modern Languages & Cultures
202000	FL	200	A	Seminar	014	Modern Languages & Cultures
202000	FL	204	A	Special Topics	014	Modern Languages & Cultures
202000	FL	299	A	Directed Study	014	Modern Languages & Cultures
202000	FL	400	A	Special Topics	014	Modern Languages & Cultures
202000	FL	401	A	MLC International Experience	014	Modern Languages & Cultures
202000	FL	404	A	Special Topics	014	Modern Languages & Cultures
202000	FL	498	A	Internship	014	Modern Languages & Cultures
202000	FL	499	A	Directed Study	014	Modern Languages & Cultures
202000	FL	505	A	Professional Development	014	Modern Languages & Cultures
202000	FLEN	001	A	CEU	014	Modern Languages & Cultures
202000	FLEN	200	A	Seminar	014	Modern Languages & Cultures
202000	FLEN	204	A	Special Topics	014	Modern Languages & Cultures
202000	FLEN	205	A	Uncommon Traveler	014	Modern Languages & Cultures
202000	FLEN	210	A	Intro to Classic Mythology	014	Modern Languages & Cultures
202000	FLEN	243	A	English Word Origins	014	Modern Languages & Cultures
202000	FLEN	270	A	Intro to Greek and Roman Civ	014	Modern Languages & Cultures
202200	FLEN	271	A	Myth in the Ancient World	014	Modern Languages & Cultures
202000	FLEN	298	A	Internship	014	Modern Languages & Cultures
202000	FLEN	299	A	Directed Study	014	Modern Languages & Cultures
202000	FLEN	307	A	Institutions of the EU	014	Modern Languages & Cultures
202000	FLEN	313	A	French/Francophone Lit in Tran	014	Modern Languages & Cultures
202000	FLEN	315	A	French/Francoph Cinema in Tran	014	Modern Languages & Cultures
202000	FLEN	322	A	German Culture through Film	014	Modern Languages & Cultures
201100	FLEN	324	A	Topics in Germ Lit In Transltn	014	Modern Languages & Cultures
201700	FLEN	325	A	Contemporary Chinese Culture	014	Modern Languages & Cultures
202000	FLEN	326	A	Chinese Cinema in Translation	014	Modern Languages & Cultures
202000	FLEN	327	A	Literature in Translation	014	Modern Languages & Cultures

202000	FLEN	331	A	Japanese Anime	014	Modern Languages & Cultures
202000	FLEN	390	A	Represent. in Spanish Cinema	014	Modern Languages & Cultures
202000	FLEN	391	A	Hispanic Film	014	Modern Languages & Cultures
202000	FLEN	394	A	Latin Amer Lit in Translation	014	Modern Languages & Cultures
202000	FLEN	398	A	Internship	014	Modern Languages & Cultures
202000	FLEN	400	A	Seminar	014	Modern Languages & Cultures
202000	FLEN	404	A	Special Topics	014	Modern Languages & Cultures
201100	FLEN	450	A	Topics in Classical Civ	014	Modern Languages & Cultures
202000	FLEN	498	A	Internship	014	Modern Languages & Cultures
202000	FLEN	499	A	Directed Study	014	Modern Languages & Cultures
202000	FLEN	501	A	Seminar	014	Modern Languages & Cultures
202000	FLEN	502	A	Directed Study	014	Modern Languages & Cultures
202000	FLEN	504	A	Special Topics	014	Modern Languages & Cultures
202000	FREN	001	A	CEU	014	Modern Languages & Cultures
202000	FREN	101	A	Elementary French I	014	Modern Languages & Cultures
201400	FREN	101L	A	Elementary French I Lab	014	Modern Languages & Cultures
202000	FREN	102	A	Elementary French II	014	Modern Languages & Cultures
201400	FREN	102L	A	Elementary French Lab II	014	Modern Languages & Cultures
201100	FREN	103	A	French Language Lab	014	Modern Languages & Cultures
201600	FREN	105	A	Beg French Conversation Lab	014	Modern Languages & Cultures
202000	FREN	200	A	Seminar	014	Modern Languages & Cultures
202000	FREN	201	A	Intermediate French I	014	Modern Languages & Cultures
201400	FREN	201L	A	Intermediate French Lab	014	Modern Languages & Cultures
202000	FREN	202	A	Intermediate French II	014	Modern Languages & Cultures
202000	FREN	204	A	Special Topics	014	Modern Languages & Cultures
201600	FREN	205	A	Intr French Conversation Lab	014	Modern Languages & Cultures
202000	FREN	299	A	Directed Study	014	Modern Languages & Cultures
202000	FREN	301	A	Advanced French Grammar	014	Modern Languages & Cultures
202000	FREN	302	A	Adv French Writing Skills	014	Modern Languages & Cultures
202000	FREN	304	A	Connect-French Lang/Cult	014	Modern Languages & Cultures
202000	FREN	307	A	French Phonetics	014	Modern Languages & Cultures
202000	FREN	308	A	Adv French Conversation	014	Modern Languages & Cultures
201100	FREN	309	A	Practicum/Adv Lang Skills I	014	Modern Languages & Cultures
201100	FREN	310	A	Practicum/Adv Lang Skills II	014	Modern Languages & Cultures
202000	FREN	316	A	French-English Translation	014	Modern Languages & Cultures
202000	FREN	398	A	Internship	014	Modern Languages & Cultures
202000	FREN	400	A	Seminar	014	Modern Languages & Cultures

202000	FREN	404	A	Special Topics	014	Modern Languages & Cultures
201300	FREN	407	A	French/Francophone Literatures	014	Modern Languages & Cultures
201100	FREN	408	A	French/Francophone Culture/Ins	014	Modern Languages & Cultures
202000	FREN	419	A	French & Francophone Cinema	014	Modern Languages & Cultures
201100	FREN	449	A	Practicum in Tutoring	014	Modern Languages & Cultures
201100	FREN	496	A	Proseminar	014	Modern Languages & Cultures
202000	FREN	498	A	Internship	014	Modern Languages & Cultures
202000	FREN	499	A	Directed Study	014	Modern Languages & Cultures
202000	GERM	001	A	CEU	014	Modern Languages & Cultures
202000	GERM	101	A	Elementary German I	014	Modern Languages & Cultures
201400	GERM	101L	A	Elementary German I Lab	014	Modern Languages & Cultures
202000	GERM	102	A	Elementary German II	014	Modern Languages & Cultures
201400	GERM	102L	A	Elementary German II Lab	014	Modern Languages & Cultures
201100	GERM	103	A	German Language Lab	014	Modern Languages & Cultures
201600	GERM	107	A	Bgn German Conversation Lab	014	Modern Languages & Cultures
202000	GERM	200	A	Seminar	014	Modern Languages & Cultures
202000	GERM	201	A	Intermediate German I	014	Modern Languages & Cultures
201400	GERM	201L	A	Intermediate German I Lab	014	Modern Languages & Cultures
202000	GERM	202	A	Intermediate German II	014	Modern Languages & Cultures
202000	GERM	204	A	Special Topics	014	Modern Languages & Cultures
201600	GERM	207	A	Intr German Conversation Lab	014	Modern Languages & Cultures
202000	GERM	298	A	Internship	014	Modern Languages & Cultures
202000	GERM	299	A	Directed Study	014	Modern Languages & Cultures
202000	GERM	301	A	German Reading and Writing	014	Modern Languages & Cultures
202000	GERM	302	A	German Listening and Speaking	014	Modern Languages & Cultures
202000	GERM	304	A	German Culture and Society	014	Modern Languages & Cultures
202000	GERM	307	A	German Film	014	Modern Languages & Cultures
202000	GERM	398	A	Internship	014	Modern Languages & Cultures
202000	GERM	400	A	Seminar	014	Modern Languages & Cultures
202000	GERM	402	A	Adv Speaking and Writing	014	Modern Languages & Cultures
202000	GERM	404	A	Special Topics	014	Modern Languages & Cultures
202000	GERM	410	A	German for the Professions	014	Modern Languages & Cultures
201100	GERM	420	A	Topics/Germ Cltre & Lit-Themes	014	Modern Languages & Cultures
202000	GERM	440	A	German Media	014	Modern Languages & Cultures
202000	GERM	499	A	Directed Study	014	Modern Languages & Cultures
201100	ITAL	000	A	Elective	014	Modern Languages & Cultures
201100	ITAL	005	A	Elective	014	Modern Languages & Cultures

201100	ITAL	101	A	First Semester	014	Modern Languages & Cultures
201100	ITAL	102	A	Second Semester	014	Modern Languages & Cultures
201100	ITAL	105	A	Elementary Conversation	014	Modern Languages & Cultures
201100	ITAL	201	A	Third Semester	014	Modern Languages & Cultures
201100	ITAL	202	A	Fourth Semester	014	Modern Languages & Cultures
201100	ITAL	204	A	Special Topics	014	Modern Languages & Cultures
201100	ITAL	205	A	Intermediate Conversation	014	Modern Languages & Cultures
201100	ITAL	404	A	Special Topics	014	Modern Languages & Cultures
201100	ITAL	497	A	Practicum in Tutoring	014	Modern Languages & Cultures
201100	ITAL	498	A	Internship	014	Modern Languages & Cultures
201100	ITAL	499	A	Directed Study	014	Modern Languages & Cultures
202000	JAPN	001	A	CEU	014	Modern Languages & Cultures
202000	JAPN	101	A	Elementary Japanese I	014	Modern Languages & Cultures
201400	JAPN	101L	A	Elementary Japanese I Lab	014	Modern Languages & Cultures
202000	JAPN	102	A	Elementary Japanese II	014	Modern Languages & Cultures
201400	JAPN	102L	A	Elementary Japanese II Lab	014	Modern Languages & Cultures
201100	JAPN	103	A	Japanese Language Lab	014	Modern Languages & Cultures
201600	JAPN	107	A	Bgn Japanese Conversation Lab	014	Modern Languages & Cultures
202000	JAPN	201	A	Intermediate Japanese I	014	Modern Languages & Cultures
201400	JAPN	201L	A	Intermediate Japanese I Lab	014	Modern Languages & Cultures
202000	JAPN	202	A	Intermediate Japanese II	014	Modern Languages & Cultures
202000	JAPN	204	A	Special Topics	014	Modern Languages & Cultures
202000	JAPN	205	A	Kanji	014	Modern Languages & Cultures
201600	JAPN	207	A	Intr Japanese Conversation Lab	014	Modern Languages & Cultures
202000	JAPN	299	A	Directed Study	014	Modern Languages & Cultures
202000	JAPN	301	A	Japanese Reading	014	Modern Languages & Cultures
202000	JAPN	303	A	Japanese Speaking	014	Modern Languages & Cultures
202000	JAPN	305	A	Japanese Professional Culture	014	Modern Languages & Cultures
202000	JAPN	404	A	Special Topics	014	Modern Languages & Cultures
202000	JAPN	498	A	Internship	014	Modern Languages & Cultures
202000	JAPN	499	A	Directed Study	014	Modern Languages & Cultures
202000	LAS	200	A	Seminar	031	Latin American Studies Prog
202000	LAS	203	A	Workshop	031	Latin American Studies Prog
202000	LAS	204	A	Special Topics	031	Latin American Studies Prog
202000	LAS	299	A	Directed Study	031	Latin American Studies Prog
202000	LAS	306	A	Culture/Institutns-Latin Amer	031	Latin American Studies Prog
201900	LAS	315	A	Comparatv African-Am Cultures	031	Latin American Studies Prog

202000	LAS	391	A	Hispanic Film	031	Latin American Studies Prog
202000	LAS	394	A	Latin Amer Lit in Translation	031	Latin American Studies Prog
202000	LAS	400	A	Seminar	031	Latin American Studies Prog
202000	LAS	403	A	Workshop	031	Latin American Studies Prog
202000	LAS	404	A	Special Topics	031	Latin American Studies Prog
202000	LAS	409	A	Modern Latin American Society	031	Latin American Studies Prog
202000	LAS	413	A	Spanish American Short Fiction	031	Latin American Studies Prog
202000	LAS	422	A	Mexican Culture through Cinema	031	Latin American Studies Prog
202000	LAS	424	A	Human Rights & Hispanic Cinema	031	Latin American Studies Prog
202000	LAS	438	A	Modern Mexico/The Americas	031	Latin American Studies Prog
202000	LAS	439	A	Modern Latin America	031	Latin American Studies Prog
202000	LAS	441	A	Slav & Freed in the Amer	031	Latin American Studies Prog
202000	LAS	462	A	Human Issues/Internt'l Develop	031	Latin American Studies Prog
202000	LAS	499	A	Directed Study	031	Latin American Studies Prog
202000	LATN	001	A	CEU	014	Modern Languages & Cultures
202000	LATN	499	A	Directed Study	014	Modern Languages & Cultures
202000	NEZP	101	A	Elementary Nez Perce I	014	Modern Languages & Cultures
202000	NEZP	102	A	Elementary Nez Perce II	014	Modern Languages & Cultures
201600	NEZP	107	A	Bgn Nez Perce Conversation Lab	014	Modern Languages & Cultures
201900	NEZP	201	A	Intermediate Nez Perce I	014	Modern Languages & Cultures
202000	NEZP	204	A	Special Topics	014	Modern Languages & Cultures
202000	NEZP	398	A	Internship	014	Modern Languages & Cultures
202000	NEZP	499	A	Directed Study	014	Modern Languages & Cultures
202000	RUSS	001	A	CEU	014	Modern Languages & Cultures
201100	RUSS	101	A	First Semester Russian	014	Modern Languages & Cultures
201100	RUSS	102	A	Second Semester Russian	014	Modern Languages & Cultures
201100	RUSS	105	A	Elementary Conversation	014	Modern Languages & Cultures
201100	RUSS	201	A	Third Semester Russian	014	Modern Languages & Cultures
201100	RUSS	202	A	Fourth Semester Russian	014	Modern Languages & Cultures
201100	RUSS	205	A	Intermediate Conversation I	014	Modern Languages & Cultures
201100	RUSS	305	A	Intermediate Conversation II	014	Modern Languages & Cultures
201100	RUSS	321	A	Contemporary Russian Culture	014	Modern Languages & Cultures
201100	RUSS	410	A	Russian Film	014	Modern Languages & Cultures
200220	SA	998	A	Independent Study Abroad	068	International Programs
200220	SA	999	A	Study Abroad	068	International Programs
202000	SA	SABRD	A	Study Abroad	068	International Programs
202000	SA	USAC	A	Study Abroad	068	International Programs

202000	SPAN	001	A	CEU	014	Modern Languages & Cultures
202000	SPAN	101	A	Elementary Spanish I	014	Modern Languages & Cultures
201400	SPAN	101L	A	Elementary Spanish I Lab	014	Modern Languages & Cultures
202000	SPAN	102	A	Elementary Spanish II	014	Modern Languages & Cultures
201400	SPAN	102L	A	Elementary Spanish II Lab	014	Modern Languages & Cultures
201100	SPAN	103	A	Spanish Language Lab	014	Modern Languages & Cultures
202000	SPAN	104	A	Elementary Spanish Transition	014	Modern Languages & Cultures
201600	SPAN	105	A	Bgn Spanish Conversation Lab	014	Modern Languages & Cultures
202000	SPAN	200	A	Seminar	014	Modern Languages & Cultures
202000	SPAN	201	A	Intermediate Spanish I	014	Modern Languages & Cultures
201400	SPAN	201L	A	Intermediate Spanish I Lab	014	Modern Languages & Cultures
202000	SPAN	202	A	Intermediate Spanish II	014	Modern Languages & Cultures
202000	SPAN	204	A	Special Topics	014	Modern Languages & Cultures
201600	SPAN	205	A	Int Spanish Conversation Lab	014	Modern Languages & Cultures
202000	SPAN	299	A	Directed Study	014	Modern Languages & Cultures
202000	SPAN	301	A	Advanced Grammar	014	Modern Languages & Cultures
202000	SPAN	302	A	Advanced Composition	014	Modern Languages & Cultures
202000	SPAN	303	A	Spanish Conversation	014	Modern Languages & Cultures
202000	SPAN	305	A	Culture/Institutions-Spain	014	Modern Languages & Cultures
202000	SPAN	306	A	Culture/Institutns-Latin Amer	014	Modern Languages & Cultures
202000	SPAN	308	A	Proficiency in Reading	014	Modern Languages & Cultures
202000	SPAN	309	A	Spanish for Business	014	Modern Languages & Cultures
202000	SPAN	310	A	Spanish for the Professions I	014	Modern Languages & Cultures
202000	SPAN	313	A	Spanish for the Professions II	014	Modern Languages & Cultures
202000	SPAN	398	A	Internship	014	Modern Languages & Cultures
202000	SPAN	400	A	Seminar	014	Modern Languages & Cultures
202000	SPAN	401	A	Rdgs:Spanish Literature	014	Modern Languages & Cultures
202000	SPAN	402	A	Rdgs:Spanish Amer Literature	014	Modern Languages & Cultures
202000	SPAN	404	A	Special Topics	014	Modern Languages & Cultures
202000	SPAN	405	A	Professional Development	014	Modern Languages & Cultures
202000	SPAN	409	A	Modern Latin American Society	014	Modern Languages & Cultures
202000	SPAN	411	A	Chicano and Latino Literature	014	Modern Languages & Cultures
202000	SPAN	412	A	Spanish Short Fiction	014	Modern Languages & Cultures
202000	SPAN	413	A	Spanish American Short Fiction	014	Modern Languages & Cultures
202000	SPAN	419	A	Latin America Theatre/Lit	014	Modern Languages & Cultures
202000	SPAN	420	A	Mod Spanish Theatre/Lit	014	Modern Languages & Cultures
202000	SPAN	421	A	Bilingual & Bicultural ID	014	Modern Languages & Cultures

202000	SPAN	422	A	Mexican Culture through Cinema	014	Modern Languages & Cultures
202000	SPAN	423	A	Culture & ID in Spanish Cinema	014	Modern Languages & Cultures
202000	SPAN	424	A	Human Rights & Hispanic Cinema	014	Modern Languages & Cultures
202000	SPAN	425	A	Span-Engl Translation Skills	014	Modern Languages & Cultures
202000	SPAN	426	A	Health & Enviro in Latin Amer	014	Modern Languages & Cultures
201100	SPAN	449	A	Practicum in Tutoring	014	Modern Languages & Cultures
202000	SPAN	498	A	Internship	014	Modern Languages & Cultures
202000	SPAN	499	A	Directed Study	014	Modern Languages & Cultures
201900	ARBC	101	D	Elem Modern Standard Arabic I	014	Modern Languages & Cultures
201800	ARBC	102	D	Elem Modern Standard Arabic II	014	Modern Languages & Cultures
201800	ARBC	204	D	Special Topics	014	Modern Languages & Cultures
201800	ARBC	499	D	Directed Study	014	Modern Languages & Cultures
201100	CHIN	111	D	Asian Film	014	Modern Languages & Cultures
201100	CHIN	121	D	Modern Chinese Culture	014	Modern Languages & Cultures
201100	CHIN	131	D	Mstpcs:Asian Lit inTranslation	014	Modern Languages & Cultures
201100	CHIN	363	D	Intro to Literary Chinese	014	Modern Languages & Cultures
201100	FLEN	220	D	Global Theory/Regnl Reality	014	Modern Languages & Cultures
201900	FLEN	308	D	European Immigrtn/Integrtn	014	Modern Languages & Cultures
201500	FLEN	393	D	Spanish Lit In Translt	014	Modern Languages & Cultures
202100	FLEN	396	D	Ecuador/Amazon/Galapagos	014	Modern Languages & Cultures
201300	FLEN	481	D	Women's Literature	014	Modern Languages & Cultures
201300	FREN	305	D	Reading French Texts	014	Modern Languages & Cultures
201900	FREN	410	D	French and Francophone Arts	014	Modern Languages & Cultures
201800	FREN	501	D	Seminar	014	Modern Languages & Cultures
201800	FREN	502	D	Directed Study	014	Modern Languages & Cultures
201800	FREN	504	D	Special Topics	014	Modern Languages & Cultures
201500	FREN	597	D	Practicum	014	Modern Languages & Cultures
201800	FREN	598	D	Internship	014	Modern Languages & Cultures
201800	FREN	599	D	Research	014	Modern Languages & Cultures
201300	GERM	303	D	German for the Professions	014	Modern Languages & Cultures
201900	GERM	305	D	Germany in the New Europe	014	Modern Languages & Cultures
201500	GERM	306	D	Intro to German Literature	014	Modern Languages & Cultures
201200	GERM	421	D	Topics/Germ Cltre & Lit-Author	014	Modern Languages & Cultures
201200	GERM	422	D	Topics/Germ Cltre & Lit-Genres	014	Modern Languages & Cultures
201800	GERM	501	D	Seminar	014	Modern Languages & Cultures
201800	GERM	502	D	Directed Study	014	Modern Languages & Cultures
201800	GERM	504	D	Special Topics	014	Modern Languages & Cultures



201500	GERM	597	D	Practicum	014	Modern Languages & Cultures
201800	GERM	598	D	Internship	014	Modern Languages & Cultures
201800	GERM	599	D	Research	014	Modern Languages & Cultures
201500	JAPN	302	D	Japanese Writing	014	Modern Languages & Cultures
201900	LAS	301	D	Intro LA Studies	031	Latin American Studies Prog
201900	LAS	401	D	Rdgs:Spanish Literature	031	Latin American Studies Prog
202100	LAS	402	D	Rdgs:Spanish Amer Literature	031	Latin American Studies Prog
201900	LAS	435	D	Lt Amer:Colonial Era	031	Latin American Studies Prog
201900	LAS	440	D	Soc Rev in Latin Amer	031	Latin American Studies Prog
202100	LAS	447	D	Int'l Development Economics	031	Latin American Studies Prog
201900	LAS	493	D	Int'l Land Preserv/Conserv Sys	031	Latin American Studies Prog
201900	LAS	504	D	Special Topics	031	Latin American Studies Prog
201700	LATN	101	D	Elementary Latin I	014	Modern Languages & Cultures
201700	LATN	102	D	Elementary Latin II	014	Modern Languages & Cultures
201800	LATN	200	D	Seminar	014	Modern Languages & Cultures
201800	LATN	204	D	Special Topics	014	Modern Languages & Cultures
201800	LATN	299	D	Directed Study	014	Modern Languages & Cultures
201100	LATN	365	D	Survey of Latin Literature	014	Modern Languages & Cultures
201800	LATN	400	D	Seminar	014	Modern Languages & Cultures
201800	LATN	404	D	Special Topics	014	Modern Languages & Cultures
201600	LATN	449	D	Practicum in Tutoring	014	Modern Languages & Cultures
201300	LATN	461	D	Latin Literature of the Empire	014	Modern Languages & Cultures
201400	LATN	462	D	Latin Literature of the Empire	014	Modern Languages & Cultures
201200	LATN	463	D	Latin Lit of the Republic	014	Modern Languages & Cultures
201400	NEZP	202	D	Intermediate Nez Perce II	014	Modern Languages & Cultures
201100	RUSS	120	D	Russian Culture	014	Modern Languages & Cultures
201800	RUSS	204	D	Special Topics	014	Modern Languages & Cultures
201100	RUSS	306	D	Interm Reading/Translation	014	Modern Languages & Cultures
201100	RUSS	361	D	Russian for the Professions	014	Modern Languages & Cultures
201800	RUSS	404	D	Special Topics	014	Modern Languages & Cultures
201100	RUSS	430	D	St. Petersburg	014	Modern Languages & Cultures
201100	RUSS	450	D	Sem:Russian Studies-Themes	014	Modern Languages & Cultures
201800	RUSS	499	D	Directed Study	014	Modern Languages & Cultures
201300	SPAN	311	D	Rdgs:Hispanic News/Internet	014	Modern Languages & Cultures
201800	SPAN	501	D	Seminar	014	Modern Languages & Cultures
201800	SPAN	502	D	Directed Study	014	Modern Languages & Cultures
201800	SPAN	504	D	Special Topics	014	Modern Languages & Cultures

201800	SPAN	505	D	Professional Development	014	Modern Languages & Cultures
201500	SPAN	597	D	Practicum	014	Modern Languages & Cultures
201800	SPAN	598	D	Internship	014	Modern Languages & Cultures
201800	SPAN	599	D	Research	014	Modern Languages & Cultures
202100	ALCP	000	I	Elective	014	Modern Languages & Cultures
202100	ARBC	000	I	Elective	014	Modern Languages & Cultures
202100	ARBC	005	I	Elective	014	Modern Languages & Cultures
202100	FL	000	I	Elective	014	Modern Languages & Cultures
202100	FL	005	I	Elective	014	Modern Languages & Cultures
202100	FLEN	000	I	Elective	014	Modern Languages & Cultures
202100	FLEN	005	I	Elective	014	Modern Languages & Cultures
202100	FREN	000	I	Elective	014	Modern Languages & Cultures
202100	FREN	005	I	Elective	014	Modern Languages & Cultures
202100	GERM	000	I	Elective	014	Modern Languages & Cultures
202100	GERM	005	I	Elective	014	Modern Languages & Cultures
202100	JAPN	000	I	Elective	014	Modern Languages & Cultures
202100	JAPN	005	I	Elective	014	Modern Languages & Cultures
202100	LAS	000	I	Elective	031	Latin American Studies Prog
202100	LAS	005	I	Elective	031	Latin American Studies Prog
202100	LATN	000	I	Elective	014	Modern Languages & Cultures
202100	LATN	005	I	Elective	014	Modern Languages & Cultures
202100	NEZP	000	I	Elective	014	Modern Languages & Cultures
202100	NEZP	005	I	Elective	014	Modern Languages & Cultures
202100	RUSS	000	I	Elective	014	Modern Languages & Cultures
202100	RUSS	005	I	Elective	014	Modern Languages & Cultures
202100	SPAN	000	I	Elective	014	Modern Languages & Cultures
202100	SPAN	005	I	Elective	014	Modern Languages & Cultures

<b>EFFECTIVE_TERM</b>	<b>SUBJECT</b>	<b>COURSE</b>	<b>STATUS</b>	<b>TITLE</b>	<b>DEPT_CODE</b>	<b>DEPT_DESCRIPTION</b>
202000	LAS	200	A	Seminar	031	Latin American Studies Prog
202000	LAS	203	A	Workshop	031	Latin American Studies Prog
202000	LAS	204	A	Special Topics	031	Latin American Studies Prog
202000	LAS	299	A	Directed Study	031	Latin American Studies Prog
202000	LAS	306	A	Culture/Institutns-Latin Amer	031	Latin American Studies Prog
201900	LAS	315	A	Comparatv African-Am Cultures	031	Latin American Studies Prog
202000	LAS	391	A	Hispanic Film	031	Latin American Studies Prog
202000	LAS	394	A	Latin Amer Lit in Translation	031	Latin American Studies Prog
202000	LAS	400	A	Seminar	031	Latin American Studies Prog
202000	LAS	403	A	Workshop	031	Latin American Studies Prog
202000	LAS	404	A	Special Topics	031	Latin American Studies Prog
202000	LAS	409	A	Modern Latin American Society	031	Latin American Studies Prog
200220	LAS	410	A	Human Rights/Latin America	001	Letters Arts & Social Sciences
202000	LAS	413	A	Spanish American Short Fiction	031	Latin American Studies Prog
202000	LAS	422	A	Mexican Culture through Cinema	031	Latin American Studies Prog
202000	LAS	424	A	Human Rights & Hispanic Cinema	031	Latin American Studies Prog
202000	LAS	438	A	Modern Mexico/The Americas	031	Latin American Studies Prog
202000	LAS	439	A	Modern Latin America	031	Latin American Studies Prog
202000	LAS	441	A	Slav & Freed in the Amer	031	Latin American Studies Prog
202000	LAS	462	A	Human Issues/Internt'l Develop	031	Latin American Studies Prog
202000	LAS	499	A	Directed Study	031	Latin American Studies Prog
200220	LAS	510	A	Human Rights/Latin America	001	Letters Arts & Social Sciences
201200	LAS	220	D	Peoples of the World	UI03	Latin-American Studies
201900	LAS	301	D	Intro LA Studies	031	Latin American Studies Prog
201900	LAS	401	D	Rdgs:Spanish Literature	031	Latin American Studies Prog
202100	LAS	402	D	Rdgs:Spanish Amer Literature	031	Latin American Studies Prog
201900	LAS	435	D	Lt Amer:Colonial Era	031	Latin American Studies Prog
201900	LAS	440	D	Soc Rev in Latin Amer	031	Latin American Studies Prog
202100	LAS	447	D	Int'l Development Economics	031	Latin American Studies Prog
201900	LAS	493	D	Int'l Land Preserv/Conserv Sys	031	Latin American Studies Prog
201900	LAS	504	D	Special Topics	031	Latin American Studies Prog
202100	LAS	000	I	Elective	031	Latin American Studies Prog
202100	LAS	005	I	Elective	031	Latin American Studies Prog

<b>TERM</b>	<b>CRN</b>	<b>SUBJECT</b>	<b>COURSE</b>	<b>SECTION</b>	<b>STATUS</b>
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199620	42364	IS	400	01	A
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199800	72381	IS	498	01	A
199800	72410	IS	499	01	A
199810	12441	IS	206	01	A
199810	18597	IS	404	01	A
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200720	59279	IS	498	02	I



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200920	62768	IS	499	11	I
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201820	71143	IS	499	09	C
201820	73105	IS	499	10	C
201820	73736	IS	499	11	A
201820	73828	IS	499	12	A
201820	73884	IS	499	13	A
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201820	73949	IS	499	15	A
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201900	85116	IS	321	01	A
201900	84464	IS	326	01	C
201900	82205	IS	350	01	C
201900	84798	IS	350	02	C
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201910	39998	IS	310	02	C
201910	40813	IS	310	03	C
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202220	73828	IS	499	12	C
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<b>EFFECTIVE_TERM</b>	<b>SUBJECT</b>	<b>COURSE</b>	<b>STATUS</b>	<b>TITLE</b>	<b>DEPT_CODE</b>	<b>DEPT_DESCRIPTION</b>
202000	MRTN	001	A	CEU	018	Martin Institute Intl Studies
202000	MRTN	204	A	Special Topics	018	Martin Institute Intl Studies
202000	MRTN	299	A	Directed Study	018	Martin Institute Intl Studies
202000	MRTN	403	A	Workshop	018	Martin Institute Intl Studies
202000	MRTN	404	A	Special Topics	018	Martin Institute Intl Studies
202000	MRTN	498	A	Internship	018	Martin Institute Intl Studies
202000	MRTN	499	A	Directed Study	018	Martin Institute Intl Studies
200400	MRTN	486	D	Pub Involv/Nat Res Mgt	018	Martin Institute Intl Studies
200400	MRTN	490	D	The Causes Of War	018	Martin Institute Intl Studies
199610	MRTN	491	D	Pol, Soc, Econ Conflict	018	Martin Institute Intl Studies
199610	MRTN	492	D	Terrorism:Threat, Reality, Res	018	Martin Institute Intl Studies
199610	MRTN	495	D	Tech Aspects of Modern Warfare	018	Martin Institute Intl Studies
200400	MRTN	496	D	International Org & Law	001	Letters Arts & Social Sciences
199610	MRTN	523	D	Internatl Org & Admin	018	Martin Institute Intl Studies
199610	MRTN	596	D	Seminar in Political Violence	018	Martin Institute Intl Studies
202100	MRTN	000	I	Elective	018	Martin Institute Intl Studies
202100	MRTN	005	I	Elective	018	Martin Institute Intl Studies

<b>EFFECTIVE_TERM</b>	<b>SUBJECT</b>	<b>COURSE</b>	<b>STATUS</b>	<b>TITLE</b>	<b>DEPT_CODE</b>	<b>DEPT_DESCRIPTION</b>
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202000	IS	200	A	Seminar	016	Martin Schl of Global Studies
202000	IS	203	A	Workshop	016	Martin Schl of Global Studies
202000	IS	204	A	Special Topics	016	Martin Schl of Global Studies
201000	IS	210	A	Researching Int'l Issues	018	Martin Institute Intl Studies
202000	IS	225	A	Intrnt'l Envrnmntl Issues/Sem	016	Martin Schl of Global Studies
202000	IS	298	A	Internship	016	Martin Schl of Global Studies
202000	IS	299	A	Directed Study	016	Martin Schl of Global Studies
202000	IS	310	A	The United Nations	016	Martin Schl of Global Studies
202000	IS	320	A	Model United Nations	016	Martin Schl of Global Studies
202000	IS	321	A	UN and Related Agencies	016	Martin Schl of Global Studies
202100	IS	322	A	Int'l Environmental Governance	016	Martin Schl of Global Studies
202000	IS	323	A	Intl Monetary/Trade Orgs	016	Martin Schl of Global Studies
202000	IS	325	A	The Contemporary Muslim World	016	Martin Schl of Global Studies
202000	IS	326	A	Africa Today	016	Martin Schl of Global Studies
201200	IS	328	A	Canada Today	018	Martin Institute Intl Studies
202000	IS	350	A	Sports and Int'l Affairs	016	Martin Schl of Global Studies
202000	IS	370	A	African Cmnty Culture Music	016	Martin Schl of Global Studies
202000	IS	384	A	African Politics	016	Martin Schl of Global Studies
202000	IS	398	A	Internship	016	Martin Schl of Global Studies
202000	IS	400	A	Seminar	016	Martin Schl of Global Studies
202000	IS	403	A	Workshop	016	Martin Schl of Global Studies
202000	IS	404	A	Special Topics	016	Martin Schl of Global Studies
202000	IS	410	A	NGOs/International System	016	Martin Schl of Global Studies
202100	IS	426	A	Seminar in Africana Studies	016	Martin Schl of Global Studies
202000	IS	440	A	Int'l Orgs and Int'l Law	016	Martin Schl of Global Studies
202000	IS	441	A	Int Protection of Human Rights	016	Martin Schl of Global Studies
202000	IS	485	A	Martin Scholars	016	Martin Schl of Global Studies
202000	IS	495	A	Intl Studies Senior Seminar	016	Martin Schl of Global Studies
202000	IS	497	A	Practicum in Instruction	016	Martin Schl of Global Studies
202000	IS	498	A	Internship	016	Martin Schl of Global Studies
202000	IS	499	A	Directed Study	016	Martin Schl of Global Studies
202000	MRTN	001	A	CEU	018	Martin Institute Intl Studies
202000	MRTN	204	A	Special Topics	018	Martin Institute Intl Studies
202000	MRTN	299	A	Directed Study	018	Martin Institute Intl Studies



202000	MRTN	403	A	Workshop	018	Martin Institute Intl Studies
202000	MRTN	404	A	Special Topics	018	Martin Institute Intl Studies
202000	MRTN	498	A	Internship	018	Martin Institute Intl Studies
202000	MRTN	499	A	Directed Study	018	Martin Institute Intl Studies
201500	IS	327	D	The Francophone World	018	Martin Institute Intl Studies
200400	MRTN	486	D	Pub Involv/Nat Res Mgt	018	Martin Institute Intl Studies
200400	MRTN	490	D	The Causes Of War	018	Martin Institute Intl Studies
199610	MRTN	491	D	Pol, Soc, Econ Conflict	018	Martin Institute Intl Studies
199610	MRTN	492	D	Terrorism:Threat, Reality, Res	018	Martin Institute Intl Studies
199610	MRTN	495	D	Tech Aspects of Modern Warfare	018	Martin Institute Intl Studies
199610	MRTN	523	D	Internatl Org & Admin	018	Martin Institute Intl Studies
199610	MRTN	596	D	Seminar in Political Violence	018	Martin Institute Intl Studies
202100	IS	000	I	Elective	018	Martin Institute Intl Studies
202100	IS	005	I	Elective	018	Martin Institute Intl Studies
202100	MRTN	000	I	Elective	018	Martin Institute Intl Studies
202100	MRTN	005	I	Elective	018	Martin Institute Intl Studies

# 64: SCHOOL OF GLOBAL STUDIES: MAJORS IN FRENCH, LATIN AMERICAN STUDIES, MODERN LANGUAGE BUSINESS OPTION AND SPANISH

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## In Workflow

1. Registrar's Office (none)
2. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
3. SEM Review (dkahler@uidaho.edu)
4. Ready for UCC (disable)
5. UCC (none)
6. Post-UCC Registrar (none)
7. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
8. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
9. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
10. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
11. Theodore Unzicker (tunzicker@uidaho.edu)
12. Catalog Update (V00814390@uidaho.edu)

## Approval Path

1. Wed, 24 Aug 2022 16:24:18 GMT  
V00814390: Rollback to Initiator
2. Thu, 15 Sep 2022 18:20:55 GMT  
Theodore Unzicker (tunzicker): Approved for Registrar's Office
3. Thu, 06 Oct 2022 18:38:01 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
4. Wed, 19 Oct 2022 16:16:19 GMT  
Dean Kahler (dkahler): Approved for SEM Review
5. Wed, 26 Oct 2022 15:42:11 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
6. Wed, 02 Nov 2022 16:36:22 GMT  
Theodore Unzicker (tunzicker): Approved for UCC
7. Mon, 09 Jan 2023 16:35:31 GMT  
Theodore Unzicker (tunzicker): Approved for Post-UCC Registrar

## New Proposal

Date Submitted: Wed, 24 Aug 2022 23:03:57 GMT

**Viewing: School of Global Studies: Majors in French, Latin American Studies, Modern Language Business Option and Spanish**

**Last edit: Wed, 24 Aug 2022 23:03:56 GMT**

Changes proposed by: Rachel Halverson

### Faculty Contact

Faculty Name	Faculty Email
Rachel J. Halverson	rhalverson@uidaho.edu

### Request Type

Other

### Effective Catalog Year

2023-2024

### Title

School of Global Studies: Majors in French, Latin American Studies, Modern Language Business Option and Spanish

### Request Details

The majors in French, Latin American Studies, Modern Language Business Option and Spanish are housed in the Department of Modern Languages and Culture (MLC) in Banner. The Department of Modern Languages and Culture ceased to exist when it was

merged with International Studies to form the School of Global Studies. The School now houses all the programs and languages that were formerly in MLC as well as International Studies (IS). Therefore, it is requested that the majors in French, Latin American Studies, Modern Language Business Option and Spanish be moved from MLC to the School of Global Studies and that International Studies be moved to the School of Global Studies.

**Supporting Documents**

SOACURR records with Intl-Lang-Latin dept\_code.xlsx

**Reviewer Comments**

**V00814390 (Wed, 24 Aug 2022 16:24:18 GMT):** Rollback: to include IS/IP

Key: 64

SORCURL_PROGRAM	DEGREE	DEPT_CODE	MAJOR	SORCMJR_CURR_RULE	SORCMJR_CMJR_RULE	SORCMJR_TERM_CODE_EFF	SORCMJR_ADM_IND	SORCMJR_STU_IND	SORCMJR_HIS_IND	SORCMJR_REC_IND	SORCMJR_DAU_IND	SORCMJR_ACTIVITY_DATE	SORCMJR_MAJR_CODE	SORCMJR_DEPT_CODE	SORCMJR_DEGR_CDE	SORCMJR_EDL_QLFR	SORCMJR_EDL_VALUE	SORCMJR_DISP_WEB_IND	SORCMJR_DESC	SORCMJR_AUTO_DEC_IND	SORCMJR_SURROGATE_ID	SORCMJR_VERSION	SORCMJR_USER_ID	SORCMJR_DATA_ORIGIN	SORCMJR_VPDI_CODE
BA-CLASS	001	014	0104	183	8508	202200	Y	Y	Y	Y	Y	7/20/2022 08:19:17 AM 0104	014	014	2.4	81	Y	Spanish	N	8987	0			0	
BA-CLASS	001	014	0743	183	8573	202200	Y	Y	Y	Y	Y	7/20/2022 08:19:18 AM 0743	014	014	2.4	81	Y	Modern Language Business	N	9052	0			0	
BA-CLASS	001	014	0061	183	8502	202200	Y	Y	Y	Y	Y	7/20/2022 08:19:17 AM 0061	014	014	2.4	81	Y	French	N	8981	0			0	
BA-CLASS	001	014	0126	183	8513	202200	N	N	Y	N	N	7/20/2022 08:19:17 AM 0126	014	014	2.4	81	N	Foreign Languages - Business Option	N	8992	0			0	

# 65: SCHOOL OF GLOBAL STUDIES: FACULTY

## In Workflow

1. Registrar's Office (none)
2. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
3. Ready for UCC (disable)
4. UCC (none)
5. Post-UCC Registrar (none)
6. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
7. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
8. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
9. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
10. Catalog Update (V00814390@uidaho.edu)
11. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Wed, 24 Aug 2022 16:24:24 GMT  
V00814390: Rollback to Initiator
2. Thu, 15 Sep 2022 18:22:13 GMT  
Theodore Unzicker (tunzicker): Approved for Registrar's Office
3. Thu, 06 Oct 2022 18:38:31 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
4. Wed, 19 Oct 2022 19:48:26 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
5. Tue, 25 Oct 2022 22:53:30 GMT  
Theodore Unzicker (tunzicker): Approved for UCC
6. Mon, 09 Jan 2023 16:37:10 GMT  
Theodore Unzicker (tunzicker): Approved for Post-UCC Registrar

## New Proposal

Date Submitted: Wed, 24 Aug 2022 23:04:46 GMT

**Viewing: School of Global Studies: Faculty**

**Last edit: Wed, 24 Aug 2022 23:04:45 GMT**

Changes proposed by: Rachel Halverson

### Faculty Contact

Faculty Name	Faculty Email
Rachel J. Halverson	rhalverson@uidaho.edu

### Request Type

Other

### Effective Catalog Year

2023-2024

### Title

School of Global Studies: Faculty

### Request Details

Faculty in ALCP, Chinese, French, German, Latin American Studies, Japanese, and Spanish are housed in the Department of Modern Languages and Culture (MLC) in Banner. The Department of Modern Languages and Culture ceased to exist when it was merged with International Studies to form the School of Global Studies. The School now houses all the programs and languages that were formerly in MLC as well International Studies. Therefore, it is requested that the faculty be moved from MLC to the School of Global Studies.

### Supporting Documents

Intl-Lang-Latin dept\_code SIAINST records.xlsx

### Reviewer Comments

**V00814390 (Wed, 24 Aug 2022 16:24:24 GMT):** Rollback: to include IS/IP

Key: 65

# 59: CIVIL ENGINEERING (BSCE)

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## In Workflow

1. 125 Chair (fritz@uidaho.edu)
2. 08 Curriculum Committee Chair (colberg@uidaho.edu)
3. Degree Map Review (rfrost@uidaho.edu)
4. Curriculum Review (V00814390@uidaho.edu)
5. Registrar's Office (none)
6. Ready for UCC (disable)
7. UCC (none)
8. Post-UCC Registrar (none)
9. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
10. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
11. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
12. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
13. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Wed, 13 Apr 2022 21:30:12 GMT  
Fritz Fiedler (fritz): Approved for 125 Chair
2. Wed, 18 May 2022 21:32:01 GMT  
Patricia Colberg (colberg): Rollback to 125 Chair for 08 Curriculum Committee Chair
3. Mon, 22 Aug 2022 15:11:37 GMT  
Fritz Fiedler (fritz): Approved for 125 Chair
4. Wed, 24 Aug 2022 21:30:28 GMT  
Patricia Colberg (colberg): Approved for 08 Curriculum Committee Chair
5. Thu, 13 Oct 2022 23:28:19 GMT  
Rebecca Frost (rfrost): Approved for Degree Map Review
6. Tue, 18 Oct 2022 15:36:57 GMT  
V00814390: Approved for Curriculum Review
7. Tue, 18 Oct 2022 17:13:12 GMT  
V00814390: Approved for Registrar's Office
8. Wed, 26 Oct 2022 16:08:21 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
9. Wed, 02 Nov 2022 15:57:24 GMT  
Theodore Unzicker (tunzicker): Approved for UCC
10. Mon, 09 Jan 2023 16:26:20 GMT  
Theodore Unzicker (tunzicker): Approved for Post-UCC Registrar

## History

1. Apr 2, 2021 by Amy Kingston (amykingston)
2. Jun 15, 2021 by Rebecca Frost (rfrost)
3. Mar 23, 2022 by Michael Lowry (mlowry)
4. Mar 24, 2022 by David Barnes (dabarnes)
5. Mar 31, 2022 by David Barnes (dabarnes)

Date Submitted: Wed, 13 Apr 2022 21:26:51 GMT

**Viewing: 59 : Civil Engineering (BSCE)**

**Last approved: Thu, 31 Mar 2022 16:52:30 GMT**

**Last edit: Tue, 18 Oct 2022 15:14:33 GMT**

Changes proposed by: Michael Lowry

### Faculty Contact

Faculty Name	Faculty Email
Mike Lowry	mlowry@uidaho.edu

### Change Type (Choose all that apply)

Change curriculum requirements

**Description of Change**

Remove CE 491 and replace with CE 493. CE 493 needs to be reactivated.

**Will this request have a fiscal impact of \$250K or greater?**

No

**Academic Level**

Undergraduate

**College**

Engineering

**Department/Unit:**

Civil & Environmental Engr

**Effective Catalog Year**

2023-2024

**Program Title**

Civil Engineering (BSCE)

**Program Credits**

121

**CIP Code**

14.0801 - Civil Engineering, General.

**Curriculum:**

To graduate in this program, a grade of 'C' or better is required in all math, science, and engineering courses used to fulfill degree requirements. Students may accumulate no more than 14 credit hours of 'D' or 'F' in math, science, or engineering courses. Included in this number are multiple repeats of a single class or single repeats of multiple classes, as well as courses transferred from other institutions. Students who exceed 14 credits of 'D' or 'F' will be permanently disqualified from pursuing the B.S. degree in Civil Engineering at the University of Idaho. To complete this degree, all students must show proof of registering for the Fundamentals of Engineering (FE) Exam.

Required course work includes the university requirements (see regulation J-3 (<https://catalog.uidaho.edu/general-requirements-academic-procedures/j-general-requirements-baccalaureate-degrees/>)) and:

Code	Title	Hours
CE 105	Civil Engineering Drafting	3
CE 211	Engineering Surveying	3
CE 215	Civil Engineering Analysis and Design	3
CE 322	Hydraulics	4
CE 325	Fundamentals of Hydrologic Engineering	3
CE 330	Fundamentals of Environmental Engineering	3
CE 342	Theory of Structures	3
CE 357	Properties of Construction Materials	4
CE 360	Fundamentals of Geotechnical Engineering	4
CE 372	Fundamentals of Transportation Engineering	3
CE 493	Course CE 493 Not Found (Reactivating)	2
CE 494	Senior Design II	3
CHEM 111 & 111L	General Chemistry I and General Chemistry I Laboratory	4
COMM 101	Fundamentals of Oral Communication	3
ENGR 123	First Year Engineering	2
ENGR 210	Engineering Statics	3
ENGR 220	Engineering Dynamics	3
ENGR 335	Engineering Fluid Mechanics	3
ENGR 350	Engineering Mechanics of Materials	3
ENGR 360	Engineering Economy	2
GEOL 111	Physical Geology for Science Majors	3



GEOL 111L or GEOL 101L	Physical Geology for Science Majors Lab Physical Geology Lab	1
MATH 170	Calculus I	4
MATH 175	Calculus II	4
MATH 275	Calculus III	3
MATH 310	Ordinary Differential Equations	3
PHIL 103 or PHIL 208	Introduction to Ethics Business Ethics	3
PHYS 211 & 211L	Engineering Physics I and Laboratory Physics I	4
STAT 301	Probability and Statistics	3
Select one of the following:		3-4
ECON 201	Principles of Macroeconomics	
ECON 202	Principles of Microeconomics	
ECON 272	Foundations of Economic Analysis	
Select one of the following:		3-4
BIOL 114	Organisms and Environments	
BIOL 115	Cells and the Evolution of Life	
CHEM 112	General Chemistry II	
EPPN 154	Microbiology and the World Around Us	
PHYS 212	Engineering Physics II	
PHYS 213	Engineering Physics III	
MATH 330	Linear Algebra	
STAT 431	Statistical Analysis	
<b>Civil Engineering Electives</b>		
A total of 18 credits are required from:		18
CE-prefix 400-level courses <sup>1</sup>		
GEOE-prefix 400-level courses <sup>2</sup>		
<b>Total Hours</b>		<b>113-115</b>

1

Except CE 400, CE 403, CE 411, CE 493, CE 498, and CE 499.

2

Except GEOE 403 and GEOE 499.

**Courses to total at least 121 credits for this degree, not counting Math below 170 and English below 102.****Degree Maps:****Four-Year Plan**

Fall Term 1		Hours
COMM 101	Fundamentals of Oral Communication	3
ENGL 101	Writing and Rhetoric I	3
ENGR 123	First Year Engineering	2
MATH 170	Calculus I	4
PHYS 211	Engineering Physics I	3
PHYS 211L	Laboratory Physics I	1
American Diversity Course		3
<b>Hours</b>		<b>19</b>
Spring Term 1		Hours
CE 105	Civil Engineering Drafting	3
ENGL 102	Writing and Rhetoric II	3
ENGR 210	Engineering Statics	3
GEOL 111	Physical Geology for Science Majors	3
GEOL 111L	Physical Geology for Science Majors Lab	1
MATH 175	Calculus II	4
<b>Hours</b>		<b>17</b>
Fall Term 2		Hours
CE 211	Engineering Surveying	3
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
ENGR 220	Engineering Dynamics	3

MATH 275	Calculus III	3
Humanistic and Artistic Ways of Knowing Course		3
<b>Hours</b>		<b>16</b>
<b>Spring Term 2</b>		
CE 215	Civil Engineering Analysis and Design	3
ENGR 335	Engineering Fluid Mechanics	3
ENGR 350	Engineering Mechanics of Materials	3
MATH 310	Ordinary Differential Equations	3
STAT 301	Probability and Statistics	3
<b>Hours</b>		<b>15</b>
<b>Fall Term 3</b>		
CE 322	Hydraulics	4
CE 330	Fundamentals of Environmental Engineering	3
CE 342	Theory of Structures	3
CE 357	Properties of Construction Materials	4
ENGL 317	Technical Writing II	3
<b>Hours</b>		<b>17</b>
<b>Spring Term 3</b>		
CE 325	Fundamentals of Hydrologic Engineering	3
CE 360	Fundamentals of Geotechnical Engineering	4
CE 372	Fundamentals of Transportation Engineering	3
400 level CE or GEOE Technical, Major Elective Course		3
ECON 201 OR ECON 202 OR ECON 272		3
<b>Hours</b>		<b>16</b>
<b>Fall Term 4</b>		
ENGR 360	Engineering Economy	2
400 level CE or GEOE Technical, Major Elective Course		3
CE 493	Course CE 493 Not Found	2
400 level CE or GEOE Technical, Major Elective Course		3
International Course		3
BIOL 114 OR BIOL 115 OR BIOL 154 OR CHEM 112 OR MATH 330 OR PHYS 212 OR PHYS 213 OR STAT 431		3
PHIL 103 OR PHIL 208		3
<b>Hours</b>		<b>19</b>
<b>Spring Term 4</b>		
CE 494	Senior Design II	3
Social and Behavioral Ways of Knowing Course		3
400 level CE or GEOE Technical, Major Elective Course		3
400 level CE or GEOE Technical, Major Elective Course		3
400 level CE or GEOE Technical, Major Elective Course		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>134</b>

## Five-Year Plan

		Hours
<b>Fall Term 1</b>		
COMM 101	Fundamentals of Oral Communication	3
ENGL 101	Writing and Rhetoric I	3
ENGR 123	First Year Engineering	2
MATH 143	College Algebra	3
MATH 144	Analytic Trigonometry	1
Humanistic and Artistic Ways of Knowing Course		3
<b>Hours</b>		<b>15</b>
<b>Spring Term 1</b>		
ENGL 102	Writing and Rhetoric II	3
ENGR 210	Engineering Statics	3
MATH 170	Calculus I	4
CE 105	Civil Engineering Drafting	3
<b>Hours</b>		<b>13</b>
<b>Fall Term 2</b>		
CE 211	Engineering Surveying	3
GEOL 111	Physical Geology for Science Majors	3
GEOL 111L	Physical Geology for Science Majors Lab	1
MATH 175	Calculus II	4
American Diversity Course		3
<b>Hours</b>		<b>14</b>
<b>Spring Term 2</b>		
MATH 275	Calculus III	3
PHYS 211	Engineering Physics I	3
PHYS 211L	Laboratory Physics I	1

International Course		3
ECON 201 OR ECON 202 OR ECON 272		3
	<b>Hours</b>	<b>13</b>
<b>Fall Term 3</b>		
CHEM 111	General Chemistry I	3
CHEM 111L	General Chemistry I Laboratory	1
ENGR 220	Engineering Dynamics	3
Social and Behavioral Ways of Knowing Course		3
PHIL 103 OR PHIL 208		3
	<b>Hours</b>	<b>13</b>
<b>Spring Term 3</b>		
CE 215	Civil Engineering Analysis and Design	3
ENGR 335	Engineering Fluid Mechanics	3
ENGR 350	Engineering Mechanics of Materials	3
MATH 310	Ordinary Differential Equations	3
STAT 301	Probability and Statistics	3
	<b>Hours</b>	<b>15</b>
<b>Fall Term 4</b>		
CE 322	Hydraulics	4
CE 330	Fundamentals of Environmental Engineering	3
CE 342	Theory of Structures	3
CE 357	Properties of Construction Materials	4
	<b>Hours</b>	<b>14</b>
<b>Spring Term 4</b>		
CE 325	Fundamentals of Hydrologic Engineering	3
CE 360	Fundamentals of Geotechnical Engineering	4
CE 372	Fundamentals of Transportation Engineering	3
400 level CE or GEOE Technical, Major Elective Course		3
	<b>Hours</b>	<b>13</b>
<b>Fall Term 5</b>		
CE 493	Course CE 493 Not Found	2
ENGR 360	Engineering Economy	2
400 level CE or GEOE Technical, Major Elective Course		3
400 level CE or GEOE Technical, Major Elective Course		3
BIOL 114 OR BIOL 115 OR BIOL 154 OR CHEM 112 OR MATH 330 OR PHYS 212 OR PHYS 213 OR STAT 431		4
	<b>Hours</b>	<b>14</b>
<b>Spring Term 5</b>		
CE 494	Senior Design II	3
400 level CE or GEOE Technical, Major Elective Course		3
400 level CE or GEOE Technical, Major Elective Course		3
400 level CE or GEOE Technical, Major Elective Course		3
	<b>Hours</b>	<b>12</b>
	<b>Total Hours</b>	<b>136</b>

The degree map is a guide for the timely completion of your curricular requirements. Your academic advisor or department may be contacted for assistance in interpreting this map. This map is not reflective of your academic history or transcript and it is not official notification of completion of degree or certificate requirements. Please contact the Registrar's Office regarding your official degree/certificate completion status.

## Distance Education Availability

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

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

No

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

## Geographical Area Availability

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

Moscow

## Student Learning Outcomes

### Have learning outcomes changed?

No

### Learning Objectives

1. By graduation, students will be able to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2. By graduation, students will demonstrate an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. By graduation, students will be able to communicate effectively with a range of audiences.
4. By graduation, students will be able to recognize ethical and professional responsibilities in engineering situations and make informed judgments.
5. By graduation, students will be able to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. By graduation, students will be able to develop and conduct appropriate testing or experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. By graduation, students will have the ability to acquire and apply new knowledge as needed, without formal instruction or detailed guidance.

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

A few years ago, CEE expanded the senior design capstone course (CE 494) to span two semesters. We had been using the senior seminar course (CE 491) as the first course in the sequence. We have decided to reactivate CE 493 to formally establish the two semester senior design sequence.

### Reviewer Comments

**Patricia Colberg (colberg) (Wed, 18 May 2022 21:32:01 GMT):** Rollback: We discussed how to segregate the various proposals and then collate into program change request. Let me know if you need help with this. P

**Rebecca Frost (rfrost) (Thu, 13 Oct 2022 23:28:03 GMT):** Updated 5 year degree map to include new curriculum.

Key: 59

# 441: INTERDISCIPLINARY SCIENCE AND TECHNOLOGY (PSM)

## In Workflow

1. Ready for UCC (disable)
2. UCC (none)
3. Post-UCC Registrar (none)
4. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
6. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
7. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
8. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Wed, 02 Nov 2022 17:47:56 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
2. Tue, 08 Nov 2022 18:13:12 GMT  
Theodore Unzicker (tunzicker): Approved for UCC
3. Mon, 09 Jan 2023 16:20:23 GMT  
Theodore Unzicker (tunzicker): Approved for Post-UCC Registrar

## History

1. May 27, 2021 by Amy Kingston (amykingston)
2. May 28, 2021 by Amy Kingston (amykingston)
3. Aug 6, 2021 by Sara Mahuron (sara)
4. Mar 24, 2022 by David Barnes (dabarnes)

Date Submitted: Thu, 27 Oct 2022 21:25:43 GMT

**Viewing: 441 : Interdisciplinary Science and Technology (PSM)**

**Last approved: Thu, 24 Mar 2022 16:48:59 GMT**

**Last edit: Tue, 08 Nov 2022 18:13:06 GMT**

Changes proposed by: V00814390

### Faculty Contact

Faculty Name	Faculty Email
Jerry McMurtry	mcmurtry@uidaho.edu

### Change Type (Choose all that apply)

Change curriculum requirements

### Description of Change

Removing emphasis areas and changing requirements. Please see rationale.

### Will this request have a fiscal impact of \$250K or greater?

No

### Academic Level

Graduate

### College

Graduate Studies

### Department/Unit:

Graduate Studies

### Effective Catalog Year

2023-2024

### Program Title

Interdisciplinary Science and Technology (PSM)

**Program Credits**

30

**CIP Code**

52.0216 - 52.0216

**Curriculum:****Professional Science Master. Major in Interdisciplinary Science and Technology.**

The Professional Science Master (P.S.M.) degree is a national program offered by over 300 institutions who participate in coordination with the National Professional Science Masters Association (NPSMA). Contact the College of Graduate Studies for specific courses and requirements.

There are 3 requirements for the P.S.M. degree in Interdisciplinary Science and Technology:

- 12 credits of professional skills courses.
- 15 credits in scientific coursework in the student's emphasis area.
- 3 credits of electives or practicum/capstone experience.

Code	Title	Hours
<b>Professional Skills Courses</b>		<b>12</b>
Professional Skills courses are science based courses in communication, leadership, data science, and management. See the College of Graduate Studies for approved courses.		
<b>Emphasis Areas</b>		<b>15</b>
Select one of the following emphasis areas:		
Sustainable Soil and Land Systems ( <a href="https://catalog.uidaho.edu/colleges-related-units/graduate-studies/interdisciplinary-science-technology-psm/#sustainablesoilandlandsystems">https://catalog.uidaho.edu/colleges-related-units/graduate-studies/interdisciplinary-science-technology-psm/#sustainablesoilandlandsystems</a> )		
Climate Change ( <a href="https://catalog.uidaho.edu/colleges-related-units/graduate-studies/interdisciplinary-science-technology-psm/#climatechange">https://catalog.uidaho.edu/colleges-related-units/graduate-studies/interdisciplinary-science-technology-psm/#climatechange</a> )		
Water Resources ( <a href="https://catalog.uidaho.edu/colleges-related-units/graduate-studies/interdisciplinary-science-technology-psm/#waterresources">https://catalog.uidaho.edu/colleges-related-units/graduate-studies/interdisciplinary-science-technology-psm/#waterresources</a> )		
Ecohydrological Science and Management ( <a href="https://catalog.uidaho.edu/colleges-related-units/graduate-studies/interdisciplinary-science-technology-psm/#ecohydrologicalscienceandmanagement">https://catalog.uidaho.edu/colleges-related-units/graduate-studies/interdisciplinary-science-technology-psm/#ecohydrologicalscienceandmanagement</a> )		
Precision Nutrition for Animal and Human Health ( <a href="https://catalog.uidaho.edu/colleges-related-units/graduate-studies/interdisciplinary-science-technology-psm/#precisionnutritionforanimalandhumanhealth">https://catalog.uidaho.edu/colleges-related-units/graduate-studies/interdisciplinary-science-technology-psm/#precisionnutritionforanimalandhumanhealth</a> )		
Sustainable Food and Fiber ( <a href="https://catalog.uidaho.edu/colleges-related-units/graduate-studies/interdisciplinary-science-technology-psm/#sustainablefoodandfiber">https://catalog.uidaho.edu/colleges-related-units/graduate-studies/interdisciplinary-science-technology-psm/#sustainablefoodandfiber</a> )		
Geographic Information Skills, Mapping, and Monitoring ( <a href="https://catalog.uidaho.edu/colleges-related-units/graduate-studies/interdisciplinary-science-technology-psm/#geographicinformationskillsmappingandmonitoring">https://catalog.uidaho.edu/colleges-related-units/graduate-studies/interdisciplinary-science-technology-psm/#geographicinformationskillsmappingandmonitoring</a> )		
<b>Elective or Practicum /Capstone course</b>		<b>3</b>
The elective course should complement the student's emphasis area, but does not have to be from within that emphasis area.		
<b>Total Hours</b>		<b>30</b>

**A. Sustainable Soil and Land Systems Emphasis**

Code	Title	Hours
Select 15 credits from the following electives:		
ENVS 428	Pollution Prevention	
ENVS 485	Energy Efficiency and Conservation	
ENVS 536	Principles of Sustainability	
FISH 540	Wetland Restoration	
FS 509	Principles of Environmental Toxicology	
GEOG 455	Societal Resilience and Adaptation to Climate Change	
GEOG 513	Global Climate Change	
REM 440	Restoration Ecology	
WR 506	Interdisciplinary Methods in Water Resources	

**B. Climate Change Emphasis**

Code	Title	Hours
Select 15 credits from the following electives:		
BE 553	Northwest Climate and Water Resources Change	
BIOP 520	Introduction to Bioregional Planning	
FOR 462	Watershed Science and Management	
GEOG 401	Climatology	

GEOG 410	Biogeography
GEOG 420	Land, Resources, and Environment
GEOG 455	Societal Resilience and Adaptation to Climate Change
GEOG 513	Global Climate Change

**C. Water Resources Emphasis**

Code	Title	Hours
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Select 15 credits from the following electives:

ENVS 450	Environmental Hydrology
FISH 540	Wetland Restoration
FOR 462	Watershed Science and Management
GEOG 524	Hydrologic Applications of GIS and Remote Sensing
HYDR 512	Environmental Hydrogeology
WR 506	Interdisciplinary Methods in Water Resources

**D. Ecohydrological Science and Management Emphasis**

Code	Title	Hours
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Select 15 credits from the following electives:

ENVS 450	Environmental Hydrology
FISH 415	Limnology
FISH 430	Riparian and River Ecology
FISH 515	Large River Fisheries
FISH 540	Wetland Restoration
FOR 462	Watershed Science and Management
GEOG 524	Hydrologic Applications of GIS and Remote Sensing
HYDR 512	Environmental Hydrogeology
REM 440	Restoration Ecology

**E. Precision Nutrition for Animal and Human Health Emphasis**

Code	Title	Hours
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Select 15 credits from the following electives:

AGEC 451	Applied Environmental and Natural Resource Economics
BE 585	Fundamentals of Bioenergy and Bioproducts
BE 592	Biofuels
FSP 438/538	Lignocellulosic Biomass Chemistry
FSP 536	Biocomposites
PLSC 407	Field Crop Production
PLSC 546	Plant Breeding

**F. Sustainable Food and Fiber Emphasis**

Code	Title	Hours
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Select 15 credits from the following electives:

AGED 406	Exploring International Agriculture
FS 564	Food Toxicology
PLSC 407	Field Crop Production
PLSC 546	Plant Breeding
PLSC 551	Vegetable Crops
SOIL 417	Market Garden Practicum
SOIL 438	Pesticides in the Environment
SOIL 446	Soil Fertility
SOIL 527	Sustainable Food Systems

**G. Geographic Information, Skills, Mapping, and Monitoring Emphasis**

Code	Title	Hours
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Select 15 credits from the following electives:

ECE 516	Image Sensors and Systems
FOR 554	Air Quality, Pollution, and Smoke
GEOG 524	Hydrologic Applications of GIS and Remote Sensing
REM 507	Landscape and Habitat Dynamics

STAT 419	Introduction to SAS/R Programming
STAT 555	Statistical Ecology

**Courses to total 30 credits for this degree.**

### **Distance Education Availability**

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

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

Yes

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

Yes

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

### **Geographical Area Availability**

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

Online Only

### **Student Learning Outcomes**

**Have learning outcomes changed?**

No

#### **Learning Objectives**

1. Demonstrate an understanding of integrated environmental problem-solving based on a sound foundation in the principles of science.
2. Demonstrate mastery in financial and organizational management of scientific projects.
3. Communicate effectively, at a professional level through written work and oral presentations.
4. Demonstrate an understanding of ethical reasoning in scientific research and practice.
5. Demonstrate the ability to develop an innovation within an organization and drive adoption of the innovation by external stakeholders.

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

These proposed changes were submitted back in Fall 2020 along with the renaming of the major and the renaming of a couple of emphasis areas in the major. These proposed curriculum changes and the discontinuance of three emphasis areas were approved by Graduate Council and the Vice Provost for Academic Initiatives in Fall 2020. When the Registrar's Office converted the attached short form into CIM we missed the curricular changes above and the discontinuance of the three emphasis areas. They only sent the major name and emphasis area changes to UCC.

#### **Supporting Documents**

PSM Move from CNR.pdf

Key: 441



# 495: EMERGING MEDIA (MA)

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## In Workflow

1. 008 Chair (rsjohnson@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
6. Curriculum Review (V00814390@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Graduate Council Chair (slthomas@uidaho.edu)
9. Assessment (sara@uidaho.edu)
10. Registrar's Office (none)
11. Ready for UCC (disable)
12. UCC (none)
13. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
14. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
15. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
16. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
17. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Tue, 04 Oct 2022 23:27:35 GMT  
Robin Johnson (rsjohnson): Approved for 008 Chair
2. Thu, 06 Oct 2022 21:18:22 GMT  
Charles Tibbals (ctibbals): Approved for CLASS Review
3. Thu, 06 Oct 2022 21:20:53 GMT  
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Thu, 06 Oct 2022 21:22:27 GMT  
Sean Quinlan (quinlan): Approved for 18 Dean
5. Sat, 08 Oct 2022 00:12:23 GMT  
Ken Udas (kudas): Approved for Provost's Office
6. Tue, 25 Oct 2022 21:43:10 GMT  
V00814390: Approved for Curriculum Review
7. Thu, 27 Oct 2022 17:37:58 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Thu, 10 Nov 2022 17:24:10 GMT  
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
9. Fri, 11 Nov 2022 19:44:31 GMT  
Sara Mahuron (sara): Approved for Assessment
10. Wed, 16 Nov 2022 00:10:54 GMT  
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
11. Tue, 17 Jan 2023 21:32:33 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
12. Tue, 24 Jan 2023 23:29:34 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Program Proposal

Date Submitted: Tue, 04 Oct 2022 23:26:56 GMT

**Viewing: 495 : Emerging Media (MA)**

**Last edit: Tue, 24 Jan 2023 23:24:46 GMT**

Changes proposed by: Robin Johnson

## Faculty Contact

Faculty Name	Faculty Email
Robin Johnson	rsjohnson@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

No

**Academic Level**

Graduate

**College**

Letters Arts & Social Sciences

**Department/Unit:**

Journalism & Mass Media

**Effective Catalog Year**

2024-2025

**Program Title**

Emerging Media (MA)

**Degree Type**

Major

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

**Program Credits**

36

**Attach Program Change**

Emerging\_Media\_MA-Final.docx

**CIP Code**

09.0702 - Digital Communication and Media/Multimedia.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

Yes

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

**Financial Information**

**What is the financial impact of the request?**

Less than \$250,000 per FY

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

**Describe the financial impact**

Two new, one-year faculty positions at the lecturer rank with an estimated cost of \$147,791 with the option of renewing for two additional years will provide capacity to develop and deliver online graduate courses and for the program to reach target enrollment. Additionally, initial fundings is needed for online course development (\$30,000), marketing (\$15,000) and equipment and software (\$16,000).

**Curriculum:**

Both thesis and non-thesis options are offered. Students on the non-thesis track must complete a media-related project/production.

Code	Title	Hours
JAMM 510	Course JAMM 510 Not Found (Emerging Media & Society)	3
JAMM 520	Course JAMM 520 Not Found (Social Media and Analytics)	3
JAMM 530	Course JAMM 530 Not Found (Trends in Media Law)	3
JAMM 535	Course JAMM 535 Not Found (Media Entrepreneurship)	3
JAMM 540	Course JAMM 540 Not Found (Media Planning & Strategy)	3
JAMM 545	Course JAMM 545 Not Found (Audience Engagement)	3
JAMM 560	Course JAMM 560 Not Found (Writing and Editing for Media)	3
JAMM 565	Course JAMM 565 Not Found (Media Production & Design)	3
JAMM 570	Course JAMM 570 Not Found (Storytelling and Development)	3
JAMM 575	Course JAMM 575 Not Found (Media Postproduction & Distribution)	3
Select either the Thesis or Non-Thesis Option:		6
JAMM 500	Course JAMM 500 Not Found (Thesis)	
JAMM 599	Course JAMM 599 Not Found (Non-Thesis Project)	

**Total Hours** **36**

**Courses to total 36 credits for this degree**

### Distance Education Availability

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

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

Yes

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

Yes

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

### Geographical Area Availability

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

Online Only

### Student Learning Outcomes

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

The School of Journalism and Mass Media (JAMM) curriculum for the Emerging Media MA will enable our students to learn the following values and skills to prepare them for work and citizenship in a diverse and global society:

JAMM Values

1. Apply the principles and laws of freedom of speech and press in a global context and in the United States
2. Demonstrate an understanding of the multicultural history and role of professionals, individuals and institutions in shaping communications
3. Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in gender, race, ethnicity, sexual orientation and ability, domestically and globally, across communication and media contexts
4. Understand concepts and apply theories in the use and presentation of images and information
5. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity

JAMM Skills

1. Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work
2. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
3. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
4. Apply basic numerical and statistical concepts
5. Apply tools and technologies appropriate for the communications professions in which they work

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

Assessment begins with an understanding that a well-developed graduate curriculum guides students through high levels of knowledge and skill acquisition of learning outcomes. Students should become aware of a program's learning outcomes and be able to demonstrate the ability to apply knowledge of learning outcomes in courses and particularly in written and oral examinations and thesis projects.

The general assessment strategy for the school is to directly measure whether students are aware, understand and can apply learning outcomes at different waypoints in the curriculum. Doing so will allow the faculty to analyze the attainment of learning outcomes at each waypoint and make changes to improve teaching and learning where it is needed.

An assessment map will provide an overview of the required courses for each learning outcome and the master's level of knowledge and skill acquisition of the learning outcomes. Each course on the assessment map includes associated learning outcomes on its syllabus, and course instructors deploy teaching and learning strategies designed to provide students with an application of the learning outcomes. Syllabi are collected each semester and examined for inclusion of learning outcomes.

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

The university's assessment of program-level student learning outcomes ensures student achievement and continuous program-level improvement. Each year faculty and administrators of academic programs collect and analyze data and determine how to improve teaching and learning based on the results. The school adopts the annual assessment reporting deadlines established by the university.

The assessment report for the graduate academic program will provide the basis for discussion among faculty on any curriculum changes needed during the Fall faculty retreat typically held the week before Fall classes begin. Changes implemented during faculty meetings will be included in that year's annual report.

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

Direct measurement tools are developed and deployed to determine whether learning outcomes are being met, and best practices dictate that the measurement tools provide faculty and assessors with tools and data that are replicable and reliable. Direct measures are derived from assignments, exams or other instruments assigned to students by instructors or specialized instruments with no grading component in the course. The materials should be analyzed by faculty members, professionals or knowledge experts independent of the course or course grades using rubrics or other methods designed to measure knowledge acquisition of learning outcomes.

Non Thesis projects demonstrating the application of professional knowledge and skills will be assessed by members of JAMM's Professional Advisory Board or other media professionals and facilitated by faculty members.

**When will assessment activities occur and at what frequency?**

The director or the director's designate (graduate director) is responsible for managing the assessment strategy and process. The school's faculty is collectively responsible for using assessment information to guide curricular improvements.

At the beginning of a semester, instructors of courses on the assessment maps will be notified of any direct measurement tools that need to be created or existing tools that will be used to collect data. The instructors will be responsible for deploying the tool, collecting or capturing the data or materials needed for assessment, and providing the materials or data to the director or designate. The school uses a schedule that includes semiannual, annual and biennial data collection and analysis to balance the scope of assessment activities with the size of the faculty.

## **Student Learning Outcomes**

### **Learning Objectives**

The School of Journalism and Mass Media (JAMM) curriculum for the Emerging Media MA will enable our students to learn the following values and skills to prepare them for work and citizenship in a diverse and global society:

#### **JAMM Values**

1. Apply the principles and laws of freedom of speech and press in a global context and in the United States
2. Demonstrate an understanding of the multicultural history and role of professionals, individuals and institutions in shaping communications
3. Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in gender, race, ethnicity, sexual orientation and ability, domestically and globally, across communication and media contexts
4. Understand concepts and apply theories in the use and presentation of images and information
5. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity

#### **JAMM Skills**

1. Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work
2. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
3. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
4. Apply basic numerical and statistical concepts
5. Apply tools and technologies appropriate for the communications professions in which they work

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

A complete description of the rationale, program need and impact on the department can be found in the Idaho State Board of Education Proposal, Emerging Media ROI spreadsheet and the Budget Spreadsheet attached as supporting documents.

**Supporting Documents**

JAMM Emerging Media ROI New program\_final.xlsx  
Budget\_EmergingMedia\_MA\_final.xlsx

**Reviewer Comments**

**Ken Udas (kudas) (Sat, 08 Oct 2022 00:02:04 GMT):** Funding for this program will be a combination of College and Digital Learning funds.

**Ken Udas (kudas) (Sat, 08 Oct 2022 00:12:09 GMT):** With the consent of Dean Quinlan and Robin Johnson, the "Self-Support" program designation was changed from "YES" to "NO".

**Sara Mahuron (sara) (Fri, 11 Nov 2022 19:44:27 GMT):** assessment section reviewed. Section complete and thoroughly answers all prompts

Key: 495

## Idaho State Board of Education

### Proposal for Academic Degree and Certificate Program

Date of Proposal Submission:	November 23, 2021
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Letters, Arts & Social Sciences
Name of Department(s) or Area(s):	School of Journalism & Mass Media

Official Name of the Program:	Emerging Media		
Implementation Date:	August 2023		
Degree Information:	Degree Level: Graduate	Degree Type: Master of Arts	
CIP code (consult IR /Registrar):	09.0702		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	100 percent online		
Geographical Delivery:	Location(s)	Region(s)	
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	Self-Support fee	Professional Fee	X Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	X Regional Responsibility	Statewide Responsibility	

**Indicate whether this request is either of the following:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> New Degree Program<br><input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more)<br><input type="checkbox"/> Expansion of Existing Program | <input type="checkbox"/> Consolidation of Existing Program<br><input type="checkbox"/> New Off-Campus Instructional Program<br><input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |
|---|--|

College Dean (Institution)	Date
Graduate Dean or other official (Institution; as applicable)	Date
FVP/Chief Fiscal Officer (Institution)	Date
Provost/VP for Instruction (Institution)	Date
President	Date

Vice President for Research (Institution; as applicable)	Date
Academic Affairs Program Manager, OSBE	Date
Chief Financial Officer, OSBE	Date
Chief Academic Officer, OSBE	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. All questions must be answered.

## **Rationale for Creation or Modification of the Program**

- 1. Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

The School of Journalism and Mass Media (JAMM) requests approval to create and deliver a flexible graduate professional master program of emerging media that meets the needs of those wanting to build or upgrade skills essential to employment in quickly evolving digital media fields of advertising, broadcasting/livestreaming, corporate media communication, film, journalism, public relations and social media management.

The graduate program provides flexibility with the ability to obtain two new graduate certificates in media production and strategic media management combined with a thesis project for 36 credits hours of course work. The change will result in 10 new courses offered by the school at the graduate level, requiring the addition of two full time faculty and university support of existing online program development resources. The master's program and graduate certificates will reside in JAMM and do not replace or rely on curriculum outside of the JAMM.

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

Emerging media technologies are transforming media industries and the strategic communication needs of all industries, fields and communities. Fluency in creating digital media content, understanding media analytics, social media networking, and digital marketing and management are fast becoming a requirement for positions in integrated strategic communications, convergent news media, community outreach, and entertainment. Online communities, concepts and technologies are driving the future of these fields while transforming social and economic lives globally and in the state of Idaho.

- a. Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

Employment in media and communication occupations have a projected growth rate of 14 percent from 2020 to 2030, faster than the average for all occupations, resulting in the creation of more than 150,000 new jobs, according to the U.S. Bureau of Labor Statistics. Occupations in media and communications are robust and include advertising designers and copywriters; announcers; broadcast/livestream and video technicians; editors; film and video editors and camera operators; marketing managers; news analysts, reporters

and journalists; photographers; public relations specialists; social media managers, technical writers; and writers and authors. The Idaho Department of Labor ranks advertising and marketing specialists in the marketing career cluster as seventh on its list of Idaho's Hot Jobs, 2016-2026 with a projected growth rate of 27.7percent. The list consists of occupations that rank highest in abundance of jobs in thestate economy with a high growth and pay rates.

More than 13 occupations including public relations specialists, film and video editors and marketing research analysts show positive growth trajectories averaging more than 6 percent from 2021 to 2026, according to a n Emsi analysis of target occupations. The number of jobs is expected to increase 7.6 percent in the same time frame, with 2.13 million jobs in 2021 rising to 2.29 million. From 2021 to 2022, there were more than 1000 total job postings and 400 unique job postings, giving an Emsi posting intensity of 3 to 1, in line with the regional average for all occupations.

Idaho's population grew by more than 17 percent from 2010, according to the latest Census data, and is second to neighbor Utah as the states experiencing the highest population growth rate. Idaho's employers have struggled to find skilled workers, according to an analysis by regional economist Kathryn Tate in the Idaho Department of Labor's Idaho@Work news site, and adult-learners with a college degree are looking to keep pace with the emerging media landscape. These population trends, the need for skilled workers and statewide educational trends have led the development of the Next Steps Idaho initiative, a clearinghouse of resources designed for students of all ages to explore career opportunities in the state. The site includes resources on changing careers and upskilling and lists 43 career options under the Arts, Audio/Video Technology & Communications career cluster and 18 under the Marketing career cluster.

The School of Journalism and Mass Media's Master Program in Emerging Media will provide instruction in the creation, implementation and measurement of interrelated emerging media news, entertainment and strategic communications fields. The Emerging Media program will qualify those seeking to upgrade or advance their professional media skills to research, plan, create, distribute, manage and assess emerging media.

- b. Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

Master's education is the fastest growing and largest component of graduate education, according to a Fall 2020 survey of enrollment and degrees conducted by the Council of Graduate Schools. Almost 75 percent of graduate enrollment is in master's programs. Learners are looking for graduate programs and certificates that are modular, can be completed quicker than traditional timelines and that provide relevant skills to prepare them for today's workforce. Recognizing master's student work within the Emerging Media program with formalized certificates in media production and management allows for a greater range of student demand from those looking for a single certificate and attending part time to fulltime students wanting two certificates and a master's degree all in one program. University graduate programs such as George Washington's Master of Interdisciplinary Business Studies and the University of Kansas's Online Master's Degree in Digital Content Strategy have increased enrollments and conferrals by offering students the ability to graduate with a master's degree and two certificates in specialized areas of study, according to higher education partner EAB.



Senior graduating surveys have consistently shown the school's graduates have a positive view of the education they receive in their major. From 2017 to 2021, an average of 93 percent of graduates said they were either very satisfied or satisfied with the education in their major. This level of satisfaction translates to student interest from the school's undergraduate programs. There are more than 3,000 University of Idaho alumni who work in the occupations served by the proposed program according to Emsi, many who are or will be seeking graduate education degrees and certificates to advance in their careers.

An online program delivery will spur interest and demand from outside of UI. Accommodating working adults with full-time/part-time flexibility and an all-online delivery are tied to an increase in graduate applications and enrollment growth in graduate programs in 2020, according to the Council of Graduate Schools. About 75 percent of all students in the US completing a baccalaureate say they expect to pursue additional post-baccalaureate credential or degree, while two-thirds plan to complete a master's degree, according to the Department of Education, National Center for Education Statistics, Baccalaureate & Beyond Longitudinal Study. According to the National Center for Education Statistics, 36 percent of graduate students who were taking a degree program that was offered entirely online were enrolled part-time.

- c. **Societal Need:** Describe additional societal benefits and cultural benefits of the program.

Access to information, education, and social and cultural resources all benefit communities. Well-targeted and effective emerging media campaigns facilitate communication and community engagement thereby enhancing quality of life and civic engagement.

### 3. **Program Prioritization**

Is the proposed new program a result of program prioritization?

Yes      No X

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

### 4. **Credit for Prior Learning**

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Consistent with the University of Idaho experiential learning policy, students with appropriate prior experience will be able to apply for credit. This program will also comply with the Idaho Statewide Articulation Policy.

### 5. **Affordability Opportunities**

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

The primary affordability considerations are the program's complete online delivery and full-time students paying in-state tuition rates.

The program takes a modular approach by offering two graduate certificates for those students interested in completing graduate work in one certificate in a more compressed time frame. Students can complete one certificate over two semesters while students interested in both certificates can graduate with an MA in four. The graduate certificate programs are intended to be approved for federal financial aid by the US Department of Education. Additionally, students will be able to start the program in the spring or fall semesters.

For students in media production-oriented courses, the program will offer media equipment purchasing guides with affordability options as well as affordable media equipment packages that can be rented, checked out and shipped to US locations.

**Enrollments and Graduates**

6. **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 for the most past four years.  
 Not Applicable. There are no master’s programs that are similar to the proposed professional degree in media production and management at any Idaho public institutions.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY__	FY__	FY__	FY (most recent)	FY__	FY__	FY__	FY (most recent)

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education 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.

Not Applicable. There are no master’s programs that are similar to the proposed professional degree in media production and management at any Idaho public institutions.

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

<b>Proposed Program: Projected Enrollments and Graduates First Five Years</b>	
<b>Program Name: Master of Arts in Emerging Media</b>	
<b>Projected Fall Term Headcount Enrollment in Program</b>	<b>Projected Annual Number of Graduates From Program</b>

FY 2023	FY2024	FY2025	FY2026	FY2027		FY2024	FY2025	FY2026	FY2027	FY2028	
18	36	40	45	50		14	18	22	28	36	

**9. Describe the methodology for determining enrollment and graduation projections.**

Refer to information provided in Question #2 “Need for the Program” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The school’s current financial resources combined with the proposed financial resources for the new program gives the program capacity of five, one-section courses of online instruction in the fall and spring semesters along with Thesis Projects courses requiring faculty committees. Three courses offering conceptual topics of instruction could handle expanding capacity to fit the number of students enrolled in the program choosing to enroll in those courses. Two to three of each semester’s courses will be skills-based with enrollment capacity capped at 20 students per section per guidelines established by the program’s accrediting agency. This guidance may set the capacity at 45-50 students enrolled, although not all would be advised to take the same skills-based course in the semester it is offered, given that some students would be in year one or two of the program. Additional resources would be needed to open more sections of skills-based courses if actual headcount enrollment exceeds the five-year projected enrollment.

The proposed recruiting plan will be led by the director of the graduate program, who will sync efforts with the University’s Strategic Enrollment Management, the school’s faculty advisors, alumni and advisory board outreach. A key component of online education recruiting is search engine optimization and aligning the program name with frequently used search terms that accurately describe the program’s curricular offerings. Online searching is by a large margin the primary way potential applicants search for online professional master’s degree programs, according to EAB. Additionally, more than 80 percent of master’s degree applicants apply to only one or two programs, so personal messaging and communication strategies to the accepted and incomplete applicant pool will be engaged by the graduate program director and school director.

The projected enrollment numbers are determined based upon the market for online professional graduate degrees and certificates in media production and management, including an initial recruitment from alumni of the five undergraduate academic programs in the School of Journalism and Mass Media followed by more regional and national growth from online program seekers. There were 531 degree completions in similar online master’s degree programs in the US in 2020, according to Emsi. About 120,000 degrees and certificates are earned annually from Title IV institutions for the Communication, Journalism and Related Program CIP 09, according to the National Center for Education Statistics. The program grows enrollment to capacity with about 6 to 8 percent of the market share for similar online programs in the US, while graduation projections are based national graduate attrition and completion rates, which range from 10-20 percent depending on the type of program, according to an analysis by the Council of Graduate Schools.

**10. Minimum Enrollments and Graduates.**

- a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

The minimum enrollment can be determined based upon maintaining the financial resources required to launch and manage the program through expected revenue gained from full-time and part-time student enrollment, which is approximately \$208,000 per year with a mix of 8 full-time and 14 part-time graduate students paying in-state tuition with a degree and certificate conferral rate matching college and university averages for similar programs.

Additionally, the university and college's hybrid budget modeling accounts for each academic program's performance contributing to 40 percent of funding by fiscal year 2025. The metrics used for graduate programs are based on three-year averages of credit-hour production and degree completions as well as annual enrollment trends, which allow for variable targets to be set for the metrics used. Credit-hour production, minimum enrollment and degree completions should closely match the targets set over an average of any five-year period for the program to be continued.

- b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

If over a five-year period starting in fiscal year 2027, the average of the minimum of full-time students and graduation rates are lower or variable targets for the metrics explained in 10a are not being met, the sunset clause would be set to allow for remaining students to graduate within two years and faculty resources to be reallocated according to unit, college and university needs.

- 11. 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 School of Journalism and Mass Media at the University of Idaho has four undergraduate programs in provisional accreditation status by the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC), the agency responsible for the evaluation of professional journalism and mass communications programs in colleges and universities. JAMM plans to conform to ACEJMC standards for the program and work toward accreditation at the graduate level.

ACEJMC accredits programs through a recurring process of self and peer assessment for public accountability and improvement of academic quality. Programs are assessed according to the agency's set of standards and criteria that are consistent among different modes of educational delivery, including online. The agency uses nine standards to measure the quality of programs. These are:

1. Mission, Governance and Administration
2. Curriculum and Instruction
3. Diversity and Inclusiveness
4. Faculty
5. Scholarship
6. Student Services
7. Resources, Facilities and Equipment
8. Professional and Public Service

## 9. Assessment of Learning Outcomes

Standards one, two, four, six and nine include additional indicators for professional master's programs to guide the assurance of quality at the graduate level.

The Emerging Media MA would also follow the standards for review of all University of Idaho programs. Programs engage in an annual guided self assessment. The annual program review is a systematic evaluation of student learning, achievement and support. It complements and supports ACEJMC standards that will be used to assure the quality of the program through continuous improvement.

- 12. 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 A.**  
Not applicable.

- 13. Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) prior to consideration and approval of the program by the State Board of Education. Will this program lead to certification?  
Yes \_\_\_\_\_ No X

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

- 14. Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?**

Yes X No \_\_\_

If yes, proceed to question 15. If no:

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

Indicate (X) by each applicable statement:

<input type="checkbox"/>	Program is important for meeting your institution's regional or statewide program responsibilities.
<input type="checkbox"/>	The program is in response to a specific industry need or workforce opportunity.
<input type="checkbox"/>	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
<input type="checkbox"/>	There is a contractual obligation or partnership opportunity related to this program.
<input type="checkbox"/>	The program is in response to accreditation requirements or recommendations.
<input type="checkbox"/>	The program is in response to recent changes to teacher certification/endorsement requirements.

- b. Provide an explanation for all statements you selected.**

## Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

### 15. Curriculum. Provide descriptive information of the educational offering.

- 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.	36
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:	36

- b. **Curriculum.** Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

#### Requirements for MA in Emerging Media

JAMM 510	Emerging Media & Society	3
JAMM 520	Social Media and Analytics	3
JAMM 530	Trends in Media Law	3
JAMM 535	Media Entrepreneurship	3
JAMM 540	Media Planning & Strategy	3
JAMM 545	Audience Engagement	3
JAMM 560	Writing and Editing for Emerging Media	3
JAMM 565	Media Production & Design	3
JAMM 570	Storytelling & Development	3
JAMM 575	Media Postproduction & Distribution	3
Select either the Thesis or Non-Thesis Option		6
JAMM 500	Thesis	
JAMM 599	Non-Thesis	
<b>Total Hours</b>		<b>36</b>

#### Requirements for Graduate Certificate in Strategic Media Management

JAMM 510	Emerging Media & Society	3
JAMM 520	Trends in Media Law	3
JAMM 530	Social Media & Analytics	3
JAMM 535	Media Entrepreneurship	3
JAMM 540	Media Planning & Strategy	3
JAMM 545	Audience Engagement	3



## Requirements for Graduate Certificate in Media Production

JAMM 510	Emerging Media & Society	3
JAMM 520	Trends in Media Law	3
JAMM 560	Writing & Editing for Emerging Media	3
JAMM 565	Media Production & Design	3
JAMM 570	Storytelling & Development	3
JAMM 575	Media Postproduction & Distribution	3
<b>Total Hours</b>		<b>18</b>

- 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 program requires 6 credits of an approved Thesis Project. General M.A. requirements apply.

### 16. Learning Outcomes: Expected Student 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 students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

The School of Journalism and Mass Media (JAMM) curriculum for the Emerging Media MA will enable our students to learn the following values and skills to prepare them for work and citizenship in a diverse and global society:

#### JAMM Values

1. Apply the principles and laws of freedom of speech and press in a global context and in the United States
2. Demonstrate an understanding of the multicultural history and role of professionals, individuals and institutions in shaping communications
3. Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in gender, race, ethnicity, sexual orientation and ability, domestically and globally, across communication and media contexts
4. Understand concepts and apply theories in the use and presentation of images and information
5. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity

#### JAMM Skills

1. Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work
2. Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve
3. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness



4. Apply basic numerical and statistical concepts
5. Apply tools and technologies appropriate for the communications professions in which they work

## 17. Assessment plans.

- a. **Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

The University of Idaho designed five learning objectives that provide a basis for assessment or teaching and learning through curricular and co-curricular experiences.

1. Learn and integrate - Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.
2. Think and create - Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.
3. Communicate - Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.
4. Clarify purpose and perspective - Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.
5. Practice citizenship - Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

The five values and six skills that comprise the learning outcomes for the school's ACEJMC accredited programs incorporate the university's broad based learning objectives.

### Assessment Strategy

Assessment begins with an understanding that a well-developed graduate curriculum guides students through high levels of knowledge and skill acquisition of learning outcomes. Students should become aware of a program's learning outcomes and be able to demonstrate the ability to apply knowledge of learning outcomes in courses and particularly in written and oral examinations and thesis projects.

The general assessment strategy for the school is to directly measure whether students are aware, understand and can apply learning outcomes at different waypoints in the curriculum. Doing so will allow the faculty to analyze the attainment of learning

outcomes at each waypoint and make changes to improve teaching and learning where it is needed.

An assessment map will provide an overview of the required courses for each learning outcome and the master's level of knowledge and skill acquisition of the learning outcomes. Each course on the assessment map includes associated learning outcomes on its syllabus, and course instructors deploy teaching and learning strategies designed to provide students with an application of the learning outcomes. Syllabi are collected each semester and examined for inclusion of learning outcomes.

Direct measurement tools are developed and deployed to determine whether learning outcomes are being met, and best practices dictate that the measurement tools provide faculty and assessors with tools and data that are replicable and reliable. Direct measures are derived from assignments, exams or other instruments assigned to students by instructors or specialized instruments with no grading component in the course. The materials should be analyzed by faculty members, professionals or knowledge experts independent of the course or course grades using rubrics or other methods designed to measure knowledge acquisition of learning outcomes.

Non-Thesis projects demonstrating the application of professional knowledge and skills will be assessed by members of JAMM's Professional Advisory Board or other media professionals and facilitated by faculty members.

Indirect measures provide additional holistic information to help guide assessment decisions and changes to improve teaching and learning. The school uses graduating surveys, specialized questions on student course evaluations, awards in media competitions or festivals, three-year post-graduation surveys, retention and graduation rates and high impact practices such as service-learning opportunities and alumni mentoring.

The director or the director's designate (graduate director) is responsible for managing the assessment strategy and process. The school's faculty is collectively responsible for using assessment information to guide curricular improvements.

At the beginning of a semester, instructors of courses on the assessment maps will be notified of any direct measurement tools that need to be created or existing tools that will be used to collect data. The instructors will be responsible for deploying the tool, collecting or capturing the data or materials needed for assessment, and providing the materials or data to the director or designate.

The school uses a schedule that includes semiannual, annual and biennial data collection and analysis to balance the scope of assessment activities with the size of the faculty.

The university's assessment of program-level student learning outcomes ensures student achievement and continuous program-level improvement. Each year faculty and administrators of academic programs collect and analyze data and determine how to improve teaching and learning based on the results. The school adopts the annual assessment reporting deadlines established by the university.

The assessment report for the graduate academic program will provide the basis for discussion among faculty on any curriculum changes needed during the Fall faculty retreat typically held the week before Fall classes begin. Changes implemented during

faculty meetings will be included in that year's annual report.

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

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

- b. Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment. **Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The program will rely on existing physical faculty offices to manage the online program, and no new facilities are required. All current faculty have access to online learning CMS, video conferencing software and computers and computer accessories such as cameras, microphones and speakers capable of building and delivering the program. The school maintains a media equipment checkout room and an online checkout software system that allows students to check out professional media equipment needed for some of the required courses in the program.

- c. 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 not be an impact to existing programs. There is no anticipated use of additional physical resources for the proposed program.

- d. 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.

The following equipment should be obtained to support the program:

Two computers with monitor, camera, microphone and speakers (all in one)

2 6K Cinema Cameras and accessories

2 4K Cinema Cameras and accessories

2 Cinema Lens Bundles

2 Audio-Video Production Equipment

- 18. Library and Information Resources:** Describe adequacy and availability of library and information 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 currently adequate. The school has an existing library liaison, subscribes to academic databases used by existing programs, and there is no anticipated need for the use of library space for the online program. There will be no impact on existing programs by increased library usage. Online students will need access to the library resources already available to UI students but will not require specialized materials.

- 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.

No new library resources will be required to implement the program.

## 19. Faculty/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 additional sections of existing courses are needed. Five graduate level one-section courses each semester are required to implement the program. Overall, this requires two FTE given a 2/3 instructional course load per tenure or tenure track faculty member.

- 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 director of the school will provide oversight of the program, including monitoring assessment, and assigning instructors. A director of the graduate program will be selected from existing faculty with a .25 FTE course reduction. JAMM's Administrative support will be provided by the college's administrative assistant team members until the program reaches enrollment of 20. At that time, .25 FTE will be needed for dedicated administrative support.

- 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?

Existing faculty with expertise in subject matter will contribute to the program along with new faculty, and this will cause existing faculty to be reassigned to new graduate courses. Estimated course reassignment will impact three to four existing faculty, and the courses previously taught by them will be assigned to new faculty so there is a mix of faculty contributing to both undergraduate and graduate program. The quality of the five undergraduate programs offered by the school will be enhanced by the addition of new faculty, and the programs will continue to be delivered without the need to change or drop curricular offerings.

**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.

Two new, one-year faculty positions at the lecturer rank with the option of extending for two additional years will provide capacity to develop and deliver online graduate courses and for the program to reach target enrollment. The revenue from meeting enrollment targets after the third year will allow the temporary faculty positions to expire with permanent, tenure-track faculty positions offered in 2026.

The school could also pursue hiring qualified industry professionals to teach at least five of the courses as master classes on temporary semester contracts along with a one-year faculty position at the assistant professor rank with the option of extending for two additional years. The revenue from meeting enrollment targets after the third year will allow the continued use of industry professionals and a tenure-track position offered in 2026.

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?

The university and college budget models allow for the reallocation of existing state appropriated funds and funding from other sources to strategically invest in new program initiatives. The budget model is also used to determine the sources of reallocated funding, which could include reallocation from underperforming programs or programs set for discontinuation.

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?

ci) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.
- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

21. Using the excel 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).

# 496: STRATEGIC MEDIA MANAGEMENT ACADEMIC CERTIFICATE

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## In Workflow

1. 008 Chair (rsjohnson@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
6. Curriculum Review (V00814390@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Graduate Council Chair (slthomas@uidaho.edu)
9. Assessment (sara@uidaho.edu)
10. Registrar's Office (none)
11. Ready for UCC (disable)
12. UCC (none)
13. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
14. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
15. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
16. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
17. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Tue, 04 Oct 2022 23:44:06 GMT  
Robin Johnson (rsjohnson): Approved for 008 Chair
2. Thu, 06 Oct 2022 21:18:27 GMT  
Charles Tibbals (ctibbals): Approved for CLASS Review
3. Thu, 06 Oct 2022 21:21:00 GMT  
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Thu, 06 Oct 2022 21:22:31 GMT  
Sean Quinlan (quinlan): Approved for 18 Dean
5. Sat, 08 Oct 2022 00:13:14 GMT  
Ken Udas (kudas): Approved for Provost's Office
6. Tue, 25 Oct 2022 21:45:01 GMT  
V00814390: Approved for Curriculum Review
7. Thu, 27 Oct 2022 17:34:49 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Thu, 10 Nov 2022 17:25:02 GMT  
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
9. Fri, 11 Nov 2022 19:46:04 GMT  
Sara Mahuron (sara): Approved for Assessment
10. Wed, 16 Nov 2022 00:11:51 GMT  
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
11. Tue, 17 Jan 2023 21:32:43 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
12. Tue, 24 Jan 2023 23:29:47 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Program Proposal

Date Submitted: Tue, 04 Oct 2022 23:43:25 GMT

**Viewing: 496 : Strategic Media Management Academic Certificate**

**Last edit: Fri, 11 Nov 2022 19:46:03 GMT**

Changes proposed by: Robin Johnson

**Faculty Contact**

Faculty Name	Faculty Email
Robin Johnson	rsjohnson@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

No

**Academic Level**

Graduate

**College**

Letters Arts & Social Sciences

**Department/Unit:**

Journalism & Mass Media

**Effective Catalog Year**

2024-2025

**Program Title**

Strategic Media Management Academic Certificate

**Degree Type**

Certificate

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

**Program Credits**

18

**CIP Code**

09.0702 - Digital Communication and Media/Multimedia.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

Yes

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

**Financial Information**

**What is the financial impact of the request?**

Less than \$250,000 per FY

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

**Describe the financial impact**

The certificate is one component of the Master's in Emerging Media. There will not be an additional financial impact for adding the certificate to the program.

**Curriculum:**



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

Code	Title	Hours
JAMM 510	Course JAMM 510 Not Found (Emerging Media & Society)	3
JAMM 520	Course JAMM 520 Not Found (Social Media and Analytics)	3
JAMM 530	Course JAMM 530 Not Found (Trends in Media Law)	3
JAMM 535	Course JAMM 535 Not Found (Media Entrepreneurship)	3
JAMM 540	Course JAMM 540 Not Found (Media Planning & Strategy)	3
JAMM 545	Course JAMM 545 Not Found (Audience Engagement)	3
<b>Total Hours</b>		<b>18</b>

**Courses to total 18 credits for this certificate**

## Distance Education Availability

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

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

Yes

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

Yes

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

## Geographical Area Availability

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

Online Only

## Student Learning Outcomes

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

The School of Journalism and Mass Media (JAMM) curriculum for the Emerging Media MA will enable our students to learn the following values and skills to prepare them for work and citizenship in a diverse and global society:

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4. Understand concepts and apply theories in the use and presentation of images and information
5. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity

JAMM Skills

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4. Apply basic numerical and statistical concepts
5. Apply tools and technologies appropriate for the communications professions in which they work

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

Assessment begins with an understanding that a well-developed graduate curriculum guides students through high levels of knowledge and skill acquisition of learning outcomes. Students should become aware of a program's learning outcomes and be able to demonstrate the ability to apply knowledge of learning outcomes in courses and particularly in written and oral examinations and thesis projects.

The general assessment strategy for the school is to directly measure whether students are aware, understand and can apply learning outcomes at different waypoints in the curriculum. Doing so will allow the faculty to analyze the attainment of learning outcomes at each waypoint and make changes to improve teaching and learning where it is needed.

An assessment map will provide an overview of the required courses for each learning outcome and the master's level of knowledge and skill acquisition of the learning outcomes. Each course on the assessment map includes associated learning outcomes on its syllabus, and course instructors deploy teaching and learning strategies designed to provide students with an application of the learning outcomes. Syllabi are collected each semester and examined for inclusion of learning outcomes.

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

The university's assessment of program-level student learning outcomes ensures student achievement and continuous program-level improvement. Each year faculty and administrators of academic programs collect and analyze data and determine how to improve teaching and learning based on the results. The school adopts the annual assessment reporting deadlines established by the university.

The assessment report for the graduate academic program will provide the basis for discussion among faculty on any curriculum changes needed during the Fall faculty retreat typically held the week before Fall classes begin. Changes implemented during faculty meetings will be included in that year's annual report.

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

Direct measurement tools are developed and deployed to determine whether learning outcomes are being met, and best practices dictate that the measurement tools provide faculty and assessors with tools and data that are replicable and reliable. Direct measures are derived from assignments, exams or other instruments assigned to students by instructors or specialized instruments with no grading component in the course. The materials should be analyzed by faculty members, professionals or knowledge experts independent of the course or course grades using rubrics or other methods designed to measure knowledge acquisition of learning outcomes.

#### **When will assessment activities occur and at what frequency?**

The director or the director's designate (graduate director) is responsible for managing the assessment strategy and process. The school's faculty is collectively responsible for using assessment information to guide curricular improvements.

At the beginning of a semester, instructors of courses on the assessment maps will be notified of any direct measurement tools that need to be created or existing tools that will be used to collect data. The instructors will be responsible for deploying the tool, collecting or capturing the data or materials needed for assessment, and providing the materials or data to the director or designate. The school uses a schedule that includes semiannual, annual and biennial data collection and analysis to balance the scope of assessment activities with the size of the faculty.

## **Student Learning Outcomes**

### **Learning Objectives**

The School of Journalism and Mass Media (JAMM) curriculum for the Emerging Media MA will enable our students to learn the following values and skills to prepare them for work and citizenship in a diverse and global society:

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4. Understand concepts and apply theories in the use and presentation of images and information
5. Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity

#### JAMM Skills

1. Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work
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3. Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness
4. Apply basic numerical and statistical concepts
5. Apply tools and technologies appropriate for the communications professions in which they work

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

The certificate will provide flexibility to students in the Emerging Media master's program, allowing them to obtain a certificate in as little as two semesters. There is no added workload to include the certificate because the courses required are part of the Emerging Media graduate program.

**Reviewer Comments**

**Ken Udas (kudas) (Sat, 08 Oct 2022 00:13:09 GMT):** With the consent of Dean Quinlan and Robin Johnson, the "Self-Support" program designation was changed from "YES" to "NO".

**Sara Mahuron (sara) (Fri, 11 Nov 2022 19:46:03 GMT):** reviewed assessment section. Section complete.

Key: 496

# 497: MEDIA PRODUCTION ACADEMIC CERTIFICATE

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## In Workflow

1. 008 Chair (rsjohnson@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. 18 Dean (quinlan@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
6. Curriculum Review (V00814390@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Graduate Council Chair (slthomas@uidaho.edu)
9. Assessment (sara@uidaho.edu)
10. Registrar's Office (none)
11. Ready for UCC (disable)
12. UCC (none)
13. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
14. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
15. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
16. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
17. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Tue, 04 Oct 2022 23:51:12 GMT  
Robin Johnson (rsjohnson): Approved for 008 Chair
2. Thu, 06 Oct 2022 21:18:25 GMT  
Charles Tibbals (ctibbals): Approved for CLASS Review
3. Thu, 06 Oct 2022 21:21:05 GMT  
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Thu, 06 Oct 2022 21:22:35 GMT  
Sean Quinlan (quinlan): Approved for 18 Dean
5. Sat, 08 Oct 2022 00:14:09 GMT  
Ken Udas (kudas): Approved for Provost's Office
6. Tue, 25 Oct 2022 21:45:03 GMT  
V00814390: Approved for Curriculum Review
7. Thu, 27 Oct 2022 17:35:54 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Thu, 10 Nov 2022 17:25:09 GMT  
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
9. Fri, 11 Nov 2022 19:47:13 GMT  
Sara Mahuron (sara): Approved for Assessment
10. Wed, 16 Nov 2022 00:13:51 GMT  
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
11. Tue, 17 Jan 2023 21:32:53 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
12. Tue, 24 Jan 2023 23:30:00 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Program Proposal

Date Submitted: Tue, 04 Oct 2022 23:50:23 GMT

**Viewing: 497 : Media Production Academic Certificate**

**Last edit: Fri, 11 Nov 2022 19:47:06 GMT**

Changes proposed by: Robin Johnson

## Faculty Contact

Faculty Name	Faculty Email
Robin Johnson	rsjohnson@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

No

**Academic Level**

Graduate

**College**

Letters Arts & Social Sciences

**Department/Unit:**

Journalism & Mass Media

**Effective Catalog Year**

2024-2025

**Program Title**

Media Production Academic Certificate

**Degree Type**

Certificate

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

**Program Credits**

18

**CIP Code**

09.0702 - Digital Communication and Media/Multimedia.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

Yes

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

**Financial Information**

**What is the financial impact of the request?**

Less than \$250,000 per FY

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

**Discribe the financial impact**

The certificate is one component of the Master's in Emerging Media. There will not be an additional financial impact for adding the certificate to the program.

**Curriculum:**

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

<b>Code</b>	<b>Title</b>	<b>Hours</b>
JAMM 510	Course JAMM 510 Not Found (Emerging Media & Society)	3
JAMM 530	Course JAMM 530 Not Found (Trends in Media Law)	3
JAMM 560	Course JAMM 560 Not Found (Writing and Editing for Emerging Media)	3

JAMM 565	Course JAMM 565 Not Found (Media Production & Design)	3
JAMM 570	Course JAMM 570 Not Found (Storytelling and Development)	3
JAMM 575	Course JAMM 575 Not Found (Media Postproduction and Distribution)	3
<b>Total Hours</b>		<b>18</b>

**Courses to total 18 credits for this certificate**

## Distance Education Availability

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

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

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

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

The certificate will provide flexibility to students in the Emerging Media master's program, allowing them to obtain a certificate in as little as two semesters. There is no added workload to include the certificate because the courses required are part of the Emerging Media graduate program.

**Reviewer Comments**

**Ken Udas (kudas) (Sat, 08 Oct 2022 00:14:04 GMT):** With the consent of Dean Quinlan and Robin Johnson, the "Self-Support" program designation was changed from "YES" to "NO".

**Sara Mahuron (sara) (Fri, 11 Nov 2022 19:47:06 GMT):** reviewed assessment section. section complete

Key: 497

**2022 – 2023 Faculty Senate – Pending Approval**  
**Meeting # 18**

Approved at Mtg #19  
February 14, 2023

Tuesday, February 7, 2023, 3:30 pm – 5:00 pm  
Zoom only

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

**Also present:** Madison Powell (proxy for Ahmadzadeh)

**Guests/Speakers:** Tanya Miura, Krista Soria, Kris Waynant

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

**Approval of Minutes (vote):**

The minutes of the 2022-23 Meeting #17 January 31, 2023 were approved as distributed.

**Chair's Report:**

- Our Shared Success Stories – Tim Murphy, College of Law, UI Boise  
Tim is the senate representative for the SW region of Idaho, where many research facilities are located. Those include Campus and Centers, Research Centers, U of I Extensions, and the Law School. More than 400 students reside in this region and 170 degrees have been conferred. This region also houses CAFÉ (Center for Agriculture, Food, and Environment).
- Chair Quinnett introduced Kris Waynant, Office of Undergraduate Research Interim Director, [undergrad-research@uidaho.edu](mailto:undergrad-research@uidaho.edu). The Office of Undergraduate Research (OUR) supports student research and scholarly and creative activities at the University of Idaho. OUR promotes student engagement in research across all disciplines and increases the visibility of undergraduate research through opportunities for students to showcase their work. The UI Undergraduate Research Symposium, a university wide event, will take place on April 24, from 2:30 to 4:30 at the Memorial Gym. OUR is also interested in how units and colleges track UG research. Kris encouraged everyone to reach out for help – for instance, with preparing an REU NSF proposal. Different kinds of awards are available.  
<https://www.uidaho.edu/research/students/undergraduates/about>  
The slides of the OUR presentation are attached to these minutes.
- Following up on comments from last meeting, Chair Quinnett would like to assemble a small committee to look into possible improvements of the U of I standard template for faculty CV.



Please let FSL know if you are interested in this committee.

A senator reported that the College of Engineering expressed no interest in changing the CV template.

- Borah Symposium: today at 7:00pm in the Bruce M. Pitman Center International Ballroom, Al Hussein, former United Nations High Commissioner for Human Rights, will deliver the symposium's closing keynote address, "Global Challenges to Human Rights Today."
- Also tonight at 7:00pm: In celebration of Black History Month, the Black and African American Culture Center is sponsoring the movie "This is My Black" at the Kenworthy Theatre.
- Early warning grades are due on February 14.
- Professional training sessions on using the Anthology assessment platform will be offered February 28 to March 2. In response to many requests, these trainings target three different groups who use Anthology: faculty, staff, and administrators engaged in assessment work. Anthology's professional team will lead these free trainings, and participants will receive professional development certification.  
<https://www.uidaho.edu/provost/ir/assessment-evaluation/anthology-training>

#### **Provost Report:**

- The Jazz Festival – held in February for 55 years – will be in April this year, at the ICCU Arena.
- Annual evaluations are due March 1.
- The search for the dean of the College of Business and Economics is moving forward. We hope to have candidates on campus late February or early March. We'll keep you posted.
- Idaho state legislature: for about five to six weeks they will hear presentations and then start making decisions about budgets and funding. We'll keep you updated as things move forward.

#### Discussion:

A senator reported frustration from a faculty whose application for sabbatical was denied and perceived lack of transparency in the review process. After receipt of notification of denial, the applicant has still not been provided any quantitative evaluation of their application, namely, the scoring rubric in the Faculty-Staff Handbook (<https://www.uidaho.edu/governance/policy/policies/fsh/3/3720>). There seems to be no appeals process for applications that are denied.

The Faculty Secretary cited the relevant policy and asked some questions about the review process, which were addressed by Vice Provost for Faculty Diane Kelly-Riley. As for an appeal process, the Secretary noted that, since the SEC makes recommendations to the Provost, the final decision is an administrative decision that should be appealable under FSH 3840.

#### **Committee Reports:**

- University Curriculum Committee (vote)
  - UCC 67 Coeur d'Alene Medical Sciences – Tanya Miura, Biological Sciences. Attach. #2

This is to request expansion of the B.S. in Medical Science for delivery to Coeur d'Alene (hybrid).

Discussion:

There was a question to confirm that the proposal simply expands the delivery mode.

Vote: 23 in favor; 0 opposed. Motion passes.

- UCC 6 Adult Organizational Learning and Leadership (MS) – Krista Soria, Leadership and Counseling. Attach. #3

The proposal is to change the existing program from face to face to on-line delivery. The request amounts to showing the already existing course requirements to complete the program, by moving course information from the Program Guide to the Catalog.

Discussion:

Non-thesis option only

Vote: 23 in favor; 0 opposed. Motion passes.

**New Business:**

- Some senators inquired about responsibilities, if any, of outgoing senators in the process for nominating and selecting their successors. Secretary Sammarruca replied that FSL reaches out to the colleges, as needed, and asks them to conduct elections for new senator(s). The elections proceed in each college according to their respective bylaws. A senator noted that it doesn't work in the same way for the centers. For the SW Idaho region, the outgoing senator managed the process completely on their own. Is there an established process for centers? Provost Lawrence replied that the directors for each region (or their offices) may be able to help. The Provost will be happy to look into it.

**Adjournment:**

The agenda being completed, Chair Quinnett adjourned the meeting at 4:15pm.

Respectfully Submitted,

Francesca Sammarruca

Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 18

Tuesday, February 7, 2023 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #17 (January 31, 2023) **Attach.#1**
- III. Consent Agenda (Vote)
- IV. Chair's Report
  - Our Shared success Stories – Tim Murphy, College of Law, UI Boise
  - Introduction – Kris Waynant, Director, Office of Undergraduate Research **Attach. #2**
  - CV Template Task Force
- V. Provost's Report
- VI. Committee Reports
  - University Curriculum Committee (Vote)
    - UCC 67 CdA Medical Sciences – Tanya Miura, Biological Sciences **Attach.#3**
    - UCC 6 Adult Organizational Learning and Leadership (MS) – Krista Soria, Leadership & Counseling **Attach. #4**
- VII. New Business
- VIII. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2022-2023 Faculty Senate Meeting #17 (January 31, 2023)
- **Attach. #2** Office of Undergraduate Research Presentation
- **Attach. #3** UCC 67
- **Attach. #4** UCC 6

**2022 – 2023 Faculty Senate – Pending Approval**

Meeting # 17

Tuesday, January 31, 2023, 3:30 pm – 5:00 pm

Zoom only

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

**Guests/Speakers:** Cori Damron, Annette Folwell, Rachel Halverson, Mike Lowry, Jerry McMurtry, Robin Johnson

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

**Approval of Minutes (vote):**

The minutes of the 2022-23 Meeting #16 January 24, 2023, were approved as distributed.

**Chair's Report:**

- Our Shared Success Story – Nathan Schiele, Chemical & Biological Engineering  
Nathan highlighted two programs that provide significant support for undergraduate (UG) biomedical-focused research. The first is the Idaho INBRE, a funded national institute directed by Prof. Carolyn Boach. Through this program, UG students are awarded \$7,200 to perform research in the summer. The second is the Summer UG Research Fellowship, administered by Dr. Kris Waynant through the office of UG research. Thanks to these funding, UG students can participate in cutting-edge research and get compensated for it. Being able to support UG research is one of our university's unique features and very attractive.  
The next success story will be shared by Tim Murphy.
- Green Dot Student Involvement – Cori Damron, Program Coordinator, Violence Prevention, Office of the Dean of Students  
Green Dot is a violence intervention program. The training is meant to provide the participants with the tools and resources to respond to a potentially violent situation at the level they find comfortable. Helping prevent violence should be a collective effort. Our metaphor: red dots are potentially harmful situations, while green dots stand for people who use their words or actions to intervene. The training we offer helps recognize the warning signs to look out for and feel comfortable and confident to intervene. Cori asks faculty and staff to share these opportunities with the students. The program staff is also happy to visit classrooms and deliver a training session of about 1-1.5 hours.  
Student Workshop Registration (2/25, 3/23, & 4/29): <https://www.uidaho.edu/student-affairs/dean-of-students/violence-prevention/green-dot/bystander-training>  
Faculty/Staff Workshop Registration (2/24 & 4/6): <https://www.uidaho.edu/student-affairs/dean-of-students/violence-prevention/green-dot/sign-up>  
Cori announced a Safety Town Hall on February 28 at 6pm, in the International Ballroom. Campus partners, community stakeholders, and our students will come together and address safety concerns. Safety Townhall: <https://www.uidaho.edu/student-affairs/dean-of-students/violence-prevention/events?trumbaEmbed=view%3Devent%26eventid%3D164143989>

- Tomorrow at the library, from 12 to 1:30pm, there is a read-in in honor of Black History Month. If you wish to read, bring a book or a passage!
- There is an exhibit at the library in celebration of Women History Month, “*Brave and Bold Women in University of Idaho History.*” University of Idaho Library Special Collections and Archives.
- Join the Women’s Center in celebrating their 50<sup>th</sup> anniversary this academic year! Title IX also turned 50 in 2022. <https://www.uidaho.edu/diversity/edu/womens-center/events/50th-anniversary>

**Provost Report (delivered by Vice Provost for faculty Diane Kelly-Riley):**

- The deadline for the University Excellence Awards for faculty and staff deadline has been extended to February 3 at 5pm. Visit <https://www.uidaho.edu/governance/faculty-staff/university-awards/faculty/categories> and <https://www.uidaho.edu/governance/faculty-staff/university-awards/staff/categories>
- Last Friday, U of I made presentations to the Idaho state legislature. They were well received. There was a lot of support for U of I, see [https://lmtribune.com/northwest/green-ui-made-all-possible-cuts-in-wake-of-inflation/article\\_24b261c2-4670-5a86-893d-c79314d6faad.html](https://lmtribune.com/northwest/green-ui-made-all-possible-cuts-in-wake-of-inflation/article_24b261c2-4670-5a86-893d-c79314d6faad.html). Sympathy was expressed to the Vandal community.

Discussion:

Dean of COGS Jerry McMurtry announced that nominations for COGS awards are also still open. Visit <https://www.uidaho.edu/cogs/ui-awards>

Responding to a question about the deadline for supporting letters, Vice Provost Kelly-Riley clarified that there was an initial nomination process with deadline in December, but the requested materials are due on February 3. However, most awards do not require this step and are straightforward applications. The Provost Office is working on streamlining the process for next year.

**Committee Reports:**

- University Curriculum Committee (vote)
  - UCC 488 General Studies (AA/AS) – Annette Folwell, Interim Associate Dean, College of Letters, Arts and Social Sciences. Attach. #2  
The main goal is to decrease the number of students who stop out of higher education and leave without a degree. Providing a path to an Associate Degree will address the current need for an educated workforce and the need for students to see a significant and timely return on their investment in their education. The result upon implementation will be an increase of at least 50 new degree holders per year, with expectations that this number will increase over time.

Discussion:

There was a brief discussion to clarify that this certificate is only available to students who are already at U of I but decide to opt out of the four-year degree. Students will not be recruited directly into this certificate, so the program would not take students away from the Idaho two-year schools. The State Board is supportive and the two-year

schools are aware. We are the only four-year institution in that state that doesn't offer a certificate option in General Studies.

Vote: 19 in favor; 3 opposed. Motion passes.

- UCC 63 School of Global Studies: Courses with ALCP, CHIN, FL, FLEN, FREN, IS, GERM, LAS, and SPAN – Rachel Halverson, Director, School of Global Studies. Attach. #3  
Courses with the prefix ALCP, CHIN, FL, FLEN, FREN, GERM, LAS, NEZP, and SPAN are housed in the Department of Modern Languages and Culture (MLC) in Banner. The Department of Modern Languages and Culture ceased to exist when it was merged with International Studies to form the School of Global Studies. The School now houses all the programs and languages that were formerly in MLC as well as International Studies (IS). Therefore, it is requested that courses with the prefix ALCP, CHIN, FL, FLEN, FREN, GERM, LAS, NEZP, and SPAN be moved from MLC to the School of Global Studies and courses with the IS prefix be moved to the School of Global Studies. Courses with the prefix MRTN that are still active need to be made inactive.
- UCC 64 School of Global Studies: Majors in French, Latin American Studies, Modern Language Business Option and Spanish – Rachel Halverson, Director, School of Global Studies. Attach. #4  
The majors in French, Latin American Studies, Modern Language Business Option and Spanish are housed in the Department of Modern Languages and Culture (MLC) in Banner. The Department of Modern Languages and Culture ceased to exist when it was merged with International Studies to form the School of Global Studies. The School now houses all the programs and languages that were formerly in MLC as well as International Studies (IS). Therefore, it is requested that the majors in French, Latin American Studies, Modern Language Business Option and Spanish be moved from MLC to the School of Global Studies and that International Studies be moved to the School of Global Studies.
- UCC 65 School of Global Studies: Faculty – Rachel Halverson, Director, School of Global Studies. Attach. #5  
Faculty in ALCP, Chinese, French, German, Latin American Studies, Japanese, and Spanish are housed in the Department of Modern Languages and Culture (MLC) in Banner. The Department of Modern Languages and Culture ceased to exist when it was merged with International Studies to form the School of Global Studies. The School now houses all the programs and languages that were formerly in MLC as well as International Studies. Therefore, it is requested that the faculty be moved from MLC to the School of Global Studies.  
Discussion on UCC 63, 64, 65 as a group:  
A discussion followed to clarify the nature of these changes. UCC 63 is a request to move courses to the School of Global Studies; UCC 64 moves majors from MCL to the School of Global Studies; UCC 65 moves faculty from MLC to the School of Global Studies.  
Vote (as a group): 21 in favor; 0 opposed. Motion passes.
- UCC 59 Civil Engineering (BSCE) – Mike Lowry, Civil & Environmental Engineering. Attach. #6  
This is to remove CE 491 and replace it with CE 493. CE 493 needs to be reactivated. A few years ago, CEE expanded the senior design capstone course (CE 494) to span two

semesters. We had been using the senior seminar course (CE 491) as the first course in the sequence. We have decided to reactivate CE 493 to formally establish the two semester senior design sequence.

Discussion:

Some senators wondered why this item came to senate. Routine curricular changes are usually handled just by UCC. Others argued that there are changes to the graduation requirements and thus it is appropriate for senate to vet this request. This item came to senate *via* CIM – perhaps an error at the CIM level?

Vote: 20 in favor; 0 opposed. Motion passes.

- UCC 441 Interdisciplinary Science and Technology (PSM) – Jerry McMurtry, Dean, College of Graduate Studies. Attach. #7  
These proposed changes were submitted back in Fall 2020 along with the renaming of the major and the renaming of a couple of emphasis areas in the major. These proposed curriculum changes and the discontinuance of three emphasis areas were approved by Graduate Council and the Vice Provost for Academic Initiatives in Fall 2020. When the Registrar's Office converted the attached short form into CIM, only some of the changes went to UCC. An amendment to this proposal is coming, see below.

Discussion:

Senator Mittelstaedt explained that, when UCC 441 was proposed, the department of Earth and Spatial Science was working on two new courses, which are now approved, GEOG 525 Graduate GIS Fundamentals (3cr) and GEOG 593 Geovisualization (3cr), which they like to add to this PSM under Sec.G, “Geographic Information, Skills, Mapping, and Monitoring Emphasis.”

Vote (on UCC 441 with the amendment above): 20 in favor; 0 opposed. Motion passes.

- UCC 495: Emerging Media (MA) – Robin Johnson, Director, School of Journalism and Mass Media. Attach. #8  
The School of Journalism and Mass Media (JAMM) requests approval to create and deliver a flexible graduate professional master program of emerging media that meets the needs of those wanting to build or upgrade skills essential to employment in quickly evolving digital media fields of advertising, broadcasting/livestreaming, corporate media communication, film, journalism, public relations and social media management.  
[A complete description of the rationale, program need and impact on the department can be found in the Idaho State Board of Education Proposal, Emerging Media ROI spreadsheet, and the Budget Spreadsheet attached as supporting documents.]
- UCC 496 Strategic Media Management Academic Certificate – Robin Johnson, Director, School of Journalism and Mass Media. Attach. #9  
The certificate will provide flexibility to students in the Emerging Media master's program, allowing them to obtain a certificate in as little as two semesters. There is no added workload to include the certificate because the courses required are part of the Emerging Media graduate program.
- UCC 497 Media Production Academic Certificate – Robin Johnson, Director, School of Journalism and Mass Media. Attach. #10  
The certificate will provide flexibility to students in the Emerging Media master's program, allowing them to obtain a certificate in as little as two semesters. There is no

added workload to include the certificate because the courses required are part of the Emerging Media graduate program.

Discussion (for all three items):

There was an inquiry about the meaning of Emerging Media. Robin Johnson explained that trends in the media industry change very quickly. Emerging Media signifies that one is looking for the most recent trends in media.

Vote (as a group): 21 in favor; 0 opposed. Motion passes.

Congratulations to JAMM on their first graduate program!

**New Business:**

- There was a comment about the location of the required training, which sometimes are hard to find. The Vice Provost agreed that they should all be found in one place. Last year they were all on Canvas.
- The Secretary reported that some faculty reached out to FSL about the standard U of I template for faculty CV and whether it can be changed. The issue was briefly raised at Faculty Affairs and some members agreed that it should be changed. She invited the senators to think about it and inquire with their faculty, especially junior faculty. Comments in the chat indicate support for a change.
- A senator reported some confusion among their constituents concerning sabbatical application deadlines, <https://www.uidaho.edu/governance/policy/policies/fsh/3/3720> , in particular FSH 3720 F-1.b *“Faculty with an academic year appointment planning to begin a one-semester sabbatical at the start of the second fall semester or the second spring semester after submitting the application;”*  
Vice Provost Kelly-Riley provided the link to the sabbatical application for faculty on AY appointments: <https://www.uidaho.edu/-/media/UIDaho-Responsive/Files/provost/vp-faculty/faculty-leave/sabbatical/app-schedule-ay.pdf> . For fiscal year appointments: <https://www.uidaho.edu/-/media/UIDaho-Responsive/Files/provost/vp-faculty/faculty-leave/sabbatical/app-schedule-fy.pdf> . Sabbatical information with links to policy: <https://www.uidaho.edu/provost/faculty/sabbatical-leave/sabbatical> .The senator thanked Vice Provost Kelly-Riley for the helpful information.

**Adjournment:**

Chair Quinnett adjourned the meeting at 4:40pm.

Respectfully Submitted,

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





University  
of Idaho

THE OFFICE OF  
UNDERGRADUATE RESEARCH  
VISITS THE FACULTY SENATE

FEBRUARY 7<sup>TH</sup>, 2023

# Office Of Undergraduate Research

[undergrad-research@uidaho.edu](mailto:undergrad-research@uidaho.edu)

## I Who are we and what do we do?

- The Office of Undergraduate Research (OUR) supports student engagement in research, scholarly and creative activities at the University of Idaho. We foster student engagement across all disciplines by raising the visibility of undergraduate research, facilitating research opportunities for students, and helping students showcase their work.
- *We promote research and creative activity efforts of UI Students*
- *We fund Research and Creative activity efforts of UI Students*
- *We provide a forum to showcase research and creative activity efforts of UI Students*



Kris Waynant  
Director



Patricia Tilden  
Management Asst.

### College Faculty Affiliates:

- CBE – Shenghan Xu
- CALS – Laurel Lynch
- CALS – JT Van Leuven
- CNR – Mark Coleman
- COE – Nathan Schiele
- CEHSS – Joshua Bailey
- CAA – TBD *interested?*
- CLASS – TBD *interested?*
- COS – K. Waynant

# Why I am at Faculty Senate

[undergrad-research@uidaho.edu](mailto:undergrad-research@uidaho.edu)

**I Visibility** – This past year we have aimed to increase the visibility of the office and our mission and the students.

- Hosting monthly meet and greets / workshops (We’ve called them the In’s and Out’s of UG Research)
  - BIGGEST THING TO NOTE: MAJORITY OF INTERESTED STUDENTS ARE FRESHMAN/SOPHOMORES
- Developed a FAQs page to help students connect with faculty
- Recognizing award winners. Connecting with UCM to write stories about research.
- Partnering with INBRE / IHHE / others across campus – “Be A Communication Conduit”
- Just now beginning to advertise for the UG Research Symposium on April 24<sup>th</sup>, 2023



## **I Numbers**

- This Spring 2023 – the OUR awarded 21 Semester awards to 5/7 colleges.
- This academic year we have awarded over 12 travel awards to conferences and performances from Spokane, WA to San Antonio, TX etc. including a performance at Carnegie Hall New York, NY
- This Summer we plan to offer 13 OUR Summer Undergraduate Research Fellowships (SURFs)
  - SURFs are unique in that we have no “STEM agenda” and *want* to fund students from all colleges.
  - We encourage you and your colleagues to apply.

# Why I am at Faculty Senate (cont.)

[undergrad-research@uidaho.edu](mailto:undergrad-research@uidaho.edu)



**I** Tracking – The OUR continually monitors the number of UI students that participate in faculty-mentored Research or Creative Arts activities. But this task is difficult as what defines “*Research*”?

Webster’s Dictionary: “the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions”

*We define research as “any faculty-mentored activity that encompasses a hypothesis-driven idea and is solved or attempted through creative output”*

## **I** The OUR wants to know:

- **How does your College/Department Introduce Research?**
  - Course-based Undergraduate Research Experience (CUREs)?
  - Faculty /Student Meet and Greets? / Seminars on Research Foci? Who are you telling? First-years?
- **How does your College/Department Track Research?**
  - Course-Numbers? Multiple sections (1 per Faculty? Or 1-section with a Faculty lead?)
  - Work-Study or Grant-Paid?

# Why I am at Faculty Senate (cont.)

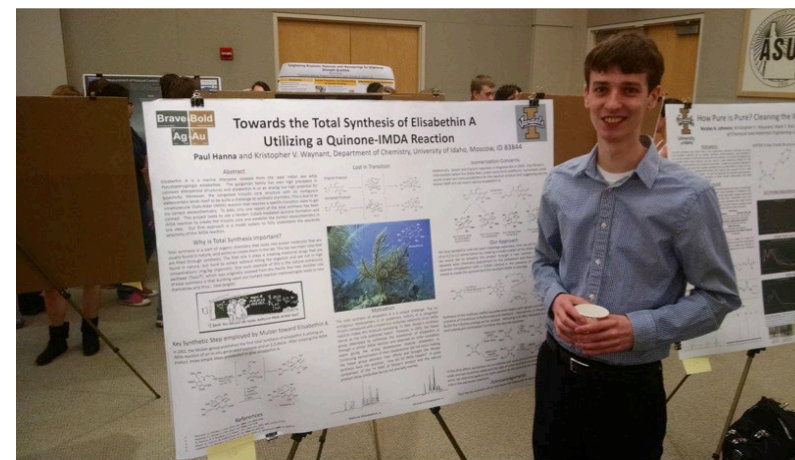
[undergrad-research@uidaho.edu](mailto:undergrad-research@uidaho.edu)

**I Next Steps:** The OUR would like to be better informed and streamline the process of:

1. Counting UG students participating in research / creative arts.
2. Categorizing the type of research / creative arts students are doing (Course-based / Independent).
3. Determining the avenues in which students learn of research opportunities.

**The One Ask:** The OUR and Affiliate Faculty Members will be contacting Faculty / Deans to ask how these items are currently being done and in which departments and if the OUR can help?

We are also here to help if *a department has interest in submitting an REU Site proposal; Or if a PI has interest submitting an REU supplement proposal; Or if a PI Needs a Letter of support for a proposal.*



# OUR Funding Mechanisms

## I Semester Awards

- The purpose of the grant is to support the growth and development of original, independent research or creative scholarship. The grant will fund materials and supplies, project-related travel expenses, etc., up to \$1,000. Two funding cycles exist: one for fall semester grants and one for spring semester grants. **FALL 2023 DEADLINE is April 1, 2023;** Spring Deadline is November 15th, 2024

## I Summer Undergraduate Research Fellowships (SURF Awards)

- The SURF Program is a 10-week summer program running June through early August that allows students to work full-time on faculty-mentored projects in any field of study. Each award includes a \$4,000 student fellowship given as a stipend and \$1,000 in research funds to help cover the cost of materials and supplies, and project-related travel expenses. Students are required to attend and present a poster at the Idaho Conference on Undergraduate Research (ICUR) and the following UI OUR Annual Symposium. **SURF 2023 DEADLINE is FEB 15, 2023**

## I Travel Awards

- The Office of Undergraduate Research offers a limited number of Travel Grants (up to \$800) to U of I undergraduate students to defray the cost of travel for their research, scholarly or creative activities at a professional conference.

**ALL USED UP For 2023!**

# Upcoming Deadlines

**OUR SURF AWARD DEADLINE: FEBRUARY 15, 2023**

**OUR SEMESTER AWARD DEADLINE (FOR FALL 2023): APRIL 1, 2023**

<https://www.uidaho.edu/research/students/undergraduates/getting-started/research-grants-program>

**IDAHO EPSCOR SUMMER AUTHENTIC RESEARCH EXPERIENCE (S.A.R.E.) PROGRAM – OPENS FEBRUARY 1ST**

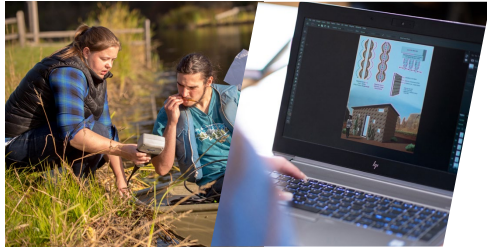
<https://www.idahogem3.org/summer-authentic-research-experiences>

**REU SUMMER FELLOWSHIP DEADLINES: MANY DATES – BUT MOSTLY JANUARY AND FEBRUARY 2023**

[https://www.nsf.gov/crssprgm/reu/reu\\_search.jsp](https://www.nsf.gov/crssprgm/reu/reu_search.jsp)

# SAVE THE DATE APRIL 24<sup>th</sup>, 2023 2:30-4:30 pm

## OUR ANNUAL RESEARCH AND CREATIVE ARTS SYMPOSIUM



### STUDENT POSTER SESSION

**April 24, 2023**

**2:30 p.m. - 4:30 p.m.**

**Memorial Gym**

Keynote Speaker, Laurel Lynch  
5:00 p.m. - 6:00 p.m. | AgSci 106



SUBMISSION DEADLINE FOR PRESENTERS IS APRIL 1, 2023



**FOR MORE INFORMATION**

our@uidaho.edu  
uidaho.edu/UGR



**University of Idaho**  
Office of Undergraduate Research

[undergrad-research@uidaho.edu](mailto:undergrad-research@uidaho.edu)



# 67: CDA MEDICAL SCIENCES

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## In Workflow

1. Registrar's Office (none)
2. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
3. SEM Review (dkahler@uidaho.edu)
4. Ready for UCC (disable)
5. UCC (none)
6. Post-UCC Registrar (none)
7. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
8. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
9. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
10. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
11. Catalog Update (V00814390@uidaho.edu)
12. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Thu, 15 Sep 2022 18:23:11 GMT  
Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Thu, 06 Oct 2022 18:41:25 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
3. Wed, 19 Oct 2022 16:15:47 GMT  
Dean Kahler (dkahler): Approved for SEM Review
4. Wed, 26 Oct 2022 17:23:03 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
5. Wed, 26 Oct 2022 18:14:44 GMT  
Theodore Unzicker (tunzicker): Rollback to Ready for UCC for UCC
6. Wed, 02 Nov 2022 17:48:49 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
7. Tue, 29 Nov 2022 22:12:28 GMT  
Theodore Unzicker (tunzicker): Approved for UCC
8. Mon, 09 Jan 2023 16:38:44 GMT  
Theodore Unzicker (tunzicker): Approved for Post-UCC Registrar

## New Proposal

Date Submitted: Fri, 09 Sep 2022 16:55:25 GMT

## Viewing: CdA Medical Sciences

Last edit: Fri, 09 Sep 2022 16:55:24 GMT

Changes proposed by: Tanya Miura

## Faculty Contact

Faculty Name	Faculty Email
Tanya Miura	tmiura@uidaho.edu

## Request Type

Other

## Effective Catalog Year

2023-2024

## Title

CdA Medical Sciences

## Request Details

Expand B.S. Medical Sciences for delivery to Coeur d'Alene (hybrid). CIP code: 51.1099

## Reviewer Comments

Theodore Unzicker (tunzicker) (Wed, 26 Oct 2022 18:14:44 GMT): Rollback: Not ready.

Key: 67

# 6: ADULT ORGANIZATIONAL LEARNING AND LEADERSHIP (MS)

## In Workflow

1. 467 Chair (holyoke@uidaho.edu)
2. 15 Curriculum Committee Chair (akitchel@uidaho.edu)
3. 15 Dean (bblevins@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
5. Curriculum Review (V00814390@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Graduate Council Chair (slthomas@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
12. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
15. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Sat, 03 Sep 2022 00:18:34 GMT  
Laura Holyoke (holyoke): Approved for 467 Chair
2. Fri, 30 Sep 2022 18:37:48 GMT  
Allen Kitchel (akitchel): Approved for 15 Curriculum Committee Chair
3. Fri, 30 Sep 2022 20:46:36 GMT  
Philip Scruggs (pwsruggs): Approved for 15 Dean
4. Sat, 08 Oct 2022 00:32:17 GMT  
Ken Udas (kudas): Approved for Provost's Office
5. Wed, 12 Oct 2022 20:39:45 GMT  
V00814390: Approved for Curriculum Review
6. Mon, 17 Oct 2022 19:39:50 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
7. Thu, 10 Nov 2022 17:25:19 GMT  
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
8. Wed, 16 Nov 2022 00:15:51 GMT  
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
9. Wed, 30 Nov 2022 19:21:51 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
10. Wed, 01 Feb 2023 21:32:54 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## History

1. Sep 22, 2021 by Sara Mahuron (sara)

Date Submitted: Sat, 03 Sep 2022 00:17:57 GMT

**Viewing: 6 : Adult Organizational Learning and Leadership (MS)**

**Last approved: Wed, 22 Sep 2021 23:13:07 GMT**

**Last edit: Mon, 17 Oct 2022 19:39:46 GMT**

Changes proposed by: Laura Holyoke

### Faculty Contact

Faculty Name	Faculty Email
Laura Holyoke	holyoke@uidaho.edu

### Change Type (Choose all that apply)

Change existing program (major) from face to face to on-line delivery (including program components if applicable)

### Description of Change

Add Degree requirements

**Will this request have a fiscal impact of \$250K or greater?**

No

**Academic Level**

Graduate

**College**

Education, Health &amp; Human Sci

**Department/Unit:**

Leadership &amp; Counseling

**Effective Catalog Year**

2023-2024

**Program Title**

Adult Organizational Learning and Leadership (MS)

**Program Credits**

30

**CIP Code**

13.1201 - Adult and Continuing Education and Teaching.

**Curriculum:****Master of Science. Major in Adult/Organizational Learning and Leadership.**

Code	Title	Hours
<i>Program Core</i>		
AOLL 507	Future of Education and Work	3
AOLL 510	Foundations of Human Resource Development	3
AOLL 574	Adult and Transformational Learning	3
AOLL 577	Organization Development	3
AOLL 581	Theory & Practices & Challenges of Leadership	3
AOLL 583	Organizational Leadership	3
AOLL 526 or AOLL 528	Instructional Design and Curriculum Program Planning, Development, and Evaluation	3
Select 6 credits from the following:		6
AOLL 560	Career Development in Organizations	
AOLL 573	Adult Learners: Foundations and Characteristics	
AOLL 575	Strategies for Facilitating Adult Learning	
AOLL 597	Practicum	
AOLL 598	Internship	
AOLL 599	Non-thesis Master's Research	
<i>Research</i>		3
AOLL 570	Introduction to Research in Adult/Organizational Learning and Leadership (or Non-Thesis Option including Comprehensive Examination)	
Non-Thesis Option (3 credits + Comprehensive Examination)		
<b>Total Hours</b>		<b>30</b>

**Distance Education Availability**

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

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

Yes

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

Yes

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

**Geographical Area Availability****In which of the following geographical areas can this program be completed in person?**

Online Only

**Student Learning Outcomes****Have learning outcomes changed?**

No

**Learning Objectives**

1. The student will be able to understand, analyze and apply organization development theory and methods.
2. The student will be able to understand and apply transformative learning processes and strategic thinking.
3. The student will develop personal leadership capacity.
4. The student will demonstrate the ability to facilitate change for healthy organizations.

**Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.**  
change simply includes showing the already existing course requirements to complete the program

**Supporting Documents**

Adult Organizational Leadership Master of Science\_10-17-22.docx

**Reviewer Comments**

**Ken Udas (kudas) (Sat, 08 Oct 2022 00:32:14 GMT):** This proposal does not include a budgetary request for financial resources.

**Rebecca Frost (rfrost) (Mon, 17 Oct 2022 19:39:46 GMT):** Formatted curriculum to catalog standard. Attached document with typed curriculum requirements.

Key: 6

## **Master of Science. Major in Adult/Organizational Learning and Leadership.**

Requirements:

### **Program Core (21 credits)**

- AOLL 507 (3 cr) Future of Education and Work
- AOLL 510 (3 cr) Foundations of Human Resource Development
- AOLL 574 (3 cr) Adult and Transformational Learning
- AOLL 577 (3 cr) Organization Development
- AOLL 581 (3 cr) Theory, Practice and Challenges of Leadership
- AOLL 583 (3 cr) Organizational Leadership
- AOLL 526 (3 cr) Instructional Design and Curriculum

**or**

AOLL 528 (3 cr) Program Planning, Development and Evaluation

### **Electives (Choose 6 credits)**

AOLL 560 (3 cr) Career Development in Organizations

AOLL 573 (3 cr) Adult Learners: Foundations and Characteristics

AOLL 575 (3 cr) Strategies for Facilitating Adult Learning

AOLL 597, 598, 599 (1-6 variable cr) Practicum, Internship, Non-thesis research

**2022 – 2023 Faculty Senate – Pending Approval**  
**Meeting # 19**

Approved at Mtg #20  
February 21, 2023

Tuesday, February 14, 2023, 3:30 pm – 5:00 pm  
Zoom only

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

**Also present:** Madison Powell (proxy for Ahmadzadeh)

**Guests/Speakers:** Alistair Smith, Gwen Gorzelsky

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

A minute of silence was observed to honor the victims of the Michigan State University shooting, Monday, 02/13.

**Approval of Minutes (vote):**

The minutes of the 2022-23 Meeting #18 February 7, 2023 were approved as distributed.

**Consent Agenda (vote):**

- Fall 2022 Graduates. Attach. #2  
The list of the Fall 2022 Graduates was approved by unanimous consent.

**Chair's Report:**

- Our Shared Success Stories – Jaysson Pfeifer, Student Bar Association Representative. Jaysson talked about the prestigious internships to which students at U of I Law have access thanks to their professors. In his college, a measure of success is how one gives back to the community. The “food bank” is an example of community engagement, and so are the free clinics to help people who cannot pay for legal services. The “Student Success” endowment is made possible by SBA funds to help students succeed in the legal world.
- Anthology Assessment Platform Professional Training Sessions Feb 28-March 2 – Gwen Gorzelsky, Vice Provost for Academic Initiatives  
The training has both conceptual and technical components. It includes how to move data from Canvas to Anthology. The training sessions are organized in seven tracks, targeting different employees and groups. Employees who attend all workshops associated with a track earn a certificate. For more information, visit <https://www.uidaho.edu/provost/ir/assessment-evaluation/anthology-training>

**Provost Report (delivered by Gwen Gorzelsky, Vice Provost for Academic Initiatives):**

- Let's get engaged with the events in celebration of Black History Month!  
<https://www.lib.uidaho.edu/blackhistory/>  
<https://www.uidaho.edu/diversity/edu/oma/events/black-history>

- The Provost is looking into the concerns about the sabbatical leave policy brought up at last week meeting.
- North Idaho College (NIC) is at risk of losing its accreditation. We are monitoring the situation as it unfolds. The U of I is supporting NIC and taking action to help.

Discussion:

Some senators are concerned about the absence of an official response. Does U of I have a standard response for this kind of situations? There is a lot of silence, particularly from the side of those individuals/entities who should be the most vocal. What about a press release? Gwen Gorzelsky replied that the U of I focus is presently on monitoring and offering support to NIC. She will convey these thoughts to Provost Lawrence upon his return.

Another senator suggested to invite to senate Dr. Andrew Field, CEO of UI Coeur d'Alene. Chair Quinnett will reach out.

**Committee Reports:**

- University Curriculum Committee (vote)
  - UCC 232 Geography (MS) - Alistair Smith, Department Chair, Earth and Spatial Sciences. Attach. #3

This proposal involves changing the non-thesis component of an existing program from face-to-face to online delivery (not the entire major). The non-thesis component will be available for online delivery. This change will enable persons currently employed to take the non-thesis option remotely without having to leave their current employment. This will enhance the students' learning experience by providing access to a degree without the financial burden of having to relocate or suspend active employment. The student learning outcomes are the same for students in the face-to-face and online modalities.

Discussion:

A senator noted that Coeur d'Alene needs to be dropped from the Geographical Area Availability list – friendly amendment.

Vote: 23/24 in favor; 1/24 opposed. Motion (with friendly amendment) passes.
  - UCC 486 Climate Change and Solutions (BS) – Alistair Smith, Department Chair, Earth and Spatial Sciences. Attach. #4

The recent passage of H.R. 5376 at the federal level invests considerable resources towards addressing national challenges related to climate change. These investments will need institutions of higher education to keep pace and develop new degrees that can provide the skills necessary to engage and empower our state and national workforce to meet these goals. To meet this demand, universities across the nation have begun to offer B.S. degrees focused on climate science change and solutions. A graduate from the proposed B.S. in Climate Change and Solutions will have strong science foundations with an exposure to real-world climate mitigation solutions. The degree has a strong quantitative emphasis. No new physical resources are requested. All the courses taught within the Department of Earth and Spatial Sciences have capacity to incorporate the new majors. The Department of Earth and Spatial Science has 16 instructional faculty and one staff support member. The Department has also sufficient facilities, such as research labs and classrooms. The degree will be administered out of Earth and Spatial Sciences, where a majority of the UI climate science courses are taught, but climate science courses are distributed across the university, which



minimizes the impact on any specific department. There are also two new faculty members who are contributing to the core curriculum. This will enable to absorb new majors or future new course offerings to support this new degree.

Vote: 24/25 in favor; 1/25 against. Motion passes.

- UCC 79 Culturally Responsive Pedagogy and Universal Design for Learning Academic Certificate. Attach. #5

This proposal is to add more options to the menu of electives students can pick six credit hours from. No added workload. UI course catalog has been updated over the last few years, so we want to update the menu of possible electives to choose from for this certificate.

Discussion:

This is a routine curricular change (group A). As such, it does not need senate approval. Per **FSH 4120 E-1.c.** “ *If approved by the UCC, the UCC Secretary shall send the proposal to the Office of the Registrar for implementation after a waiting period of at least seven days, provided that the UCC Secretary has not received a valid petition signed by at least five faculty members requesting Faculty Senate review.*”

**Other Policy Business (vote):**

- FSH 6920 University Library – Ben Hunter, Dean, Library Attach. #6  
Comprehensive review. Revised to remove Library operations information, which will continue to reside on the Library website. Language clarified in C-2.  
Vote: 23/24 in favor; 1/24 opposed. Motion passes.

**Other Announcements and Communications:**

- Non-Tenure Track Faculty Subcommittee Update. Florian Justwan, Politics and Philosophy, shared a summary of the results from the Non-Tenure Track (NTT) Faculty Climate Survey. Responses indicate that NTT faculty: overall, do feel supported by the colleagues in their department; are fairly content with the support received from their colleges; are satisfied with the health insurance package provided by the university; do not feel well supported by the university’s upper administration. Other areas of concern are: prospects for career advancement; accuracy of the annual review process; proper recognition for the work done and for excellent performance. Opportunities for professional development (e.g. travel to conferences) is not among the most serious concerns. The first and second largest problems facing NTT faculty at U of I are low salary and lack of job security, followed by the difficulty of switching academic role.

Discussion:

Some senators suggested to collect external data to back up the survey. Information about the rate at which NTT faculty leave the university would also be useful.

The discussion moved to the job security concerns and the one-year contracts given to NTT faculty at U of I. Per **FSH 3080 D-2. Exempt Employees** “...A contract for a fixed term of employment may not exceed one year without prior approval by the Regents...” However, a senator noted, State Board policy allows for up to three-year contracts. **From Human Resources Policies and Procedures II.G.b. Term of Appointment** - *All non-tenure faculty employees have fixed terms of employment. Except as provided herein, no contract of employment with such an employee may exceed one (1) year. The institutions may implement policies allowing for multi-year contracts for certain classifications of non-tenure track faculty members. Such policies*

*must include, at a minimum, the following requirements: (1) no contract of appointment may exceed three (3) years without prior Board approval; (2) all multi-year employment contracts shall be approved in writing by the institution's Chief Executive Officer or designee; and (3) all multi-year contracts must be reported to the Board at the next regular meeting. ..."*

<https://boardofed.idaho.gov/board-policies-rules/board-policies/human-resources-policies-section-ii/policies-regarding-faculty-institutional-faculty-only-ii-g/> Aligning our policy with SB policy would be an important step towards mitigating one of the two most serious concerns expressed by NTT faculty.

Chair Quinnett solicited ideas that could be applied immediately to improve the climate and reduce these concerns. Suggestions include: give everyone the same rights; allow NTT faculty with professorial rank to participate in P&T committees and mentor graduate students. The latter may be something to discuss with COGS.

We can take immediate action by offering a helping hand to our NTT colleagues, promoting advocacy, and raise awareness.

Many thanks to Florian and the task force!

**New Business:**

- It's time to reconsider whether SAT/ACT scores should be part of U of I admission requirements. Presently, we are under the emergency action signed by President Green April 2022, which covers Fall 2023 and Spring 2024 admissions. We can either do nothing and let things revert to their original status or plan to work on a new policy to permanently drop the standardized test requirements. We'll start this discussion next week.
- A senator wishes to revisit the issue of the technology hardware procurement (APM 30.16). Chair Quinnett replied that a working group is meeting weekly to propose revisions to the policy.

**Adjournment:**

The agenda being completed, Chair Quinnett adjourned the meeting at 4:57pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 19

Tuesday, February 14, 2023 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #18 (February 7, 2023) **Attach. #1**
- III. Consent Agenda (Vote)
  - Fall 2022 Graduates **Attach. #2**
- IV. Chair's Report
  - Our Shared success Stories – Jaysson Pfeifer, Student Bar Association Representative
  - [Anthology Assessment Platform Professional Training Sessions](#) Feb 28-March 2 - Gwen Gorzelsky, Vice Provost for Academic Initiatives
- V. Provost's Report
- VI. Committee Reports
  - University Curriculum Committee (Vote)
    - UCC 232 Geography (MS) - Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach. #3**
    - UCC 486 Climate Change and Solutions (BS) – Alistair Smith, Department Chair, Earth and Spatial Sciences **Attach. #4**
    - UCC 79 Culturally Responsive Pedagogy and Universal Design for Learning Academic Certificate **Attach. #5**
- VII. Other Policy Business (Vote)
  - FSH 6920 University Library – Ben Hunter, Dean, Library **Attach. #6**
- VIII. Other Announcements and Communications
  - Non-Tenure Track Faculty Subcommittee Update – Florian Justwan, Politics and Philosophy **Attach. #7**
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2022-2023 Faculty Senate Meeting #18 (February 7, 2023)
- **Attach. #2** Fall 2022 Graduates
- **Attach. #3** UCC 232
- **Attach. #4** UCC 486
- **Attach. #5** UCC 79

- **Attach. #6** FSH 6920
- **Attach. #7** NTT Survey Results

**2022 – 2023 Faculty Senate – Pending Approval**

**Meeting # 18**

Tuesday, February 7, 2023, 3:30 pm – 5:00 pm

Zoom only

**Present:** Chapman (Vice Chair), Fairley, Fuerst, Gauthier, Haltinner, Hickman, Hoffmann, Justwan, KaraLin, Kolok, Torrey Lawrence (w/o vote) Long, Mittelstaedt, Murphy, Pfeifer, Quinnett (Chair), Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Silsby, Thorne, Tibbals, Wargo

**Absent:** Raney, Roberson, Walsh (excused), Hunter (excused), Kindall

**Also present:** Madison Powell (proxy for Ahmadzadeh)

**Guests/Speakers:** Tanya Miura, Krista Soria, Kris Waynant

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

**Approval of Minutes (vote):**

The minutes of the 2022-23 Meeting #17 January 31, 2023 were approved as distributed.

**Chair's Report:**

- Our Shared Success Stories – Tim Murphy, College of Law, UI Boise  
Tim is the senate representative for the SW region of Idaho, where many research facilities are located. Those include Campus and Centers, Research Centers, U of I Extensions, and the Law School. More than 400 students reside in this region and 170 degrees have been conferred. This region also houses CAFÉ (Center for Agriculture, Food, and Environment).
- Chair Quinnett introduced Kris Waynant, Office of Undergraduate Research Interim Director, [undergrad-research@uidaho.edu](mailto:undergrad-research@uidaho.edu). The Office of Undergraduate Research (OUR) supports student research and scholarly and creative activities at the University of Idaho. OUR promotes student engagement in research across all disciplines and increases the visibility of undergraduate research through opportunities for students to showcase their work. The UI Undergraduate Research Symposium, a university wide event, will take place on April 24, from 2:30 to 4:30 at the Memorial Gym. OUR is also interested in how units and colleges track UG research. Kris encouraged everyone to reach out for help – for instance, with preparing an REU NSF proposal. Different kinds of awards are available.  
<https://www.uidaho.edu/research/students/undergraduates/about>  
The slides of the OUR presentation are attached to these minutes.
- Following up on comments from last meeting, Chair Quinnett would like to assemble a small committee to look into possible improvements of the U of I standard template for faculty CV.

Please let FSL know if you are interested in this committee.

A senator reported that the College of Engineering expressed no interest in changing the CV template.

- Borah Symposium: today at 7:00pm in the Bruce M. Pitman Center International Ballroom, Al Hussein, former United Nations High Commissioner for Human Rights, will deliver the symposium's closing keynote address, "Global Challenges to Human Rights Today."
- Also tonight at 7:00pm: In celebration of Black History Month, the Black and African American Culture Center is sponsoring the movie "This is My Black" at the Kenworthy Theatre.
- Early warning grades are due on February 14.
- Professional training sessions on using the Anthology assessment platform will be offered February 28 to March 2. In response to many requests, these trainings target three different groups who use Anthology: faculty, staff, and administrators engaged in assessment work. Anthology's professional team will lead these free trainings, and participants will receive professional development certification.  
<https://www.uidaho.edu/provost/ir/assessment-evaluation/anthology-training>

#### **Provost Report:**

- The Jazz Festival – held in February for 55 years – will be in April this year, at the ICCU Arena.
- Annual evaluations are due March 1.
- The search for the dean of the College of Business and Economics is moving forward. We hope to have candidates on campus late February or early March. We'll keep you posted.
- Idaho state legislature: for about five to six weeks they will hear presentations and then start making decisions about budgets and funding. We'll keep you updated as things move forward.

#### Discussion:

A senator reported frustration from a faculty whose application for sabbatical was denied and perceived lack of transparency in the review process. After receipt of notification of denial, the applicant has still not been provided any quantitative evaluation of their application, namely, the scoring rubric in the Faculty-Staff Handbook (<https://www.uidaho.edu/governance/policy/policies/fsh/3/3720>). There seems to be no appeals process for applications that are denied.

The Faculty Secretary cited the relevant policy and asked some questions about the review process, which were addressed by Vice Provost for Faculty Diane Kelly-Riley. As for an appeal process, the Secretary noted that, since the SEC makes recommendations to the Provost, the final decision is an administrative decision that should be appealable under FSH 3840.

#### **Committee Reports:**

- University Curriculum Committee (vote)
  - UCC 67 Coeur d'Alene Medical Sciences – Tanya Miura, Biological Sciences. Attach. #2

This is to request expansion of the B.S. in Medical Science for delivery to Coeur d'Alene (hybrid).

Discussion:

There was a question to confirm that the proposal simply expands the delivery mode.

Vote: 23 in favor; 0 opposed. Motion passes.

- UCC 6 Adult Organizational Learning and Leadership (MS) – Krista Soria, Leadership and Counseling. Attach. #3  
The proposal is to change the existing program from face to face to on-line delivery. The request amounts to showing the already existing course requirements to complete the program, by moving course information from the Program Guide to the Catalog.

Discussion:

Non-thesis option only

Vote: 23 in favor; 0 opposed. Motion passes.

**New Business:**

- Some senators inquired about responsibilities, if any, of outgoing senators in the process for nominating and selecting their successors. Secretary Sammarruca replied that FSL reaches out to the colleges, as needed, and asks them to conduct elections for new senator(s). The elections proceed in each college according to their respective bylaws. A senator noted that it doesn't work in the same way for the centers. For the SW Idaho region, the outgoing senator managed the process completely on their own. Is there an established process for centers? Provost Lawrence replied that the directors for each region (or their offices) may be able to help. The Provost will be happy to look into it.

**Adjournment:**

The agenda being completed, Chair Quinnett adjourned the meeting at 4:15pm.

Respectfully Submitted,

Francesca Sammarruca

Secretary of the University Faculty & Secretary to Faculty Senate

## University of Idaho Fall 2022 Candidates for Degree

### College of Agricultural & Life Sciences

Alexander	Rylee	B.S.F.C.S.	Food and Nutrition
Arnett	Sarah	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevett Opt
Bell	Cassidy	B.S.F.S.	Food Science-Food Sci Opt
Black	Bridget	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Brewster	Cody	B.S.S.W.S.	Agricultural Systems Mgmt
Clements	Nathaniel	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Collins	Rebecca	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Combs	Ivee	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Cussins	Nichole	B.S.Pl.Sc.	Crop Science
Dempster	Bailey	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevett Opt
Duclos	Kendra	B.S.Pl.Sc.	Crop Science
Dunkle	Matthew	Ph.D.	Water Resources-Sci & Mgmt Opt
Eike	Anthony	B.S.Pl.Sc.	Crop Science
Elgorriaga	Julia	B.S.A.V.S.	Animal & Vet Sci-Business Opt
Elmore	Kylee	M.S.	Animal Science
Fishburn	Faith	B.S.Pl.Sc.	Biotechnology & Plant Genomics
Forsmann	Alexandra	Academic Certificate	Ag Commodity Risk Mgmt
Gallagher	Emma	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Gregory	Abigale	B.S.Pl.Sc.	Horticulture & Urban Agric
Hailey	Lane	B.S.S.W.S.	Agricultural Systems Mgmt
Harper	Logan	M.S.	Agricultural Education
Hart	Carl	Academic Certificate	Ag Commodity Risk Mgmt
Hertz	McKenna	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Hossen	Md	M.S.	Applied Economics
Huntsman	Karissa	B.S.	Human Dev & Family Studies
Jacobo-Safranski	Bailie	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Jelliffe	Ashley	B.S.F.C.S.	CFCS-Child Dev Family Rel
Jepsen	Sierra	M.S.	Animal Science
Juarez	Diana	B.S.F.C.S.	CFCS-Child Dev Family Rel
Kauffman	Adrianna	B.S.F.C.S.	Apparel, Textiles, & Design
Kerby	Ashley	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevett Opt
Lesniewski	Robert	Academic Certificate	Ag Commodity Risk Mgmt
Malin	Stephen	B.S.Pl.Sc.	Horticulture & Urban Agric
McBride	Sean	B.S.Pl.Sc.	Crop Science
Miller	Sadie	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Mishko	Dirk	B.S.F.S.	Food Sci-Fermentation Opt
Moser	Zane	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Myers	Cheyenne	M.S.	Animal Science
Newtson	Gavin	B.S.S.W.S.	Agricultural Systems Mgmt
Noble	Mikaela	B.S.F.C.S.	CFCS-Child Dev Family Rel
Odgers	Ashley	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Pertle	Trinity	B.S.Early.Chldhd.Dev.Ed.	Early Childhood Devel & Ed
Plum	Sydney	B.S.Ag.L.S.	Ag Science, Comm, & Leadership



Pope	Austin	B.S.S.W.S.	Agricultural Systems Mgmt
Rarick	Rosa	B.S.A.V.S.	Animal & Vet Sci-Dairy Sci Opt
Reed	Savannah	B.S.Pl.Sc.	Horticulture & Urban Agric
Ripa	Lucas	M.S.	Entomology
Rosales	Eduardo	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Sells	Emma	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevvet Opt
Short	Samantha	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Smith	Tayla	B.S.	Apparel, Textiles, & Design
Stewart	Hailey	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevvet Opt
Stout	Brady	Academic Certificate	Ag Commodity Risk Mgmt
Tietz	Paul	M.S.	Soil & Land Resources
Tsai	Tsung-Yu	M.S.	Animal Science
Viebrock	Cecilia	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Walker	Andrew	B.S.Pl.Sc.	Crop Science
Wilson	Karee	B.S.A.V.S.	Animal & Vet Sci-Business Opt
Wing	Cheyanna	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Yadav	Amit	Ph.D.	Animal Physiology
Zurcher	Abigail	B.S.Ag.L.S.	Ag Science, Comm, & Leadership

## College of Art & Architecture

Chen	Zehao	B.A.	Art
Coad	Elisha	B.F.A.	Studio Art & Design
Cullison	Sierra	B.S.Arch.	Architecture
Galicia	Selena	B.S.Arch.	Architecture
Rasmussen	Joseph	B.S.Arch.	Architecture
Shakya	Anjan	M.Arch.	Architecture
Smith	Austin	B.I.A.D.	Interior Architecture & Design
Soriano	Mariah Alyzza	M.Arch.	Architecture
Ward	Parker	B.F.A.	Studio Art & Design
Yu	Xiang	M.L.A.	Landscape Architecture

## College of Business & Economics

Alenazi	Othman	B.S.Bus.	Operations Management
Anderson	Justin	B.S.Bus.	Bus Econ-General Opt
Anthony	Erika	B.S.Bus.	Finance
Arritola	Holly	B.S.Bus.	Accounting
Azzarita	Michael	B.S.Bus.	Management Information Systems
Bader	Tavis	B.S.Bus.	Management Information Systems
Barenberg	Cole	B.S.Bus.	Operations & Supply Chain Mgmt
Becker	Edward	B.S.Bus.	Operations Management
Boardman	Kathryn	B.S.Bus.	Marketing-Gen Marketing Emph
Briner	Krista	B.S.Bus.	Accounting
Brynjestad	Devin	B.S.Bus.	Marketing-Mrkt Analytics Emph
Busch	Matthew	B.S.Bus.	Operations Management

Case	Ethan	B.S.Bus.	Accounting
Casiano	Rachel	B.S.Bus.	Finance
Chikh Ali	Said	B.S.Bus.	Marketing-Gen Marketing Emph
Conover	Isabelle	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Dahlquist	Maxwell	B.S.Bus.	Accounting
Earnest	Brady	B.S.Bus.	Marketing-Gen Marketing Emph
Gaus	Natalie	B.S.Bus.	Finance
Goodman	Paxton	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Graff	Quentin	B.S.Bus.	Accounting
Graves	Ethan	B.S.Bus.	Accounting
Guadarrama	Brian	B.S.Bus.	Finance
Guevara	Daniel	B.S.Bus.	Accounting
Gust	Hunter	B.S.Bus.	Operations & Supply Chain Mgmt
Guy	Kacie	B.S.Bus.	Accounting
Hanigan	Grace	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Harvey	Cullen	B.S.Bus.	Bus Econ-General Opt
Hernandez	Ashley	B.S.Bus.	Operations Management
Hilbert	Anna	M.Acct.	Accountancy
Jager	Autumn	B.S.Bus.	Accounting
Kearns	Burton	M.Acct.	Accountancy-Aud & Fraud Emph
Kennedy	Colby	B.S.Bus.	Marketing-Gen Marketing Emph
Kido	Maura	B.S.Bus.	Finance
Knudson	Skyler	Academic Certificate	Trading & Capital Management
Kriz	Alessandra	B.S.Bus.	Accounting
Laan	Rein	B.S.Bus.	Operations & Supply Chain Mgmt
Liercke	Conor	Academic Certificate	Entrepreneurship
Makynen	Jessica	M.Acct.	Accountancy
Malagon	Jacob	B.S.Bus.	Finance
Manbeck	Shachel	B.S.Bus.	Accounting
McCall	Morgan	Academic Certificate	Trading & Capital Management
McGreal	Tanner	B.S.Bus.	Accounting
Mitzel	Joseph	B.S.Bus.	Accounting
Morrow	Tyler	B.S.Bus.	Operations Management
Pachner	Jack	B.S.Bus.	Bus Econ-General Opt
Patenoude	Maxwell	Academic Certificate	Business Analytics
Payen	Miguel	B.S.Bus.	Bus Econ-General Opt
Petersen	Hailey	B.S.Bus.	Finance
Plaster	Jack	B.S.Bus.	Bus Econ-General Opt
Pratt	Joseph	M.Acct.	Accountancy
Ready	Veronica	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Ringo	Sadie	Academic Certificate	Promo & Digital Marketing
Romero-Rodriguez	Leopoldo	B.S.Bus.	Marketing-Entrepreneurship Emp
Sahli	Cody	B.S.Bus.	Accounting
Schuster	William	B.S.Bus.	Marketing-Entrepreneurship Emp
Strahan	Conner	B.S.Bus.	Finance
Sutherland	Caleb	B.S.Bus.	Accounting
Terwilliger	Casey	B.S.Bus.	Accounting

Wallace

Adam

B.S.Bus.

Bus Econ-Finan Econ Opt

## College of Education, Health & Human Sciences

Alfaro	Hannah	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-AT
Alvarez	Sydney	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-AT
Ambrose	Austin	M.Ed.	Educational Leadership
Ariola	John Bosco	M.S.	Adult/Org Learnng & Leadership
Bacon	Erin	M.S.	Movement & Leisure Sciences
Barfield	Alexis	B.S.Ed.	Secondary Education
Bartlett	Emma	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-PT
Belanger	Anna	B.S.Ed.	Secondary Education
Blackham	Veronica	Ph.D.	Education
Britton	Amber	B.S.Rec.	Rec, Sport, & Tourism Mgmt
Campbell	Kristine	B.S.Ed.	Elementary Education
Carlson	Samuel	M.A.T.	Secondary Education
Chambliss	Alania	B.S.Ed.	Elementary Education
Christensen	William	B.S.Rec.	Rec, Sport, & Tourism Mgmt
Coleman	Madeline	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-PT
Connolley	Hunter	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-AT
Cooke	Brittney	B.S.Ed.	Elementary Education
Copeland	Cheryl	M.Ed.	Curr & Instr-Teacher Cert Emph
Corgatelli	Carson	B.S.E.S.H.S.	Exer,Sprt,Hlth Sci-Fit/HI/HmPf
Cunningham	Madeline	Ed.S.Ed.Ldrshp	Educational Leadership
De Witt	Kaylee	B.S.Ed.	Elementary Education
DeKold	Elenore	B.S.Ed.	Elementary Education
Dixon	Cami	M.Ed.	Educational Leadership
Fan	Yi	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-AT
Flolo	Emma	B.S.Ed.	Secondary Education
Ford	Tatiana	M.Ed.	Curr & Instr-Teacher Cert Emph
Fraga	Luke	M.A.T.	Secondary Education
Fredrickson	Jordyne	B.S.Ed.	Elementary Education
Giampietro	Elizabeth	B.S.Ed.	Elementary Education
Gordon	Kristiansen	M.S.	Adult/Org Learnng & Leadership
Gustavel	Elizabeth	M.Ed.	Educational Leadership
Haley	Marissa	M.S.	Adult/Org Learnng & Leadership
Hardy	Josh	Ed.S.Ed.Ldrshp	Educational Leadership
Heath	Tanner	M.S.	Movement & Leisure Sciences
Higgins	Kianna	B.S.Ed.	Elementary Education
Higgins	Shaleyna	M.Ed.	Physical Education
Hill	Emily	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-AT
Huang	Elaine	B.S.Ed.	Elementary Education
Hurtado	Jairo	B.S.Rec.	Rec, Sport, & Tourism Mgmt
Hyde	Luke	M.Ed.	Educational Leadership
Ingluedue	Marissa	B.S.Ed.	Elementary Education
Iverson	Chloe	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-PE Teach

Larsen	Erika	B.S.Ed.	Elementary Education
Lauritzen	Jason	B.S.Ed.	Elementary Education
LeTexier	Trase	M.S.	Movement & Leisure Sciences
Lewis	Joshua	M.Ed.	Curr & Instr-Teacher Cert Emph
Loy	Morgan	B.S.Ed.	Elementary Education
Luce	Noah	Academic Certificate	Cult Resp Pedag & Univrs'l Dsgn
Mallet	Ashlyn	B.S.Ed.	Secondary Education
Martin	Michael	B.S.Ed.	Elementary Education
Mayo	Kayla	B.S.Ed.	Elementary Education
McGreal	Talia	M.S.	Adult/Org Learn'g & Leadership
Meyer	Kelly	M.Ed.	Educational Leadership
Miller	Kyle	M.Ed.	Educational Leadership
Miner	Charles	B.S.Rec.	Rec, Sport, & Tourism Mgmt
Mundt	Ashley	B.S.Ed.	Secondary Education
Nave	Sarah	M.Ed.	Curr & Inst-Car & Tec Ed Emph
Nicholson	Morgan	M.S.	Adult/Org Learn'g & Leadership
Osborne	Richole	M.Ed.	Physical Education
Parkinson	Nickolas	B.S.Ed.	Secondary Education
Perez	Rocco	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-AT
Peterson	Clara	B.S.E.S.H.S.	Exer,Sprt,Hlth Sci-Fit/HI/HmPf
Pike	Spencer	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-AT
Pinque	Cori	M.Ed.	Educational Leadership
Pond	Rachael	B.S.Ed.	Elementary Education
Quesnell	Jordyn	B.S.Ed.	Elementary Education
Radford	Blair	B.S.Ed.	Elementary Education
Rapp	Mekaela	M.A.T.	Secondary Education
Ruchert	Avery	B.S.Ed.	Elementary Education
Ruhl	Jason	B.S.Ed.	Secondary Education
Salutregui	Lyndsey	B.S.Ed.	Elementary Education
Scheibe	Leo	B.S.Rec.	Rec, Sport, & Tourism Mgmt
Scholz	Geraldine	M.S.	Adult/Org Learn'g & Leadership
Schumacher	Kendra	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-PT
Sell	Belinda	M.A.T.	Secondary Education
Stedman	Vanessa	Academic Certificate	Human Resource Development
Stephens	Cooper	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-PE Teach
Swain	Harley	B.S.Ed.	Elementary Education
Thompson	Randy	Ed.S.Ed.Ldrshp	Educational Leadership
Thornsberry	Maggie	M.Ed.	Curr & Instr-Teacher Cert Emph
Valentine	Micah	B.S.Ed.	Elementary Education
Von Till	Emma	B.S.Ed.	Secondary Education
Walther	Danielle	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-AT
Welsh	Samuel	Academic Certificate	Human Resource Development
West	Colby	B.S.Ed.	Elementary Education
Whitney	Connor	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-PE Teach
Wilcox	Chynna	B.S.Ed.	Secondary Education
Wilson	Toriana	B.S.Ed.	Elementary Education

## College of Engineering

Abbott	Preston	B.S.Tech.	Industrial Technology
Adhikari	Kiran	M.S.	Civil Engineering
Alazmi	Suliman	Academic Certificate	Secure & Depend Computing Syst
Albulayhi	Khalid	Ph.D.	Computer Science
Allehyani	Mohammed	Ph.D.	Electrical Engineering
Almalki	Sultan	Ph.D.	Computer Science
Anderson	Mason	M.S.	Chemical Engineering
Badreldien	Mahmoud Moham	Ph.D.	Electrical Engineering
Bean	Michael	B.S.C.S.	Computer Science
Bennett	George	M.S.	Mechanical Engineering
Birch	Darin	Academic Certificate	Human Safety Performance
Borde	Andrew	B.S.C.E.	Civil Engineering
Bowlby	Kymerly	M.S.	Chemical Engineering
Burger	Christopher	M.Engr.	Electrical Engineering
Bush	David	B.S.C.S.	Computer Science
Byers	Jedidiah	B.S.Ch.E.	Chemical Engineering
Carroll	Hayden	B.S.C.S.	Computer Science
Cervantes	Marco	B.S.C.E.	Civil Engineering
Collins	Ethan	B.S.M.E.	Mechanical Engineering
Conery	Shawna	B.S.C.E.	Civil Engineering
Conroe	Emily	M.S.	Electrical Engineering
Cox	Kendall	M.Engr.	Mechanical Engineering
DeSantis	Anthony	M.S.	Mechanical Engineering
Diaz	Nicolas	M.S.	Computer Science
Friedberg	Jacob	M.S.	Computer Science
Furrow	Zachary	B.S.M.E.	Mechanical Engineering
Garner	Dahmen	B.S.E.E.	Electrical Engineering
Hanes	Troy	B.S.M.E.	Mechanical Engineering
Heath	Bradley	Ph.D.	Mechanical Engineering
Hill	Brandon	M.Engr.	Mechanical Engineering
Hill	Dawson	B.S.C.S.	Computer Science
Hill	Taylor	B.S.Tech.	Industrial Technology
Johnson	Brian	B.S.C.E.	Civil Engineering
Johnston	Eric	M.S.	Electrical Engineering
Khan	Muhammad Sulem	M.Engr.	Electrical Engineering
Kraft	Carson	M.Engr.	Engineering Management
Lee	Logan	B.S.E.E.	Electrical Engineering
Mack	Timothy	B.S.M.E.	Mechanical Engineering
McDaniel	Jared	B.S.E.E.	Electrical Engineering
McMurtry	Benjamin	B.S.C.E.	Civil Engineering
McVickar	Christopher	B.S.C.S.	Computer Science
Mendez Mejia	Adrian	B.S.M.E.	Mechanical Engineering
Mendoza	Jose	B.S.M.E.	Mechanical Engineering
Michaels	Luther	B.S.Comp.E.	Computer Engineering

Mitchell	Jubal	B.S.C.S.	Computer Science
Mizer	Macjames	B.S.C.E.	Civil Engineering
Morrison	Matthew	B.S.C.S.	Computer Science
O'Toole	Tyler	B.S.C.E.	Civil Engineering
Olds	Kristie	B.S.C.S.	Computer Science
Osborne	Christopher	B.S.E.E.	Electrical Engineering
Pomianowski	Nathaniel	B.S.C.S.	Computer Science
Pope	Lynn	M.S.	Technology Management
Rueda Parra	Sebastian	Ph.D.	Electrical Engineering
Sikes	Kevin	B.S.E.E.	Electrical Engineering
Stayman	Chris	M.S.	Technology Management
Stout	Nathan	M.Engr.	Mechanical Engineering
Summerford	Zachary	M.Engr.	Electrical Engineering
Terrill	Cody	M.S.	Mechanical Engineering
Thompson	Heath	B.S.C.S.	Computer Science
Vassell	Nathan	B.S.C.S.	Computer Science
Wakkinen	Hayden	B.S.M.E.	Mechanical Engineering
Wang	Zhe	M.S.	Computer Science
Wang	Zhiyu	B.S.E.E.	Electrical Engineering
Webb	Brennan	M.Engr.	Electrical Engineering
Wick	Justin	B.S.M.E.	Mechanical Engineering
Williams	Jade	M.S.	Civil Engineering
Williams	Taegan	Academic Certificate	Critical Infrastructure Resil

## College of Law

Agramon	Aaron	J.D.	Law
Kopczynski	Sheila	J.D.	Law
Nguyen	Thuong	J.D.	Law
Swegles	Morgan	J.D.	Law
Wright	Victoria	J.D.	Law

## College of Letters, Arts & Social Sciences

Aardahl	Emily	B.A.	English-Creative Writing Emph
Acarregui	Kyle	B.S.	Psychology
Almanza	Augustine	B.G.S.	General Studies
Aragon	Holly	B.S.	Criminology
Arnett	Dishonna	M.P.A.	Public Administration
Atkin	Audrey	B.Mus.	Music Ed-Instrumental Emph
Aultman	Janice	B.S.	Criminology
Bake	Kyra	B.S.	Sociology-Ineq & Gblztn Emph
Baker	Nell	B.S.	Advertising
Ball	Cynthia	B.A.	Theatre Arts
Beasley	Christy	B.G.S.	General Studies
Bekkedahl	Macie	B.S.	Psychology

Berreth	Colby	B.G.S.	General Studies
Bertram	Benjamin	B.G.S.	General Studies
Betancourt	Carolina	B.S.	Psychology
Bielenberg	Mackenzie	B.S.	Psychology
Bohlscheid	Isabel	B.A.	International Studies
Boyer	Madison	B.S.	Psychology
Brence	Anton	B.Mus.	Music Ed-Instrumental Emph
Brewster	Jacob	B.Mus.	Music: Performance-Instrmnt Opt
Burkhart	Darian	B.Mus.	Music Ed-Instrumental Emph
Burnette	Monica	B.S.	Psychology
Cabitto	Hadley	B.S.	Theatre Arts
Carr	Stevie	B.S.	Public Relations
Chamberlain	Eric	M.P.A.	Public Administration
Christianson	Rudy	B.A.	International Studies
Clizer	Spencer	B.S.	Interdisciplinary Studies
Cochran	Lisa	M.A.	Anthropology
Coop	Rebecca	B.S.	Criminology
Crume	Maddie	B.S.	Criminology
Curtis	Wesley	B.S.	Psychology
Dahl	Ashley	B.S.	Criminology
Dedmon	Tyrese	M.P.A.	Public Administration
Detiv	Revulai	B.S.	Philosophy
Diaz Martinez	Cesar	B.S.	Criminology
Driggers	Desarae	B.S.	Psychology
Edmonson	Lake	B.Mus.	Music Ed-Instrumental Emph
Egan	Ryan	B.Mus.	Music Ed-Instrumental Emph
Eisenhower	Nathan	B.S.	Criminology
Elswick	Anteia	B.S.	Journalism
Elzahrani	Ohood	M.P.A.	Public Administration
Federico	Bo	B.S.	Psychology
Fisher	Rheanna	B.A.	English-Literature Emph
Foster	Savannah	B.S.	Broadcasting & Digital Media
Frystak	Lisa	M.F.A.	Theatre Arts
Garcia	Daisy	B.S.	Criminology
Geatches	Kate	B.S.	Psychology
Gibson	Andrea	B.S.	Psychology
Groeniger	Austin	B.S.	Sociology-Gen Sociology Emph
Guadarrama	Valeria	B.A.	Spanish
Haderlie	Cara	M.A.	English
Hagar	Bethany	B.S.	Organizational Sciences
Halasz-Maynard	Emese	M.P.A.	Public Administration
Hammond	Samantha	M.P.A.	Public Administration
Harris	Haylee	B.A.	English-Creative Writing Emph
Harris	Jenna	M.S.	Psychology
Hart	Syvanna	B.S.	Public Relations
Hartwig	Grace	B.S.	Criminology
Heuck	Faith	B.A.	English-Creative Writing Emph

Hippenstiel	Maya	B.S.	Psychology
Jenkins	Alex	B.S.	Criminology
Jessup	Theodore	B.S.	Sociology-Ineq & Gblztn Emph
Jones	Luke	B.A.	International Studies
Juarez	Anayeli	B.G.S.	General Studies
Karst	Devin	B.S.	Anthropology
Katseanes	Faith	B.A.	English-Creative Writing Emph
Kelly	Jeffrey	M.F.A.	Theatre Arts
Kerzman	Cassidy	B.S.	Psychology
Kirby	Anthony	B.F.A.	Theatre Arts
Knowles	Richard	B.S.	Music-Applied Emph
Lebens	Olivia	M.P.A.	Public Administration
Loder	Dara	Academic Certificate	Diversity & Inclusion
Loveless	Brianna	B.S.	Journalism
Maples	Mindy	M.F.A.	Theatre Arts
Meekhof	Justin	B.S.	Psychology
Megis	Jessica	B.A.	Broadcasting & Digital Media
Meyer	Brandon	B.Mus.	Music Ed-Instrumental Emph
Meyer	Grace	B.S.	Psychology
Miller	Jeffery	M.F.A.	Theatre Arts
Mize	Virginia	B.G.S.	General Studies
Monson	Caia	B.A.	Sociology-Criminology Emph
Montoya	Kalyssa	B.F.A.	Theatre Arts
Morales	Emelie	B.S.	Psychology
Morgan	Ryan	B.S.	Psychology
Murphy	McKenna	B.S.	Organizational Sciences
Naughton	Austin	B.A.	English-Creative Writing Emph
Neal	Morgan	B.S.	Psychology
Nelson	Carter	B.S.	Public Relations
Niehenke	Camille	B.S.	Psychology
Noil	Michael	B.S.	Communication
Nolan	Kyle	B.S.	Psychology
Obeid	Tyler	B.S.	Broadcasting & Digital Media
Oshinski	Matthew	M.S.	Psychology
Park	Min	B.S.	Economics
Parker	Awan	B.S.	Communication
Pehrson	Jacob	M.P.A.	Public Administration
Perry	Tyler	M.F.A.	Theatre Arts
Pinkham	Benjamin	B.Mus.	Music: Performance-Instrmt Opt
Pittman	Avery	B.A.	Advertising
Pittman	D'Andrei	B.S.	Psychology
Presnell	Blake	B.F.A.	Theatre Arts
Prewitt	Kirsti	B.S.	Psychology
Price	Sydney	B.S.	Psychology
Ramirez	Daniel	B.S.	Journalism
Ransom	Cassandra	B.S.	Psychology
Ray	Katharine	M.F.A.	Theatre Arts



Richardson	Travis	M.F.A.	Theatre Arts
Robinson	John	B.S.	History
Rodriguez	Karina	B.A.	Journalism
Rubin	Tiffany	M.F.A.	Theatre Arts
Santora	Michael	M.F.A.	Theatre Arts
Scutt	Connor	B.S.	Sociology-Criminology Emph
Shadman	Ian	B.S.	Organizational Sciences
Shimizu	Moeka	B.A.	Broadcasting & Digital Media
Shockey	Kayla	B.S.	Psychology
Sizemore	Tessa	B.S.	Psychology
Smart	Hailley	B.A.	English-Teaching Emph
Smith	Jack	B.Mus.	Music Ed-Instrumental Emph
Smith	Jillian	B.S.	Communication
Smith	Kierra	B.S.	History
Smith	Zane	B.S.	Psychology
Sparano	Nicole	B.G.S.	General Studies
Spiering	Rillora	B.S.	Film & Television Studies
Spiros	Kristen	B.S.	Anthropology
Spradling	Ethan	B.Mus.	Music Ed-Instrumental Emph
Stanley	Jillian	B.F.A.	Theatre Arts
Steele	Kayla	B.S.	Criminology
Stevenson	Tori	B.A.	History-European Emph
Suda	Abby	B.S.	Psychology
Sullivan	Stacey	B.G.S.	General Studies
Swersey	Connor	B.S.	Journalism
Teruel	Iris	B.S.	Psychology
Thomas	Jordan	B.S.	Criminology
Thompson	Chase	B.S.	Psychology
Thorn	Gregory	M.F.A.	Theatre Arts
Traynor	Terez	B.G.S.	General Studies
Tustin	Autumn	M.F.A.	Theatre Arts
Underwood	Traynor	B.S.	Political Science
Vigesaa	Carlee	B.Mus.	Music: Performance-Instrmt Opt
Waddell	Catherine	B.S.	Sociology-Gen Sociology Emph
Waldenmyer	Mary	B.S.	Psychology
Warner	Kadence	B.A.	English-Creative Writing Emph
Watson	Kaitlin	B.S.	Criminology
Weeks	Caleb	M.P.A.	Public Administration
Wells	Kaylee	B.S.	Criminology
Whitehead	Jason	B.S.	Organizational Sciences
Wiedenmann	Rachel	B.S.	Advertising
Wilmoth	Ryley	B.S.	Psychology
Wisniewski	Matthew	B.S.	Interdisciplinary Studies
Yenne	Ellen	B.Mus.	Music Ed-Instrumental Emph

## College of Natural Resources

Ader	Jonathan	M.N.R.	Natural Res-Integrated Nat Res
Aguilar McFarlane	G	B.S.Env.S.	Env Sc-Biological Science Opt
Anderson	Brian	M.N.R.	Natural Res-Fire Ecol & Mgmt
Baltzer	Jared	B.S.Forestry	Forestry
Bandle	Gabriel	B.S.Forestry	Forestry
Blodgett	Evan	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-Cons Biol Opt
Brown	Patrick	M.S.	Environmental Science
Campos	Libby	B.S.Forestry	Forestry
Canto	Lauren	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-Cons Biol Opt
Case	Brett	B.S.Wildl.Res.	Wildlife Resources
Cochrell	Kody	M.S.	Environmental Science
Conley	Katherine	B.S.Nat.Resc.Conserv.	Nat Resc Cons-CnsvPln&Mgt Emph
Contreras	Maria	B.S.Wildl.Res.	Wildlife Resources
Cooper	Audrey	M.N.R.	Natural Res-Integrated Nat Res
Costello	Avery	B.S.Nat.Resc.Conserv.	Nat Resc Cons-Cnsv Sci Emph
Cox	Matthew	M.S.	Environmental Science
Cracraft	Bailey	B.S.Rangeland.Consv.	Rangeland Conservation
Cronan	Daniel	Ph.D.	Environmental Science
Crowe	Rebecca	B.S.Forestry	Forestry
DiBello	Jake	M.N.R.	Natural Res:Fish&Wlf Mgmt Opt
Finn	Connor	M.S.	Environmental Science
Florence	Lauren	M.N.R.	Nat Res-Rest Ecol & Hab Mgt
Florio	Sally	M.S.	Environmental Science
Friedlander	Harrah	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-Cons Biol Opt
George	Clay	B.S.Forestry	Forestry-General Emph
Goodwin	Shelby	M.S.	Environmental Science
Gorder	Jeffrey	M.N.R.	Natural Res-Integrated Nat Res
Gratto	Emma	M.N.R.	Natural Res-Integrated Nat Res
Hall	Porter	B.S.Forestry	Forestry
Haller	Derek	B.S.Nat.Resc.Conserv.	Nat Resc Cons-CnsvPln&Mgt Emph
Hawker	Alexandra	M.N.R.	Nat Res-Rest Ecol & Hab Mgt
Higgins	Ellie	Academic Certificate	Restoration Ecology
Hodgson	Lily	M.N.R.	Natural Res:Fish&Wlf Mgmt Opt
Holcomb-Bennett	Courtney	M.S.	Environmental Science
Hong	Jeongwhui	Ph.D.	Natural Resources
Huffman	Luke	M.S.	Environmental Science
Johnson	Nicholas	M.S.	Environmental Science
Jones	Laura	M.N.R.	Nat Res-Rest Ecol & Hab Mgt
Kees	Mitchell	Academic Certificate	Remote Sensing of Environment
Keo	Aldwin	B.S.Fish.Res.	Fishery Resources
Larsen	Joshua	M.N.R.	Nat Res-Rest Ecol & Hab Mgt
Lawrence	Mackenzie	M.S.	Environmental Science
Lewellen	Brittany	M.N.R.	Natural Res-Integrated Nat Res
Little	Grace	M.S.	Natural Resources
Martin	Cal	M.N.R.	Nat Res-Rest Ecol & Hab Mgt

Martin	Paige	B.S.Env.S.	Env Sc-Social Science Opt
McGahee	Cassidy	M.N.R.	Nat Res-Rest Ecol & Hab Mgt
Medders	Matthew	M.N.R.	Natural Res-Integrated Nat Res
Meier	McKayla	M.S.	Environmental Science
Mengistie	Endalkachew	Ph.D.	Environmental Science
Mersinger	Wyatt	B.S.Nat.Resc.Conserv.	Nat Resc Cons-CnsvPln&Mgt Emph
Nelson	John	M.S.	Natural Resources
Nelson	Joshua	M.N.R.	Nat Res-Rest Ecol & Hab Mgt
Nelson	Taylor	M.N.R.	Natural Res-Integrated Nat Res
Newport	Caitlin	M.S.	Environmental Science
Oliver	Luke	Ph.D.	Natural Resources
Pacer	Zachary	M.N.R.	Natural Res-Integrated Nat Res
Perry	Eric	M.N.R.	Nat Res-Rest Ecol & Hab Mgt
Pierce	James	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Postlewaite	John	M.N.R.	Natural Res-Integrated Nat Res
Raymond	Iyssia	B.S.Env.S.	Env Sci: Integrated Sci Opt
Redding	Philip	M.N.R.	Natural Res-Integrated Nat Res
Reed	Josh	M.S.	Natural Resources
Roach	Kelsey	B.S.Forestry	Forestry
Rojas	Aldair	B.S.Wildl.Res.	Wildlife Resources
Sandifer	Mariana	M.S.	Environmental Science
Satterwhite	Lori	M.N.R.	Natural Res-Integrated Nat Res
Selby	Alexander	B.S.Nat.Resc.Conserv.	Nat Resc Cons-CnsvPln&Mgt Emph
Sharp	Noel	M.N.R.	Nat Res-Rest Ecol & Hab Mgt
Shaw	Christopher	B.S.Forestry	Forestry-General Emph
Sollenberger	Jordan	M.N.R.	Natural Res-Integrated Nat Res
Strickfaden	Kaitlyn	M.S.	Natural Resources
Tate	Kimberly	M.S.	Environmental Science
Taylor	Kaylee	M.S.	Environmental Science
VanBuskirk	Drake	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-Cons Biol Opt
Vorwald	Anthony	M.N.R.	Natural Res-Integrated Nat Res
Wenzbauer	Phoebe	B.S.Wildl.Res.	Wildlife Resources
Weyand	Logan	M.S.	Natural Resources
Wilkey	Shannon	B.S.Wildl.Res.	Wildlife Resources
Young	Aaron	Ph.D.	Natural Resources

## College of Science

Abplanalp	Clara	Academic Certificate	Climate Change
Anderson	Jesse	B.S.	Geological Sci-Phys Geol Opt
Brings	Katherine	M.S.	Geography
Callos	Samantha	B.S.	Physics-General Emph
Conda	Matthew	Academic Certificate	Geographic Information Systems
Davis	Donald	M.S.	Statistical Science
Ellis	Megan	M.S.	Groundwater Hydrology
Estrada	Mariano	B.S.	Mathematics-General Opt

Everhart	Wyatt	B.S.	Geological Sci-Phys Geol Opt
Figueredo	Joshua	B.S.	Mathematics-General Opt
Findley	Anna	B.S.Microbiol.	Microbiology
Fisler	Kaleb	B.S.	Mathematics-App Computatn Opt
Garcia	Ximena	B.S.	Medical Sciences
Gardiner	Jenna	B.S.	Medical Sciences
Gonzalez Guillen	Rodrigo	B.S.	Medical Sciences
Hawkins-Stark	Hunter	B.S.	Mathematics-App Computatn Opt
Heslar	Michael	M.S.	Physics
Ijezie	Emmanuel	Ph.D.	Microbiol, Molec Biol/Biochem
Isaacson	Jon	M.S.	Statistical Science
Kazmierski	Kyle	B.S.	Medical Sciences
Kreyche	Steven	Ph.D.	Physics
Li	Shunji	Ph.D.	Microbiol, Molec Biol/Biochem
Maret	Kaylee	B.S.	Physics-General Emph
May	Jeremy	Ph.D.	Chemistry
Medina	Daniel	B.S.	Biology
Miller	William	M.S.	Physics
Mitchell	Jeffrey	B.S.	Medical Sciences
Murdoch	Breanna	B.S.	Medical Sciences
Oliver	Rebecca	B.S.	Geological Sci-Phys Geol Opt
Pollow	Brayden	B.S.	Statistics-General
Reiman	Bryson	B.S.	Biology
Sermeno	Rebecca	Academic Certificate	Statistics
Simitjis	George	B.S.	Biology
Simpson	Andrew	M.S.	Biology
Stanton	Marinda	M.S.	Biology
Vo	An Ngoc Khanh	B.S.	Physics-General Emph
Zhong	Zhenhao	B.S.M.B.B.	Molecular Biol & Biotechnology

# 232: GEOGRAPHY (MS)

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## In Workflow

1. Geol/Geog Review (renee@uidaho.edu)
2. 225 Chair (alistair@uidaho.edu)
3. 19 Curriculum Committee Chair (markn@uidaho.edu)
4. 19 Dean (gingercarney@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
6. Curriculum Review (V00814390@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Graduate Council Chair (slthomas@uidaho.edu)
9. Registrar's Office (none)
10. Ready for UCC (disable)
11. UCC (none)
12. Post-UCC Registrar (none)
13. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
14. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
15. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
16. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
17. V00814390 (V00814390@uidaho.edu)

## Approval Path

1. Fri, 11 Mar 2022 16:22:25 GMT  
Renee Jensen-Hasfurther (renee): Approved for Geol/Geog Review
2. Fri, 11 Mar 2022 16:26:18 GMT  
Alistair Smith (alistair): Approved for 225 Chair
3. Fri, 11 Mar 2022 17:01:19 GMT  
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
4. Mon, 09 May 2022 15:22:53 GMT  
Ginger Carney (gingercarney): Approved for 19 Dean
5. Mon, 09 May 2022 16:21:08 GMT  
Ken Udas (kudas): Approved for Provost's Office
6. Mon, 27 Jun 2022 18:24:33 GMT  
V00814390: Approved for Curriculum Review
7. Wed, 05 Oct 2022 18:19:43 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Thu, 13 Oct 2022 19:15:50 GMT  
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
9. Tue, 18 Oct 2022 15:55:45 GMT  
V00814390: Approved for Registrar's Office
10. Wed, 26 Oct 2022 16:53:44 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
11. Wed, 02 Nov 2022 16:18:30 GMT  
Theodore Unzicker (tunzicker): Approved for UCC
12. Tue, 20 Dec 2022 18:21:02 GMT  
Theodore Unzicker (tunzicker): Approved for Post-UCC Registrar
13. Fri, 03 Feb 2023 22:33:44 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office

Date Submitted: Fri, 11 Mar 2022 16:19:59 GMT

**Viewing: 232 : Geography (MS)**

**Last edit: Tue, 20 Dec 2022 18:20:56 GMT**

Changes proposed by: Alistair Smith

### Faculty Contact

Faculty Name	Faculty Email
Alistair Smith	alistair@uidaho.edu

**Change Type (Choose all that apply)**

Only change an existing program component from face to face on-line delivery (not the entire major)

**Description of Change**

Changing the non-thesis component to allow for online delivery.

**Will this request have a fiscal impact of \$250K or greater?**

No

**Academic Level**

Graduate

**College**

Science

**Department/Unit:**

Geography & Geological Sciences

**Effective Catalog Year**

2023-2024

**Program Title**

Geography (MS)

**Program Credits**

30

**CIP Code**

45.0701 - Geography.

**Curriculum:**

## **Master of Science. Major in Geography.**

### **Thesis Option**

Each student's training and research plan is developed by the student and the major professor with the advisory committee's approval. Admission is based on the compatibility of the student's research interests with the areas of concentration offered by the department and the availability of a faculty member to serve as the student's mentor. A written thesis is required, but the thesis may be comprised of a manuscript in a form acceptable for publication in a refereed journal, while otherwise fulfilling the requirements of the Graduate College.

## **Master of Science. Major in Geography.**

### **Non-thesis Professional Option**

This program is designed for individuals who wish to place less emphasis upon research in their plan of study, but want to gain experience in applying their knowledge to a substantial project of an applied nature. Projects may be aligned with internships or other work experiences. The student's advisory committee will consist of two faculty members from the Department of Geography. Projects must be documented and presented according to guidelines in the department handbook and approved by the student's committee. This option can be completed via face-to-face or by online delivery.

### **Distance Education Availability**

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

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

Yes

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

Yes

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

## Geographical Area Availability

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

Coeur d'Alene

Moscow

## Student Learning Outcomes

Have learning outcomes changed?

No

### Learning Objectives

1. Depth of knowledge of research methods and ability to structure scientific problems with appropriate data and analytical methods.
2. Breadth of knowledge of the fields of both human and physical geography.
3. Depth of knowledge in specialty field within physical or human geography or geotechniques.
4. Depth of knowledge of spatial analysis and mapping techniques.
5. History of geography and techniques of spatial analysis.
6. The ability to structure scientific problems with appropriate data and analytical methods.
7. The ability to gather and analyze appropriate data and write results in context of existing literature and significance of the analysis.
8. The ability to communicate research in oral presentations and written peer-reviewed materials.

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

This change will enable persons currently employed in industry and agencies to take the non-thesis option remotely without having to leave their current employment. This will enhance the students' learning experience by providing access to a degree without the financial burden of having to relocate or suspend active employment. There is no difference to the student learning outcomes between a student in the face-to-face and online modalities.

### Reviewer Comments

**Ken Udas (kudas) (Mon, 09 May 2022 16:20:27 GMT):** I am confirming that this proposal has no associated budgetary request.

Key: 232

# 486: CLIMATE CHANGE AND SOLUTIONS (BS)

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## In Workflow

1. 224 Chair (alistair@uidaho.edu)
2. 19 Curriculum Committee Chair (markn@uidaho.edu)
3. 19 Dean (gingercarney@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
5. Curriculum Review (V00814390@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Assessment (sara@uidaho.edu)
8. Registrar's Office (none)
9. Ready for UCC (disable)
10. UCC (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
12. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
13. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
14. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
15. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Thu, 15 Sep 2022 22:39:01 GMT  
Alistair Smith (alistair): Approved for 224 Chair
2. Mon, 03 Oct 2022 21:44:19 GMT  
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
3. Mon, 03 Oct 2022 22:07:56 GMT  
Ginger Carney (gingercarney): Approved for 19 Dean
4. Mon, 10 Oct 2022 19:12:12 GMT  
Gwen Gorzelsky (gwen): Rollback to Initiator
5. Mon, 10 Oct 2022 19:55:25 GMT  
Alistair Smith (alistair): Approved for 224 Chair
6. Mon, 10 Oct 2022 21:47:11 GMT  
Mark Nielsen (markn): Approved for 19 Curriculum Committee Chair
7. Mon, 10 Oct 2022 21:49:22 GMT  
Ginger Carney (gingercarney): Approved for 19 Dean
8. Mon, 10 Oct 2022 23:18:14 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
9. Wed, 26 Oct 2022 14:29:30 GMT  
V00814390: Approved for Curriculum Review
10. Mon, 28 Nov 2022 17:53:56 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
11. Wed, 30 Nov 2022 16:07:06 GMT  
Sara Mahuron (sara): Approved for Assessment
12. Thu, 08 Dec 2022 15:32:40 GMT  
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
13. Wed, 25 Jan 2023 17:13:32 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
14. Wed, 08 Feb 2023 21:10:12 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Program Proposal

Date Submitted: Mon, 10 Oct 2022 19:55:05 GMT

**Viewing: 486 : Climate Change and Solutions (BS)**

**Last edit: Wed, 08 Feb 2023 18:11:22 GMT**

Changes proposed by: Alistair Smith

### Faculty Contact

Faculty Name	Faculty Email
Renee Love	rlove@uidaho.edu



**Will this request have a fiscal impact of \$250K or greater?**

No

**Academic Level**

Undergraduate

**College**

Science

**Department/Unit:**

Earth & Spatial Sciences

**Effective Catalog Year**

2024-2025

**Program Title**

Climate Change and Solutions (BS)

**Degree Type**

Major

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

**Program Credits**

120

**Attach Program Change**

Academic\_Degree\_and\_Certificate\_Full-Proposal\_Form\_Climate-Change-Solutions-BS-UCC-Ammend.doc

**CIP Code**

40.0402 - Atmospheric Chemistry and Climatology.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

No

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

**Financial Information**

**What is the financial impact of the request?**

Less than \$250,000 per FY

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

**Describe the financial impact**

No new fiscal or physical resources are requested. All the courses taught within the Department of Earth and Spatial Sciences have capacity to incorporate the new majors. The Department of Earth and Spatial Science has 16 instructional faculty and one staff support member.

**Curriculum:**

Required coursework includes the university requirements (see regulation J) and:

<b>Code</b>	<b>Title</b>	<b>Hours</b>
ENGL 317 or ENGL 318	Technical Writing II Science Writing	3
ENGL 322	Climate Change Fiction	3
GEOG 100 & 100L or GEOL 101 & 101L or GEOL 111 & 111L or GEOL 102 & 102L	Introduction to Planet Earth and Introduction to Planet Earth Lab Physical Geology and Physical Geology Lab Physical Geology for Science Majors and Physical Geology for Science Majors Lab Historical Geology and Historical Geology Lab	4
GEOG 165	Human Geography	3
GEOG 200	World Cultures and Globalization	3
GEOG 301	Meteorology	3
GEOG 313	Global Climate Change	3
GEOG 385	Foundations of GIS	3
GEOG 401	Climatology	3
GEOG 411	Natural Hazards and Society	3
GEOG 430	Climate Change Ecology	3
GEOG 435	Climate Change Mitigation	3
GEOG 488	Geography of Energy Systems	3
GEOG 493	Senior Capstone in Geography	3
GEOL 212	Dinosaurs and Prehistoric Life	4
MATH 143	College Algebra	3
SOC 101	Introduction to Sociology	3
SOC 466	Climate Change and Society	3
SOIL 436	Principles of Sustainability	3
STAT 251	Statistical Methods	3
Select one of the following courses:		
IS 322	International Environmental Governance	
NRS/POLS 462	Natural Resource Policy	
POLS 364	Politics of the Environment	
Select at least 18 credits from Elective Bin 1 and at least 9 credits from Elective Bin 2.		27
<i>Elective Bin 1 (Biophysical Science)</i>		
BE 453	Northwest Climate and Water Resources Change	
FOR 454	Air Quality, Pollution, and Smoke	
GEOG 317	Tree Rings and Environmental Change	
GEOL 309	Ground Water Hydrology	
GEOL 435	Glaciology and the Dynamic Frozen Earth	
GEOL 462	Petroleum Systems and Stratigraphic Concepts	
GEOL 467	Volcanology (* Only will count for one track)	
GEOL 471	Ore Deposits and Exploration	
<i>Elective Bin 2 (Human Dimensions)</i>		
ENVS 415	Environmental Lifecycle Assessment	
ENVS/AGEC 477	Law, Ethics, and the Environment	
ENVS 484	History of Energy	
ENVS 485	Energy Efficiency and Conservation	
GEOG 350	Sustainability of Global Development	
GEOG 420	Land, Resources, and Environment	
GEOL 467	Volcanology	
IS 322	International Environmental Governance	
NRS/POLS 462	Natural Resource Policy	
POLS 364	Politics of the Environment	
SOC 465	Environmental Justice	
SOIL 210	Introduction to Food Systems	

SOIL 427	Sustainable Food Systems	
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**Total Hours****89**

Note that GEOL 467 Volcanology only counts for one bin. If NRS/POLS 462, IS 322, or POLS 364 are taken as part of the core curriculum they do not count for credit in Elective Bin 2

Courses to total 120 credits for this degree.

**Degree Maps:**

	<b>Hours</b>
<b>Fall Term 1</b>	
ENGL 101	3
ENGL 101	3
GEOG 100 & 100L	4
or GEOG 101 <b>and</b> GEOG 101L	
or GEOG 111 <b>and</b> GEOG 111L	
or GEOG 102 <b>and</b> GEOG 102L	
Introduction to Planet Earth or Physical Geology <b>and</b> Physical Geology Lab or Physical Geology for Science Majors <b>and</b> Physical Geology for Science Majors Lab or Historical Geology <b>and</b> Historical Geology Lab	
Oral Communication Course	3
Elective Course	2
MATH 143	3
or MATH 160	
or MATH 170	
or MATH 175	
College Algebra or Survey of Calculus or Calculus I or Calculus II	
<b>Hours</b>	<b>15</b>
<b>Spring Term 1</b>	
ENGL 102	3
GEOG 165	3
SOC 101	3
STAT 251	3
Humanistic and Artistic Ways of Knowing Course (ENGL 322 rec)	3
<b>Hours</b>	<b>15</b>
<b>Fall Term 2</b>	
GEOG 212	4
GEOG 313	3
ENGL 317	3
or ENGL 318	
Dinosaurs and Prehistoric Life Global Climate Change Technical Writing II or Science Writing	
Scientific Ways of Knowing Course (if needed)	4
Elective	1
<b>Hours</b>	<b>15</b>
<b>Spring Term 2</b>	
GEOG 385	3
GEOG 200	3
Elective Bin 1 Course	3
Policy Course Elective	3
Elective Course	3
<b>Hours</b>	<b>15</b>
<b>Fall Term 3</b>	
GEOG 411	3
Elective Bin 1 Course	3
Humanistic and Artistic Ways of Knowing Course	3
GEOG 301	3
GEOG 488	3
Natural Hazards and Society Geography of Energy Systems	
<b>Hours</b>	<b>15</b>
<b>Spring Term 3</b>	
GEOG 401	3
American Diversity Course	3
Elective Bin 1 Course	3
GEOG 430	3
SOC 466	3
Climatology Climate Change Ecology Climate Change and Society	
<b>Hours</b>	<b>15</b>
<b>Fall Term 4</b>	
GEOG 435	3
GEOG 493	3
Elective Bin 1 Course	3
Elective Bin 2 Course	3
Elective Course	3
<b>Hours</b>	<b>15</b>
<b>Spring Term 4</b>	
SOIL 436	3
Elective Bin 1 Course	3
Elective Bin 1 Course	3
Principles of Sustainability	

Elective Bin 2 Course	3
Elective Bin 2 Course	3
<b>Hours</b>	<b>15</b>
<b>Total Hours</b>	<b>120</b>

## Distance Education Availability

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

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

Yes

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

No

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

## Geographical Area Availability

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

Moscow

## Student Learning Outcomes

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

1. Explain the physical, chemical, and biological processes that govern the Earth's climate system and how people influence the climate system.
2. Understand and explain climate change impacts on both human and natural systems, and be able to identify regions, ecosystems, and groups most vulnerable to climate change
3. Demonstrate knowledge about the strategies for mitigating climate change and options for adapting to its impact.
4. Communicate climate science and solutions in an effective manner to a variety of audiences, including stakeholders and the general public.

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

Overarching Assessment Activities.

1. Student Feedback on Teaching of Courses and Instructors: Course feedback allow students to evaluate both the course and the instructor and provide the department with information regarding course utility in meeting the student's needs.
2. Internal and External Review: The Department of Earth and Spatial Sciences will conduct a biennial review of course offerings and course goals for alignment with department learning outcomes. This self-review will allow the faculty to reassess the program and its direction as well as its goals and objectives. An external review will be conducted every 5-7 years to provide the department with guidance for future decisions on how to support, maintain, and advance the department according to its vision and to fulfill the university's goals.

Additional detail is provided in response to the questions below.

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

The faculty will have an assessment meeting each year in the spring semester to assess the results and propose curriculum changes in advance of the fall change cycle.

**What direct and indirect measures will be used to assess student learning?**

Indirect Assessment.

1. Summary grades in introductory coursework: This will focus on courses that provide a foundation in the fundamental concepts in geological, physical and human systems, as evidenced by assignments, exams and final grades in 100-200 level courses (GEOG 100, GEOG 165, GEOG 200)
2. Summary grades in upper division coursework: This will focus on courses that are required in each option area as assessed by assignments, projects, exams and final grades
3. Summary grades in required courses in mathematics and statistics: This will focus on grades in MATH 143 (or higher) and STAT 251 (or higher).
4. Summary grades in required coursework in written and oral communication: This will focus on ENGL 318, ENGL 332, and other Gen Ed Comm requirements, as well as the Geog 493 Senior Capstone course, which requires communication of project results in both oral and written form.

5. Career Placement Rates: We will collect data on graduate school and career placement rates.
6. Survey of Graduating Seniors: An online exit survey of all graduating seniors will be implemented to provide information on general student satisfaction with the degree program, courses, faculty and facilities. This information will be collected anonymously.
7. Advisory Board (Focus Group): An advisory board will be implemented to provide input and advice on the department's objectives and evolution. The advisory board will consist of industry and government members primarily consisting of department alumni. Annual meetings with the advisory board will allow for the presentation of accomplishments and ongoing activities in research and academic progress for which the board can synthesize and present recommendations for improvement

#### Direct Assessment.

1. Student Self Reflections: Explicit self-reflections on what students have learned related to institutional programs such as service learning (e.g., we will ask students to name the three most important things they have learned in a program).
2. Senior Thesis and other Integrative Projects: We will use our courses with integrative projects and our capstone experience course (GEOG 493) to enable direct assessment of the quality of our degree program and the degree to which students have mastered the degree Learning Outcomes. We will create a rubric (1-2 pages) that each faculty member who attends the capstone presentation must complete to assess the quality of the student's project presentation and their project. The faculty will gauge the degree to which the student has integrated and understood the degree Learning Outcomes and their ability to communicate the concepts to an audience. These surveys will be used to help the faculty evaluate and improve courses and course offerings within the degree.
3. Class Discussion Participation: In at least one of the core Climate Change and Solutions courses we will include multiple class discussion exercises, where the level of student participation will be recorded.
4. Case Study Analysis: In the core and option areas we have several courses that require students to participate in case studies. For example, in the core course GEOG 435 students evaluate case studies for climate action plans for a variety of entities (cities, counties, countries, and other organizations). In one elective course FOR(GEOL) 454 students must complete two case studies looking at monitoring smoke transport from wildfires and in another elective course GEOL 467 students evaluate different evacuation and management plans (or after) volcanic eruptions.
5. Observations from laboratory work: Students will be evaluated on their ability to use the material learned throughout their degree program in courses that require laboratory work, field work. For example, students in GEOL 212 participate in reconstructing a mammoth fossil and students that take the elective GEOG 317 participate in fieldwork to core trees. In addition, most of the GEOL electives include substantial laboratory and fieldwork.
6. Observation from internships or Service-Learning Activities: Students that participate in internships and service-learning activity will receive a post-survey to assess how the material they learned from the degree helped them succeed in the activity. We will also ask each internship and service-learning supervisor to provide direct rating of the student's performance.
7. Alumni Career Survey: We will conduct rolling surveys of at 3-, 5-, and 10-years post-graduate to assess whether graduates are working in careers relevant to the degree. Through this direct measure process, we will also invite past graduates to comment on their perceptions of strengths and weaknesses in the curricula to enable continual improvement.

#### When will assessment activities occur and at what frequency?

Most assessment activities will be ongoing, with focus groups occurring every 3 years.

Annual Program Review and Assessment (APRA). The APRA process relies on annual self-studies in which the program outcomes and performance evaluation criteria are assessed, allowing timely modification to program practices to ensure continued quality of the program. As the objective of the proposed degree is to prepare students for professional positions; the success of the program will also be assessed based on enrollment trends and the ability of graduates to obtain suitable employment or placement in graduate programs.

External Program Review (EPR). Every 5 years an EPR will be achieved through the identification of an external advisory board comprised of representative of key stakeholders that will meet at least annually will be formed and used to maintain ties with industry and state/federal agencies for student placement, as well as solicit quality feedback to maintain program relevance and meet the needs of stakeholders (i.e., employers). Internally, we will seek input from potential and matriculating students on student needs, and feedback on program effectiveness will be integral to all course offerings in the program.

## Student Learning Outcomes

### Learning Objectives

1. Explain the physical, chemical, and biological processes that govern the Earth's climate system and how people influence the climate system.
2. Understand and explain climate change impacts on both human and natural systems, and be able to identify regions, ecosystems, and groups most vulnerable to climate change
3. Demonstrate knowledge about the strategies for mitigating climate change and options for adapting to its impact.
4. Communicate climate science and solutions in an effective manner to a variety of audiences, including stakeholders and the general public.

#### Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The recent passage of H.R. 5376 at the federal level invests considerable resources towards addressing national challenges related to climate change solutions, through investment and setting ambitious carbon reduction emissions of 40% by 2030. It also invests \$60 billion to create millions of new domestic clean manufacturing jobs as well as a further \$60 billion towards cleaning up pollution and taking steps to reducing environmental injustice. The topline estimate of investments is approximately \$369 billion towards energy security and climate change. These investments will need institutions of higher education to keep pace and provide new degrees that can provide the skills necessary to engage and empower our state and national workforce to meet these goals.

Across the nation to meet this demand, universities have begun to offer B.S. degrees focused on climate science change and solutions. In terms of national workforce needs, the Bureau of Labor Statistics projects strong growth in multiple sectors related to climate science changes and solutions. A graduate from the proposed B.S. in Climate Change and Solutions will have strong science foundations with an exposure to real-world climate mitigation solutions. The degree's strong quantitative emphasis will provide excellent preparation for graduates seeking to pursue a graduate degree in Climate Change and Solutions or a related area such as environmental science or natural resource management. Graduates will gain programming, spatial analysis, and data analytics experience, with wide applicability in the information technology sector.

No new fiscal or physical resources are requested. The proposed program arose following a self-assessment of existing climate science courses at the University of Idaho following the announcement of several new B.S. Climate Change and Solutions degrees in 2022 concurrent with the passing of H.R. 5376. This internal assessment highlighted that 12 of the 15 existing climate science specific undergraduate courses were offered within the Department of Earth and Spatial Sciences and that many supporting climate science courses were also offered by this group of faculty.

All the courses taught within the Department of Earth and Spatial Sciences have capacity to incorporate the new majors. Most of the departmental courses have only low to moderate current enrollments (7-40). The Department of Earth and Spatial Science has 16 instructional faculty and one staff support member. The Department has two 30 capacity GIS laboratories and numerous research labs and associated classrooms. We have also conferred with colleagues in other colleges, and they have confirmed that they have capacity to accommodate the planned increase in majors. The degree will be administered out of Earth and Spatial Sciences given we already teach a majority of the climate science courses at UI, but climate science courses are distributed across the university, which minimizes the impact on any specific department. We also have 2 new faculty members that are contributing to the core curriculum that will also enable use to absorb likely new majors or future new course offerings to support this new major.

### Supporting Documents

Budget-Proposal-Form\_final\_Climate\_Science\_Solutions.xlsx  
Climate Change and Solutions BS friendly amendments.pdf

### Reviewer Comments

**Gwen Gorzelsky (gwen) (Mon, 10 Oct 2022 19:12:13 GMT):** Rollback: Hello Alistair, I'm rolling back the form for a few revisions per my email sent a few minutes ago. Keep me posted if any questions.

**Linda Lundgren (lindalundgren) (Mon, 10 Oct 2022 23:06:46 GMT):** Attached state proposal form, per GG.

**Rebecca Frost (rfrost) (Mon, 28 Nov 2022 17:51:03 GMT):** Updated degree map to reflect required 3 credits for Oral Communication with the recent change of COMM 101 to 3 credits. Replaced elective course option with Natural Science requirement as all but one option required by the major are within the same subject area.

**Sara Mahuron (sara) (Wed, 30 Nov 2022 16:07:04 GMT):** review assessment section. assessment section complete.

Key: 486



# Idaho State Board of Education

## FULL PROPOSAL FORM

Academic Degree and Certificate Program

Date of Proposal Submission:	9/15/22		
Institution Submitting Proposal:	University of Idaho		
Name of College, School, or Division:	College of Science		
Name of Department(s) or Area(s):	Earth and Spatial Sciences		
Official Name of the Program:	B.S. Climate Change and Solutions		
Implementation Date:	Fall 2024		
Degree Information:	Degree Level: Undergraduate	Degree Type: B.S.	
CIP code (consult IR /Registrar):	40.0402		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Face-to-Face		
Geographical Delivery:	Location(s)	Moscow	Region(s) Idaho
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	<input type="checkbox"/> Self-Support fee	<input type="checkbox"/> Professional Fee	<input type="checkbox"/> Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	<input type="checkbox"/> Regional Program Responsibility	<input type="checkbox"/> Statewide Program Responsibility	

**Proposed Action**

- New program offering**
- Undergraduate program
  - Graduate program
  - Undergraduate certificate (30 credits or more)
  - Graduate certificate (30 credits or more)
- New branch campus or change in location**

- Modification of Existing Academic Programs**
- Converting one program option to a stand-alone program
  - Consolidating two or more undergraduate programs into one
  - Consolidating two or more graduate programs into one
  - Splitting an existing program into two or more programs
  - Program expansion outside an institution's Designated Service Region as defined in Board Policy III.Z.
  - Adding certificate or degrees to existing programs

College Dean	Date	Vice President for Research (as applicable)	Date
Graduate Dean/other (as applicable)	Date	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer	Date	Chief Financial Officer, OSBE	Date
Provost/VP for Instruction	Date	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director or Designee 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. All questions must be answered.

## **Rationale for Creation or Modification of the Program**

- 1. Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

The proposed degree in B.S. Climate Change and Solutions addresses one of the most pressing challenges that our nation has witnessed in generations. Given the scale and magnitude of climate-driven stressors on the national food, water, and energy systems, alongside the challenges associated with climate driven disasters such as wildfires, hurricanes, floods, droughts, and pests; this degree has the potential to train the next generation of Idaho graduates who can help lead the way in solving state-wide and national climate science problems.

Graduates of this major will gain an in-depth scientific understanding they need to assess climate impacts from both human-induced climate change and natural climate variability, as well as finding solutions to manage and mitigate them. Career paths will include meteorology, climatology, non-governmental organizations, land management agencies, data analysts, media companies, among many others. The proposed program is grounded in a core curriculum of geological, geography, and climate mitigation courses. The program will have two main elective bin, where students must gain depth in each bin. Students must select 18 cr of electives from a bin focusing on the physical science basis of climate science that provides students with in-depth details of how and why Earth's climate is changing. The 2<sup>nd</sup> bin, where students must select at least 9 cr of electives, focuses on identifying adaption and mitigation solutions to the social problems associated with climatic change variability, climate-driven stressors, and climate enhanced natural disasters.

- 2. Need for the Program.** Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

- a. Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

The recent passage of H.R. 5376 invests considerable resources towards addressing national challenges related to climate change, through investment and setting ambitious carbon reduction emissions of 40% by 2030. It also invests \$60 billion to create millions of new domestic clean manufacturing jobs as well as a further \$60 billion towards cleaning up pollution and taking steps to reducing environmental Injustice. The topline estimate of investments is approximately \$369 billion towards energy security and climate change. These investments will need institutions of higher education to keep pace and provide new degrees that can provide the skills necessary to engage and empower our state and national workforce to meet these goals.

Across the nation to meet this demand, universities have begun to offer B.S. degrees focused on climate science changes and solutions. In terms of national workforce needs, the Bureau of Labor Statistics projects strong growth in multiple sectors related to climate



science changes and solutions.

<b>Employment Group</b>	<b>2020-2030 % Increase</b>
Atmospheric Scientists and Meteorologists	8.0
Atmospheric and space scientists	8.3
Geological and hydrologic technicians	8.7
Environmental science and geoscience technicians	9.9
Environmental science and protection technicians, including health	10.6
Data scientists and mathematical science occupations, all other	31.4

Source: Bureau of Labor Statistics Employment Projections

The Idaho State Board of Education recognizes that Idaho needs a STEM education-career pipeline and created the Idaho STEM Action Center in 2015 to support a competitive Idaho workforce and economy through STEM. In 2019, the Idaho STEM Action Center found that over 7000 STEM jobs went unfilled in Idaho due to lack of skills and education for appropriate job placement. The second most common job category that remained unfilled were jobs involving computer skills. Idaho has some of the lowest go-on rates (high school students continuing to college) in the nation at 45% each year; this creates a substantial barrier for connecting students to college geoscience programs, and subsequently STEM careers, in Idaho. Supporting information: Idaho Department of Labor, Occupational Employment & Wage Survey <https://lmi.idaho.gov/oes>

A graduate from the proposed B.S. in Climate Change and Solutions will have strong science foundations with an exposure to real-world climate mitigation solutions. The degree's strong quantitative emphasis will provide excellent preparation for graduates seeking to pursue a graduate degree in Climate Change and Solutions or a related area such as environmental science or natural resource management. Graduates will gain programming, spatial analysis, and data analytics experience, with wide applicability in the information technology sector.

- b. Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

The most likely source of students are full-time primary face-to-face students from Idaho and western states. We expect this increased enrollment to come from full-time students from primarily outside the university.

- c. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

This program addresses the urgent societal need for degrees to address the climate crisis. Specifically, this degree will provide undergraduates with the expertise to address global problems associated with human health, water availability, agricultural systems, human migration, food security, climate-driven natural disasters, and geopolitical and economic security. This degree is designed to provide students with a robust understanding of how Earth's climate works and provide them with understanding of how to plan, adapt, and mitigate the impacts of climate change on both built and natural environments.

Our graduates will be prepared for careers addressing some of the most challenging issues of our times. These challenges including i) mitigating the impacts of climate and its societal

responses, ii) transitioning to sustainable strategies for resource and energy development, and iii) assessing and predicting climate-driven natural hazards that occur at the intersection of the physical world with human communities. Graduates of our degree will be leaders to identify equitable solutions to these challenges.

**3. Program Prioritization**

Is the proposed new program a result of program prioritization?

Yes\_\_\_\_\_ No\_\_X\_\_\_\_

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

**4. Credit for Prior Learning**

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not Applicable.

**5. Affordability Opportunities**

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

A portion of the courses in the new program will be offered using online delivery options and open educational resources. The department has 2 computer labs for instruction and student use, and the labs are equipped with a broad spectrum of geospatial and geoinformatics software (e.g., ERDAS and ArcGIS Pro).

## Enrollments and Graduates

6. **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 for the most past four years.

Instit	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY_18_	FY19__	FY20__	FY_21_ (most recent)	FY__	FY__	FY__	FY__ (most recent)
UI	B.S. Environmental Science	138	120	112	116	21	26	28	27
BSU	B.S. Geosciences	97	89	82	95	25	21	24	--
ISU	B.S. Earth and Environmental Systems – Environmental Systems Track	49	52	51	49	9	14	9	7

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education 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.

This is a new program that does not exist within the State of Idaho. The program leverages existing courses and expertise in the discipline of climate science that is already offered by the Department of Earth and Spatial Sciences and offer complimentary programs at the University of Idaho. No new courses are being proposed.

The closest related program at the University of Idaho is the B.S. in Environmental Science that has an Integrated Science option. However, there is minimal duplication as students in that degree and option are only required to take one 3cr climate science course. In contrast, students within the B.S. in Climate Change and Solutions provided unparalleled depth in climate science theory and applications, where students are required to take over 65 cr related to climate change science and solutions. Specifically, 38 credits of core courses and 27 credits of supporting courses from the two bins (18 from the physical science focused bin and 9 from the social science and policy focused bin).

In addition, the faculty met with representatives of the UI Environmental Science program that has an integrated track where climate themed courses can be selected and agreed on the curricula to ensure minimal overlap. The ISU and BSU degrees are traditional geology and hydrology degrees with minimal overlap with the proposed new major.

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

<b>Proposed Program: Projected Enrollments and Graduates First Five Years</b>											
<b>Program Name: B.S. Climate Change and Solutions</b>											
<b>Projected Fall Term Headcount Enrollment in Program</b>						<b>Projected Annual Number of Graduates From Program</b>					
FY24_	FY_25	FY_26	FY_27	FY_28		FY24_	FY_25	FY_26	FY_27	FY_28	
(first year)	-	-	-	-		(first year)	-	-	-	-	
10	30	50	75	100		0	5	10	15	30	

9. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 “Need for the Program” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

Searching for “bachelor’s degree Climate Change” on Google only results in 10 programs within the United States in the top 150 hits, with most of these programs new in 2022. This highlights the timeliness of this proposed major and the potential for enrolment growth.

- Iowa State University: B.S. Interdisciplinary Studies in Climate Science.
- University of California Los Angeles, B.S. Climate Science.
- Northern Vermont University, B.S. Climate Change Science.
- San Jose State University. B.S. Climate Science.
- Oregon State University, B.S. Climate Science.
- Utah State University. B.S. Climate Science.
- University of Michigan, B.S. Climate Science and Impacts.
- University of Nebraska – Lincoln, B.S. Applied Climate Science.
- University of Montana – B.S. Climate Science and Environmental Change.

Indeed, the very timely nature of these degrees was recently highlighted by National Public Radio following the initiation of the Iowa State University degree that was specifically described as focusing on “climate change solutions”: <https://www.npr.org/2022/08/10/1116689013/university-introduces-a-new-major-aimed-at-exploring-climate-change-solutions>

Given the new nature of national undergraduate programs in climate science, climate change, and climate solutions, projections are based on similar programs such as that seen in historic environmental science programs. We do expect a small number of internal transfers from existing majors leading to some initial majors graduating in the first 3 years of the program. The retention rate in the College of Science is ~75-83% and the graduation rates in FY 27 and FY 28 assume the lower end of this distribution.

Recruitment efforts will include active recruitment at targeted on campus open day events such as Earth Day and at other university events that bring many middle and high school students to campus (e.g., Future Farmers of America, UI Jazz festival, among others). Through offering existing and innovative dual credit courses we will directly recruit students to our majors. We will

also recruit using name buy lists associated Advanced Placement Environmental Science, Advanced Placement Research, and Advanced Placement Human Geography.

**10. Minimum Enrollments and Graduates.**

- a. What are the minimums that the program will need to meet to be continued, and what is the logical basis for those minimums?

We propose a minimum of 50 given the clear national need for this program. The proposed program is an added value opportunity to the University of Idaho that can be realized via marginal costs. No new faculty resources are needed to deliver this program. The courses already exist and have capacity for at least 25 additional students per course.

- b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

If the program falls below a 3-year average of 50 undergraduates, we will work with the UI provost's office to re-evaluate the structure and organization of our program to better appeal to the State's students. This reassessment will incorporate a round of conversations and panels with existing University students and more extensive outreach to potential employers of our students as well as faculty peers at similar institutions.

- 11. Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

Quality assurance will take place at multiple levels.

**Online Course Quality Review.** Each course within the proposed B.S. in Climate Change and Solutions that will be offered via online delivery will be evaluated by the Center for Excellence in Teaching and Learning (CETL) for instructional design, content, and delivery. This review will ensure that each course achieves a consistent level of quality and that the student experience in taking each course in the program is consistent and excellent. The CETL review will include both existing online courses, courses being converted into online modalities, and new courses that are being proposed as part of the program. The result of the review may include the need to redesign existing online courses to ensure overall program quality.

**Annual Program Review and Assessment (APRA).** The APRA process relies on annual self-studies in which the program outcomes and performance evaluation criteria are assessed, allowing timely modification to program practices to ensure continued quality of the program. As the objective of the proposed degree is to prepare students for professional positions; the success of the program will also be assessed based on enrollment trends and the ability of graduates to obtain suitable employment or placement in graduate programs.

**External Program Review (EPR).** A regular EPR will be achieved through the identification of an external advisory board comprised of representative of key stakeholders that will meet at least annually will be formed and used to maintain ties with industry and state/federal agencies for student placement, as well as solicit quality feedback to maintain program relevance and meet the needs of stakeholders (i.e., employers). Internally, we will seek input from potential and matriculating students on student needs, and feedback on program effectiveness will be integral to all course offerings in the program.

- 12. 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 A.**

Not Applicable.

- 13. 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 State Board of Education.

Will this program lead to certification?

Yes \_\_\_\_\_ No X \_\_\_\_\_

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

- 14. Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?**

Yes \_\_\_\_\_ No X \_\_\_\_\_

If yes, proceed to question 15. If no:

- a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.**

Indicate (X) by each applicable statement:

	Program is important for meeting your institution's regional or statewide program responsibilities.
X	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

- b. Provide an explanation for all statements you selected.**

The proposed program arose following a self-assessment of existing climate science courses at the University of Idaho following the announcement of several new B.S. Climate Change and Solutions degrees in 2022 concurrent with the passing of H.R. 5376.

This internal assessment highlighted that 12 of the 15 existing climate science specific undergraduate courses were offered within the Department of Earth and Spatial Sciences and that many supporting climate science courses were also offered by this group of faculty. This degree has been designed to enable graduates to be skilled in helping solve the scope of climate-driven stressors on the national food, water, and energy systems, alongside the challenges associated with climate driven disasters such as wildfires, hurricanes, floods, droughts, and pests.

The degree builds on the core set of courses offered by the Department of Earth and Spatial Sciences faculty by drawing on complimentary programs across most of UI's colleges to provide a holistic understanding of climate change science and solutions that includes understanding the physical processes that drive climate and its effects, assessing the impacts on human communities, evaluating mitigation approaches, and learning diverse communication skills. This degree has the potential to train the next generation of Idaho graduates who can help lead the way in solving state-wide and national climate science problems. The degree also builds on the extensive experience of UI's Professor Hicke who was the lead contributing author for the North America Chapter of the Impacts, Adaptation and Vulnerability section of the 6<sup>th</sup> Intergovernmental Panel on Climate Change Assessment. Professor Hicke teaches the central core course on Global Climate Change in this major, providing majors with unique access to one of the most prominent north American climate scientists in our state and nation.

The proposed curriculum will better serve students and stakeholders; as such, it does not rely on external funding, nor does it require additional internal funds. Although there is no contractual obligation to offer the program, the Earth and Spatial Sciences program is a response to the needs of both students and stakeholders in the private and public sectors. The proposal is not a response to accreditation or teacher certification requirements. The program is offered solely to be responsive to the needs of the citizens of Idaho and the students at the University of Idaho.

### **Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan**

**15. Curriculum. Provide descriptive information of the educational offering.**

- 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.	63
Credit hours in required courses offered by other departments:	18
Credit hours in institutional general education curriculum	26
Credit hours in free electives	10
Total credit hours required for degree program:	120

- b. Curriculum.** Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Required coursework includes:

Code	Title	Hours
SOC 101	Introduction to Sociology	3
ENGL 317 OR ENGL 318	Technical Writing OR Scientific Writing	3
ENGL 322	Climate Change Fiction	3

MATH 143	College Algebra	3
STAT 251	Statistical Methods	3
GEOG 385	GIS Primer	3
GEOG 100	Physical Geography	3
& 100L	and Physical Geography Lab	1
GEOG 165	Human Geography	3
GEOG 200	World Regional Geography	3
GEOL 212	Dinosaurs and Prehistoric Life	4
GEOG 301	Meteorology	3
GEOG 313	Global Climate Change	3
GEOG 401	Climatology	3
GEOG 411	Natural Hazards and Society	3
GEOG 430	Climate Change Ecology	3
GEOG 435	Climate Change Mitigation	3
GEOG 488	Geography of Energy Systems	3
SOC 466	Climate Change and Society	3
SOIL 436	Principles of Sustainability	3
GEOG 493	Senior Capstone Experience	3
Select one of the following sequences:		4
GEOL 111	Physical Geology for Science Majors	
& 111L	and Physical Geology for Science Majors Lab	
GEOL 102	Historical Geology	
& GEOL 102L	Historical Geology Lab	
PHYS 111	General Physics 1	
& 111L	General Physics 1 Lab	
CHEM 111	Principles of Chemistry 1	
& 111L	Principles of Chemistry 1 Lab	
Select one of the following courses:		3
NRS/POLS 462	Natural Resources Policy	
IS 322	International Governance	
POLS 364	Politics and the Environment	
<b>TOTAL</b>		<b>69</b>

#### Additional General Education (Regulation J) Requirements

		<b>Hours</b>
Written communication	Dependent on placement	3-6
Oral communication		2-3
Humanistic and Artistic Ways of Knowing	Met by ENGL 322 One other course	3
Social and Behavioral Ways of Knowing	Met by SOC 101 Met by GEOG 165/GEOG 200	



Scientific Ways of Knowing	Met by GEOG 101/101L / GEOL 101/101L / GEOL 102/102L / PHYS 111/111L / CHEM 111/111L	
Mathematical Ways of Knowing	Met by MATH 143 Met by STAT 251	
American Diversity	One course	3
International Course	GEOG 350 (recommended) or another course	3
Capstone	Met by GEOG 493	
	<b>TOTAL (at least)</b>	<b>14</b>

Students must take at least 18 cr from Elective Bin 1 and at least 9 credits from Elective Bin 2.

<b>Elective Bin 1</b>		
GEOG 317	Tree Rings and Environmental Change	3
GEOL 309	Groundwater Hydrology	3
GEOL 435	Glaciology and the Dynamic Frozen Earth (prereq: Math 160)	3
GEOL 462	Petroleum and Stratigraphic Concepts	3
GEOL 467	Volcanology *	3
GEOL 471	Ore Deposits and Exploration	3
BE 453	NW climate and water resources change (prereq: STAT 301 or permission)	3
FOR 454/GEOL 454	Air Quality, Pollution, and Smoke	3
	<b>TOTAL</b>	<b>18+</b>

<b>Elective Bin 2</b>		
GEOG 350	Sustainability of Global Development **	3
GEOG 420	Land, Resources, and the Environment	3
GEOL 467	Volcanology *	3
IS 322	International Governance **	3
POLS 364	Politics and the Environment **	3
ENVS 415	Environmental Lifecycle Assessment	3
ENVS 420	Introduction to Bioregional Planning	3
ENVS 477/AGEC 477	Law, Ethics, and the Environment	3
ENVS 485	Energy Efficiency and Conservation	3
ENVS 484	History of Energy	3
NRS/POLS 462	Natural Resource Policy **	3
SOC 465	Environmental Justice	3
SOIL 210	Intro to Food Systems	3
SOIL 427	Sustainable Food Systems (FOR 221, REM 221, or SOIL 210)	3
	<b>TOTAL</b>	<b>9+</b>

\* Volcanology only counts for one bin.

\*\* Does not count in the elective bins if taken to satisfy general education or other degree requirements.

- 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.

A senior capstone experience is required for all options which includes a specific report and presentation. Capstone experiences require students to collect, integrate, and interpret data and observations and formally present results and interpretations. The capstone requirement is met by required course GEOG 493 Senior Capstone.

Internships may be recommended as a component of a student study program. Courses will require research papers and examinations to validate the knowledge acquired by the student during the course of study. Many of the courses that students might take to conform to a particular study plan agreed upon by advisor and student may require additional preparation in mathematics and statistics or an additional laboratory science course.

## 16. Learning Outcomes: Expected Student 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 students will know, understand, and be able to do, and value or appreciate as a result of completing the program.
1. Explain the physical, chemical, and biological processes that govern the Earth's climate system and how people influence the climate system.
  2. Understand and explain climate change impacts on both human and natural systems, and be able to identify regions, ecosystems, and groups most vulnerable to climate change
  3. Demonstrate knowledge about the strategies for mitigating climate change and options for adapting to its impact.
  4. Communicate climate change science and solutions in an effective manner to a variety of audiences, including stakeholders and the general public.

## 17. Assessment plans.

- a. Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

### i) Indirect Assessment.

1. Summary grades in introductory coursework: This will focus on courses that provide a foundation in the fundamental concepts in geological, physical and human systems, as evidenced by assignments, exams and final grades in 100-200 level courses (GEOG 100, GEOG 165, GEOG 200)
2. Summary grades in upper division coursework: This will focus on courses that are required in each option area as assessed by assignments, projects, exams and final grades
3. Summary grades in required courses in mathematics and statistics: This will focus on grades in MATH 143 (or higher) and STAT 251 (or higher).
4. Summary grades in required coursework in written and oral communication: This will focus on ENGL 318, ENGL 332, and other Gen Ed Comm requirements, as well as the

- Geog 493 Senior Capstone course, which requires communication of project results in both oral and written form.
5. Career Placement Rates: We will collect data on graduate school and career placement rates.
  6. Survey of Graduating Seniors: An online exit survey of all graduating seniors will be implemented to provide information on general student satisfaction with the degree program, courses, faculty and facilities. This information will be collected anonymously.
  7. Advisory Board (Focus Group): An advisory board will be implemented to provide input and advice on the department's objectives and evolution. The advisory board will consist of industry and government members primarily consisting of department alumni. Annual meetings with the advisory board will allow for the presentation of accomplishments and ongoing activities in research and academic progress for which the board can synthesize and present recommendations for improvement

### ii) Overarching Assessment Activities.

1. Student Feedback on Teaching of Courses and Instructors: Course feedback allow students to evaluate both the course and the instructor and provide the department with information regarding course utility in meeting the student's needs.
2. Internal and External Review: The Department of Earth and Spatial Sciences will conduct a biennial review of course offerings and course goals for alignment with department learning outcomes. This self-review will allow the faculty to reassess the program and its direction as well as its goals and objectives. An external review will be conducted every 5-7 years to provide the department with guidance for future decisions on how to support, maintain, and advance the department according to its vision and to fulfill the university's goals.

### iii) Direct Assessment.

1. Student Self Reflections: Explicit self-reflections on what students have learned related to institutional programs such as service learning (e.g., we will ask students to name the three most important things they have learned in a program).
2. Senior Thesis and other Integrative Projects: We will use our courses with integrative projects and our capstone experience course (GEOG 493) to enable direct assessment of the quality of our degree program and the degree to which students have mastered the degree Learning Outcomes. We will create a rubric (1-2 pages) that each faculty member who attends the capstone presentation must complete to assess the quality of the student's project presentation and their project. The faculty will gauge the degree to which the student has integrated and understood the degree Learning Outcomes and their ability to communicate the concepts to an audience. These surveys will be used to help the faculty evaluate and improve courses and course offerings within the degree.
3. Class Discussion Participation: In at least one of the core Climate Change and Solutions courses we will include multiple class discussion exercises, where the level of student participation will be recorded.
4. Case Study Analysis: In the core and option areas we have several courses that require students to participate in case studies. For example, in the core course GEOG 435 students evaluate case studies for climate action plans for a variety of entities (cities, counties, countries, and other organizations). In one elective course FOR(GEOL) 454 students must complete two case studies looking at monitoring smoke transport from wildfires and in another elective course GEOL 467 students evaluate different evacuation and management plans (or after) volcanic eruptions.
5. Observations from laboratory work: Students will be evaluated on their ability to use the material learned throughout their degree program in courses that require laboratory work, field work. For example, students in GEOL 212 participate in reconstructing a mammoth fossil and students that take the elective GEOG 317 participate in fieldwork to core trees. In addition, most of the GEOL electives include substantial laboratory and fieldwork.

6. Observation from internships or Service-Learning Activities: Students that participate in internships and service-learning activity will receive a post-survey to assess how the material they learned from the degree helped them succeed in the activity. We will also ask each internship and service-learning supervisor to provide direct rating of the student's performance.
7. Alumni Career Survey: We will conduct rolling surveys of at 3-, 5-, and 10-years post-graduate to assess whether graduates are working in careers relevant to the degree. Through this direct measure process, we will also invite past graduates to comment on their perceptions of strengths and weaknesses in the curricula to enable continual improvement.

**Resources Required for Implementation – fiscal impact and budget.**

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

**2. Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

- a. **Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

Existing laboratory facilities (GIS lab, Paleontology lab, Dendrochronology lab, Geochemistry lab, \*\*) within the Department of Earth and Spatial Sciences will be utilized to provide students with hands-on research. Existing classroom spaces currently housed by the Department of Earth and Spatial Sciences will continue to be utilized.

- 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?

No change in the use of facilities or equipment.

- 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.

No resources requested.

**3. Library and Information Resources:** Describe adequacy and availability of library and information 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.

Resources are adequate.

- 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.

No new resources requested.

#### 4. Faculty/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 fiscal or physical resources are needed. All the courses taught within the Department of Earth and Spatial Sciences have capacity to incorporate the new majors. We have also conferred with colleagues in other colleges, and they have confirmed that they have capacity to accommodate the planned increase in majors.

- 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 Department of Earth and Spatial Science has 16 instructional faculty and one staff support member. As already noted, the Department has two 30 capacity GIS laboratories and numerous research labs and associated classrooms.

- 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?

Although we don't anticipate any deleterious impact on existing programs, following sustained enrollment of 50 we will request additional faculty support to help deliver the program without causing undue impacts on our other program offerings.

- 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.

No new personnel resources requested to initiate this program.

#### 5. 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.

Not Applicable.

- 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.

6. Using the excel **budget template** provided by the Office of the State Board of Education, provide the following information:

In the table in 8 and in the projected tuition revenue, we assume that 50% of the enrollment is from Idaho residents, 25% from Western Undergraduate Exchange (WUE) states, and 25% from non-WUE states. We used current UI tuition rates for year 1 and increased tuition by 2% per year. This program is being offered with existing resources and faculty who are also tasked with delivering other degree options. The courses all already been offered at the UI and thus the cost to deliver the program is within the institutions' marginal costs.

- 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).

There is no cost to the university to offer this program, given faculty already teach the required courses. no new courses need to be developed, and the department courses each have capacity for additional students. Equally, there would be no impact of any proposed discontinuance as the faculty are tasked with delivering additional programs.

**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
- 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**

	<u>FY 24</u>		<u>FY 25</u>		<u>FY 26</u>		<u>FY 27</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	10	10	30	30	50	50	75	75
B. Shifting enrollments								
<b>Total Enrollment</b>	<u>10</u>	<u>10</u>	<u>30</u>	<u>30</u>	<u>50</u>	<u>50</u>	<u>75</u>	<u>75</u>

**II. REVENUE**

	<u>FY</u>		<u>FY</u>		<u>FY</u>		<u>FY</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request		\$0.00		\$0.00		\$0.00		\$0.00
2. Institution Funds	\$1,781,196.78	\$0.00	\$1,816,820.71	\$0.00	\$1,853,157.13	\$0.00	\$1,890,220.27	\$0.00
3. Federal		\$0.00		\$0.00		\$0.00		\$0.00
4. New Tuition Revenues from Increased Enrollments		\$151,425.00		\$463,360.50		\$787,712.85		\$1,205,200.66
5. Student Fees		\$0.00		\$0.00		\$0.00		\$0.00
6. Other (i.e., Gifts)		\$0.00		\$0.00		\$0.00		\$0.00
<b>Total Revenue</b>	<u>\$1,781,197</u>	<u>\$151,425</u>	<u>\$1,816,821</u>	<u>\$463,361</u>	<u>\$1,853,157</u>	<u>\$787,713</u>	<u>\$1,890,220</u>	<u>\$1,205,201</u>

**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 _____		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
1. FTE								
2. Faculty	\$1,307,976.00		\$1,334,135.52		\$1,360,818.23		\$1,388,034.60	
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	\$ 56,000.00		\$57,120.00		\$58,262.40		\$59,427.65	
7. Administrative Support Personnel								
8. Fringe Benefits	\$417,220.78		\$425,565.19		\$434,076.50		\$442,758.03	
9. Other:								
<b>Total Personnel and Costs</b>	<b>\$1,781,197</b>	<b>\$0</b>	<b>\$1,816,821</b>	<b>\$0</b>	<b>\$1,853,157</b>	<b>\$0</b>	<b>\$1,890,220</b>	<b>\$0</b>



	FY _____		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>B. Operating Expenditures</b>								
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
<b>Total Operating Expenditures</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

	FY _____		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>								
1. Library Resources								
2. Equipment								
<b>Total Capital Outlay</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

	FY _____		FY _____		FY _____		FY _____	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>D. Capital Facilities Construction or Major Renovation</b>								
<b>E. Other Costs</b>								
Utilities								
Maintenance & Repairs								
Other								
<b>Total Other Costs</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>TOTAL EXPENDITURES:</b>	<u>\$1,781,197</u>	<u>\$0</u>	<u>\$1,816,821</u>	<u>\$0</u>	<u>\$1,853,157</u>	<u>\$0</u>	<u>\$1,890,220</u>	<u>\$0</u>
<b>Net Income (Deficit)</b>	<u>\$0</u>	<u>\$151,425</u>	<u>\$0</u>	<u>\$463,361</u>	<u>\$0</u>	<u>\$787,713</u>	<u>\$0</u>	<u>\$1,205,201</u>

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

II.2	Existing UI funding for 16 instructional faculty paid to deliver programs in addition to this new program.
II.6	Existing UI funding for departmental administrator paid to deliver programs in addition to this new program.
II.4	Revenue breakdown assumes 50% Idaho resident, 25% WUE, 25% Non-resident/Non-WUE
B.5	Recruitment and marketing from existing departmental operating funds

**From:** [Registrar, Catalog \(catalog@uidaho.edu\)](mailto:Registrar_Catalog@uidaho.edu)  
**To:** [Unzicker, Ted \(tunzicker@uidaho.edu\)](mailto:Unzicker_Ted@uidaho.edu)  
**Subject:** Climate Change and Solutions BS friendly amendments  
**Date:** Thursday, December 1, 2022 10:45:22 AM  
**Attachments:** [image001.jpg](#)

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**From:** Smith, Alistair ([alistair@uidaho.edu](mailto:alistair@uidaho.edu)) <[alistair@uidaho.edu](mailto:alistair@uidaho.edu)>  
**Sent:** Wednesday, November 30, 2022 8:43 AM  
**To:** Brown, Lindsey ([lindseybrown@uidaho.edu](mailto:lindseybrown@uidaho.edu)) <[lindseybrown@uidaho.edu](mailto:lindseybrown@uidaho.edu)>  
**Cc:** Love, Renee ([rlove@uidaho.edu](mailto:rlove@uidaho.edu)) <[rlove@uidaho.edu](mailto:rlove@uidaho.edu)>  
**Subject:** RE: Climate Change and Solutions BS friendly amendments

Lindsey,

I am just forwarding you this communication, so you are aware when the BS Climate Change and Solutions comes to UCC. Essentially, we met with the ENV5 and CNR NRS faculty representatives and have agreed on a series of friendly amendments to do at UCC to make sure the degree doesn't overlap with the intent of the BS in ENV5.

These will be presented and voted on at UCC after which, assuming they pass, I can pass along an updated version of the long form to the Senate Chair (that matches what passes) prior to it going to Senate.

Alistair

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Dr Alistair M.S. Smith  
Professor and Chair  
Department of Earth and Spatial Sciences  
College of Science

875 Perimeter Drive MS 3025 | Moscow, ID 83844-3025  
McClure Building, Room 201 | Phone: (208) 885-1009 | [www.uidaho.edu/sci/ess](http://www.uidaho.edu/sci/ess)



Twitter: @pyroecophys | <https://pyroecophys.weebly.com/>

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**From:** Love, Renee ([rlove@uidaho.edu](mailto:rlove@uidaho.edu)) <[rlove@uidaho.edu](mailto:rlove@uidaho.edu)>  
**Sent:** Wednesday, November 16, 2022 12:05 PM  
**To:** Shook, Steven ([shook@uidaho.edu](mailto:shook@uidaho.edu)) <[shook@uidaho.edu](mailto:shook@uidaho.edu)>  
**Cc:** Long, Jerry ([jlong@uidaho.edu](mailto:jlong@uidaho.edu)) <[jlong@uidaho.edu](mailto:jlong@uidaho.edu)>; Smith, Alistair ([alistair@uidaho.edu](mailto:alistair@uidaho.edu))

<[alistair@uidaho.edu](mailto:alistair@uidaho.edu)>

**Subject:** Climate Change and Solutions BS friendly amendments

Hi Steve,

Alistair wanted me to send you this email regarding the Climate Change and Solutions BS that should be arriving at the UCC shortly. We met with representatives from Environmental Science and NRS and had a really great discussion. We really appreciated their thoughtfulness and input, and we believe their suggestions have helped us develop a stronger and better focused degree. We hope you will agree that these changes will also make it easier for advisors to direct students to this and other majors as appropriate.

We are proposing the following friendly amendments to the curricula:

1. Addition of ENGL 322 (Climate Change Fiction) to the Climate Core
2. Addition of NRS/POLS 462 (Natural Resource Policy) OR IS 322 (International Governance) OR POLS 364 (Politics and the Environment) to the Climate Core. If these courses are taken as part of the core, they do not count as part of the electives in Bin 2.
3. Removing the tracks (i.e. Biophysical Science and Human Dimensions groups) and instead creating bins where students will need to select 18 credits out of Bin 1 and 9 out of Bin 2.
4. Removing the following courses from Bin 2:
  1. ENVS 423 (Planning Sustainable Places)
5. Adding the following courses to Bin 2:
  1. ENVS 420 (Intro to Bioregional Planning)
  2. ENVS 477 / AGEC 477 (Law, Ethics, and the Environment)
  3. PHIL 452 (Environmental Philosophy)
  4. NRS/POLS 462 (Natural Resource Policy)
  5. IS 322 (International Governance)
  6. POLS 364 (Politics and the Environment)

If you have any questions, please let me know. Alistair and I will both be at UCC when it is presented.

Thanks,

Renee

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**RENEE LOVE**, PhD, PG  
Department of Earth and Spatial Sciences  
Office: McClure 303A | Phone: 208-885-4079

[www.uidaho.edu/sci/geology/people/faculty/rlove](http://www.uidaho.edu/sci/geology/people/faculty/rlove)

875 Perimeter Dr. MS 3022 | Moscow ID 83844-3022

# 79: CULTURALLY RESPONSIVE PEDAGOGY AND UNIVERSAL DESIGN FOR LEARNING ACADEMIC CERTIFICATE

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## In Workflow

1. 459 Chair (tcraney@uidaho.edu)
2. 15 Curriculum Committee Chair (akitche@uidaho.edu)
3. Degree Map Review (rfrost@uidaho.edu)
4. Registrar's Office (none)
5. Ready for UCC (disable)
6. Aleksandra Hollingshead (ahollingshead@uidaho.edu)
7. Theodore Unzicker (tunzicker@uidaho.edu)
8. UCC (none)
9. Post-UCC Registrar (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
12. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
13. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
14. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Wed, 07 Sep 2022 16:44:39 GMT  
Taylor Raney (tcraney): Approved for 459 Chair
2. Fri, 30 Sep 2022 18:37:50 GMT  
Allen Kitchel (akitche): Approved for 15 Curriculum Committee Chair
3. Thu, 13 Oct 2022 23:02:54 GMT  
Rebecca Frost (rfrost): Approved for Degree Map Review
4. Tue, 18 Oct 2022 17:09:36 GMT  
V00814390: Approved for Registrar's Office
5. Wed, 26 Oct 2022 16:26:07 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
6. Wed, 02 Nov 2022 21:32:39 GMT  
Aleksandra Hollingshead (ahollingshead): Approved for V00439846
7. Tue, 08 Nov 2022 18:55:50 GMT  
Theodore Unzicker (tunzicker): Approved for V00334704
8. Tue, 08 Nov 2022 18:57:09 GMT  
Theodore Unzicker (tunzicker): Approved for UCC
9. Mon, 09 Jan 2023 16:43:44 GMT  
Theodore Unzicker (tunzicker): Approved for Post-UCC Registrar

## History

1. Jul 6, 2021 by Amy Kingston (amykingston)
2. Sep 22, 2021 by Amy Kingston (amykingston)

Date Submitted: Wed, 07 Sep 2022 16:39:47 GMT

**Viewing: 79 : Culturally Responsive Pedagogy and Universal Design for Learning Academic Certificate**

**Last approved: Thu, 23 Sep 2021 00:00:54 GMT**

**Last edit: Mon, 06 Feb 2023 18:22:01 GMT**

Changes proposed by: Aleksandra Hollingshead

### Faculty Contact

Faculty Name	Faculty Email
Aleksandra Hollingshead	ahollingshead@uidaho.edu

### Change Type (Choose all that apply)

Change curriculum requirements

**Description of Change**

I would like to add more options to the menu of electives students can pick six credit hours from.

Here is a list of courses to add to the list of electives:

THE 456- Students in Theatre, Gender, and Sexuality  
 THE 445- Theatre and Film of the Holocaust  
 THE 455- Theatre for Social Change  
 HIST 213- Race and Ethnicity through the Ages  
 ENGL 383-African American Literature  
 ANTH 261- Language and Culture  
 CRIM 439- Inequalities in the Justice System  
 SOC 340- Environmental Sociology and Globalization  
 EDCI 448 Introduction to ENL

**Will this request have a fiscal impact of \$250K or greater?**

No

**Academic Level**

Undergraduate

**College**

Education, Health & Human Sci

**Department/Unit:**

Curriculum & Instruction

**Effective Catalog Year**

2023-2024

**Program Title**

Culturally Responsive Pedagogy and Universal Design for Learning Academic Certificate

**Program Credits**

12

**CIP Code**

13.0202 - Multicultural Education.

**Curriculum:**

All required coursework must be completed with a grade of 'C' or better (O-10-a (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

Code	Title	Hours
<b>Mandatory Online 1-credit courses</b>		
EDCI 418	Culturally Responsive Pedagogy	1
EDCI 420	Gender and Sexual Diversity in Schools	1
EDCI 421	Racial and Ethnic Diversity in Schools	1
EDCI 422	Socio-Economic Diversity in Rural Schools	1
EDCI 424	Universal Design in Learning	1
EDCI 426	Working with Native American Students and Communities	1
<b>Selected Emphasis Electives</b>		
Select two courses from the following:		6
COMM 335	Intercultural Communication	
COMM 432	Gender and Communication	
EDSP 300	Educating for Exceptionalities	
EDCI 302	Teaching Culturally Diverse Learners	
SOC 201	Introduction to Inequity and Justice	
SOC 423	Economic (In)Justice in the United States	
SOC 424	Sociology of Gender	
SOC 427	Racial and Ethnic Relations	
PSYC 315	Psychology of Women	
THE 456	Studies in Theatre, Gender, and Sexuality	

THE 445	Course THE 445 Not Found
THE 455	Theatre for Social Change
HIST 213	Race and Ethnicity through the Ages
ENGL 383	African American Literature
ANTH 261	Language and Culture
CRIM 439	Inequalities in the Justice System
SOC 340	Environmental Sociology and Globalization
EDCI 448	Introduction to ENL

**Courses to total 12 credits for this academic certificate**

## Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

**Can 50% or more of the curricular requirements of this program be completed via distance education?**

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.

## Geographical Area Availability

**In which of the following geographical areas can this program be completed in person?**

Moscow

## Student Learning Outcomes

**Have learning outcomes changed?**

Yes

### Learning Objectives

**Learn and Integrate:** Students will be able to report on the additional barriers underserved communities face in education. They will also be able to apply practical solutions to better serve these student groups

**Think and create:** Students will be able to design course pedagogy to meet the needs of all students, including those from historically marginalized populations.

**Communicate:** Students will be able to communicate effectively about topics related to diversity and with diverse communities through oral, written, and visual formats.

**Clarify purpose and perspective:** Students will be able to explain their own positionality given socio-political-historical processes. They will be able to use this knowledge to better inform their work as educators.

**Practice Citizenship:** Students will be able to explain the historical contexts that have given rise to our current inequality and design their courses in ways that benefit all students.

**Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.**

No added workload. UI course catalog has been updated over last few years, so we want to update the menu of possible electives to choose from for this certificate. Also, the theatre majors complete this certificate as part of their program, and adding some of the THE courses would eliminate the need for sub/waiver forms we have been completing over last few years.

### Reviewer Comments

**Theodore Unzicker (tunzicker) (Wed, 02 Nov 2022 17:21:07 GMT):** Waiting for department to confirm when they can attend a UCC meeting to answer questions concerning this proposal.

**Theodore Unzicker (tunzicker) (Tue, 08 Nov 2022 18:55:22 GMT):** Aleksandra updated proposal to remove reference to grad certificate. She also updated the curriculum portion of the proposal to include electives referenced in proposal rationale.

Key: 79





## POLICY COVER SHEET

For instructions on policy creation and change, please see <https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu).

**Faculty Staff Handbook (FSH)**

Addition x Revision\*  Deletion\*  Interim  Minor Amendment  
Policy Number & Title: **FSH 6920 UNIVERSITY LIBRARY**

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment  
Policy Number & Title:

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using “track changes.”

**Policy originator: Ben Hunter**

**Policy sponsor, if different from originator: Diane Kelly-Riley**

**Reviewed by General Counsel:**  Yes  No Name & Date: Kent Nelson, 1/30/23

**Comprehensive review?**  Yes  No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.  
Comprehensive review. Revised to remove Library operations information, which will continue to reside on the Library website. Language clarified in C-2.
2. **Fiscal Impact:** What fiscal impact, if any, will this change 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 H) unless otherwise specified.

UNIVERSITY LIBRARY

**OWNER:**

University Libraries Dean  
Ben Hunter  
[bhunter@uidaho.edu](mailto:bhunter@uidaho.edu)

**LAST REVISION:** July ~~2018~~2023

**A. PURPOSE.** This policy describes the role of the University of Idaho Library and regulates the establishment of departmental libraries.

**B. SCOPE.** This policy applies to all units of the University of Idaho.

**C. POLICY**

**C-1A. INTRODUCTION**In general. As Idaho's flagship research library, the University of Idaho Library (Library) connects ~~our~~ users with information, ideas, tools, and spaces; enriches formal and informal learning opportunities; supports and advances research, scholarly, and creative activity; builds partnerships through regional and national outreach; and preserves university, state, and regional historical archives. ~~We~~The Library champions the transformative power of ideas and learning, inspire ~~ours~~ students to engage in a lifelong pursuit of intellectual development, and provides an essential foundation for innovation, research, and scholarship. It is the U.S. Government documents regional repository and a designated Earth Science Information Center. The Library seeks to build and maintain mutually beneficial partnerships to ensure faculty, staff, and students have the broadest access to the Library collections, while providing services to citizens of the state and region.

**B. SERVICES.**

**— B-1. Loan Privileges.**

~~a. Books in the general collection have a six week loan period. Loan periods for materials in other collections may be shorter. All materials are subject to recall after two weeks.~~

~~b. Faculty members are exempt from overdue charges with the exceptions of fines associated with overdue interlibrary loan, consortial, or recalled materials. Highly specialized materials needed by faculty members for continuous close-at-hand use may be loaned for an extended period.~~

**— B-2. Interlibrary Loans.**

~~a. The Library administers an interlibrary loan service to facilitate borrowing scholarly materials from other libraries for use by faculty members, staff and students.~~

~~b. Interlibrary loans are agreements between libraries. The lending library establishes loan periods and any special use conditions. Overdue materials borrowed through interlibrary loan are subject to fines as infractions may interrupt service to other library users.~~

**— B-3. Electronic Resources.**

~~a. The Library licenses and makes available electronic content for use by students, faculty, and staff currently affiliated with UI. Use of licensed content is dictated by terms agreed to by both the Library and the content provider. These agreements typically prohibit excessive downloading of content, commercial use, and use by~~

**UI FACULTY-STAFF HANDBOOK**  
Chapter VI: OTHER GENERAL INSTITUTIONAL POLICIES  
Section 6920: University Library

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~~individuals not directly affiliated with the UI. If the Library is notified that a user is violating the terms of a license, appropriate action will be taken by the Library to address the violation in question and, as necessary, to prevent further abuse.~~

~~b. Individuals not affiliated with the UI have limited use of most resources through public terminals in the Library.~~<sup>3</sup>

~~—B-4. Course Reserve.~~

~~a. Faculty members are encouraged to place materials on course reserve at least one week prior to class assignments.~~

~~b. Requests forms to create a reserve list are available online or in the Library.~~

~~c. Faculty members may place personal copies on reserve. Non-library materials should be properly identified with a mark of ownership.~~

~~d. If library materials are to be purchased for reserve, sufficient time should be allowed for their acquisition.~~

~~—B-5. Library Use Lectures.~~

~~a. Upon request, librarians conduct specialized lectures on using and evaluating information resources.~~

~~b. Instructors may make arrangements for the lectures through the appropriate librarian.~~

~~c. Students may consult individually with librarians after lectures are given to gain additional insights about the research process.~~

~~—B-6. Resource Requests.~~

~~a. Faculty members are encouraged to work with their librarians to select materials that will serve the current and future needs of the UI. Resources may be requested via email or through the online resource purchase request form.~~

~~b. New periodical subscription requests should be made through a librarian. Due to the cost of these materials, the Library is judicious in acquiring new titles without an evaluation of existing titles.~~

~~c. Resources needed immediately (for reserve or because of demand) will be ordered and processed in an expedited fashion.~~

~~—B-7. Use of Copyrighted Materials. U.S. copyright law governs the reproduction, preparation of derivative works, distribution, performance, display, and transmission of copyrighted materials. The University Library reserves the right to refuse any request by a patron that, in Library's judgment, would involve the Library acting in violation of U.S. copyright law~~

~~—B-8C-2. Departmental Libraries~~libraries. It is the policy of the UI to maintain a strong central library. Branch libraries are discouraged. ~~In view of the special character of library resources in the field of law~~To comply with accreditation requirements, the College of Law maintains a library and staff with specialized training in law librarianship ~~(see 6925)~~.

~~D. —B-9. Additional Information.~~PROCEDURE

**UI FACULTY-STAFF HANDBOOK**  
Chapter VI: OTHER GENERAL INSTITUTIONAL POLICIES  
Section 6920: University Library

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D-1.

~~a.~~ For additional information about the Library and its operations, see the [Library website](#).

D-2. ~~b.~~ Faculty members who wish to suggest changes in Library ~~regulations or policies~~ [operations](#) should feel free to make these suggestions known to the Library staff or members of the Library Affairs Committee (see 1640.60).

**Version History:**

**Amended July 2023.** Comprehensive review. Revised to remove Library operations information, which will continue to reside on the Library website. Language clarified in C-2.

**Amended July 2018.** Significantly revised to reflect current policies.

**Adopted July 1996.**

**Date:** February 6, 2023  
**Memo:** Summary of Non-Tenure Track Faculty Climate Survey  
**Author:** Non-Tenure Track Task Force (Faculty Senate)

**Population:** 194  
**Response rate:** 54% (104/194).  
**Timeframe:** January 10 – January 12, 2023

<b>Q1: Overall, the University of Idaho is a good place to work</b>					
Strongly Disagree (1)	Somewhat Disagree (2)	Neither Agree nor Disagree (3)	Somewhat Agree (4)	Strongly Agree (5)	MEAN Score
0%	5%	8%	48%	39%	<b>4.21</b>

<b>Q2: University leadership shows genuine interest in the well-being of non-tenure track faculty.</b>					
Strongly Disagree (1)	Somewhat Disagree (2)	Neither Agree nor Disagree (3)	Somewhat Agree (4)	Strongly Agree (5)	MEAN Score
5%	29%	24%	29%	13%	<b>3.16</b>
Overall UI Score (Great Colleges to Work for Data 2021)				50%	

<b>Q3: At the University of Idaho, people are supportive of their coworkers regardless of their colleagues' academic roles.</b>					
Strongly Disagree (1)	Somewhat Disagree (2)	Neither Agree nor Disagree (3)	Somewhat Agree (4)	Strongly Agree (5)	MEAN Score
4%	18%	8%	44%	26%	<b>3.70</b>

<b>Q4: I feel valued for my contributions to the University of Idaho.</b>					
Strongly Disagree (1)	Somewhat Disagree (2)	Neither Agree nor Disagree (3)	Somewhat Agree (4)	Strongly Agree (5)	MEAN Score
3%	17%	11%	38%	31%	<b>3.77</b>

<b>Q5: I can speak up or challenge a traditional way of doing something without fear or harming my career</b>					
Strongly Disagree (1)	Somewhat Disagree (2)	Neither Agree nor Disagree (3)	Somewhat Agree (4)	Strongly Agree (5)	MEAN Score
9%	24%	13%	38%	15%	<b>3.26</b>
Overall UI Score (Great Colleges to Work for Data 2021)				61%	

<b>Q6: I am proud to be a part of the University of Idaho.</b>					
Strongly Disagree (1)	Somewhat Disagree (2)	Neither Agree nor Disagree (3)	Somewhat Agree (4)	Strongly Agree (5)	MEAN Score
0%	1%	10%	34%	55%	<b>4.43</b>

<b>Q7: Taking all things into consideration, how supported do you feel by the colleagues in your department?</b>					
Not supported at all (1)	Weakly supported (2)	Moderately supported (3)	Fairly supported(4)	Strongly supported (5)	MEAN Score
1%	10%	15%	22%	52%	<b>4.14</b>

<b>Q8: Taking all things into consideration, how supported do you feel by the leadership team of your college</b>					
Not supported at all (1)	Weakly supported (2)	Moderately supported (3)	Fairly supported(4)	Strongly supported (5)	MEAN Score
2%	12%	16%	29%	41%	<b>3.95</b>

<b>Q9: Taking all things into consideration, how supported do you feel by the university's upper administration?</b>					
Not supported at all (1)	Weakly supported (2)	Moderately supported (3)	Fairly supported(4)	Strongly supported (5)	MEAN Score
5%	25%	29%	31%	10%	<b>3.16</b>

<b>Q10: I am being paid fairly for my work.</b>					
Strongly Disagree (1)	Somewhat Disagree (2)	Neither Agree nor Disagree (3)	Somewhat Agree (4)	Strongly Agree (5)	MEAN Score
17%	29%	12%	31%	10%	<b>2.89</b>

<b>Q11: If I do great work, I know that it will be recognized.</b>					
Strongly Disagree (1)	Somewhat Disagree (2)	Neither Agree nor Disagree (3)	Somewhat Agree (4)	Strongly Agree (5)	MEAN Score
15%	20%	24%	31%	9%	<b>2.98</b>

<b>Q12: My job responsibilities are clearly defined and differentiated from faculty members with different academic roles.</b>					
Strongly Disagree (1)	Somewhat Disagree (2)	Neither Agree nor Disagree (3)	Somewhat Agree (4)	Strongly Agree (5)	MEAN Score
9%	21%	14%	30%	25%	<b>3.41</b>

<b>Q13: The university offers appropriate recognition of innovative and high quality teaching.</b>					
Strongly Disagree (1)	Somewhat Disagree (2)	Neither Agree nor Disagree (3)	Somewhat Agree (4)	Strongly Agree (5)	MEAN Score
16%	18%	37%	23%	5%	<b>2.83</b>
Overall UI Score (Great Colleges to Work for Data 2021)				46%	

<b>Q14: Our annual review process accurately measures my job performance</b>					
Strongly Disagree (1)	Somewhat Disagree (2)	Neither Agree nor Disagree (3)	Somewhat Agree (4)	Strongly Agree (5)	MEAN Score
12%	15%	29%	31%	12%	<b>3.16</b>
Overall UI Score (Great Colleges to Work for Data 2021)				56%	

<b>Q15: How satisfied or dissatisfied are you with the professional development opportunities (including support for conferences, trainings, or workshops) that are available to you at the university?</b>					
Extremely Dissatisfied (1)	Somewhat Dissatisfied (2)	Neither Satisfied nor Dissatisfied (3)	Somewhat Satisfied (4)	Extremely Satisfied (5)	MEAN Score
7%	19%	20%	39%	14%	<b>3.34</b>

<b>Q16: How satisfied or dissatisfied are you with the level of job security provided to you by the university?</b>					
Extremely Dissatisfied (1)	Somewhat Dissatisfied (2)	Neither Satisfied nor Dissatisfied (3)	Somewhat Satisfied (4)	Extremely Satisfied (5)	MEAN Score
11%	26%	17%	30%	16%	<b>3.14</b>

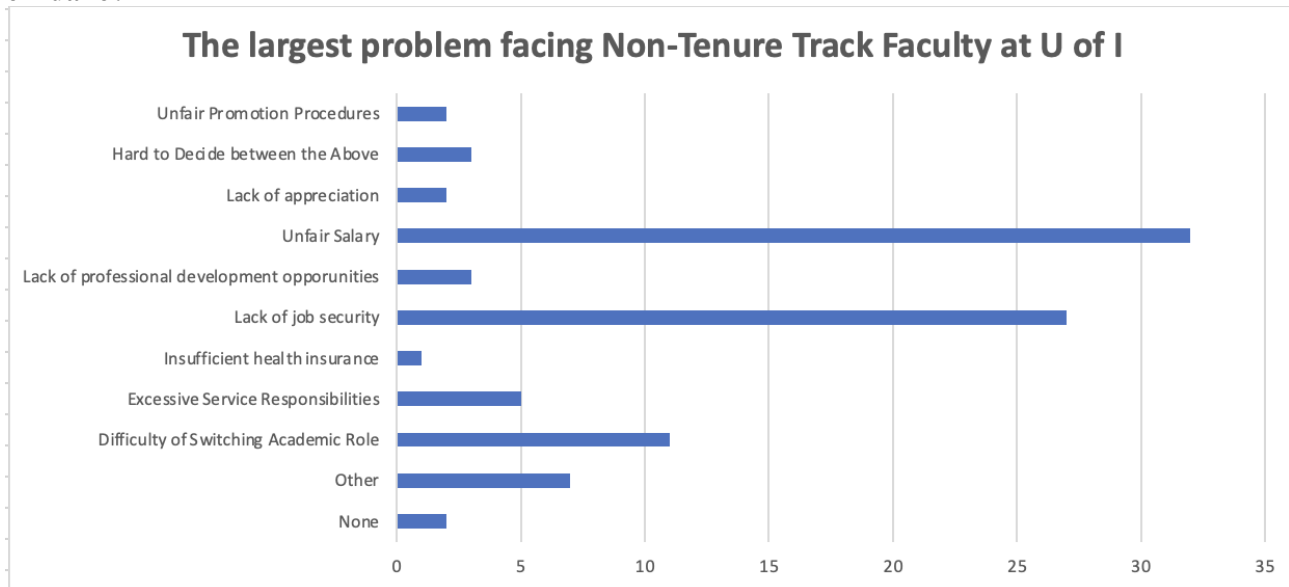
**Q17: How satisfied or dissatisfied are you with the health insurance package provided to you by the university?**

Extremely Dissatisfied (1)	Somewhat Dissatisfied (2)	Neither Satisfied nor Dissatisfied (3)	Somewhat Satisfied (4)	Extremely Satisfied (5)	MEAN Score
4%	10%	15%	45%	26%	3.78

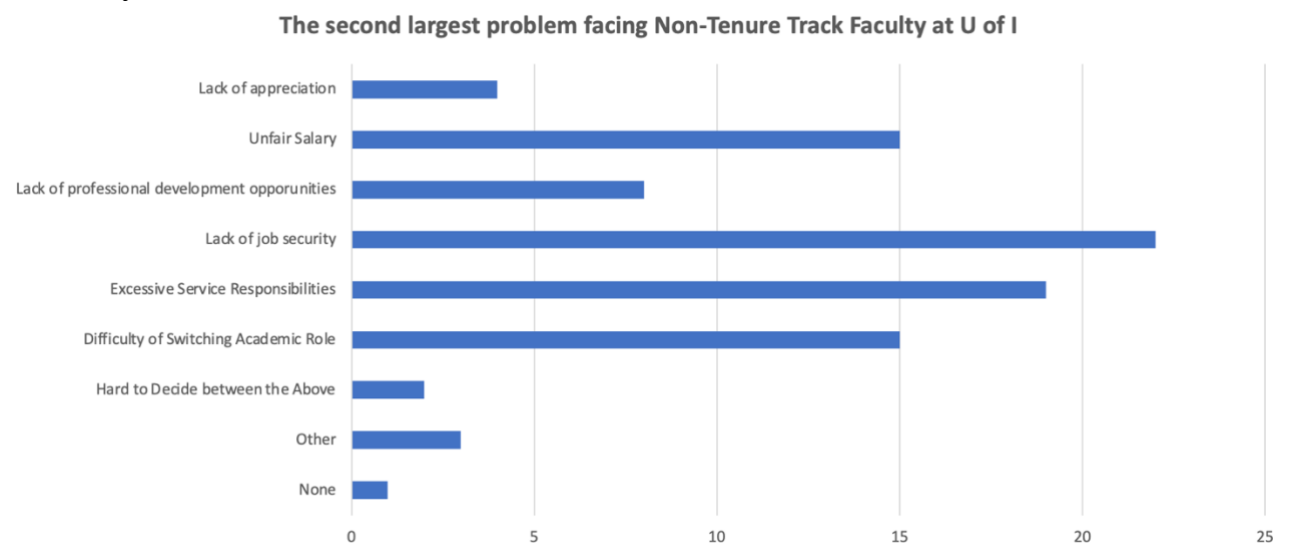
**Q18: How satisfied or dissatisfied are you with your prospects of furthering your career in a different academic role at the university (for example: as Instructor instead of Lecturer)?**

Extremely Dissatisfied (1)	Somewhat Dissatisfied (2)	Neither Satisfied nor Dissatisfied (3)	Somewhat Satisfied (4)	Extremely Satisfied (5)	MEAN Score
20%	15%	44%	15%	5%	2.71

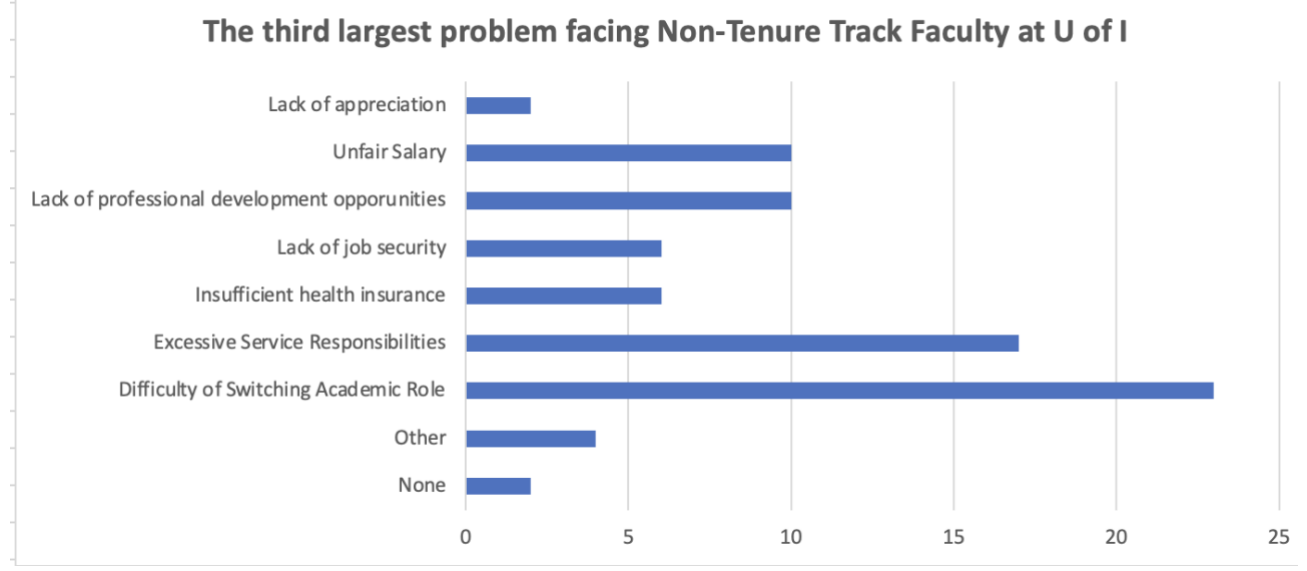
**Q19: Which of the following is the largest problem facing Non-Tenure Track Faculty at the University of Idaho?**



**Q20: Which of the following is the second largest problem facing Non-Tenure Track Faculty at the University of Idaho?**



**Q21: Which of the following is the third largest problem facing Non-Tenure Track Faculty at the University of Idaho?**





**2022 – 2023 Faculty Senate – Pending Approval**  
**Meeting # 20**

Approved at Mtg. #21  
February 28, 2023

Tuesday, February 21, 2023, 3:30 pm – 5:00 pm  
Zoom only

**Present:** Chapman (Vice Chair), Fairley, Fuerst, Gauthier, Haltinner, Hickman, Hoffmann, Hunter, Justwan, KaraLin, Torrey Lawrence, Long, Mittelstaedt, Murphy, Pfeifer, Quinnett (Chair), Raney, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Schwarzlaender, Silsby, Thorne, Tibbals, Wargo, Walsh  
**Absent:** Kindall, Kolok, Murphy

**Also present:** Madison Powell (proxy for Ahmadzadeh, excused)

**Guests/Speakers:** Matthew Bernards, Karla Eitel, Sydney Freeman, Colin Mannex, Janis Johnson

**Call to Order:** Chair Quinnett called the meeting to order at 3:32 pm.

**Approval of Minutes (vote):**

The minutes of the 2022-23 Meeting #19 February 14, 2023 were approved as distributed.

**Chair's Report:**

- Our Shared Success Stories – KaraLin Reynolds, ASUI Student Representative. ASUI Student Representative KaraLin Reynolds described some of the efforts ASUI is presently engaged with, such as: preparing food boxes for the Food Pantry and helping make the process easier for transfer students. ASUI Senate is also working on making sure all student voices on campus are heard and recognized. KaraLin is excited to be part of ASUI and happy to be working with senate. Next week, there will be a food drive at the ICCU Arena, accepting donation between 5pm and 6:30pm.
- The Student Emergency Fund (in CLASS) helps students who are going through unexpected circumstances. <https://www.uidaho.edu/class/student-life/emergency-fund> . If anyone is aware of other colleges' emergency funds, please feel free to share. The Bruce & Kathy Pitman Emergency Fund is also available: <https://www.uidaho.edu/student-affairs/dean-of-students/bruce-kathy-pitman-emergency-fund>

**Provost Report:**

- As of now, there are no updates on the legislative process. Higher ed topics are still in committees. We'll keep you updated.
- Black History Month: event today at 6pm at the Pitman Center International Ballroom. It's a panel discussion named "Elevate Black Voices."
- Annual evaluations are due March 1.
- The search for the new dean of CBE is well underway. We selected three finalists from an excellent pool of applicants. Campus visits will take place this Friday and next week on Monday and Wednesday. Everyone is encouraged to attend the open sessions and provide feedback.

Feedback will be collected until March 7. <https://www.uidaho.edu/provost/administrative-searches/cbe-dean>

Discussion:

Some senators heard on the news that the state allocated one million for extra security at the U of I. Have these funds been allocated? The Provost reported that there was strong support for this allocation. Most of these funds will go to pay for the Idaho State Police, who were here for part of November and December, so that those bills do not fall entirely on Moscow or the university. [From the chat: \$1M security request unanimously approved by JFAC, but not yet through the full legislature.]

**Committee Reports:**

- University Curriculum Committee (vote)
    - UCC 500 Nuclear Safeguards and Security – Matthew Bernards, Director, Chemical and Biological Engineering. Attach. #2
- This new graduate certificate has been in the making for almost five years. It is an inter-university certificate with ISU and BSU to provide faculty expertise needed to cover the courses. We worked in close collaboration with INL through CAES. The curriculum is based on the recommended curriculum by the International Atomic Energy Agency (IAEA). We worked with Vice Provost Gorzelsky and her predecessor.

Discussion:

A senator asked whether the certificate can be completed here, even though there are only three credits of UI material. Isn't there a regulation in the catalog that would prevent students from completing the certificate on our campus? Matthew Bernards did not recall UCC raising this issue. Lindsey Brown and Gwen Gorzelsky joined the discussion and reported that a new regulation about the number of credits passed Graduate Council and is moving forward.

A senator noted that the UI coursework consists of three credits in NE 513, Nuclear Security Science. If the UI is a minor player in this project and an issue comes up, is there a conflict management plan? Vice Provost Gorzelsky responded that a MOU among the three universities is in preparation at the Vice Provost level. The MOU stipulates that an advisory group of faculty, (one for each campus), will coordinate the curriculum. There will be agreements in place concerning the number and frequency of course offerings for each campus. The entire certificate is an asynchronous online program offered through the Online Idaho platform.

Typically, certificates are elective-based. Is there a mechanism to add courses? Are there plans to expand in the future? Matthew Bernards responded that any request for expansion would go to the panel of faculty members. They based the curriculum on the IAEA training guidance and thus their priority was to make sure that all the recommended topics are represented within the four courses. A new course would have to be evaluated before being added to the certificate.

Are there benefits for the university from being closely tied to IAEA? Matthew Bernards responded that there has been no attempt to have the curriculum recognized by IAEA, but that was one of the motivations for using their guidance. The curriculum is consistent with the type of workforce they wish to prepare for INL and, more generally,

the nuclear industry. Vice Provost Gorzelsky added that there is a provision in the MOU for the Vice Provost to work with the program advisors. She added that it is not unusual for a certificate to be a pre-established set of courses rather than allowing choices from a large list of electives.

Chair Quinnett did not remember seeing the new regulation (that would allow students to complete the certificate at U of I) at Graduate Council. After some discussion, it was decided to vote on this item provisionally, pending approval from Graduate Council. Vote: 21/23 in favor; 2/23 opposed. Motion passes (provisionally).

- UCC 331 Environmental Education and Science Communication Academic Certificate – Karla Eitel, Director, McCall Outdoor Science School. Attach. #3
- UCC 226 Natural Resources (MNR) – Karla Eitel, Director, McCall Outdoor Science School. Attach. #4

These two items will be grouped together. The reason why they are coming to senate is the addition of McCall as a location.

Vote (on both UCC 331 and UCC 226): 25/25 in favor. Motion passes.

#### Other Announcements and Communications:

- Clusterluck Documentary 2/28– Sydney Freeman, Leadership & Counseling, Kristin Haltinner, Culture, Society & Justice, Janis Johnson, English/Africana Studies, Colin Mannex, Executive Director of the Kenworthy Performing Arts Center. Attach. #5  
Kristin displayed a table presenting the racial demographics of Idaho, the racial demographics of the UG student body, of UI staff, of UI faculty and of graduates. Things to note: Cells highlighted in yellow indicate places where a relevant population is underrepresented per Idaho state demographics; Cells highlighted in green indicate groups of students that disproportionately drop out/leave UI and don't graduate. We have some (often informally collected) information on why this is – sometimes it's external factors (family obligations disproportionately impact Latina women) but more often it's a sense of a lack of community, support, and mentorship at UI (especially in the face of experiencing blatant and implicit bias); Increasing the presence of faculty and staff of color will improve retention for students of color among other intellectual benefits for UI. Data broken down by college are also available - but some counts are too small to share. (All this data is available to anyone via institutional research and data dashboards.) <https://www.uidaho.edu/provost/ir/institutional-data/visual-analytics-dashboards>  
Janis spoke about the dedicated position in Africana studies they are asking from CLASS. Black students must see themselves in the curriculum and have the option to learn from Black professors, especially in Africana Studies. Africana Studies with a Black director is necessary for both the recruitment and success of Black students, in particular, and all students in general. We are not suggesting to hire someone because they are Black, we are saying that we need more Black faculty and, in particular, one with Black Studies expertise.  
Sydney had conversations with President Green about the importance of strengthening the Africana Studies program. The film "Clusterluck" shows ways to attract more diversity to an institution. The film will be shown on February 28 at 7pm at the Kenworthy Performing Arts Center. The intent is to connect the Moscow community with the university. Sidney showed a short video about the upcoming documentary.  
Colin emphasized the importance of community support for cluster hires. He hopes to see many at the Kenworthy on Feb. 28.

Discussion:

What does “cluster hire” mean in the present context? Sidney Freeman responded that cluster hires are something we do to address and solve a problem – say, climate change. To that end, we look for the best experts you can find to tackle that problem. Of course, there are different kinds of cluster hires. For instance, at the University of California, they regroup cluster hires by important themes.

Many thanks to our guests from Chair Quinnett and everyone!

- Admissions Criteria Discussion. The secretary provided a brief history of the matter. Currently we are under a Covid emergency action that covers the 2023-24 admission cycle. That was a continuation from the previous year and was signed by president Green last April. The text of the emergency action is in the binder. This spring, we need to decide whether we want to go back to requiring ACT, SAT scores for admissions or to drop the requirement permanently.

Discussion:

The discussion revealed diverse opinions. Some would make the inclusion of standardized test scores optional. Others felt strongly that standardized tests are not representative of student success and causes inequities. Citing from the literature, ACT and SAT test requirements “*significantly decreases enrollment among minorities, low-income students, and students who attend low socioeconomic status high schools.*” (see Black et al., 2016.) These tests are well-documented to be culturally biased in content. They are also very expensive, as is test prep, and thus excludes people with low socioeconomic status (see Bussey et al., 2021).

On the other hand, concerns were expressed about potentially reducing the academic preparation of our students. Some senators suggested that the best way to proceed is to revert to our pre-Covid criteria and, in the meantime, collect available data to make a more informed decision. The Registrar added that fewer and fewer schools are requesting the test scores. She noted that high GPA is the best indicator of student success.

A straw poll was conducted for the purpose of gauging senators’ preferences.

Outcome: 1/23 votes for requiring ACT/SAT scores;

9/23 votes for studying more data before making a decision.

13/23 votes for dropping ACT/SAT.

The discussion will continue.

**Adjournment:**

Chair Quinnett called for a motion to adjourn. So moved and seconded (Chapman/Fairly). Meeting adjourned at 5:01pm.

Respectfully Submitted,

Francesca Sammaruca

Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 20

Tuesday, February 21, 2023 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #19 (February 14, 2023) **Attach. #1**
- III. Chair's Report
  - Our Shared Success Story – KaraLin Reynolds, ASUI Student Representative
- IV. Provost's Report
- V. Committee Reports
  - University Curriculum Committee (Vote)
    - UCC 500 Nuclear Safeguards and Security – Matthew Bernards, Director, Chemical and Biological Engineering **Attach. #2**
    - UCC 331 Environmental Education and Science Communication Academic Certificate – Karla Eitel, Director, McCall Outdoor Science School **Attach. #3**
    - UCC 226 Natural Resources (MNR) – Karla Eitel, Director, McCall Outdoor Science School **Attach. #4**
- VI. Other Announcements and Communications
  - Clusterluck Documentary 2/28– Sydney Freeman, Leadership & Counseling, Kristin Haltinner, Culture, Society & Justice, Colin Mannex, Executive Director Kenworthy Performing Arts Center **Attach. #5**
    - Resources:
      1. [New report says cluster hiring can lead to increased faculty diversity \(insidehighered.com\)](#)
      2. [How cluster hires can promote faculty diversity and inclusion \(opinion\) \(insidehighered.com\)](#)
      3. [clusterluck | candace n. hall \(candacenhall.com\)](#)
  - Admissions Criteria Discussion **Attach. #6**
    - Resources:
      1. <https://catalog.uidaho.edu/student-services/admission/>
      2. <https://catalog.uidaho.edu/archive/2019-2020/student-services/admission/#application%20and%20first%20year%20admission%20requirements>
      3. [Admission to the University < CourseLeaf \(uidaho.edu\)](#)
      4. [GPA and Test Scores | University of Idaho \(uidaho.edu\)](#)
      5. <https://www.washingtonexaminer.com/policy/education/largest-university-system-in-us-eliminates-standardized-testing-requirement>
      6. <https://swimswam.com/ncaa-permanently-eliminates-standardized-test-score-requirement-for-division-i-and-ii/>

7. [Opinion | Why Colleges Should Ditch the SAT—Permanently - POLITICO](#)
8. [Fall Census Overview \(uidaho.edu\)](#)
9. [ACT score college graduation rate - Google Scholar](#)

VII. New Business

VIII. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2022-2023 Faculty Senate Meeting #19 (February 14, 2023)
- **Attach. #2** UCC 500
- **Attach. #3** UCC 331
- **Attach. #4** UCC 226
- **Attach. #5** Clusterluck Documentary Resources, PPT
- **Attach. #6** Admissions Criteria Resources

**2022 – 2023 Faculty Senate – Pending Approval**

**Meeting # 19**

Tuesday, February 14, 2023, 3:30 pm – 5:00 pm

Zoom only

**Present:** Chapman (Vice Chair), Fairley, Fuerst, Gauthier, Haltinner, Hickman, Hoffmann, Hunter, Justwan, KaraLin, Kolok, Long, Mittelstaedt, Murphy, Pfeifer, Quinnett (Chair), Raney, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Schwarzlaender, Silsby, Thorne, Tibbals, Wargo

**Absent:** Kindall, Torrey Lawrence (excused), Walsh (excused)

**Also present:** Madison Powell (proxy for Ahmadzadeh)

**Guests/Speakers:** Alistair Smith, Gwen Gorzelsky

**Call to Order:** Chair Quinnett called the meeting to order at 3:32 pm.

A minute of silence was observed to honor the victims of the Michigan State University shooting, Monday, 02/13.

**Approval of Minutes (vote):**

The minutes of the 2022-23 Meeting #18 February 7, 2023 were approved as distributed.

**Consent Agenda (vote):**

- Fall 2022 Graduates. Attach. #2  
The list of the Fall 2022 Graduates was approved by unanimous consent.

**Chair's Report:**

- Our Shared Success Stories – Jaysson Pfeifer, Student Bar Association Representative. Jaysson talked about the prestigious internships to which students at U of I Law have access thanks to their professors. In his college, a measure of success is how one gives back to the community. The “food bank” is an example of community engagement, and so are the free clinics to help people who cannot pay for legal services. The “Student Success” endowment is made possible by SBA funds to help students succeed in the legal world.
- Anthology Assessment Platform Professional Training Sessions Feb 28-March 2 – Gwen Gorzelsky, Vice Provost for Academic Initiatives  
The training has both conceptual and technical components. It includes how to move data from Canvas to Anthology. The training sessions are organized in seven tracks, targeting different employees and groups. Employees who attend all workshops associated with a track earn a certificate. For more information, visit <https://www.uidaho.edu/provost/ir/assessment-evaluation/anthology-training>

**Provost Report (delivered by Gwen Gorzelsky, Vice Provost for Academic Initiatives):**

- Let's get engaged with the events in celebration of Black History Month!  
<https://www.lib.uidaho.edu/blackhistory/>  
<https://www.uidaho.edu/diversity/edu/oma/events/black-history>

- The Provost is looking into the concerns about the sabbatical leave policy brought up at last week meeting.
- North Idaho College (NIC) is at risk of losing its accreditation. We are monitoring the situation as it unfolds. The U of I is supporting NIC and taking action to help.

Discussion:

Some senators are concerned about the absence of an official response. Does U of I have a standard response for this kind of situations? There is a lot of silence, particularly from the side of those individuals/entities who should be the most vocal. What about a press release? Gwen Gorzelsky replied that the U of I focus is presently on monitoring and offering support to NIC. She will convey these thoughts to Provost Lawrence upon his return.

Another senator suggested to invite to senate Dr. Andrew Field, CEO of UI Coeur d'Alene. Chair Quinnett will reach out.

**Committee Reports:**

- University Curriculum Committee (vote)
  - UCC 232 Geography (MS) - Alistair Smith, Department Chair, Earth and Spatial Sciences. Attach. #3  
This proposal involves changing the non-thesis component of an existing program from face-to-face to online delivery (not the entire major). The non-thesis component will be available for online delivery. This change will enable persons currently employed to take the non-thesis option remotely without having to leave their current employment. This will enhance the students' learning experience by providing access to a degree without the financial burden of having to relocate or suspend active employment. The student learning outcomes are the same for students in the face-to-face and online modalities.  
Discussion:  
A senator noted that Coeur d'Alene needs to be dropped from the Geographical Area Availability list – friendly amendment.  
Vote: 23/24 in favor; 1/24 opposed. Motion (with friendly amendment) passes.
  - UCC 486 Climate Change and Solutions (BS) – Alistair Smith, Department Chair, Earth and Spatial Sciences. Attach. #4  
The recent passage of H.R. 5376 at the federal level invests considerable resources towards addressing national challenges related to climate change. These investments will need institutions of higher education to keep pace and develop new degrees that can provide the skills necessary to engage and empower our state and national workforce to meet these goals. To meet this demand, universities across the nation have begun to offer B.S. degrees focused on climate science change and solutions. A graduate from the proposed B.S. in Climate Change and Solutions will have strong science foundations with an exposure to real-world climate mitigation solutions. The degree has a strong quantitative emphasis. No new physical resources are requested. All the courses taught within the Department of Earth and Spatial Sciences have capacity to incorporate the new majors. The Department of Earth and Spatial Science has 16 instructional faculty and one staff support member. The Department has also sufficient facilities, such as research labs and classrooms. The degree will be administered out of Earth and Spatial Sciences, where a majority of the UI climate science courses are taught, but climate science courses are distributed across the university, which



minimizes the impact on any specific department. There are also two new faculty members who are contributing to the core curriculum. This will enable to absorb new majors or future new course offerings to support this new degree.

Vote: 24/25 in favor; 1/25 against. Motion passes.

- UCC 79 Culturally Responsive Pedagogy and Universal Design for Learning Academic Certificate. Attach. #5

This proposal is to add more options to the menu of electives students can pick six credit hours from. No added workload. UI course catalog has been updated over the last few years, so we want to update the menu of possible electives to choose from for this certificate.

Discussion:

This is a routine curricular change (group A). As such, it does not need senate approval. Per **FSH 4120 E-1.c.** “ *If approved by the UCC, the UCC Secretary shall send the proposal to the Office of the Registrar for implementation after a waiting period of at least seven days, provided that the UCC Secretary has not received a valid petition signed by at least five faculty members requesting Faculty Senate review.*”

**Other Policy Business (vote):**

- FSH 6920 University Library – Ben Hunter, Dean, Library Attach. #6  
Comprehensive review. Revised to remove Library operations information, which will continue to reside on the Library website. Language clarified in C-2.  
Vote: 23/24 in favor; 1/24 opposed. Motion passes.

**Other Announcements and Communications:**

- Non-Tenure Track Faculty Subcommittee Update. Florian Justwan, Politics and Philosophy, shared a summary of the results from the Non-Tenure Track (NTT) Faculty Climate Survey. Responses indicate that NTT faculty: overall, do feel supported by the colleagues in their department; are fairly content with the support received from their colleges; are satisfied with the health insurance package provided by the university; do not feel well supported by the university’s upper administration. Other areas of concern are: prospects for career advancement; accuracy of the annual review process; proper recognition for the work done and for excellent performance. Opportunities for professional development (e.g. travel to conferences) is not among the most serious concerns. The first and second largest problems facing NTT faculty at U of I are low salary and lack of job security, followed by the difficulty of switching academic role.

Discussion:

Some senators suggested to collect external data to back up the survey. Information about the rate at which NTT faculty leave the university would also be useful.

The discussion moved to the job security concerns and the one-year contracts given to NTT faculty at U of I. Per **FSH 3080 D-2. Exempt Employees** “...A contract for a fixed term of employment may not exceed one year without prior approval by the Regents...” However, a senator noted, State Board policy allows for up to three-year contracts. **From Human Resources Policies and Procedures II.G.b. Term of Appointment** - *All non-tenure faculty employees have fixed terms of employment. Except as provided herein, no contract of employment with such an employee may exceed one (1) year. The institutions may implement policies allowing for multi-year contracts for certain classifications of non-tenure track faculty members. Such policies*

*must include, at a minimum, the following requirements: (1) no contract of appointment may exceed three (3) years without prior Board approval; (2) all multi-year employment contracts shall be approved in writing by the institution's Chief Executive Officer or designee; and (3) all multi-year contracts must be reported to the Board at the next regular meeting. ..."*

<https://boardofed.idaho.gov/board-policies-rules/board-policies/human-resources-policies-section-ii/policies-regarding-faculty-institutional-faculty-only-ii-g/> Aligning our policy with SB policy would be an important step towards mitigating one of the two most serious concerns expressed by NTT faculty.

Chair Quinnett solicited ideas that could be applied immediately to improve the climate and reduce these concerns. Suggestions include: give everyone the same rights; allow NTT faculty with professorial rank to participate in P&T committees and mentor graduate students. The latter may be something to discuss with COGS.

We can take immediate action by offering a helping hand to our NTT colleagues, promoting advocacy, and raise awareness.

Many thanks to Florian and the task force!

**New Business:**

- It's time to reconsider whether SAT/ACT scores should be part of U of I admission requirements. Presently, we are under the emergency action signed by President Green April 2022, which covers Fall 2023 and Spring 2024 admissions. We can either do nothing and let things revert to their original status or plan to work on a new policy to permanently drop the standardized test requirements. We'll start this discussion next week.
- A senator wishes to revisit the issue of the technology hardware procurement (APM 30.16). Chair Quinnett replied that a working group is meeting weekly to propose revisions to the policy.

**Adjournment:**

The agenda being completed, Chair Quinnett adjourned the meeting at 4:57pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

# 500: NUCLEAR SAFEGUARDS AND SECURITY

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## In Workflow

1. 468 Chair (icharit@uidaho.edu)
2. 08 Curriculum Committee Chair (colberg@uidaho.edu)
3. 08 Dean (long@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
5. Assessment (sara@uidaho.edu)
6. Curriculum Review (V00814390@uidaho.edu)
7. Degree Audit Review (rfrost@uidaho.edu)
8. Graduate Council Chair (slthomas@uidaho.edu)
9. Registrar's Office (none)
10. Ready for UCC (disable)
11. UCC (none)
12. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
13. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Fri, 04 Nov 2022 18:11:16 GMT  
Indrajit Charit (icharit): Approved for 468 Chair
2. Wed, 07 Dec 2022 18:22:07 GMT  
Patricia Colberg (colberg): Approved for 08 Curriculum Committee Chair
3. Thu, 08 Dec 2022 19:30:38 GMT  
Suzanna Long (long): Approved for 08 Dean
4. Fri, 16 Dec 2022 20:56:46 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
5. Fri, 16 Dec 2022 21:31:07 GMT  
Sara Mahuron (sara): Approved for Assessment
6. Wed, 11 Jan 2023 22:25:19 GMT  
Dwayne Hubbard (dhubbard): Approved for Curriculum Review
7. Thu, 12 Jan 2023 19:39:11 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
8. Wed, 01 Feb 2023 16:48:55 GMT  
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
9. Tue, 07 Feb 2023 15:31:06 GMT  
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
10. Thu, 09 Feb 2023 20:40:43 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
11. Wed, 15 Feb 2023 20:55:14 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

## New Program Proposal

Date Submitted: Fri, 04 Nov 2022 17:40:23 GMT

**Viewing: 500 : Nuclear Safeguards and Security**

**Last edit: Thu, 12 Jan 2023 19:43:29 GMT**

Changes proposed by: Matthew Bernards

### Faculty Contact

Faculty Name	Faculty Email
Matthew Bernards	mbernards@uidaho.edu

Will this request have a fiscal impact of \$250K or greater?

No

### Academic Level

Graduate

**College**

Engineering

**Department/Unit:**

Nuclear Engineering and Industrial Mgmt

**Effective Catalog Year**

2023-2024

**Program Title**

Nuclear Safeguards and Security

**Degree Type**

Certificate

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

**Program Credits**

12

**Attach Program Change**

Proposal\_Form-Academic\_Certificate UI Final.docx  
Budget-Proposal-Form Final.xlsx  
2020 Market Demand Study.pdf  
IAEA Nuclear Security Educational Program Guidance 12.pdf  
2022 Market Demand Study.pdf

**CIP Code**

14.2301 - Nuclear Engineering.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

Yes

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

**Financial Information**

**What is the financial impact of the request?**

Less than \$250,000 per FY

**Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form**

**Discribe the financial impact**

Minimal financial impact is expected as this course draws upon existing faculty.

**Curriculum:**

This fully online graduate certificate is not intended to modify or replace any existing program, and instead will offer students the opportunity to focus their education on a growing workforce need within the United States. The certificate will be tied to the Nuclear Engineering and Industrial Management Department at the University of Idaho (UI), the Nuclear Engineering Department at Idaho State University (ISU), and the School of Public Policy at Boise State University (BSU). All courses are asynchronous and online, and will be available through Online Idaho.

Code	Title	Hours
NE 513	Nuclear Security Science	3
BSU Coursework		6
	PUBADM 555 Security Regulation & Policy for Nuclear, Radiation & Cyber-related Risk	
	CS 581 Cyber Security for the Nuclear Industry	
ISU Coursework		3
	NE 4488/5588 Nonproliferation and Safeguards	
<b>Total Hours</b>		<b>12</b>

### Courses to total 12 credits for this certificate

Course Title and Descriptions:

**ISU - NE 4488 / 5588, Nonproliferation and Nuclear Safeguards** (3 credits lecture); Offered every other Spring in even years (Spring 2024)

Course Description: <https://coursecat.isu.edu/graduate/allcourses/ne/> ([https://urldefense.com/v3/\\_\\_https://coursecat.isu.edu/graduate/allcourses/ne/\\_\\_;!!JYXjzlvb!mtGPhnZCNL-oFD3HpKPN4GjfmqPQp1e2WbzTCeYQDfICl2pI129X1375BlvJFfOE0ZXSz8-1dJpsZQ7Ke\\_S\\$/](https://urldefense.com/v3/__https://coursecat.isu.edu/graduate/allcourses/ne/__;!!JYXjzlvb!mtGPhnZCNL-oFD3HpKPN4GjfmqPQp1e2WbzTCeYQDfICl2pI129X1375BlvJFfOE0ZXSz8-1dJpsZQ7Ke_S$/))

Note: BSU links for courses below will updated when available late spring 2023.

**BSU - PUBADM 555 Security Regulation and Policy for Nuclear, Radiation and Cyber-related Risk** (3 credits lecture); Offered every other Spring in odd years (Spring 2025)

Course Description: This regulation and policy course examines nuclear-radiation security, including cyber-nuclear risk, with an emphasis on the civilian sector. Topics cover: historical developments and relationships across nuclear security, safety and safeguards;

national and international legal frameworks; organizations; transport and import/export; cooperation; culture and management.

**BSU - CS581 Cybersecurity for Nuclear Industry** (3 credits lecture); Offered every other Fall in even years (Fall 2024)

Course Description: A balance of theoretical and practical knowledge of cyber and information security as it pertains to computing, networking, and electronic communication systems for the nuclear industry. Practical exercises (sometimes in teams) support the theoretical content of the lectures. Examples will be drawn from the nuclear industry.

**UI - NE 513 Nuclear Security Science** (3 credits lecture); Offered every other Fall in odd years (Fall 2023)

Course Description: An engineering course on threat and risk informed nuclear security covering topics including: physical protection, facility characterization, consequence analysis, access control/delay, insider threats, security culture, transportation security, radiological crime scene, and nuclear forensics. PRE-or-COREQ: BS in Science or Engineering or permission of instructor.

## Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

**Can 50% or more of the curricular requirements of this program be completed via distance education?**

Yes

**If Yes, can 100% of the curricular requirements of this program be completed via distance education?**

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.

## Geographical Area Availability

**In which of the following geographical areas can this program be completed in person?**

Online Only

## Student Learning Outcomes

**List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.**

Students completing this program should be able to demonstrate the following nuclear safeguards and security learning objectives:

1. Develop a design basis threat and security plan for a nuclear facility.
2. Discuss and select the elements of a physical protection system.
3. Develop components of a broader community-based nuclear security plan.
4. Recall and provide practical examples of cyber and information security .
5. Use computer and communication security measures.

6. Apply various security techniques (e.g. authentication, access control, threat analysis, intrusion detection, etc.).
7. Possess a fundamental understanding of nuclear energy and the nuclear fuel cycle.
8. Possess a fundamental understanding of radiation detection methods and instrumentation and radiation safety.
9. Possess an understanding of nuclear material accountability and inventory control.
10. Possess an understanding of nuclear forensic techniques.
11. Develop an advanced understanding of how the security of nuclear technology, related material and associated cyber-risk are overseen and managed at the governmental level.
12. Know the key elements of international and national legal frameworks, nuclear security system, and actors/organizations.
13. Recognize the importance of human factors in nuclear security, including the security culture and insider threats.
14. Be aware of the threats posed by nuclear/radioactive materials and cyber-risks out of regulatory controls as well as knowledge of the regulatory environment to address them.
15. Understand the limits and applicability of policy and regulation for nuclear security and cyber risk.

**Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.**

Program evaluation and assessment to evaluate student learning outcomes will be multi-faceted and will be based on best practices. Program success hinges on factors such as a) student recruitment and participation; b) instructor engagement and commitment to student learning; c) course module and program accessibility for different learning styles; d) quality of course materials and applicability to workforce development gaps as identified; and e) student completion of certificate program and career trajectory, among others.

**How will you ensure that the assessment findings will be used to improve the program?**

The academic partners will employ a retrospective program assessment to account for student learning outcomes, quality of course materials, and alignment with workforce needs, particularly in the State of Idaho. Additionally, the academic partners will leverage current assessment tools as defined by their universities so as to align with education requirements and objectives for each university and the State. Each course will also be assessed as part of the home department's institutional accreditation process per the established university procedures. These assessments will then be used by course developers and partners to augment, enhance, and alter courses to ensure student learning outcomes as defined by the certificate program partners.

**What direct and indirect measures will be used to assess student learning?**

Each course will identify specific direct measures for the student outcomes associated with that course. These measures will be reviewed annually by the academic partners.

**When will assessment activities occur and at what frequency?**

Each course will identify specific direct measures for the student outcomes associated with that course. These measures will be reviewed annually by the academic partners.

## Student Learning Outcomes

### Learning Objectives

Specific learning outcomes for each course are identified in the attached course syllabi.

**Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.**

This request relates to the creation of a new Graduate certificate program in Nuclear Safeguards and Security. This program is not intended to modify or replace any existing program, and instead will offer students the opportunity to focus their education on a growing workforce need within the United States. The certificate will be tied to the Nuclear Engineering and Industrial Management department at the University of Idaho, the Nuclear Engineering department at Idaho State University, and the Public Policy School at Boise State University. Since the courses already exist, there should be no added workload on the contributing departments.

There is a need for highly qualified experts in nuclear security and safeguards. Jobs in power production, medicine, industrial use, and the military require specialized training to protect against malicious acts with nuclear and radioactive material, including activity through cyber channels. Changes through workforce attrition as well as rapidly evolving technology impact a country's level of readiness for nuclear and radiation-related security and safeguards. In line with this context, the Center for Advanced Energy Studies, including all collaborator institutions, have partnered to offer students and professionals the opportunity to develop unique cross-disciplinary knowledge and expertise. Such training will enhance students' and professionals' performance in careers requiring in-depth understanding of policy and engineering challenges in safeguarding and securing nuclear material and technology.

### Supporting Documents

UI Course Nuclear Security Science.pdf  
 BSU Course Security Regulation and Policy.pdf  
 BSU Course Cybersecurity (UW).pdf  
 ISU Course Safeguards.pdf

### Reviewer Comments

**Linda Lundgren (lindalundgren) (Thu, 15 Dec 2022 16:53:02 GMT):** Statewide responsibility changed to "no".

**Linda Lundgren (lindalundgren) (Thu, 15 Dec 2022 17:16:30 GMT):** The link to ISU course: NE 4488 / 5588, Nonproliferation and Nuclear Safeguards Course added. <https://coursecat.isu.edu/graduate/allcourses/ne/> BSU links for courses will updated when available late spring 2023.

**Sara Mahuron (sara) (Fri, 16 Dec 2022 21:31:06 GMT):** reviewed assessment section. Section complete.

**Rebecca Frost (rfrost) (Thu, 12 Jan 2023 19:38:56 GMT):** Adjusted curriculum to better fit with catalog formatting as well as an adjustment to the description.

Key: 500

Institutional Tracking No. \_\_\_\_\_

## Idaho State Board of Education

### Proposal for Academic Degree and Certificate Program

Date of Proposal Submission:	
Institution Submitting Proposal:	University of Idaho, Boise State University, Idaho State University
Name of College, School, or Division:	
Name of Department(s) or Area(s):	

Official Name of the Program:	Nuclear Safeguards and Security Joint Certificate		
Implementation Date:	Fall 2023		
Degree Information:	Degree Level: Graduate	Degree Type: Certificate	
CIP code (consult IR /Registrar):			
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	100% on-line, with potential for hybrid offering. The optional INL module is in person.		
Geographical Delivery:	Location(s)	Virtually, Idaho Falls	Region(s) All
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	Self-Support fee	Professional Fee	Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	Regional Responsibility	Statewide Responsibility	

**Indicate whether this request is either of the following:**

- |   |  |
|---|--|
| <input type="checkbox"/> New Degree Program<br><br><input checked="" type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more)<br><br><input type="checkbox"/> Expansion of Existing Program | <input type="checkbox"/> Consolidation of Existing Program<br><br><input type="checkbox"/> New Off-Campus Instructional Program<br><br><input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |
|---|--|

College Dean (Institution)	Date
Graduate Dean or other official (Institution; as applicable)	Date
FVP/Chief Fiscal Officer (Institution)	Date
Provost/VP for Instruction (Institution)	Date
President	Date

Vice President for Research (Institution; as applicable)	Date
Academic Affairs Program Manager, OSBE	Date
Chief Financial Officer, OSBE	Date
Chief Academic Officer, OSBE	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. All questions must be answered.

## **Rationale for Creation or Modification of the Program**

**1. Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

This request relates to the creation of a new Graduate certificate program in Nuclear Safeguards and Security. This program is not intended to modify or replace any existing program, and instead will offer students the opportunity to focus their education on a growing workforce need within the United States. The certificate will be tied to the Nuclear Engineering and Industrial Management department at the University of Idaho, the Nuclear Engineering department at Idaho State University, and the Public Policy School at Boise State University.

**2. Need for the Program.** Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

**a. Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

There is a need for highly qualified experts in nuclear security and safeguards. Jobs in power production, medicine, industrial use, and the military require specialized training to protect against malicious acts with nuclear and radioactive material, including activity through cyber channels. Changes through workforce attrition as well as rapidly evolving technology impact a country's level of readiness for nuclear and radiation-related security and safeguards. In line with this context, the Center for Advanced Energy Studies, including all collaborator institutions, have partnered to offer students and professionals the opportunity to develop unique cross-disciplinary knowledge and expertise. Such training will enhance students' and professionals' performance in careers requiring in-depth understanding of policy and engineering challenges in safeguarding and securing nuclear material and technology.

A market analysis was completed by Boise State University in 2020, and later was updated in 2022. The market analysis focused on job opportunities with:

- **Job titles:** "Nuclear Engineers", "Nuclear Security Officers", and "Nuclear Propulsion Officers"
- **Job codes:** "Architecture and Engineering", "Protective Service", and "Military",
- **Hard skills (has any):** "Nuclear Criticality Safety" and "Nuclear Safety"
- **Minimum experience required:** "Any"
- **Education level:** "Bachelors" or "Masters"
- **Original time period:** January 2017- May 2020.

- **Location:** United States.

The market analysis results are included in the Appendix material. Notes: The months of the studies are different. In terms of notable change, unique job postings in ID, OR, and WA increased from 240 unique jobs in 2020 to 391 from July 2021-July 2022. The market analyses were completed for jobs that require or prefer a bachelor's or master's degree. When the job posting analytics report for the U.S. was updated, the same parameters were used, but did not include an Education Level (which then includes all jobs regardless of the degree requirement - see 2022 Nuclear Security US Job Posting Analytics report. Since 2020, there has been a national net gain of ~1,100 jobs relating to the three professions selected.

**b. Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

The most likely source of students expected to enroll in the program are full-time students already enrolled at one of the partner institutions. Student demand/interest in this educational opportunity is best exemplified by existing enrollment in one of the courses of the certificate, ISU's "NE 4488/ 5588 Nonproliferation and Nuclear Safeguards." Twelve students enrolled when the course was first offered in spring 2021, providing excellent feedback and support for the course (see below).

**(22) What did you like best about this course?**

- The review of enrichment and reprocessing methods was enjoyable and so was the study of Rakkasho, the NPT and India's peaceful nuclear explosion.
- I liked the stories and examples you gave in class. I think it really helped my understanding of the course material.
- The practical applications to what the current nonproliferation outlook in the world is allowed me to appreciate the subject matter.
- I really enjoyed the various topics and how well they actually weaved together towards their conclusions. The topic I enjoyed the most over the semester was the historical topics surround the NPT, Plowshare, and pyroprocessing.
- Resources that I would not normally be aware of were supplied in abundance. The course was informative in many ways. Dr Pope is a good speaker - his lectures are clear and often entertaining. Class is never boring.

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**(23) Describe any specific changes that could be made to improve student learning.**

- Overall really nothing, but there could be additional historical information surrounding Aquarius reprocessing.
- Guest speakers who specialize in non-proliferation and deterrence would be a most welcome addition. A lab component that focuses on using nuclear measurement instruments to identify and evaluate potential SNM sources. Perhaps have projects that utilize relevant software (MCNP, Microshield, etc.)?
- I would like more history material to be included in the class, it's not a history class but it's always interesting to learn what has been done and how. This could include the way non-proliferation policies around the world have changed, or how the world has reacted to the times nuclear technology has 'proliferated'.  
More analysis studies like the Rakkasho.  
In retrospective it feels like we spent quite some time in pyroprocessing and computed tomography, which are interesting subjects, but could have been covered slightly quicker.
- Homework assignments that pushed me to do a lot of heavy research were very beneficial in this course. Nonproliferation requires quite a bit of knowledge of a lot of different technologies and an understanding of the political outlook in the world. I would have liked to spend a little bit more time in aqueous reprocessing overview, and this would be a class where guests from different sections of the business would be very beneficial. Overall, this class was very interesting, and I would recommend it to people in the future. Thank you!

Additional sources of students are part-time, distance learning students from Idaho National Laboratory (INL), Pacific Northwest National Laboratory (PNNL), members of the military, policy staff in Washington that need to understand this topic, and other professionals who are interested in furthering their education and formalizing their professional experience with a certificate. Preliminary outreach within INL indicates that the universities can expect an additional 3-4 enrollees per year from

INL.

**c. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

Preventing, detecting, and responding to theft, sabotage, unauthorized access, illegal transfer, or other malicious acts involving nuclear material, other radioactive substances, or their associated facilities are of paramount importance to our nation and the world. Nuclear material, whether from nuclear reactors, fuel cycle facilities, or spent fuel storage and disposal facilities will require a well-trained workforce not only in physical protection but also from cyber-attacks, practical and theoretical knowledge of detection techniques and strategies as well as understanding national and international nuclear security policies. This is critical for maintaining nuclear energy sources as part of our national energy plan.

### **3. Program Prioritization**

Is the proposed new program a result of program prioritization?

Yes \_\_\_\_\_ No  X

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

Not Applicable.

### **4. Credit for Prior Learning**

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not Applicable.

### **5. Affordability Opportunities**

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

The program courses will be provided through online delivery methods, namely Online Idaho. After the initial offering of courses, the certificate may be offered asynchronously, which will help reduce costs and optimize timelines for interested students. The courses require minimal purchased materials, limited to appropriate textbooks where necessary.

**Enrollments and Graduates**

**6. 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 for the most past four years.

There are no similar existing programs in the state at this time. Enrollment and graduation numbers are provided for the three departments/schools that will be co-hosting this certificate.

**Graduate Students**

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY19	FY20	FY21		FY19	FY20	FY21	
<b>UI</b>	<b>Nuclear Engineering and Industrial Management*</b>	118	120	100		6	4	9	
<b>BSU</b>	<b>School of Public Service**</b>	142	151	171		50	31	49	
<b>ISU</b>	<b>Nuclear Engineering</b>	36	39	43		12	8	6	

**Notes:**

*\*UI headcount is for all degree programs in the NEIM department, while the graduate numbers represent only those students from the Nuclear Engineering program.*

*\*\*BSU headcount reflects the Fall and Spring semesters, not Summer, and is reported on an academic year basis for 2019-20, 2020-21 and 2021-22. These numbers indicate students in Masters and PhD programs in the School of Public Service.*

**7. Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho higher education 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.

This program is like no other at any Idaho institution of higher education. The program employs the talent and strength of 3 public universities in Idaho in combination with expertise and an optional experiential opportunity at Idaho National Laboratory through the Center for Advanced Energy Studies (CAES), a consortium uniting the partner institutions. Four courses concentrating on nuclear security and nuclear nonproliferation at the universities will be supplemented by an optional onsite hands-on course to cement this education foundation, focusing on detection and mitigation strategies, hosted by CAES at the Idaho National Laboratory.

**8. 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: Nuclear Safeguards and Security Joint Certificate											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY23 (first year)	FY24	FY25	FY26	FY27		FY23 (first year)	FY24	FY25	FY26	FY27	
12	15	17	19	21		0	10-12	13-15	15-17	17-19	

**9. Describe the methodology for determining enrollment and graduation projections.**

Refer to information provided in Question #2 “Need for the Program” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

Initial enrollment numbers were estimated for year 1 using the student interest noted in the initial offering of the ISU course NE 4488/5588. This estimate was increased by 25% to conservatively account for enrollment from other participating universities in year 2, and then a baseline of 2 additional students were added per year to account for the demand interest expressed from INL. The importance of nuclear security and safeguards to the State reflects Idaho’s continuing leadership in advanced nuclear technology areas, including the planned installation of advanced reactors at INL over the next decade. Such developments frame new needs for the workforce, State, industry, and engagement.

Recruitment efforts involved socialization of the certificate program to potentially interested graduate students who were already participating in related degree programs such as “Nuclear Engineering,” etc. Additionally, recruitment efforts were conducted at INL by our Center for Advanced Energy Studies (CAES) colleagues who personally reached out to department managers and division directors at INL to describe the program and gauge interest in having their team members, particularly new hires, enroll in the education opportunity. It will also be marketed to those in the military, other national labs, government positions of relevance, etc. The CAES partners will support the marketing efforts.

**10. Minimum Enrollments and Graduates.**

a. What are the minimums that the program will need to meet to be continued, and what is the logical basis for those minimums?

Four students are the minimum needed to operate the program. This reflects a basic cohort of highly specialized training.

b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

No graduates in 4 years.

**11. 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.

There is no specialized accreditation body associated with Nuclear Safeguards and Security education, however, quality assurance to ensure that both student and nuclear industry needs will be met, will be

two-fold. First, all curricula associated with this certificate were cross-walked with IAEA Technical Guidance (No. 12 Educational Programme in Nuclear Security, see Appendix material) to ensure applicability and professional pertinence. Second, the program will enhance the applicability of classroom learning through professional development opportunities. These opportunities will be made available through the optional experiential learning course hosted through the Center for Advanced Energy Studies and Idaho National Laboratory, allowing students to apply their knowledge to the field outside of the university classroom. Here, students will engage with real-world issues and challenges, network and meet with researchers, practitioners, and current experts in the field, and receive information and guidance in applying for internships, fellowships, and careers through the national laboratory and other partners in the energy sector.

**12. 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 A.**

Not applicable.

**13. Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) prior to consideration and approval of the program by the State Board of Education.

Will this program lead to certification?

Yes \_\_\_\_\_ No  X

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

Not applicable.

**14. Three-Year Plan: If this is a new proposed program, is it on your institution’s approved 3-year plan?**

Yes \_\_\_\_\_ No  X

If yes, proceed to question 15. If no:

**a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.**

Indicate (X) by each applicable statement:

<input type="checkbox"/>	Program is important for meeting your institution’s regional or statewide program responsibilities.
<input checked="" type="checkbox"/>	The program is in response to a specific industry need or workforce opportunity.
<input type="checkbox"/>	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
<input checked="" type="checkbox"/>	There is a contractual obligation or partnership opportunity related to this program.
<input type="checkbox"/>	The program is in response to accreditation requirements or recommendations.
<input type="checkbox"/>	The program is in response to recent changes to teacher certification/endorsement requirements.

**b. Provide an explanation for all statements you selected.**

As described in more detail above, the program is a response to a specific workforce need related to Nuclear Safeguards and Security. A deficit in Nuclear Safeguards and Security talent poses a risk to the nation. Nuclear material, whether it is from nuclear reactors, fuel cycle facilities, or spent fuel storage and disposal facilities, require a well-trained workforce not only in physical protection but also from cyber-attacks, practical and theoretical knowledge of detection techniques and strategies, as well as understanding national and international nuclear security policies. Currently there is no regional program providing training in this field despite numerous career opportunities in the region.

The program also leverages a unique partnership opportunity across three public Idaho universities and Idaho National Laboratory through the Center for Advanced Energy Studies - a consortium between the four entities that serves to meet the workforce development and education needs of the State of Idaho. This partnership allows each university to provide academic content in their respective area of expertise, leading to a cumulative educational experience that is not currently available within the state or region.

**Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan**

**15. Curriculum. Provide descriptive information of the educational offering.**

**a. Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	12
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	12

**b. Curriculum.** Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

The graduate certificate in Nuclear Security and Safeguards will consist of four required courses, taught by the CAES partner institutions, and one optional hands-on course, coordinated by Idaho National Laboratory and the Center for Advanced Energy Studies. Courses will be available as on-line courses to facilitate student enrollment across the three partner institutions.

Target groups will include students at other institutions with nuclear programs, and professionals in this field. Marketing will occur by advertising this new certificate program through appropriate professional conferences like the American Nuclear Society Annual Meeting and the Institute for Nuclear Materials Management Annual Meeting. Additional outreach to the two regional National laboratories will take place as both labs have continuing education needs in this subject. Each participating department will advertise this program to all new incoming students and platforms for marketing for additional new students will also include LinkedIn, Twitter, etc.

Details on each of the academic courses follows below.

Name of course(s)

- 1) Security Regulation & Policy for Nuclear, Radiation & Cyber-related Risk (BSU) - 3 credits
- 2) Cyber Nuclear Security (BSU) – 3 credits
- 3) Nuclear Security Science (UI) – 3 credits
- 4) Nonproliferation and Safeguards (ISU) – 3 credits
- 5) Hands-on Module (INL) (Optional) – N/A

Detailed syllabi including course descriptions and learning outcomes for each of the 4 academic courses are provided in the Appendix.

**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 program includes an optional experiential module offered by Idaho National Laboratory (INL) through CAES. The one-week course is designed by the US Department of Energy, National Nuclear Security Administration to provide real-world and applied experience to non-proliferation and safeguards to professionals. Additional options for hands-on modules are also under development to increase the diversity of opportunity to students. These modules will be developed according to the perceived need of the industry and will be shifted to meet the priorities of the national laboratory and Department of Energy. INL mentors committed to workforce development and student experiences will be selected according to their willingness to engage. Mentors will receive adequate training provided by CAES in addressing student learning objectives, professional development strategies, and meeting the needs of underserved populations in the related disciplines.

## **16. Learning Outcomes: Expected Student 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 students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

Students completing this program should be able to demonstrate the following nuclear safeguards and security learning objectives:

1. Develop a design basis threat and security plan for a nuclear facility.
2. Discuss and select the elements of a physical protection system.
3. Develop components of a broader community-based nuclear security plan.
4. Recall and provide practical examples of cyber and information security .
5. Use computer and communication security measures.
6. Apply various security techniques (e.g. authentication, access control, threat analysis, intrusion detection, etc.).
7. Possess a fundamental understanding of nuclear energy and the nuclear fuel cycle.
8. Possess a fundamental understanding of radiation detection methods and instrumentation and radiation safety.
9. Possess an understanding of nuclear material accountancy and inventory control.
10. Possess an understanding of nuclear forensic techniques.
11. Develop an advanced understanding of how the security of nuclear technology, related material and associated cyber-risk are overseen and managed at the governmental level.
12. Know the key elements of international and national legal frameworks, nuclear security system, and actors/organizations.



13. Recognize the importance of human factors in nuclear security, including the security culture and insider threats.
14. Be aware of the threats posed by nuclear/radioactive materials and cyber-risks out of regulatory controls as well as knowledge of the regulatory environment to address them.
15. Understand the limits and applicability of policy and regulation for nuclear security and cyber risk.

## **17. Assessment plans.**

**a. Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

Program evaluation and assessment to evaluate student learning outcomes will be multi-faceted and will be based on best practices. Program success hinges on factors such as a) student recruitment and participation; b) instructor engagement and commitment to student learning; c) course module and program accessibility for different learning styles; d) quality of course materials and applicability to workforce development gaps as identified; and e) student completion of certificate program and career trajectory, among others.

The academic partners will employ a retrospective program assessment to account for student learning outcomes, quality of course materials, and alignment with workforce needs, particularly in the State of Idaho. Additionally, the academic partners will leverage current assessment tools as defined by their universities so as to align with education requirements and objectives for each university and the State. Each course will also be assessed as part of the home department's institutional accreditation process per the established university procedures. These assessments will then be used by course developers and partners to augment, enhance, and alter courses to ensure student learning outcomes as defined by the certificate program partners.

### **Resources Required for Implementation – fiscal impact and budget.**

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

**18. Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

**a. Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

Existing resources include fully developed course curriculum and faculty expertise to deliver said coursework.

**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?

No new physical resources will be required beyond the already in place faculty accommodations (office, computer, etc.). Courses will be delivered remotely or through pre-existing mechanisms.

**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.

No additional resources are required.

**19. Library and Information Resources:** Describe adequacy and availability of library and information 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.

No impacts on library resources are expected.

**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.

No new library resources will be required.

**20. Faculty/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?

To deliver this curriculum, faculty must be provided to teach each of the four required courses. Faculty are already in place at each partner institution to provide the curriculum, but each university must commit to delivering these 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.

Existing faculty will deliver the courses, for which the curriculum development has already been completed.

**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?

Each host department will become responsible for offering 1-2 additional courses which make up the certificate. The impact on the department is at most one additional course offering per semester. Courses will be offered on an every other year basis, so this impact is one additional course every two years.

**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.

No additional resources are required.

**21. 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 funding for this program will come from the reallocation of existing state appropriated funds.

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.

No funding for this program will come from the new appropriation of funds.

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?

Funding from INL/CAES has supported the development of the curriculum and certificate, but it is not intended to support the course offerings. This time will come using existing faculty to teach the courses.

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?

No additional funding is anticipated to be required to support this certificate.

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.

No student fees are planned beyond the already approved on-line course fees.

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.

No additional fees are planned. Student cost is limited to approved graduate tuition rates and on-line course fees.

**22.** Using the excel [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).

## **Appendix Material**

***2020 and 2022 Market Studies***

***IAEA Nuclear Security Educational Program Guidance Document***

***Course Syllabi***

**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**

	<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>		<u>FY 26</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		12		15		17		19
B. Shifting enrollments				12		15		17
<b>Total Enrollment</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>27</b>	<b>0</b>	<b>32</b>	<b>0</b>	<b>36</b>

**II. REVENUE**

	<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>		<u>FY 26</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,348.00	\$0.00	\$12,696.00
5. Student Fees	\$0.00	\$2,520.00	\$0.00	\$5,670.00	\$0.00	\$6,720.00	\$0.00	\$7,560.00
6. Other (i.e., Gifts)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Revenue</b>	<b>\$0</b>	<b>\$2,520</b>	<b>\$0</b>	<b>\$5,670</b>	<b>\$0</b>	<b>\$13,068</b>	<b>\$0</b>	<b>\$20,256</b>

**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

	<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>		<u>FY 26</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
1. FTE	<u>0.25</u>	<u>0.00</u>	<u>0.25</u>	<u>0.00</u>	<u>0.25</u>	<u>0.00</u>	<u>0.25</u>	<u>0.00</u>
2. Faculty	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
3. Adjunct Faculty	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
4. Graduate/Undergrad Assistants	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
5. Research Personnel	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
6. Directors/Administrators	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
7. Administrative Support Personnel	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
8. Fringe Benefits	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
9. Other: <u>None</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
<b>Total Personnel and Costs</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>		<u>FY 26</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>B. Operating Expenditures</b>								
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
<b>Total Operating Expenditures</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

	<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>		<u>FY 26</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>								
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
<b>Total Capital Outlay</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

	<u>FY 23</u>		<u>FY 24</u>		<u>FY 25</u>		<u>FY 26</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>D. Capital Facilities Construction or Major Renovation</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>E. Other Costs</b>								
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 <u>None</u>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Other Costs</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>TOTAL EXPENDITURES:</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>Net Income (Deficit)</b>	<u>\$0</u>	<u>\$2,520</u>	<u>\$0</u>	<u>\$5,670</u>	<u>\$0</u>	<u>\$13,068</u>	<u>\$0</u>	<u>\$20,256</u>

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

II.4	New tuition calculated based on UI graduate tuition of \$529 per credit, for two 3 cr courses for new INL students as described in Section 9 of ISBE Proposal
II.5	Revenue calculated based on UI \$35/cr on-line course fee, times two 3 credit courses per year for total enrollment.
III.A	No new faculty are required to offer this program, so no faculty expenses are included.
III.A.1	One course per semester (2 per AY) is assumed to represent 25% FTE, but FTE is distributed across all partner institutions.
General	The budget is based on tuition and fees from the University of Idaho. The numbers will vary slightly across the partner institutions of Boise State University and Idaho State University, but are kept constant here for consistency in this spreadsheet across the universities.



# 3 Occupations in the United States

# Contents

What is Lightcast Data? .....	1
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## What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.



## Report Parameters

### 3 Occupations

19-4051 Nuclear Technicians

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17-2161 Nuclear Engineers

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51-8011 Nuclear Power Reactor Operators

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### 1 Nation

0 United States

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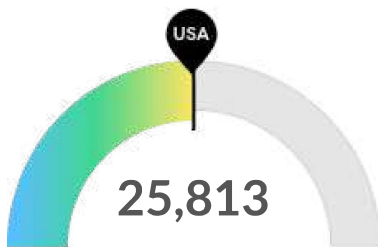
### Class of Worker

QCEW Employees, Non-QCEW Employees, and Self-Employed

The information in this report pertains to the chosen occupations and geographical area.

## Executive Summary

### Average Job Posting Demand Over an Average Supply of Regional Jobs



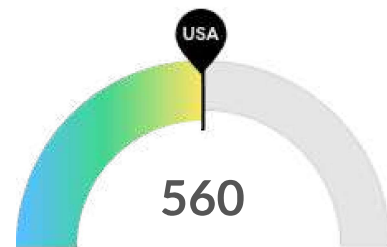
**Jobs (2022)**

United States is about average for this kind of job. The national average for an area this size is 25,813\* employees, while there are 25,813 here.



**Compensation**

Earnings are about average in United States. The national median salary for your occupations is \$107,445, compared to \$107,445 here.



**Job Posting Demand**

Job posting activity is about average in United States. The national average for an area this size is 560\* job postings/mo, while there are 560 here.

\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and United States. In other words, the values represent the national average adjusted for region size.

# Jobs

## Regional Employment Is About Equal to the National Average

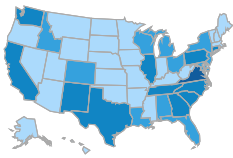
An average area of this size typically has 25,813\* jobs, while there are 25,813 here.



Region	2022 Jobs	2023 Jobs	Change	% Change
● United States	25,813	25,550	-263	-1.0%
● National Average	25,813	25,550	-263	-1.0%

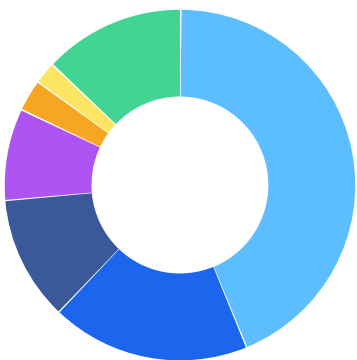
\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and United States. In other words, the values represent the national average adjusted for region size.

## Regional Breakdown



State	2022 Jobs
Virginia	2,509
California	1,602
South Carolina	1,571
Tennessee	1,362
Georgia	1,249

## Most Jobs are Found in the Electric Power Generation, Transmission and Distribution Industry Sector

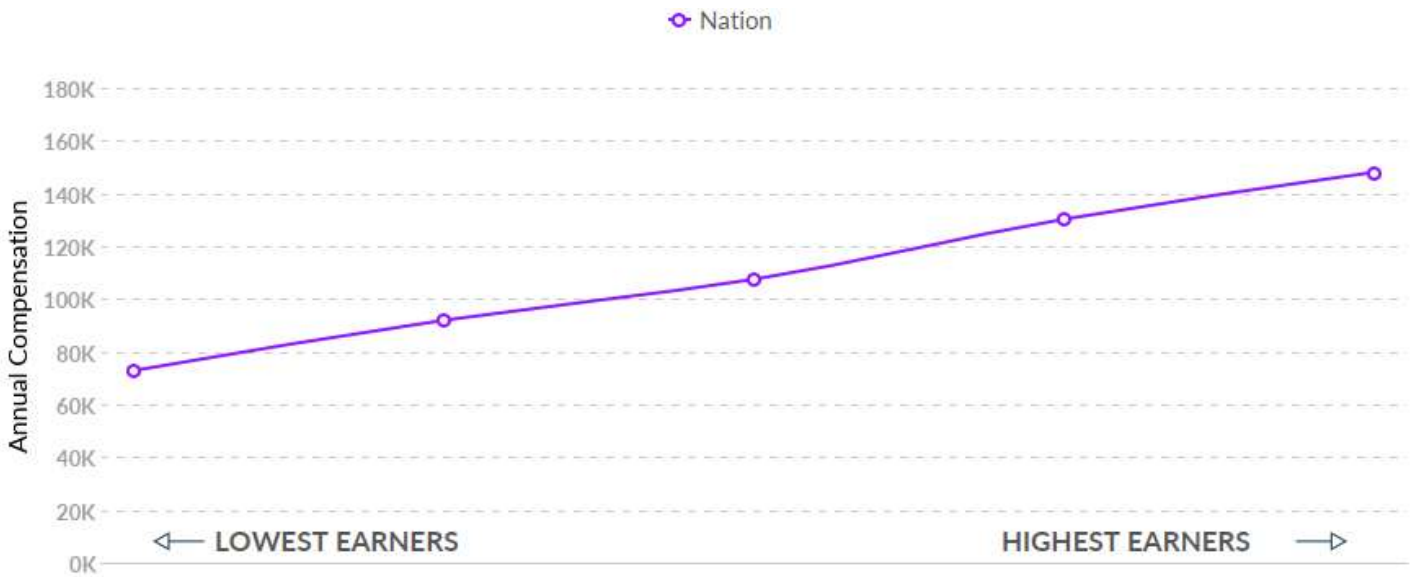


Industry	% of Occupation in Industry (2022)
Electric Power Generation, Transmission and Distribution	43.7%
Federal Government, Civilian	18.3%
Scientific Research and Development Services	11.5%
Architectural, Engineering, and Related Services	8.5%
Management, Scientific, and Technical Consulting Services	2.9%
Federal Government, Military	2.0%
Other	13.0%

# Compensation

## Regional Compensation Is the Same Cost as the Nation

In 2021, the median compensation for your occupations in the United States is \$107,445.





# Job Posting Activity



## 3,922 Unique Job Postings

The number of unique postings for this job from Jan 2022 to Jul 2022.



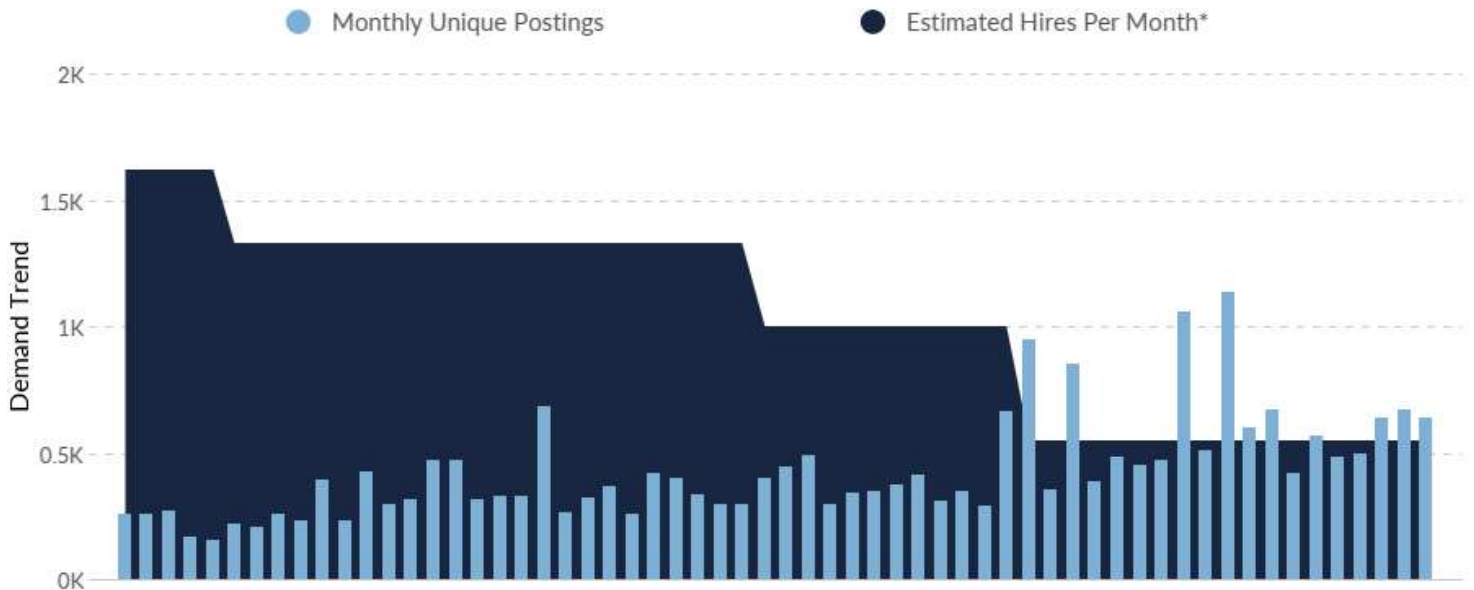
## 1,349 Employers Competing

All employers in the region who posted for this job from Jan 2022 to Jul 2022.













## 1 Out of 1 Positions Filled



The ratio of estimated hires\* to unique postings for this job from Jan 2022 to Jul 2022.



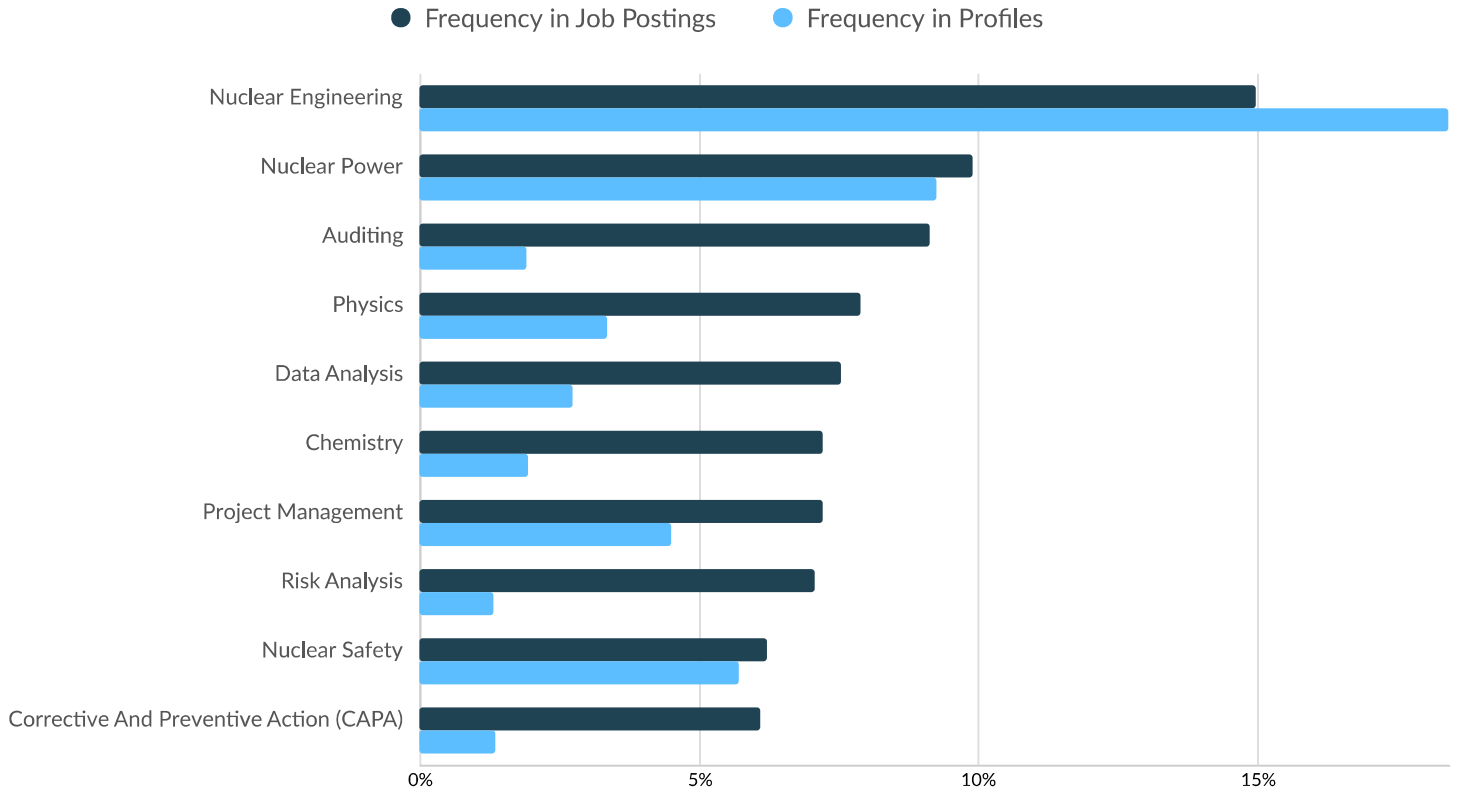
Occupation	Avg Monthly Postings (Jan 2022 - Jul 2022)	Avg Monthly Hires (Jan 2022 - Jul 2022)
Nuclear Engineers	368	273
Nuclear Power Reactor Operators	101	81
Nuclear Technicians	91	196

\*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

Top Companies	Unique Postings
Pacific Northwest National Labo...	123 
Black & Veatch	118 
USAA	112 
BHI Energy	61 
US Department of Energy	53 
Wells Fargo	43 
Guidehouse	42 
American Electric Power	39 
Radiansys	39 
DTE Energy	38 

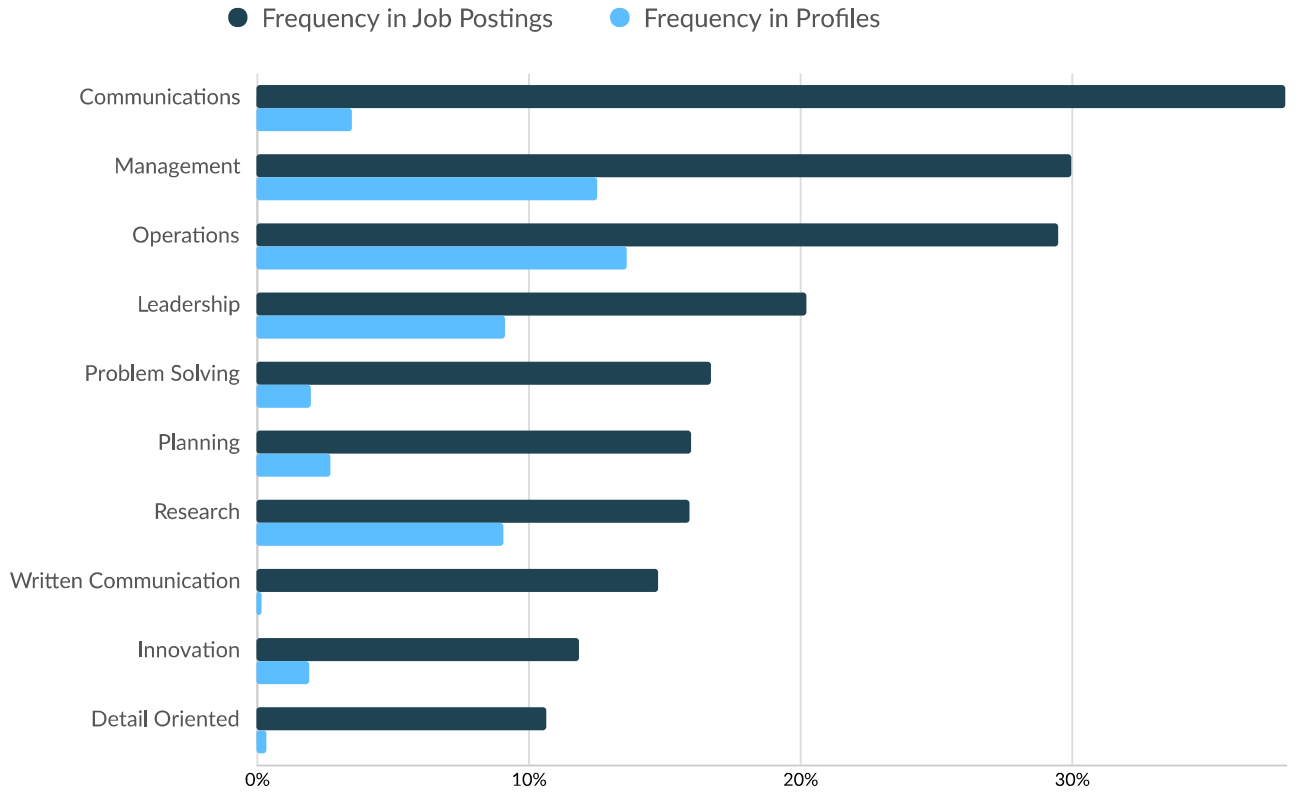
Top Job Titles	Unique Postings
Nuclear Engineers	453 
Risk and Controls Managers	112 
Regulatory Coordinators	111 
Nuclear Safety Engineers	93 
Non-Licensed Operators	80 
Fire Protection Technicians	72 
Reactor Operators	67 
Cathodic Protection Technicians	53 
Facilities Operations Managers	53 
Control Room Operators	50 

## Top Specialized Skills



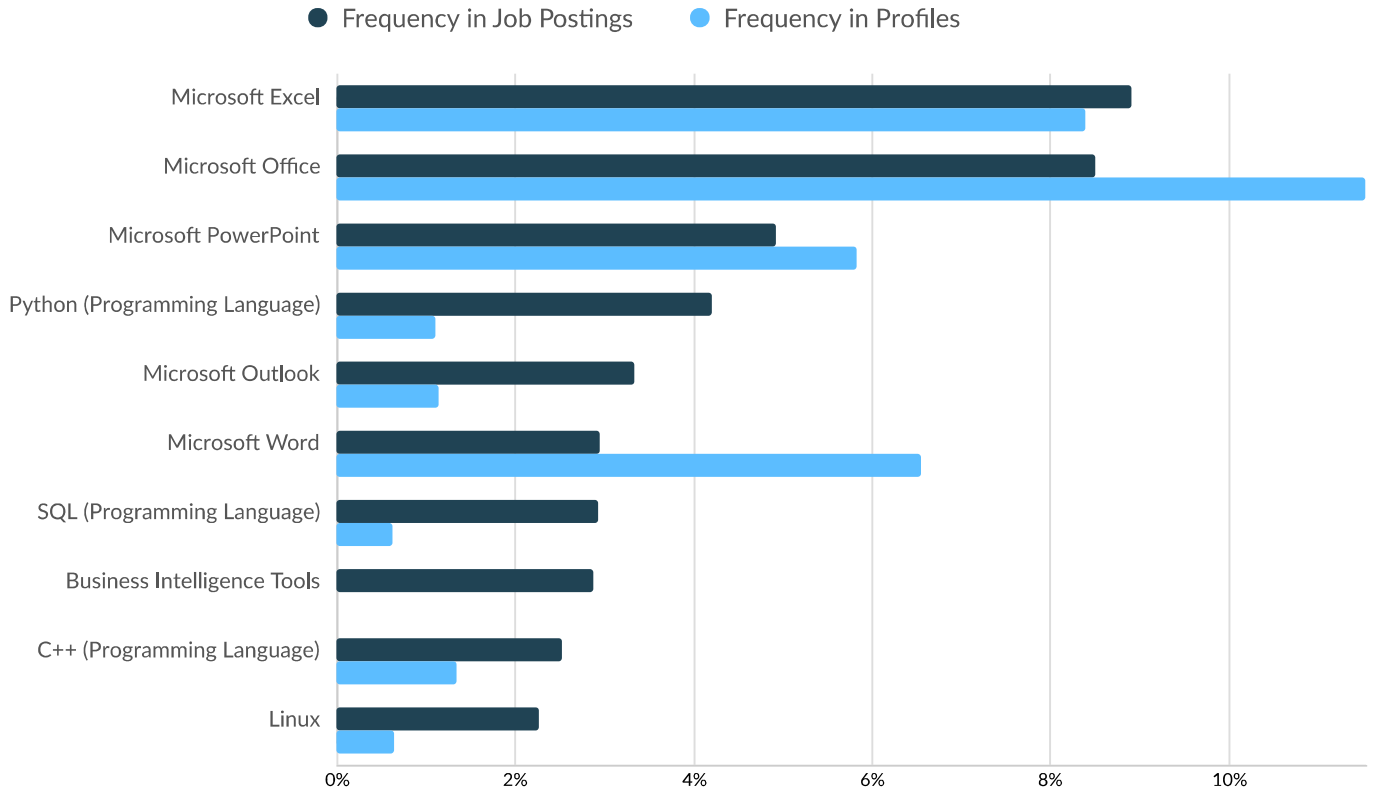
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Nuclear Engineering	587	15%	5,544	18%
Nuclear Power	389	10%	2,789	9%
Auditing	359	9%	575	2%
Physics	310	8%	1,008	3%
Data Analysis	296	8%	824	3%
Chemistry	283	7%	583	2%
Project Management	283	7%	1,358	5%
Risk Analysis	278	7%	401	1%
Nuclear Safety	244	6%	1,725	6%
Corrective And Preventive Action (CAPA)	239	6%	409	1%

## Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Communications	1,485	38%	1,059	4%
Management	1,175	30%	3,777	13%
Operations	1,157	30%	4,098	14%
Leadership	794	20%	2,750	9%
Problem Solving	656	17%	609	2%
Planning	627	16%	817	3%
Research	624	16%	2,729	9%
Written Communication	579	15%	54	0%
Innovation	465	12%	588	2%
Detail Oriented	418	11%	113	0%

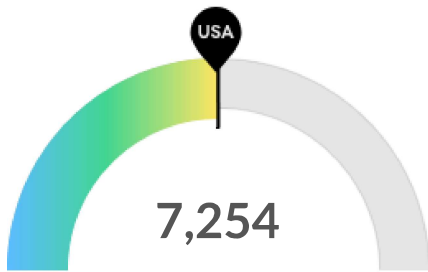
## Top Software Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles
Microsoft Excel	350	9%	2,529	8%
Microsoft Office	334	9%	3,471	12%
Microsoft PowerPoint	193	5%	1,754	6%
Python (Programming Language)	165	4%	331	1%
Microsoft Outlook	131	3%	345	1%
Microsoft Word	116	3%	1,972	7%
SQL (Programming Language)	115	3%	189	1%
Business Intelligence Tools	113	3%	0	0%
C++ (Programming Language)	99	3%	408	1%
Linux	89	2%	192	1%

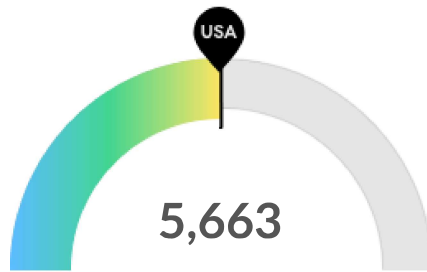
## Demographics

### Retirement Risk Is About Average, While Overall Diversity Is About Average



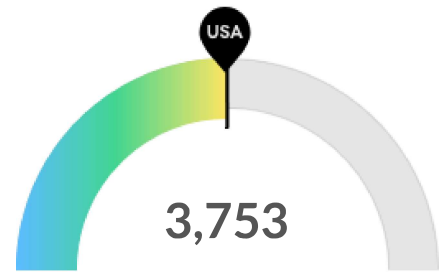
**Retiring Soon**

Retirement risk is about average in the United States. The national average for an area this size is 7,254\* employees 55 or older, while there are 7,254 here.



**Racial Diversity**

Racial diversity is about average in the United States. The national average for an area this size is 5,663\* racially diverse employees, while there are 5,663 here.

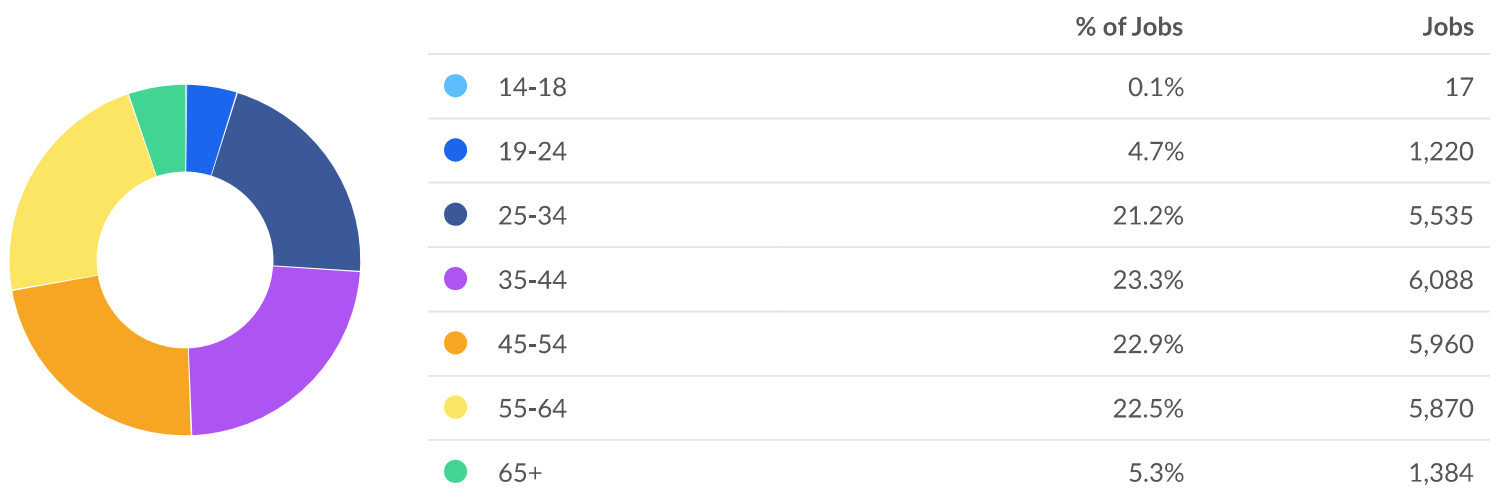


**Gender Diversity**

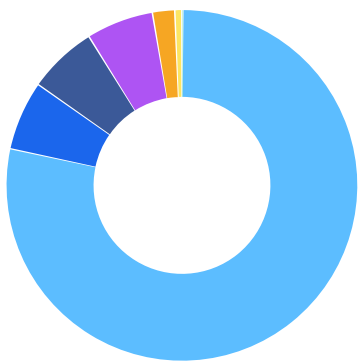
Gender diversity is about average in the United States. The national average for an area this size is 3,753\* female employees, while there are 3,753 here.

\*National average values are derived by taking the national value for your occupations and scaling it down to account for the difference in overall workforce size between the nation and the United States. In other words, the values represent the national average adjusted for region size.

## Occupation Age Breakdown

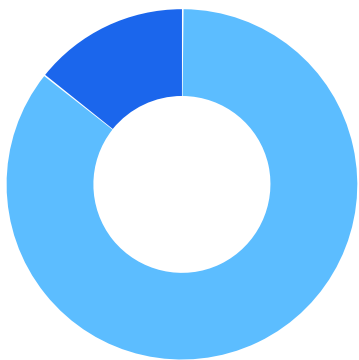


## Occupation Race/Ethnicity Breakdown



	% of Jobs	Jobs
White	78.3%	20,412
Asian	6.4%	1,666
Hispanic or Latino	6.4%	1,660
Black or African American	6.2%	1,612
Two or More Races	2.1%	537
American Indian or Alaska Native	0.6%	163
Native Hawaiian or Other Pacific Islander	0.1%	25

## Occupation Gender Breakdown



	% of Jobs	Jobs
Males	85.6%	22,321
Females	14.4%	3,753

# Occupational Programs



**11 Programs**

Of the programs that can train for this job, 11 have produced completions in the last 5 years.



**31,545 Completions (2020)**

The completions from all regional institutions for all degree types.













**6,867 Openings (2020)**

The average number of openings for an occupation in the region is 35,552.

CIP Code	Top Programs	Completions (2020)
40.0801	Physics, General	13,257
14.0101	Engineering, General	9,411
40.0101	Physical Sciences, General	4,156
14.0102	Pre-Engineering	2,230
15.1701	Energy Systems Technology/Technician	969
14.2301	Nuclear Engineering	948
15.1401	Nuclear Engineering Technology/Technician	307
41.0204	Industrial Radiologic Technology/Technician	140
41.0205	Nuclear/Nuclear Power Technology/Technician	71
51.0916	Radiation Protection/Health Physics Technician	47



Top Schools	Completions (2020)
University of Maryland-College Park	529 
Arizona State University Campus Immersion	352 
Northeastern University	314 
University of California-Berkeley	270 
CUNY LaGuardia Community College	261 
Texas A & M University-College Station	252 
University of Washington-Seattle Campus	243 
Excelsior College	242 
University of Wisconsin-Madison	237 
Michigan State University	211 

## Appendix A - Data Sources and Calculations

### Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

### Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

### Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

### Cost of Living Data

Lightcast's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

### Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

### Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

# Job Posting Analytics

Lightcast Q3 2022 Data Set

August 2022

## Boise State University, eCampus Center

1910 University Drive  
Boise, Idaho 83725

# Parameters

Select Timeframe: Jul 2021 - Jul 2022

Occupations:

Code	Description
17-2161	Nuclear Engineers
19-4051	Nuclear Technicians

Code	Description
51-8011	Nuclear Power Reactor Operators

Regions:

Code	Description
16	Idaho
41	Oregon

Code	Description
53	Washington

Minimum Experience Required: Any

Education Level:

Description
Bachelor's degree

Description
Master's degree

Keyword Search:

Posting Type: Newly Posted

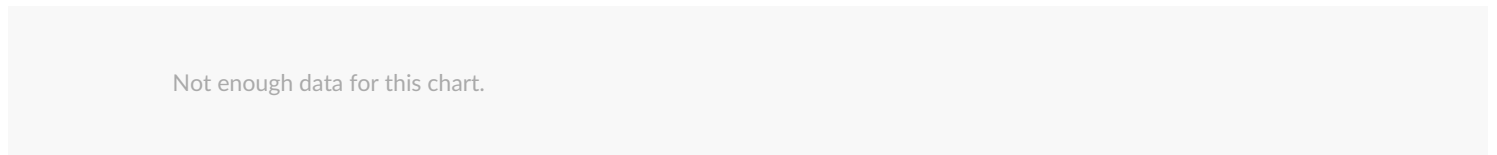
## Job Postings Summary



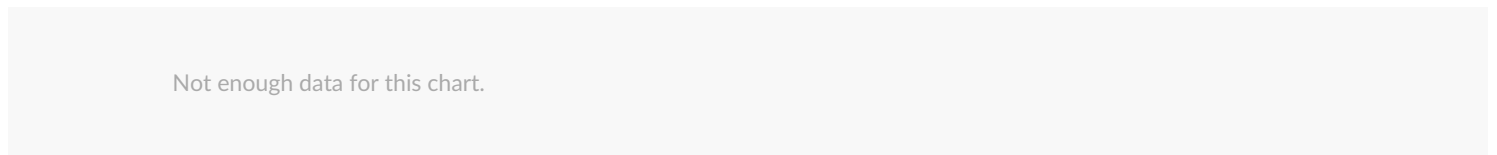
There were **931** total job postings for your selection from July 2021 to July 2022, of which **391** were unique. These numbers give us a Posting Intensity of **2-to-1**, meaning that for every 2 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

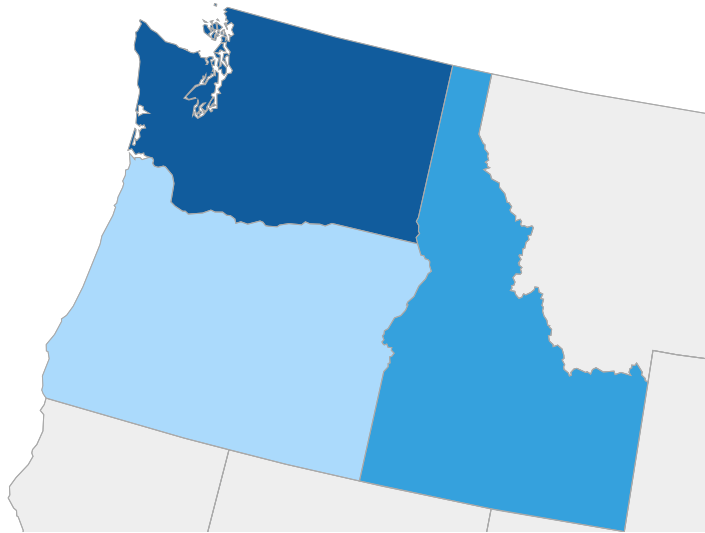
## Advertised Salary



## Advertised Wage Trend

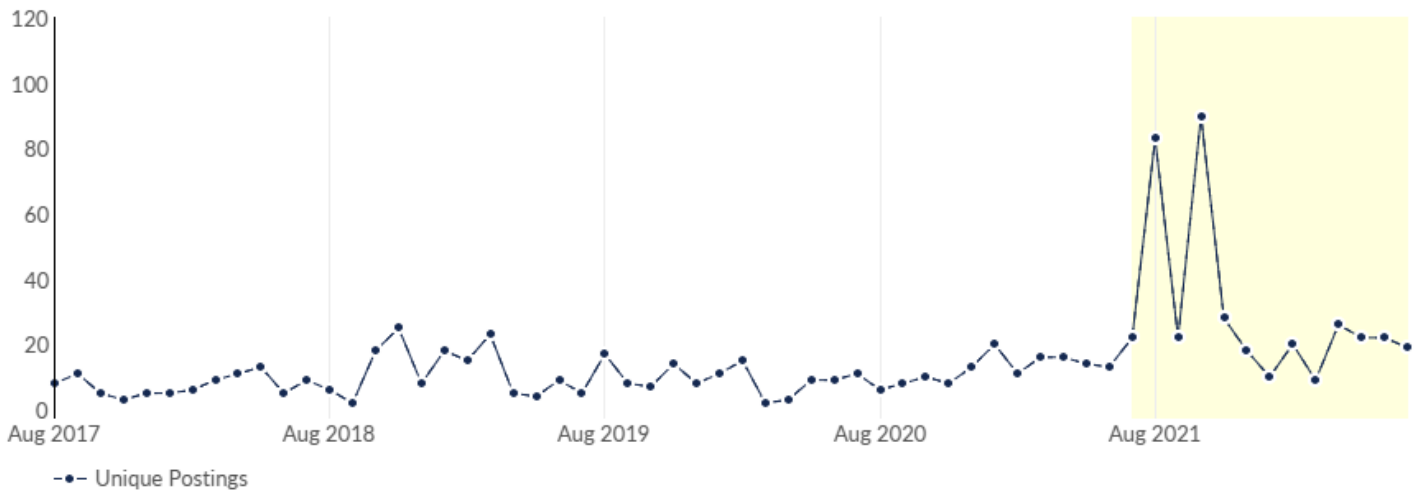


## Job Postings Regional Breakdown



State	Unique Postings (Jul 2021 - Jul 2022)
Washington	289
Idaho	78
Oregon	24

# Unique Postings Trend























Month	Unique Postings	Posting Intensity
Jul 2022	19	1 : 1
Jun 2022	22	2 : 1
May 2022	22	2 : 1
Apr 2022	26	3 : 1
Mar 2022	9	2 : 1
Feb 2022	20	2 : 1
Jan 2022	10	3 : 1
Dec 2021	18	2 : 1
Nov 2021	28	2 : 1
Oct 2021	90	3 : 1
Sep 2021	22	3 : 1
Aug 2021	83	2 : 1

## Education and Experience Breakdown

Education Level	Unique Postings	% of Total
No Education Listed	0	0%
High school or GED	3	1%
Associate degree	17	4%
Bachelor's degree	347	89%
Master's degree	272	70%
Ph.D. or professional degree	52	13%





















Minimum Experience	Unique Postings	% of Total
No Experience Listed	34	9%
0 - 1 Years	12	3%
2 - 3 Years	67	17%
4 - 6 Years	223	57%
7 - 9 Years	29	7%
10+ Years	26	7%

## Top Companies Posting







	Total/Unique (Jul 2021 - Jul 2022)	Posting Intensity	Unique Postings Trend (Jul 2021 - Jul 2022)
US Department of Energy	119 / 47	3 : 1 	
Pacific Northwest National Laboratory	37 / 25	1 : 1 	
System One	69 / 23	3 : 1 	
Terrapower	51 / 15	3 : 1 	
Bmpc Corp	14 / 9	2 : 1 	
Black & Veatch	9 / 8	1 : 1 	
Nuscale Power	16 / 7	2 : 1 	
Microsoft	30 / 7	4 : 1 	
US Bank	16 / 5	3 : 1 	
Oleander Law Partners LLP	10 / 5	2 : 1 	























## Top Cities Posting

City	Total/Unique (Jul 2021 - Jul 2022)	Posting Intensity	Unique Postings Trend (Jul 2021 - Jul 2022)
Idaho Falls, ID	143 / 63	2 : 1 	
Bellevue, WA	136 / 46	3 : 1 	
Richland, WA	42 / 31	1 : 1 	
Seattle, WA	75 / 29	3 : 1 	
Redmond, WA	27 / 9	3 : 1 	
Corvallis, OR	18 / 8	2 : 1 	
Boise, ID	7 / 4	2 : 1 	
Bothell, WA	14 / 3	5 : 1 	
Everett, WA	3 / 3	1 : 1 	
Issaquah, WA	11 / 3	4 : 1 	





















## Top Posted Occupations

	Total/Unique (Jul 2021 - Jul 2022)	Posting Intensity	Unique Postings Trend (Jul 2021 - Jul 2022)
Nuclear Engineers	837 / 350	2 : 1 	
Nuclear Technicians	55 / 26	2 : 1 	
Nuclear Power Reactor Operators	39 / 15	3 : 1 	

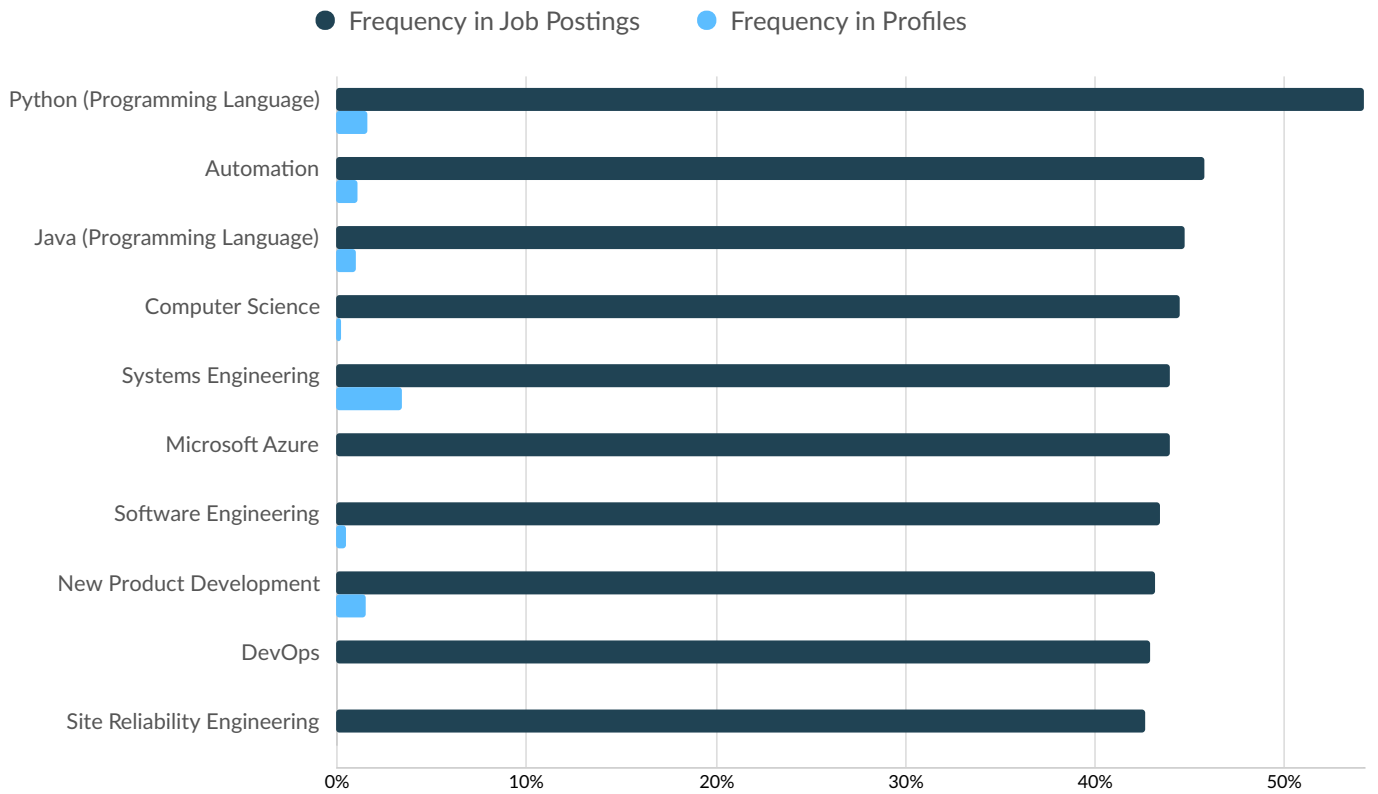
# Top Posted Job Titles

	Total/Unique (Jul 2021 - Jul 2022)	Posting Intensity	Unique Postings Trend (Jul 2021 - Jul 2022)
DevOps Engineers	400 / 164	2 : 1 	
Nuclear Engineers	117 / 51	2 : 1 	
Nuclear Safety Engineers	39 / 23	2 : 1 	
Methods Engineers	44 / 18	2 : 1 	
Nuclear Licensing Engineers	24 / 10	2 : 1 	
Program Coordinators	16 / 7	2 : 1 	
Nuclear Criticality Safety Engineers	9 / 5	2 : 1 	
Nuclear Machinist Mates	4 / 4	1 : 1 	
Reactor Operators	11 / 4	3 : 1 	
Regulatory Coordinators	13 / 4	3 : 1 	

# Top Industries

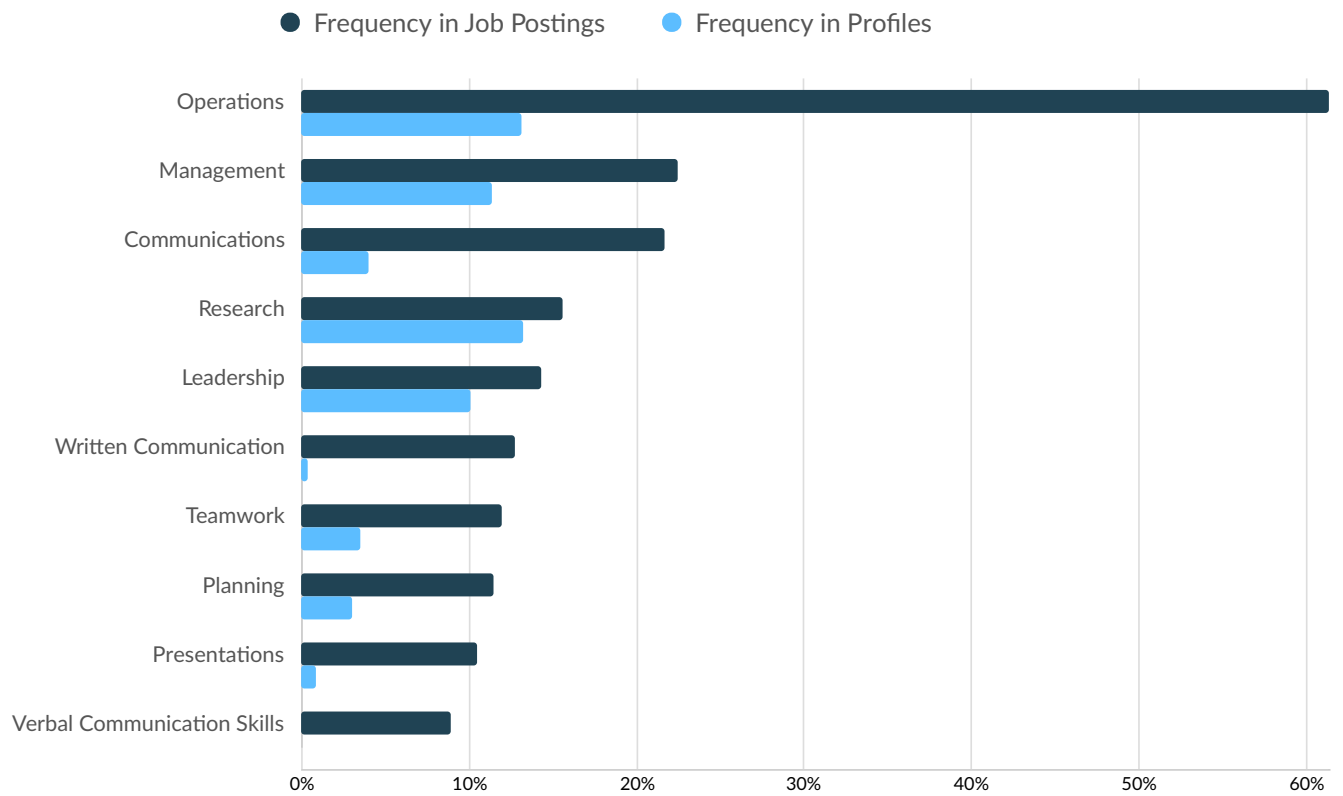
	Total/Unique (Jul 2021 - Jul 2022)	Posting Intensity	Unique Postings Trend (Jul 2021 - Jul 2022)
Professional, Scientific, and Technical Services	237 / 102	2 : 1 	
Public Administration	125 / 50	3 : 1 	
Manufacturing	14 / 13	1 : 1 	
Administrative and Support and Waste Management and Remediation Services	19 / 9	2 : 1 	
Accommodation and Food Services	14 / 9	2 : 1 	
Information	31 / 8	4 : 1 	
Finance and Insurance	16 / 5	3 : 1 	
Transportation and Warehousing	15 / 3	5 : 1 	
Health Care and Social Assistance	17 / 3	6 : 1 	
Construction	3 / 2	2 : 1 	

# Top Specialized Skills



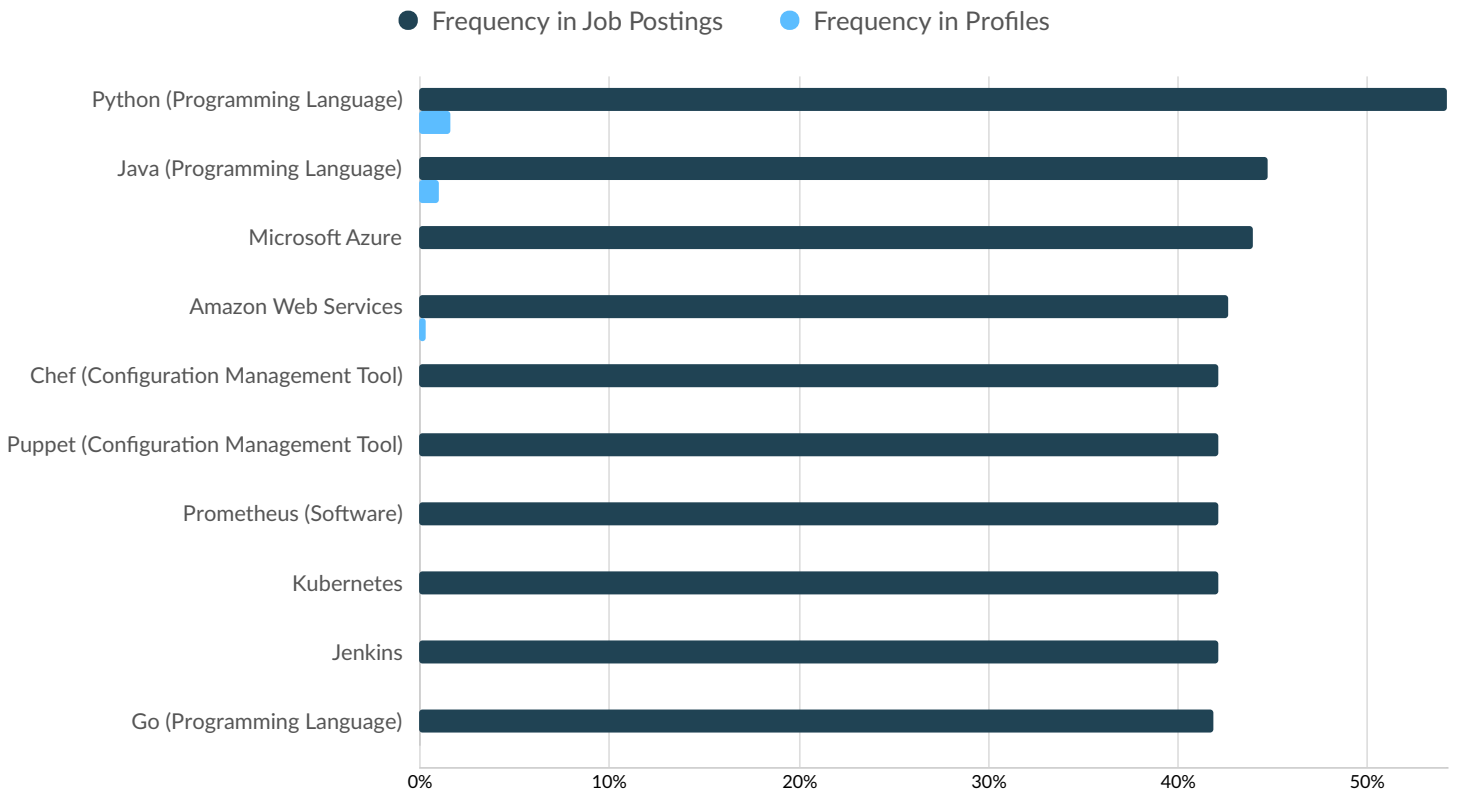
	Postings	% of Total Postings	Profiles	% of Total Profiles
Python (Programming Language)	212	54%	40	2%
Automation	179	46%	27	1%
Java (Programming Language)	175	45%	24	1%
Computer Science	174	45%	6	0%
Systems Engineering	172	44%	82	3%
Microsoft Azure	172	44%	0	0%
Software Engineering	170	43%	13	1%
New Product Development	169	43%	37	2%
DevOps	168	43%	0	0%
Site Reliability Engineering	167	43%	0	0%

# Top Common Skills



	Postings	% of Total Postings	Profiles	% of Total Profiles
Operations	240	61%	314	13%
Management	88	23%	271	11%
Communications	85	22%	97	4%
Research	61	16%	315	13%
Leadership	56	14%	241	10%
Written Communication	50	13%	9	0%
Teamwork	47	12%	84	4%
Planning	45	12%	73	3%
Presentations	41	10%	21	1%
Verbal Communication Skills	35	9%	1	0%

# Top Software Skills



	Postings	% of Total Postings	Profiles	% of Total Profiles
Python (Programming Language)	212	54%	40	2%
Java (Programming Language)	175	45%	24	1%
Microsoft Azure	172	44%	1	0%
Amazon Web Services	167	43%	9	0%
Chef (Configuration Management Tool)	165	42%	0	0%
Puppet (Configuration Management Tool)	165	42%	0	0%
Prometheus (Software)	165	42%	0	0%
Kubernetes	165	42%	1	0%
Jenkins	165	42%	0	0%
Go (Programming Language)	164	42%	0	0%

# Top Qualifications

	Postings with Qualification
Bachelor Of Science in Business Administration	1
Certified Health Physicist	2
Certified Safety Professional	3
Chartered Financial Analyst	2
CompTIA Network+	1
Licensed Professional Engineer	5
Master Of Business Administration (MBA)	2
Project Management Professional Certification	3
Security Clearance	33
Six Sigma Green Belt Certification	3

# Appendix A

## Top Posting Sources

Website	Postings on Website (Jul 2021 - Jul 2022)
disabledperson.com	176
dejobs.org	58
idahoworks.gov	57
careerbuilder.com	36
taleo.net	25
indeed.com	23
simplyhired.com	19
recruiternetworks.com	14
oilandgasjobsearch.com	10
pnnl.gov	9
terrapower.com	9
microsoft.com	7
myworkdayjobs.com	7
bechtel.com	5
careerjet.com	5
governmentjobs.com	4
hercjobs.org	4
protingent.com	4
careercast.com	3
directjobs.com	3
brassring.com	2
dayawaycareers.com	2
energy.gov	2
glassdoor.com	2
theengineeringjob.com	2



# Appendix B

## Sample Postings

# Nuclear Engineers – Bmpc Corp in Idaho Falls, ID (Dec 2021 - Jan 2022)

## Nuclear Engineer

Link to Live Job Posting: Posting is no longer active

Location: Idaho Falls, ID

O\*NET: 17-2161.00

Company: Bmpc Corp

Job Title: Nuclear Engineers

Skip to main contentIdahoWorksLog InJob Seekers Employers Training Providers Contact UsNuclear Engineer at BMPC in Idaho Falls, Idaho, United States Job Description Job Title Nuclear Engineer Job Classification Salary/Exempt Organizational Unit Naval Nuclear Laboratory

- > Naval Reactors Facility
- > Engineering Location Idaho
- Idaho Falls, ID 83415 US (Primary) Category Engineering/Science Career Level Experienced (Non-Manager) Education Bachelor's Degree Job Type Full-time Job Description The Naval Nuclear Laboratory is seeking a Nuclear Engineer at the Naval Reactors Facilityto fulfill a nuclear safety role for a facility that handles, processes, and examines the Navy's spent nuclear fuel.

Responsibilities include evaluating the facility, equipment, and work processes for potential upsets and ensuring compliance with applicable standards and requirements.

### Essential Duties Include:

Preparation of safety analyses and process assessments that demonstrate the planned fuel handling operations will satisfy standards and requirements for ensuring personnel, facility, and public safety. Working and communicating with stakeholders, oversight committees, and the nuclear regulator. Maintaining procedures and manuals in compliance with established standards and requirements. Evaluating new equipment and materials to ensure nuclear safety. Performing inspections to ensure work area requirements are being followed. Qualifying as a Nuclear Criticality Safety Engineer.

### Required Skills Intermediate:

BS degree in engineering or Bachelor's degree in a science related field from an accredited college or university and a minimum of two years of relevant experience; or MS degree in engineering or Master's degree in a science related field from an accredited college or university and a minimum of one year of relevant experience; or Currently or previously EOOW qualified in the Nuclear Operations Program; or

### SRE Qualification Advanced:

BS degree in engineering or Bachelor's degree in a science related field from an accredited college or university and a minimum of four years of relevant experience; or MS degree in engineering or Master's degree in a science related field from an accredited college or university and a minimum of two years of relevant experience; or Currently or previously NPE qualified or CTE/ACRS and one year of EOOW in the Nuclear Operations Program; or Watch Instructor and Refueling Facility Area Refueling Engineer and one year as SRE Preferred Skills Experience with technical writing Experience with accidentanalysis About Us The Naval Nuclear Laboratory is operated for the U.S. Department of Energy (DOE) by Fluor Marine Propulsion, LLC (FMP), a wholly owned subsidiary of Fluor Corporation. Naval Nuclear Laboratory personnel are FMP employees who work at four DOE facilities: Bettis Atomic Power Laboratory, Knolls Atomic Power Laboratory, Kenneth A. Kesselring Site, and Naval Reactors Facility, and at the U.S. Department of Defense-owned Nuclear Power Training Unit-Charleston. FMP employees also have an established presence at numerous shipyards and vendor locations. For nearly 70 years, the Naval Nuclear Laboratory has developed advanced nuclear propulsion technology, provided technical support, and trained world-class nuclear operators to ensure the safe and reliable operation of our nation's submarine and aircraft carrier Fleets. The Naval Nuclear Laboratory is a national asset solely dedicated to the Naval Nuclear Propulsion Program. We rely on the dedication and innovation of our nearly 8000 engineers, scientists, technicians, and support personnel. All candidates must be U.S. citizens. Applicants selected will be subject to a Federal background investigation and must meet eligibility

requirements for access to classified matter. All employees of Fluor Marine Propulsion, LLC (FMP), operating as Naval Nuclear Laboratory, must be fully vaccinated against COVID-19 or have an approved medical or religious accommodation as a condition of employment. Fluor Marine Propulsion is an Equal Opportunity Employer (Veterans/Disabilities) Committed to Workplace Diversity Fluor Marine Propulsion, LLC, who operates the Naval Nuclear Laboratory, is an Equal Opportunity Employer (Veterans/Disabilities) and is committed to workforce diversity. We have a commitment to small business and supplier diversity, including small businesses, small disadvantaged businesses, women-owned small businesses, veteran-owned small businesses, and service-disabled veteran-owned small businesses. To view full details and how to apply, please login or create a Job Seeker account

**Job Posting:**

1628896

**Posted On:**

Dec 20, 2021

**Updated On:**

Dec 20, 2021 [IdahoWorks](#) [IdahoWorksAbout Us](#) [FAQ](#) [Job Seeker Help](#) [Employer Help](#) [Browser Help](#) [Protect Yourself](#) [Programs](#) [Site Map](#) [Policies](#) [Privacy](#) [Equal Opportunity](#) [Veterans' Priority](#) [Accessibility](#) [Security](#) [Cybersecurity](#) [Partner Agencies](#) [Vocational Rehabilitation](#) [Adult Education](#) [Career Technical Education](#) [Workforce Development Council](#) [Contact Us](#) [Local Offices](#) [Select Language](#)

**Build:**

e7027adf77eae2cfb418332b06f4d1fcb608025d , 1.11.1

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# DevOps Engineers – Unclassified in Dupont, WA (Nov 2021 - Jan 2022)

## DevOps/SRE

Link to Live Job Posting: Posting is no longer active

Location: Dupont, WA

O\*NET: 17-2161.00

Company: Unclassified

Job Title: DevOps Engineers

- Build a Resume
- Find a job salary
- Jobs
- Login
- Search All Jobs DevOps/SRE at Hired in Dupont, Washington Posted in Other about 9 hours ago.

- Job Description:

Signup on

- Hired
- to find your dream job as a
- DevOps Engineer/Site Reliability Engineer
- at one of 10,000+ companies looking for candidates just like you. Companies on
- Hired
- apply to you! You'll receive salary and compensation details up front
- before the interview. By crafting a profile on Hired, we're confident that you'll find a job you'll love!
- DevOps/Site Reliability Engineer/Cloud Engineer/Systems Engineer
- is gaining popularity in companies across all sectors, with
- DevOps Engineers
- owning the charge when it comes to putting standard methodologies to use. They're seen as the bridge between software and systems engineering to ensure products are released on time and within budget. DevOps Engineers implement and manage build infrastructure, build strategy (including container builds), and continuous delivery
- while managing application configurations. They close the gap between the developer and the operations teams, wielding an arsenal of tech tools and experience to make the day-to-day operations on a company's tech team as smooth and efficient as possible. Having a hand in software releases that are quick, secure and of the highest quality is the goal of the
- DevOps Engineer/SRE
- and reflects well on their company. We need DevOps Engineering jobseekers on Hired who are results-oriented, multifaceted and can work independently or in a team environment, to get the job done. Common Responsibilities
- Crafting and implementing solutions that make software deployments well-organized and automated.
- Coming up with effective results that bring developer & operations roles and goals together, and encouraging a collaborative environment among all.
- Ensure product releases are high-quality and secure.
- Help automate processes to ensure efficiency, quality, and scalability.
- Liaise with various tech team members so product development and deployment are at their best.
- Design, build, and maintain Continuous Improvement/Continuous Development (CI/CD), testing, and operations infrastructure. Skills & Experiences Our Employers Need
- Experience with Gitlab-CI, Terraform, OpenStack Heat, Cloud Formation, Kubernetes/Docker, Azure, AWS, GCP, Kafka/Storm, Python, Go, Java, Spinnaker, Elasticsearch, Prometheus, APIGEE, HAProxy, NGINX, Cassandra, Zabbix, and/or other tools.
- Familiarity with infrastructure automation tools such as Puppet, Chef, Salt, Ansible, Jenkins, GoCD, Terraform, Artifactory, Nexus, InSpec, etc.
- BS or MS in Computer Science, Software Engineering or a related field, or equivalent work experience.
- 4+ years experience as a Software Engineer developing and maintaining an application.
- 4+ years experience with Linux administration (Full Stack or DevOps experience counts). Are you ready to find your next opportunity with Hired?

-

## DevOps Engineers – Unclassified in Cosmopolis, WA (Oct 2021 - Jan 2022)

### DevOps/SRE

Link to Live Job Posting: Posting is no longer active

Location: Cosmopolis, WA

O\*NET: 17-2161.00

Company: Unclassified

Job Title: DevOps Engineers

- Build a Resume
- Find a job salary
- Jobs
- Login
- Search All Jobs DevOps/SRE at Hired in Cosmopolis, Washington Posted in Other about 10 hours ago.

- Job Description:

Signup on

- Hired
- to find your dream job as a
- DevOps Engineer/Site Reliability Engineer
- at one of 10,000+ companies looking for candidates just like you. Companies on
- Hired
- apply to you! You'll receive salary and compensation details up front
- before the interview. By crafting a profile on Hired, we're confident that you'll find a job you'll love!
- DevOps/Site Reliability Engineer/Cloud Engineer/Systems Engineer
- is gaining popularity in companies across all sectors, with
- DevOps Engineers
- owning the charge when it comes to putting standard methodologies to use. They're seen as the bridge between software and systems engineering to ensure products are released on time and within budget. DevOps Engineers implement and manage build infrastructure, build strategy (including container builds), and continuous delivery
- while managing application configurations. They close the gap between the developer and the operations teams, wielding an arsenal of tech tools and experience to make the day-to-day operations on a company's tech team as smooth and efficient as possible. Having a hand in software releases that are quick, secure and of the highest quality is the goal of the
- DevOps Engineer/SRE
- and reflects well on their company. We need DevOps Engineering jobseekers on Hired who are results-oriented, multifaceted and can work independently or in a team environment, to get the job done. Common Responsibilities
- Crafting and implementing solutions that make software deployments well-organized and automated.
- Coming up with effective results that bring developer & operations roles and goals together, and encouraging a collaborative environment among all.
- Ensure product releases are high-quality and secure.
- Help automate processes to ensure efficiency, quality, and scalability.
- Liaise with various tech team members so product development and deployment are at their best.
- Design, build, and maintain Continuous Improvement/Continuous Development (CI/CD), testing, and operations infrastructure. Skills & Experiences Our Employers Need
- Experience with Gitlab-CI, Terraform, OpenStack Heat, Cloud Formation, Kubernetes/Docker, Azure, AWS, GCP, Kafka/Storm, Python, Go, Java, Spinnaker, Elasticsearch, Prometheus, APIGEE, HAProxy, NGINX, Cassandra, Zabbix, and/or other tools.
- Familiarity with infrastructure automation tools such as Puppet, Chef, Salt, Ansible, Jenkins, GoCD, Terraform, Artifactory, Nexus, InSpec, etc.
- BS or MS in Computer Science, Software Engineering or a related field, or equivalent work experience.
- 4+ years experience as a Software Engineer developing and maintaining an application.
- 4+ years experience with Linux administration (Full Stack or DevOps experience counts). Are you ready to find your next opportunity with Hired?

-

## Space Nuclear Power & Isotope Technologies Engineer

Link to Live Job Posting: Posting is no longer active

Location: Idaho Falls, ID

O\*NET: 17-2161.00

Company: US Department of Energy

Job Title: Nuclear Power Plant Operators

- Build a Resume
- Find a job salary
- Jobs
- Login
- Search All Jobs Space Nuclear Power & Isotope Technologies Engineer at Battelle Energy Alliance in Idaho Falls, Idaho Posted in Other about 10 hours ago.

### Job Description:

Description Does a career focused on changing the world's energy future intrigue you? If so, we might have just the opportunity you're looking for! The Materials and Fuels Complex (MFC) at the Idaho National Laboratory (INL) is seeking forward-thinking professionals for the position of Space Nuclear Facility Research Engineer collaborating with the Radioisotope Power Systems (RPS) Engineering Department Manager in support of National Aeronautics and Space Administration (NASA) missions.

### Responsibilities Include:

The Nuclear Research Facility Engineer applies engineering knowledge, practice, and techniques to solve applied and operational problems in the area of Radioisotope Power Systems. Key functions of the role include:

- Design Engineer
- Systems Engineer

### Project Engineer Minimum Requirements:

Level 3 or 4

- Bachelor of Science in engineering, material science or other engineering related field with 5-8 years of experience or a Master of Science Degree in engineering, material science or other engineering related field and 3-6 years of experience.

Must be a US Citizen and have the ability and desire to obtain and sustain a DOE "L" clearance.

### Preferred Skills:

- Experience with scheduling and performing medium scale projects involving nuclear facilities.
- Strong English written and oral communication skills are essential. Job Information

### Salary Grade:

220/230

- Chosen applicants are required to show a "demonstrated commitment to valuing diversity and contributing to an inclusive working environment."

Multi-Level:



#### **MULTI-LEVEL.**

This is a multi-level posting and the selected candidate will be placed at the appropriate level dependent on depth and breadth of confirmed experience and skills.

#### **INL Overview:**

INL is a science-based, applied engineering national laboratory dedicated to supporting the U.S. Department of Energy's mission in nuclear energy research, science, and national defense. With more than 5,000 scientists, researchers, and support staff, the laboratory works with national and international governments, universities and industry partners to discover new science and development technologies that underpin the nation's nuclear and renewable energy, national security, and environmental missions.

#### **INL Mission:**

Our mission is to discover, demonstrate and secure innovative nuclear energy solutions, other clean energy options and critical infrastructure.

#### **INL Vision:**

Our vision is to change the world's energy future and secure our nation's critical infrastructure.

#### **Selective Service Requirements:**

To be eligible for employment at INL men born after December 31, 1959 must have registered with the Selective Service System (SSS). For more information see [www.sss.gov](http://www.sss.gov).

#### **Equal Employment Opportunity:**

Idaho National Laboratory (INL) is an Equal Employment Opportunity (EEO) employer. It is the policy of INL to provide equal employment opportunities to all qualified applicants without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, age, protected veteran or disabled status, or genetic information. Women and People of Color are strongly encouraged to apply.

#### **COVID Safety Protocols:**

As a condition of employment, Idaho National Laboratory will inquire about COVID vaccination status and expects candidate compliance with all required COVID safety protocols, including mask-wearing as applicable. Idaho National Laboratory has implemented a required vaccination policy effective immediately requiring all new hires must be vaccinated against COVID

- 19 as a condition of employment, unless exempt under Title VII of the Civil Rights Act, the Americans with Disabilities Act, or other applicable state or federal law.

In accordance with Idaho National Laboratory's duty to provide and maintain a workplace that is free of known hazards, we are adopting this policy to safeguard the health of our employees and their families, our customers and visitors, and the community at large from infectious diseases that may be reduced by vaccinations.

#### **Reasonable Accommodation:**

We will ensure that individuals with disabilities are provided reasonable accommodation to participate in the job application or interview process, to perform essential job functions, and to receive other benefits and privileges of employment. Please contact us to request accommodation.

#### **Other Information:**

When applying to positions please provide your resume and answer all questions on the following screens. Applicants, who fail to provide a resume or answer the questions, may be deemed ineligible for consideration.

#### **Benefits & Salary:**

We have an extremely competitive salary structure, robust relocation package, and a phenomenal benefits package. For more information, please visit: <https://www.inl.gov/careers/benefits-overview/>. . Qualifications . Primary Location: United States Other Locations: US-ID-Idaho Falls Job: Engineering Organization: Materials & Fuels Complex-MFC (Uxxx) Schedule: Full-time Employee Status: Regular Job Posting: Oct 27, 2021, 2:36:56 PM Unposting Date: Nov 29, 2021, 6:59:00 AM •

# DevOps Engineers – Unclassified in Bremerton, WA (Oct 2021 - Jan 2022)

## DevOps/SRE

Link to Live Job Posting: Posting is no longer active

Location: Bremerton, WA

O\*NET: 17-2161.00

Company: Unclassified

Job Title: DevOps Engineers

- Build a Resume
- Find a job salary
- Jobs
- Login
- Search All Jobs DevOps/SRE at Hired in Bremerton, Washington Posted in Other about 10 hours ago.

- Job Description:

Signup on

- Hired
- to find your dream job as a
- DevOps Engineer/Site Reliability Engineer
- at one of 10,000+ companies looking for candidates just like you. Companies on
- Hired
- apply to you! You'll receive salary and compensation details up front
- before the interview. By crafting a profile on Hired, we're confident that you'll find a job you'll love!
- DevOps/Site Reliability Engineer/Cloud Engineer/Systems Engineer
- is gaining popularity in companies across all sectors, with
- DevOps Engineers
- owning the charge when it comes to putting standard methodologies to use. They're seen as the bridge between software and systems engineering to ensure products are released on time and within budget. DevOps Engineers implement and manage build infrastructure, build strategy (including container builds), and continuous delivery
- while managing application configurations. They close the gap between the developer and the operations teams, wielding an arsenal of tech tools and experience to make the day-to-day operations on a company's tech team as smooth and efficient as possible. Having a hand in software releases that are quick, secure and of the highest quality is the goal of the
- DevOps Engineer/SRE
- and reflects well on their company. We need DevOps Engineering jobseekers on Hired who are results-oriented, multifaceted and can work independently or in a team environment, to get the job done. Common Responsibilities
- Crafting and implementing solutions that make software deployments well-organized and automated.
- Coming up with effective results that bring developer & operations roles and goals together, and encouraging a collaborative environment among all.
- Ensure product releases are high-quality and secure.
- Help automate processes to ensure efficiency, quality, and scalability.
- Liaise with various tech team members so product development and deployment are at their best.
- Design, build, and maintain Continuous Improvement/Continuous Development (CI/CD), testing, and operations infrastructure. Skills & Experiences Our Employers Need
- Experience with Gitlab-CI, Terraform, OpenStack Heat, Cloud Formation, Kubernetes/Docker, Azure, AWS, GCP, Kafka/Storm, Python, Go, Java, Spinnaker, Elasticsearch, Prometheus, APIGEE, HAProxy, NGINX, Cassandra, Zabbix, and/or other tools.
- Familiarity with infrastructure automation tools such as Puppet, Chef, Salt, Ansible, Jenkins, GoCD, Terraform, Artifactory, Nexus, InSpec, etc.
- BS or MS in Computer Science, Software Engineering or a related field, or equivalent work experience.
- 4+ years experience as a Software Engineer developing and maintaining an application.
- 4+ years experience with Linux administration (Full Stack or DevOps experience counts). Are you ready to find your next opportunity with Hired?

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# Appendix C - Data Sources and Calculations

## Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

## State Data Sources

This report uses state data from the following agencies: Idaho Department of Labor; Oregon Employment Department; Washington State Employment Security Department

**NE 513: Nuclear Security Science**  
3 Credit On-Line Course

**Catalog Description:** An engineering course on threat and risk informed nuclear security covering topics including: physical protection, facility characterization, consequence analysis, access control/delay, insider threats, security culture, transportation security, radiological crime scene, and nuclear forensics. PRE-or-COREQ: BS in Science or Engineering or permission of instructor.

**Course Objectives:** Students completing this course should be able to demonstrate the following nuclear security objectives:

1. Develop a design basis threat and security plan for a nuclear facility.
2. Discuss and select the elements of a physical protection system.
3. Develop components of a broader community-based nuclear security plan.

**Tentative Lecture Schedule:**

Week	Topic
1	Introduction and Course Overview; 3S of Nuclear / Facility Characterization
2	Threat Assessment / Insider Threat Assessment
3	Nuclear Security Culture / Human Reliability
4	Design Basis Threat / Target Identification
5	Exam #1 / Design of Physical Protection Systems
6	Intrusion Detection / Exterior Intrusion Sensors
7	Interior Intrusion Sensors / Alarm Assessment and Communication
8	Entry Control / Access Delay
9	Response and Neutralization / Adversary Path Analysis
10	Scenario Development / Exam #2
11	Material Control & Accountancy for Security / Information Security
12	IT and I & C Security / Transportation Security
13	Material out of Regulatory Control / Detecting Illicit Trafficking
14	National Response Plan / Major Public Events
15	Radiological Crime Scene / Nuclear Forensics
16	Final Exam & Project Deadline

**Where and When:** Asynchronous On-line Lecture  
Office Hours – by appointment

**Instructor:** Dr. Matthew Bernards; University of Idaho Moscow Campus, 302 BEL  
Email: mbernards@uidaho.edu

**Required Materials:**

Mary Lynn Garcia. The Design and Evaluation of Physical Protection Systems. Second edition, Elsevier. ISBN:978-0-7506-8352-4

**Provided Reference Materials:**

IAEA Technical Guidance and Implementation Guides

## WINS International Best Practice Guides

### Reference Material:

Donald R. Joy. An Introduction to the Nuclear Fuels Cycle and Nuclear Safeguards. First edition, Jai Corporation. ISBN: 0-9676513-0-1

### Course Grading:

HW Assignments – 10%

Project – 15%

Exam #1 – 25%

Exam #2 – 25%

Exam #3 – 25%

### Grading Criteria:

A: >90%

B: 80-89%

C: 70-79%

D: 60-69%

F: <59%.

Grades subject to curve.

**Academic Honesty:** Students are expected to observe rigorously the University code regarding the academic honesty and integrity. Cheating, plagiarism, falsification, misinformation, etc., constitute a violation of the code which may be reported to the Dean of students. Violations are subject to penalties including assignment of grade “F” for the course, and any other disciplinary action deemed appropriate by the Dean.

**Disability Support Services:** Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through the Center for Disability Access and Resources located in the Bruce M. Pitman Center, Suite 127 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course. Contact DSS at 208-885-6307, email [cdar@uidaho.edu](mailto:cdar@uidaho.edu) or go to [www.uidaho.edu/current-students/cdar](http://www.uidaho.edu/current-students/cdar).

Please notify the instructors as soon as possible of any accommodation(s) needed for the course. This should consist of a completed and signed Accommodations Checklist for the current semester, provided by Disability Support Services.

**University of Idaho Classroom Learning Civility Clause:** In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning.

Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of

Students office and staff (885-6757), the UI Counseling & Testing Center's confidential services (885-6716), or the UI Office of Human Rights, Access, & Inclusion (885-4285).

### **Healthy Vandals Policies**

It is a longstanding tradition that Vandals take care of Vandals, and we all do our best to look out for the Vandal Family. These simple precautions go a long way in reducing the impact of coronavirus on our campuses and in our communities. With everyone engaging in these small actions, we can continue to participate in our vibrant campus culture where we are able to learn, live, and grow. Please bookmark the University of Idaho Covid-19 webpage and visit it often for the most up-to-date information about the U of I's response to Covid-19.

1. **Daily Symptom Monitoring and In-Person Class Attendance.** Evaluate your own health status before attending in-person classes and refrain from attending class in-person if you are ill, if you are experiencing any of the known symptoms of coronavirus, or if you have tested positive for COVID-19 or have been potentially exposed to someone with COVID-19.
  - If you display symptoms and/or test positive, you should quarantine following the CDC's recommendations. Do not return to class until you meet the CDC's requirements.
  - If you have been exposed but are asymptomatic, you should stay home for 14 days from last exposure if you remain asymptomatic, adhering to the CDC's requirements.

If you miss an in-person class session, documentation (a doctor's note) for medical excuses is not required with one exception. For normal missed class time, email me to make arrangements to submit any missed work and make plans to use online course materials to stay current with the course schedule. If you miss an exam for medical reasons, documentation will be required to take a make-up exam.

2. **Face Coverings.** All faculty, staff, students and visitors across all U of I locations must use face coverings whenever in any U of I buildings. You are required to wear a face covering over your nose and mouth in this classroom at all times.
  - a. If you have a medical condition that you believe affects your ability to comply with the face covering policy, please contact the Center for Disability Access and Resources (CDAR) to request a reasonable accommodation.
  - b. If you have other reasons you believe make you exempt from wearing face coverings, please contact the Covid-19 Coordinator at [covid19questions@uidaho.edu](mailto:covid19questions@uidaho.edu).
  - c. Failure to wear a face covering means you will be required to leave the classroom. If a disruption to the learning experience occurs due to repeated offence and/or egregious behavior, it will be referred to the Dean of Students Office for potential code violation.



# Security Regulation and Policy for Nuclear, Radiation and Cyber-Related Risk

Boise State University (3 units, online)

**Course Description:** This regulation and policy course examines nuclear-radiation security, including cyber-nuclear risk, with an emphasis on the civilian sector. Topics cover: historical developments and relationships across nuclear security, safety and safeguards; national and international legal frameworks; organizations; transport and import/export; cooperation; culture and management.

**Course Learning Objectives:** Students completing this should be able to demonstrate the following objectives:

1. Develop an advanced understanding of how the security of nuclear technology, related material and associated cyber-risk is overseen and managed at the governmental level;
2. Know the key elements of international and national legal frameworks, nuclear security system, and actors/organizations;
3. Recognize the importance of human factors in nuclear security, including the security culture and insider threats;
4. Have an awareness and appreciation of the threats posed by nuclear/radioactive materials and cyber-risks out of regulatory controls as well as knowledge of the regulatory environment to address them;
5. Understand the limits and applicability of policy and regulation for nuclear security and cyber risk.

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## Summary Schedule:

### Socio-technical Systems for Nuclear-Radiation Protection

1-2: Introduction / Global and National Nuclear Energy

3-4: History and Summits / Safety and Protection from Radiation Effects

5-6: International-National Legal Frameworks / Planning

7-8: Nuclear Security Cooperation / Organizations and Stakeholders

9: Exam

### PART II: Specialized Areas of Nuclear Security Regulation and Policy:

10: Transport / Public Events / Interdiction

11-12: Information and Cyber-Nuclear Risk / Export-Import Controls

13-14: Nuclear Security and Safety Culture / Risk and Security Management

15: Final Paper / Presentation Briefings

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### **Key Texts:**

- Bowen, W. et al., (2019). *Nuclear Security Briefing Book*, Centre for Science and Security Studies. College of London.
- Doyle, J. (Ed.) (2019). *Nuclear Safeguards, Security and Nonproliferation*. (2<sup>nd</sup> Ed.). Butterworth-Heinemann: Cambridge, MA.
- Dudenhoeffer, D. (Ed.) (2013). *Cyber Security for Nuclear Professions*. INSEN/IAEA, Vienna, Austria.
- Khripunov, I. (2018). *Nuclear Security Culture*. INSEN/IAEA, Vienna, Austria.
- Scherer, C. and Rothrock, L. (2019). *Introduction to Nuclear Security*, INSEN/IAEA, Vienna, Austria.

*Additional readings include IAEA guidance and related content.*

**Assignments:** Exam, Homework, Technical brief/simulation assessments, Final paper and presentation

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## **DETAILED SCHEDULE and READINGS:**

### ***PART I: Socio-technical Systems for Nuclear-Radiation Protection***

#### **1-2. Introduction / Global Nuclear Energy I and II**

- Lieu, T. What Can a Pandemic Teach Us about Nuclear Threats?  
*The Bulletin of Atomic Scientists*, Aug 7, 2020.
- Bowen et al., 2-30
- Scherer and Rothrock, 19-44
- Doyle, 77-108

#### **3-4. History and Summits / Radiation Protection I-II**

- Bowen et al., 31-77
- Rosenthal, 1-42
- Khripunov, 136-153

#### **5-6. International-National Legal Frameworks / Planning I-II**

- Scherer and Rothrock, 60-96

- Rosenthal, 44-101, 164-183

#### Review

- Convention on the Physical Protection of Nuclear Material (CPPNM),
- Nuclear Security Recommendations on Physical Protection of Nuclear Material and Nuclear Facilities: INFCIRC/225/Revision 5, [https://www-pub.iaea.org/MTCD/Publications/PDF/Pub1481\\_web.pdf](https://www-pub.iaea.org/MTCD/Publications/PDF/Pub1481_web.pdf)
- UN Security Council Resolution 1540, Bowen et al. 150-152

#### Supplemental

- Shull, A. The Global Nuclear Safety and Security Regimes, *Nuclear Energy Futures Paper*, No. 2, 2008.
- IAEA, Fundamentals of a State's Nuclear Security Regime, IAEA Nuclear Security Series No. 20, 2013.
- IAEA, The International Legal Framework for Nuclear Security, IAEA International Law Series No. 4, IAEA, Vienna (2011).
- IAEA, Legal Framework for IAEA Safeguards, IAEA, Vienna (2013).
- IAEA, Establishing the Nuclear Security Infrastructure for a Nuclear Power Programme, IAEA Nuclear Security Series No. 19, IAEA, Vienna, 2013.

#### **7-8. Nuclear Security Cooperation / Organizations and Stakeholders**

- Bowen, W., et al., Multilateral Cooperation and the Prevention of Nuclear Terrorism, *International Affairs*, 88:2, 349-368, March 2012.
- IAEA, Stakeholder Involvement throughout the Life Cycle of Nuclear Facilities, IAEA Nuclear Energy Series, No. NG-T-1.4, 2011.

#### **9. Exam**

### ***PART II: Specialized Areas of Nuclear Security Regulation and Policy***

#### **10. Transport / Public Events / Interdiction**

- Doyle, 231-254
- Scherer and Rothrock, 131-146
- IAEA, Nuclear Security Measures at the XV Pan American Games: Rio de Janeiro 2007, IAEA, Vienna, Austria, 1-27.

#### Supplemental:

- OECD Nuclear Energy Agency, Experience from the Third International Nuclear Emergency Exercise (INEX 3) on Consequence Management, OECD/NEA, Paris (2007).
- IAEA, Governmental, Legal and Regulatory Framework for Safety, General Safety Requirements Part 1, No. GRS Part 1, IAEA Vienna, 2010.
- IAEA, Safety Glossary, Terminology used in Nuclear Safety and Radiation Protection, 2007.
- IAEA. Regulations for the Safe Transport of Radioactive Material, IAEA Safety Standards Series No. TS R 1 (9<sup>th</sup> Ed).IAEA, Vienna, 2018.

### **11-12. Information and Cyber-Nuclear Risk / Export-Import Controls**

- Dudenhoeffer, 12-51
- Doyle, 357-410
- IAEA, Combating Illicit Trafficking in Nuclear and other Radioactive Material, IAEA Nuclear Security Series No. 6, Vienna (2007).

#### **Supplemental**

- IAEA, Security of Nuclear Information, IAEA Nuclear Security Series No. 23-G, IAEA, Vienna (2015).

### **13-14. Nuclear Security and Safety Culture / Risk and Security Management**

- Scherer and Rothrock, 194-210
- Khripunov, 10-25, 51-59, 111-135
- IAEA and Interpol, Risk Informed Approach for Nuclear Security Measures for Nuclear and Other Radioactive Material Out of Regulatory Control, IAEA Nuclear Security Series No. 24-G, 2015, 4-46.

#### **Supplemental**

- IAEA, Risk Management: A Tool for Improving Nuclear Power Plant Performance," International Atomic Energy Agency, IAEA-TECDOC-1209, April 2001.
- IAEA, Nuclear Security Management for Research Reactors and Related Facilities, 2016, Vienna, Austria, 3-27.
- IAEA, Nuclear Security Culture: Implementing Guide, IAEA Nuclear Security Series No. 7, Vienna (2008).

### ***15. Final Papers and Briefings***

# Computer & Cyber Security

University of Wyoming

Preliminary overview (3 units, online)

**Course Description:** The course provides a balance of theoretical and practical knowledge of cyber and information security as it pertains to computing, networking, and electronic communication systems. Practical exercises (sometimes in teams) support the theoretical content of the lectures.

**Course learning objectives:** Successful students will be able to

1. Recall and provide practical examples of cyber and information security
2. Use computer and communication security measures
3. Apply various security techniques (e.g. authentication, access control, threat analysis, intrusion detection, etc.)

**Preliminary session topics:**

1. Fundamentals of Information Security
2. Threat Analysis
3. Computer Security
  - a. Operating Systems
  - b. Access Control Principles
  - c. (Remote) Maintenance
4. Authentication and Cryptography
  - a. Methods
  - b. Applications and Limitations
5. Midterm
6. Computer Security Architecture
  - a. Threats to System Infrastructure
  - b. Consequence Analysis
  - c. Layered Security
7. Network Security
  - a. Devices and Services: From Mobile Devices to IT Closets
  - b. Threats to Network Infrastructure
  - c. Common Malware
  - d. Common Protection Methods: Firewalls, VPNs, Secure LAN
  - e. Security vs Usability
8. Intrusion Detection
  - a. Common Intrusions
  - b. Detection and Response
  - c. Forensics – Live and Post-Mortem
9. Information Recovery
10. The Human Element
11. Final exam

# Computer & Cyber Security

University of Wyoming  
Preliminary overview (3 units, online)

## Preliminary readings:

INTERNATIONAL ATOMIC ENERGY AGENCY, *Computer Security at Nuclear Facilities*, IAEA Nuclear Security Series No. 17, IAEA, Vienna (2011). Available online: [http://www-pub.iaea.org/MTCD/Publications/PDF/Pub1527\\_web.pdf](http://www-pub.iaea.org/MTCD/Publications/PDF/Pub1527_web.pdf)

INTERNATIONAL ATOMIC ENERGY AGENCY, *Computer Security for Nuclear Security*, Vienna (2018). Available online <https://www-ns.iaea.org/downloads/security/security-series-drafts/implementation-guides/nst045.pdf>

## Text Books (Open Access):

Rao, U. H., & Nayak, U. (2014). *The InfoSec handbook: An introduction to information security*. Apress. <https://link.springer.com/book/10.1007/978-1-4302-6383-8>

# Idaho State

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# UNIVERSITY

NE 4488 / 5588, Nonproliferation and Nuclear Safeguards

Instructor: Dr. Chad L. Pope ([popechad@isu.edu](mailto:popechad@isu.edu))  
Office: LEL 235E  
Phone: 282-2875

## **COURSE DESCRIPTION**

Science and technology-oriented history, technical basis, and regulation of nuclear nonproliferation; technologies and practices for safeguarding special nuclear materials; detection of nuclear proliferation.

## **COURSE OBJECTIVE**

This course provides students with key technical knowledge elements of nonproliferation and nuclear weapons and safeguards. Four key elements are addressed:

- A fundamental understanding of nuclear energy and the nuclear fuel cycle.
- A fundamental understanding of radiation detection methods and instrumentation and radiation safety.
- An understanding of nuclear material accountancy and inventory control.
- An understanding of nuclear forensic techniques.

## **COURSE REFERENCES**

Doyle, L. E., Nuclear Safeguards, Security, and Nonproliferation, Butterworth-Heinemann.

Tsoufanidis, N. and Cochran, R. G., The Nuclear Fuel Cycle: Analysis and Management, American Nuclear Society.

Passive Nondestructive Assay of Nuclear Materials, NUREG/CR-5550, LA-UR-90-732 (1991).

DOE-HDBK-1019/1-93, Nuclear Physics and Reactor Theory.

C. L. Pope, "Fuel Assembly Neutron Computed Tomography Using Monte Carlo Simulation," *Transactions of the American Nuclear Society*, **107** (2012).

C. L. Pope, M. J. Lineberry, "Comparison of Measured and Monte Carlo Results for Neutron Beam Transmission Through an Irradiated Nuclear Fuel Assembly," *Nuclear Technology*, **182** (2013).

## COURSE OUTLINE

<b>Week</b>	<b>Topic</b>
1	Nuclear Safeguards and the Security of Nuclear Material
2	Nuclear Energy and Material
3	Nuclear Fuel Cycle – Front End
4	Nuclear Fuel Cycle – Back End
5	Gamma Radiation Detection
6	Non-destructive assay (Gamma-rays, uranium enrichment)
7	Non-destructive assay (plutonium isotopic, densitometry, x-ray fluorescence)
8	Non-destructive assay (neutron interactions, counting, and instruments)
9	Non-destructive assay (neutron coincidence counting and instruments)
10	Non-destructive assay (irradiated fuel measurement)
11	Material accountancy
12	Physical protection
13	Case Study: Rokkasho
14	Case Study: BN-350
15	Review
16	Final Exam



<b>Lesson Title</b>	Nuclear Safeguards and the Security of Nuclear Materials	<b>Course</b>	NE 4488 / 5588, Nonproliferation and Nuclear Safeguards
<b>Major Topic</b>	Course introduction and foundation	<b>Identifier (standard)</b>	
<b>Sequence</b>	1 of 15	<b>Related Reading</b>	Chapter 1 and 2 of Doyle, L. E., <i>Nuclear Safeguards, Security, and Nonproliferation</i> , Butterworth-Heinemann  1972 State Department assessment of the potential for an Indian nuclear weapon.

Data Collection/Questions	Why are you enrolled in this course? What is your technical background?	
Objective	Initial introduction and insights from the reading	
Catch/Hook	Overview of the 1974 Indian Nuclear Detonation	
Activities	<b>Instructor Centric</b>	<b>Student Centric</b>
	Provide an overview of the course.  Summary of the 1974 nuclear detonation in the Indian Ocean.  Summarize the content of Chapters 1 and 2 after students provide their thoughts on the chapters.	Providing background on their reason for taking the course.  Reading Chapters 1 and 2.  Providing personal insights into the chapter contents.
Review	Classroom discussion	
Assessment	Two-page discussion of the 1974 nuclear detonation.	
Standards/Alignment	Set the foundation for the course content.	

<b>Lesson Title</b>	Nuclear Energy and Material	<b>Course</b>	NE 4488 / 5588, Nonproliferation and Nuclear Safeguards
<b>Major Topic</b>	Atomic and nuclear physics, radiation interaction with matter, fundamentals of nuclear reactors and power plants.	<b>Identifier (standard)</b>	
<b>Sequence</b>	2 of 15	<b>Related Reading</b>	Module 1 and 2 of DOE-HDBK-1019/1-93, Nuclear Physics and Reactor Theory.  Chapter 1 of Tsoulfanidis, N. and Cochran, R. G., <i>The Nuclear Fuel Cycle: Analysis and Management</i> , American Nuclear Society.

Data Collection/Questions	What is nuclear fission? What is criticality? What are the fundamental parts of a power reactor?	
Objective	Establish necessary understanding of key nuclear material properties.	
Catch/Hook	CP-1 Reactor	
Activities	<b>Instructor Centric</b>	<b>Student Centric</b>
	Describe key atomic and nuclear physics concepts, radiation interaction with matter, fundamentals of nuclear reactors and power plants.	Complete reading assignment.  Participate in lectures.  Complete homework assignment
Review	Classroom discussion	
Assessment	Homework problems from the reading assignments.	
Standards/Alignment	Set the physics foundation for the course.	

<b>Lesson Title</b>	Fuel cycle – part 1	<b>Course</b>	NE 4488 / 5588, Nonproliferation and Nuclear Safeguards
<b>Major Topic</b>	Fuel cycle – front end	<b>Identifier (standard)</b>	
<b>Sequence</b>	3 of 15	<b>Related Reading</b>	Chapter 2, 3, and 4 of Tsoulfanidis, N. and Cochran, R. G., <i>The Nuclear Fuel Cycle: Analysis and Management</i> , American Nuclear Society.

Data Collection/Questions	What are the uranium concentrations from mining to milling, to enrichment? What is SWU?	
Objective	Establish necessary understanding of the front end of the nuclear fuel cycle.	
Catch/Hook	Gaseous diffusion enrichment versus gas centrifuge enrichment	
Activities	Instructor Centric	Student Centric
	Describe mining and milling operations.  Describe enrichment techniques.  Emphasize the advantages of gas centrifuge enrichment.	Complete reading assignment.  Participate in lectures.  Complete homework assignment
Review	Classroom discussion	
Assessment	Homework problems from the reading assignments.	
Standards/Alignment	Set the fuel cycle front end foundation for the course.	

<b>Lesson Title</b>	Fuel cycle – part 2	<b>Course</b>	NE 4488 / 5588, Nonproliferation and Nuclear Safeguards
<b>Major Topic</b>	Fuel cycle – back end.	<b>Identifier (standard)</b>	
<b>Sequence</b>	4 of 15	<b>Related Reading</b>	Chapter 7 of Tsoulfanidis, N. and Cochran, R. G., <i>The Nuclear Fuel Cycle: Analysis and Management</i> , American Nuclear Society.

Data Collection/Questions	What are the material and equipment used in aqueous reprocessing? What are the materials and equipment used in pyroprocessing?	
Objective	Establish necessary understanding of the back end of the nuclear fuel cycle.	
Catch/Hook	Aqueous reprocessing facility size versus pyroprocessing facility size.	
Activities	<b>Instructor Centric</b>	<b>Student Centric</b>
	Describe aqueous reprocessing.  Describe pyroprocessing.	Complete reading assignment.  Participate in lectures.  Complete homework assignment
Review	Classroom discussion	
Assessment	Prepare a comparative analysis report on aqueous reprocessing and pyroprocessing.	
Standards/Alignment	Set the fuel cycle back end foundation for the course.	

<b>Lesson Title</b>	Gamma ray detection	<b>Course</b>	NE 4488 / 5588, Nonproliferation and Nuclear Safeguards
<b>Major Topic</b>	Gamma radiation detection – methods and equipment.	<b>Identifier (standard)</b>	
<b>Sequence</b>	5 of 15	<b>Related Reading</b>	Chapter 3 and 4 of <i>Passive Nondestructive Assay of Nuclear Materials</i> , NUREG/CR-5550, LA-UR-90-732 (1991).

Data Collection/Questions	What are the primary radiation detector types and how do they work? What are fundamental aspects of gamma-ray spectroscopy?	
Objective	Establish necessary understanding of the radiation detection equipment used for non-destructive assay.	
Catch/Hook	Cloud chamber demonstration.	
Activities	Instructor Centric	Student Centric
	Describe aqueous gas-filled, scintillation, and solid-state detectors.  Describe the fundamentals of a multichannel analyzer.	Complete reading assignment.  Participate in lectures.  Complete homework assignment
Review	Classroom discussion	
Assessment	Homework assignment focused on counting statistics.	
Standards/Alignment	Develop an understanding of the detector equipment used for non-destructive assay.	

<b>Lesson Title</b>	Non-destructive assay – part 1	<b>Course</b>	NE 4488 / 5588, Nonproliferation and Nuclear Safeguards
<b>Major Topic</b>	Non-destructive assay – gamma rays and uranium enrichment.	<b>Identifier (standard)</b>	
<b>Sequence</b>	6 of 15	<b>Related Reading</b>	Chapter 5, 6, and 7 of <i>Passive Nondestructive Assay of Nuclear Materials</i> , NUREG/CR-5550, LA-UR-90-732 (1991).

Data Collection/Questions	What are the fundamentals of passive gamma-ray assay? How is uranium enrichment determined using passive gamma-ray assay?	
Objective	Establish necessary understanding of the of uranium enrichment determination using passive gamma-ray assay.	
Catch/Hook	Uranium decay gamma-ray spectrum.	
Activities	Instructor Centric	Student Centric
	Describe the fundamentals of passive gamma-ray assay including energy calibration, regions of intreat, and detector efficiency.  Discuss attenuation correction procedures.  Discuss the determination of uranium enrichment using passive gamma-ray assay and other methods.	Complete reading assignment.  Participate in lectures.  Complete homework assignment
Review	Classroom discussion	
Assessment	Prepare a report summarizing passive gamma-ray assay focusing on its strengths, weaknesses, and range of applicability.	
Standards/Alignment	Develop an understanding of passive gamma-ray assay.	

<b>Lesson Title</b>	Non-destructive assay – part 2	<b>Course</b>	NE 4488 / 5588, Nonproliferation and Nuclear Safeguards
<b>Major Topic</b>	Non-destructive assay – plutonium isotopes, densitometry, and x-ray fluorescence.	<b>Identifier (standard)</b>	
<b>Sequence</b>	7 of 15	<b>Related Reading</b>	Chapter 8, 9, and 10 of <i>Passive Nondestructive Assay of Nuclear Materials</i> , NUREG/CR-5550, LA-UR-90-732 (1991).

Data Collection/Questions	How is plutonium isotopic composition determined using gamma-ray spectroscopy? What is densitometry? What is X-ray fluorescence?	
Objective	Establish understanding plutonium isotopic determination, densitometry, and x-ray fluorescence.	
Catch/Hook	Reactor grade, weapons grade, and ivory plutonium.	
Activities	Instructor Centric	Student Centric
	Describe the fundamentals of gamma-ray spectroscopy in determining plutonium isotopic composition.  Discuss densitometry.  Discuss x-ray fluorescence.	Complete reading assignment.  Participate in lectures.  Complete homework assignment
Review	Classroom discussion	
Assessment	Prepare a report summarizing either plutonium isotopic determination, densitometry, or x-ray fluorescence.	
Standards/Alignment	Develop an understanding of plutonium isotopic determination, densitometry, and x-ray fluorescence.	

<b>Lesson Title</b>	Non-destructive assay – part 3	<b>Course</b>	NE 4488 / 5588, Nonproliferation and Nuclear Safeguards
<b>Major Topic</b>	Non-destructive assay – neutron interaction, counting, and instruments.	<b>Identifier (standard)</b>	
<b>Sequence</b>	8 of 15	<b>Related Reading</b>	Chapter 12, 13, 14 and 15 of <i>Passive Nondestructive Assay of Nuclear Materials</i> , NUREG/CR-5550, LA-UR-90-732 (1991).

Data Collection/Questions	How is neutron detection accomplished? What are the principles of neutron counting?	
Objective	Establish understanding plutonium isotopic determination, densitometry, and x-ray fluorescence.	
Catch/Hook	Neutron origins.	
Activities	<b>Instructor Centric</b>	<b>Student Centric</b>
	Describe neutron interactions with matter.  Describe neutron detection instruments and counting.	Complete reading assignment.  Participate in lectures.  Complete homework assignment
Review	Classroom discussion	
Assessment	Complete homework assignment focused on neutron counting principles.	
Standards/Alignment	Develop an understanding of neutron detection and counting.	



<b>Lesson Title</b>	Non-destructive assay – part 4	<b>Course</b>	NE 4488 / 5588, Nonproliferation and Nuclear Safeguards
<b>Major Topic</b>	Non-destructive assay – neutron coincidence counting and instruments.	<b>Identifier (standard)</b>	
<b>Sequence</b>	9 of 15	<b>Related Reading</b>	Chapter 16 and 17 of <i>Passive Nondestructive Assay of Nuclear Materials</i> , NUREG/CR-5550, LA-UR-90-732 (1991).

Data Collection/Questions	What is neutron coincidence counting? What instruments are used for neutron coincidence counting?	
Objective	Establish understanding of neutron coincidence counting.	
Catch/Hook	Rossi-alpha prompt neutron decay constant measurement.	
Activities	Instructor Centric	Student Centric
	Describe the principles and applications of neutron coincidence counting.  Describe neutron coincidence counting instruments.	Complete reading assignment.  Participate in lectures.  Complete homework assignment
Review	Classroom discussion	
Assessment	Complete a report describing one neutron coincidence counting application.	
Standards/Alignment	Develop an understanding of neutron coincidence counting.	

<b>Lesson Title</b>	Non-destructive assay – part 5	<b>Course</b>	NE 4488 / 5588, Nonproliferation and Nuclear Safeguards
<b>Major Topic</b>	Non-destructive assay – irradiated fuel measurements.	<b>Identifier (standard)</b>	
<b>Sequence</b>	10 of 15	<b>Related Reading</b>	Chapter 18 of <i>Passive Nondestructive Assay of Nuclear Materials</i> , NUREG/CR-5550, LA-UR-90-732 (1991).  C. L. Pope, M. J. Lineberry, "Comparison of Measured and Monte Carlo Results for Neutron Beam Transmission Through an Irradiated Nuclear Fuel Assembly," <i>Nuclear Technology</i> , 182 (2013).  C. L. Pope, "Fuel Assembly Neutron Computed Tomography Using Monte Carlo Simulation," <i>Transactions of the American Nuclear Society</i> , 107 (2012).

Data Collection/Questions	What is the typical composition of spent fuel? How can computed tomography be used to assay spent fuel?	
Objective	Establish understanding of spent fuel composition and corresponding non-destructive assay methods.	
Catch/Hook	Neutron computed tomography image generation.	
Activities	Instructor Centric	Student Centric
	Describe the composition of spent nuclear fuel.  Describe the process of conducting neutron computed	Complete reading assignment.  Participate in lectures.  Complete homework assignment

	tomography and the projection difference technique.	
Review	Classroom discussion	
Assessment	Complete a report describing one spent fuel non-destructive assay technique.	
Standards/Alignment	Develop an understanding of the composition of spent nuclear fuel and the methods for non-destructive assay.	

<b>Lesson Title</b>	Material Accountancy	<b>Course</b>	NE 4488 / 5588, Nonproliferation and Nuclear Safeguards
<b>Major Topic</b>	Material accountancy methods and statistics.	<b>Identifier (standard)</b>	
<b>Sequence</b>	11 of 15	<b>Related Reading</b>	Chapter 8 of Doyle, L. E., <i>Nuclear Safeguards, Security, and Nonproliferation</i> , Butterworth-Heinemann.

Data Collection/Questions	What are the primary components of inventory difference? What are the statistical methods applied to each component?	
Objective	Establish understanding of material accountancy methods.	
Catch/Hook	Inventory difference in terms of significant quantities.	
Activities	Instructor Centric	Student Centric
	Describe inventory difference and the components that contribute to it.  Describe the statistical methods used to assess inventory difference.	Complete reading assignment.  Participate in lectures.  Complete homework assignment
Review	Classroom discussion	
Assessment	Complete a statistical analysis homework problem.	
Standards/Alignment	Develop an understanding of material accountancy methods.	

<b>Lesson Title</b>	Physical protection	<b>Course</b>	NE 4488 / 5588, Nonproliferation and Nuclear Safeguards
<b>Major Topic</b>	Physical protection methods and analysis	<b>Identifier (standard)</b>	
<b>Sequence</b>	12 of 15	<b>Related Reading</b>	Chapter 4 of Doyle, L. E., <i>Nuclear Safeguards, Security, and Nonproliferation</i> , Butterworth-Heinemann.

Data Collection/Questions	What are the primary components of physical protection? How are physical protection measures evaluated?	
Objective	Establish understanding of physical protections methods.	
Catch/Hook	Physical protection delay times.	
Activities	Instructor Centric	Student Centric
	Describe physical protection methods.  Describe the process of evaluating physical protection methods.	Complete reading assignment.  Participate in lectures.  Complete homework assignment
Review	Classroom discussion	
Assessment	Complete a report addressing physical protection methods.	
Standards/Alignment	Develop an understanding of physical protection.	

<b>Lesson Title</b>	Case Study: Rokkasho	<b>Course</b>	NE 4488 / 5588, Nonproliferation and Nuclear Safeguards
<b>Major Topic</b>	Safeguards implementation at the Rokkasho reprocessing plant	<b>Identifier (standard)</b>	
<b>Sequence</b>	13 of 15	<b>Related Reading</b>	Chapter 9 of Doyle, L. E., <i>Nuclear Safeguards, Security, and Nonproliferation</i> , Butterworth- Heinemann.

Data Collection/Questions	What are the primary safeguards used at the Rokkasho reprocessing plant? What are the IAEA activities at the Rokkasho reprocessing plant?	
Objective	Establish understanding of the safeguards approaches used at the Rokkasho reprocessing plant.	
Catch/Hook	Tokai-mura impact on Rokkasho startup	
Activities	<b>Instructor Centric</b>	<b>Student Centric</b>
	Describe the Rokkasho reprocessing plant.  Describe the safeguards approaches used at the Rokkasho reprocessing plant.	Complete reading assignment.  Participate in lectures.  Complete homework assignment
Review	Classroom discussion	
Assessment	Complete a report addressing safeguards at the Rokkasho reprocessing plant.	
Standards/Alignment	Develop an understanding of safeguards in a large reprocessing plant.	

<b>Lesson Title</b>	Case Study: BN-350	<b>Course</b>	NE 4488 / 5588, Nonproliferation and Nuclear Safeguards
<b>Major Topic</b>	Safeguards implementation at the BN-350 reactor.	<b>Identifier (standard)</b>	
<b>Sequence</b>	14 of 15	<b>Related Reading</b>	Chapter 10 of Doyle, L. E., <i>Nuclear Safeguards, Security, and Nonproliferation</i> , Butterworth-Heinemann.

Data Collection/Questions	What are the primary safeguards used at the BN-350 reactor?	
Objective	Establish understanding of the safeguards approaches used at the BN-350 reactor.	
Catch/Hook	Sodium cooled fast reactors	
Activities	<b>Instructor Centric</b>	<b>Student Centric</b>
	Describe the BN-350 reactor facility.  Describe the safeguards approaches used at the BN-350 reactor.	Complete reading assignment.  Participate in lectures.  Complete homework assignment
Review	Classroom discussion	
Assessment	Complete a report addressing safeguards at the BN-350 reactor.	
Standards/Alignment	Develop an understanding of safeguards in a reactor facility.	

<b>Lesson Title</b>	Course Review	<b>Course</b>	NE 4488 / 5588, Nonproliferation and Nuclear Safeguards
<b>Major Topic</b>	Course Review	<b>Identifier (standard)</b>	
<b>Sequence</b>	15 of 15	<b>Related Reading</b>	None

Data Collection/Questions	What did you like and dislike about the course?	
Objective	Identify course improvement opportunities.	
Catch/Hook	None	
Activities	Instructor Centric	Student Centric
	Review course material	Participate in lectures.
Review	Classroom discussion	
Assessment	Complete course assessment form	
Standards/Alignment	N/A	



# 331: ENVIRONMENTAL EDUCATION AND SCIENCE COMMUNICATION ACADEMIC CERTIFICATE

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## In Workflow

1. Eva Strand (evas@uidaho.edu)
2. 153 Chair (jvos@uidaho.edu)
3. 11 Curriculum Committee Chair (shook@uidaho.edu)
4. Degree Map Review (rfrost@uidaho.edu)
5. Graduate Council Chair (slthomas@uidaho.edu)
6. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Post-UCC Registrar (none)
11. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
12. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
13. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Wed, 07 Sep 2022 16:10:58 GMT  
Jacobus Vos (jvos): Approved for 153 Chair
2. Wed, 28 Sep 2022 17:34:09 GMT  
Eva Strand (evas): Rollback to 153 Chair for 11 Curriculum Committee Chair
3. Mon, 03 Oct 2022 19:19:13 GMT  
Eva Strand (evas): Approved for V00096425
4. Mon, 03 Oct 2022 22:14:59 GMT  
Jacobus Vos (jvos): Approved for 153 Chair
5. Mon, 03 Oct 2022 23:59:03 GMT  
Eva Strand (evas): Approved for 11 Curriculum Committee Chair
6. Wed, 12 Oct 2022 23:19:14 GMT  
Rebecca Frost (rfrost): Approved for Degree Map Review
7. Thu, 10 Nov 2022 17:24:44 GMT  
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
8. Sat, 04 Feb 2023 18:51:04 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
9. Tue, 07 Feb 2023 15:32:51 GMT  
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
10. Wed, 08 Feb 2023 21:35:22 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
11. Wed, 15 Feb 2023 20:44:12 GMT  
Theodore Unzicker (tunzicker): Approved for UCC
12. Wed, 15 Feb 2023 20:44:43 GMT  
Theodore Unzicker (tunzicker): Approved for Post-UCC Registrar

## History

1. Jul 6, 2021 by Amy Kingston (amykingston)

Date Submitted: Mon, 29 Aug 2022 18:04:52 GMT

**Viewing: 331 : Environmental Education and Science Communication Academic Certificate**

**Last approved: Tue, 06 Jul 2021 19:27:03 GMT**

**Last edit: Wed, 15 Feb 2023 20:43:43 GMT**

Changes proposed by: Leslie Dorsey

### Faculty Contact

Faculty Name	Faculty Email
Leslie Dorsey	ldorsey@uidaho.edu

**Change Type (Choose all that apply)**

Change curriculum requirements

**Description of Change**

Proposed change of splitting the leadership curriculum from one to two semesters. Adding NRS 599 as an option for research credits.

**Will this request have a fiscal impact of \$250K or greater?**

No

**Academic Level**

Graduate

**College**

Natural Resources

**Department/Unit:**

Natural Resources &amp; Society

**Effective Catalog Year**

2023-2024

**Program Title**

Environmental Education and Science Communication Academic Certificate

**Program Credits**

20

**CIP Code**

13.1338 - Environmental Education.

**Curriculum:**

All required coursework must be completed with a grade of 'B' or better (O-10-b (<https://catalog.uidaho.edu/general-requirements-academic-procedures/o-miscellaneous/>)).

Code	Title	Hours
<b>Content I Block</b>		
Optional:		
NRS 504	Special Topics (Intro to Ecol Data Analysis)	1
Select two of the following courses:		5-8
NRS 560	Place-based Ecology I	
NRS 563	Place Based Env. Education	
NRS 556	Team Leadership for Environmental Educators	
<b>Content II Block</b>		
Select two of the following courses:		5-8
NRS 565	Science Communication and the Environment	
NRS 557	Community Leadership for Environmental Educators	
NRS 566	Place-based Ecology II	
<b>Teaching Practicum Block</b>		
Select at least two of the following:		4
NRS 562	Field Science Teaching	
NRS 564	Teaching Environmental Education in a Winter Environment	
NRS 567	Environmental Education Teaching Practicum I	
NRS 568	Environmental Education Teaching Practicum II	
<b>Research Block</b>		
Select at least two credits of any of the following:		2
NRS 500	Master's Research and Thesis <sup>1</sup>	
NRS 502	Directed Study	
NRS 599	Non-thesis Master's Research	
<b>Total Hours</b>		<b>17-23</b>

1

NRS 500 *Master's Research and Thesis* or NRS 599 *Non-thesis Masters Research* for students seeking this certificate to complement their current M.S. thesis program or non-thesis MNR program.

### **Courses to total 20 credits for this certificate**

### **Distance Education Availability**

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

#### **Can 50% or more of the curricular requirements of this program be completed via distance education?**

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.

### **Geographical Area Availability**

#### **In which of the following geographical areas can this program be completed in person?**

McCall  
Other

#### **Where?**

McCall Field Campus, McCall, ID

### **Student Learning Outcomes**

#### **Have learning outcomes changed?**

No

#### **Learning Objectives**

1. Students will explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives; students will critically analyze their own perspective and performance, and demonstrate empathy for diverse perspectives.
2. Students will apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities; Students will demonstrate leadership in a variety of situations and exhibit tolerance for adversity and uncertainty.
3. Students will critically analyze information and demonstrate the ability to effectively communicate science through a variety of media and with a diversity of audiences, understand its ethics, and identify its roles in the formulation of individual and public decisions.
4. Students will develop knowledge in ecology, science communication, leadership, and place-based education. Students will apply this knowledge in disciplinary specialization and will create a final portfolio that demonstrates how they integrate knowledge across disciplines.
5. Students will demonstrate a basic understanding of local ecology and socio-ecological issues.
6. Students will acquire, articulate, create, and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society, with particular emphasis on the role that communication plays in science, leadership, and education to address and communicate socio-ecological issues, environmental issues, and issues of social justice.
7. Students will demonstrate an ability to plan and deliver inclusive, student-centered, inquiry-based, place-based instruction.
8. Students will apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.
9. Students will create and evaluate a project that addresses a "real world" challenge.

#### **Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.**

The proposed change of splitting the leadership curriculum from one to two semesters provides the students with several opportunities. The first benefit is allowing the students additional time for reflection and dedication to all course work in a more balanced work load over the two semesters. The opportunity to have the leadership courses over two semesters supports the student's experiences as members of a residential cohort and a focus on community leadership theory is directly applicable. Instruction work load change- the frequency of grading will increase for the non-faculty instructor. The contact time with students will remain the same overall.

Assessment: · Learn and integrate - Through independent learning and collaborative study, attain, use, and develop knowledge of content necessary to apply leadership theory to their own practice. · Think and create - Using empathy and an expanded understanding of leadership styles and facilitation techniques, students will examine real-time issues, wrestle with adaptive challenges, and make consequential decisions related to group performance and leadership. · Communicate - Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society. · Clarify purpose and perspective - Explore one's life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives. · Practice citizenship - Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

The addition of NRS 599 nonthesis research credits allows student more flexibility in which research credits count towards this certificate.

#### **Reviewer Comments**

**Eva Strand (evas) (Wed, 28 Sep 2022 17:34:09 GMT):** Rollback: Consider removing NRS600 credit option from the certificate.

**Theodore Unzicker (tunzicker) (Wed, 23 Nov 2022 22:00:21 GMT):** Adding Provost's Office to workflow. Change location from Moscow to McCall.

Key: 331

# 226: NATURAL RESOURCES (MNR)

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## In Workflow

1. 151 Chair (shook@uidaho.edu)
2. 11 Curriculum Committee Chair (shook@uidaho.edu)
3. Degree Map Review (rfrost@uidaho.edu)
4. Graduate Council Chair (slthomas@uidaho.edu)
5. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (disable)
8. UCC (none)
9. Post-UCC Registrar (none)
10. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
12. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Mon, 29 Aug 2022 19:51:29 GMT  
Steven Shook (shook): Approved for 151 Chair
2. Mon, 03 Oct 2022 19:22:10 GMT  
Eva Strand (evas): Approved for 11 Curriculum Committee Chair
3. Wed, 12 Oct 2022 21:22:50 GMT  
Rebecca Frost (rfrost): Approved for Degree Map Review
4. Thu, 10 Nov 2022 17:24:27 GMT  
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
5. Sat, 04 Feb 2023 18:50:49 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
6. Tue, 07 Feb 2023 15:32:23 GMT  
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
7. Wed, 08 Feb 2023 21:36:45 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
8. Wed, 15 Feb 2023 20:41:13 GMT  
Theodore Unzicker (tunzicker): Approved for UCC
9. Wed, 15 Feb 2023 20:41:45 GMT  
Theodore Unzicker (tunzicker): Approved for Post-UCC Registrar

## History

1. May 27, 2021 by Joana Espinoza (joanae)
2. Jul 2, 2021 by Amy Kingston (amykingston)
3. Aug 4, 2021 by Amy Kingston (amykingston)
4. Aug 4, 2021 by Amy Kingston (amykingston)
5. Sep 1, 2021 by Sara Mahuron (sara)
6. Mar 23, 2022 by Leda Kobziar (lkobziar)
7. Apr 1, 2022 by David Barnes (dabarnes)
8. Jun 15, 2022 by V00814390
9. Jun 15, 2022 by V00814390

Date Submitted: Mon, 29 Aug 2022 17:58:56 GMT

**Viewing: 226 : Natural Resources (MNR)**

**Last approved: Wed, 15 Jun 2022 15:50:47 GMT**

**Last edit: Wed, 15 Feb 2023 20:41:02 GMT**

Changes proposed by: Leslie Dorsey

### Faculty Contact

Faculty Name	Faculty Email
Leda Kobziar	lkobziar@uidaho.edu
Kerri Vierling (Grad Council Rep)	kerriv@uidaho.edu

**Change Type (Choose all that apply)**

Change curriculum requirements

**Description of Change**

Updating a previous entry error changing NRS 576 to NRS 556 as per originally submitted.

**Will this request have a fiscal impact of \$250K or greater?**

No

**Academic Level**

Graduate

**College**

Natural Resources

**Department/Unit:**

Natural Resources

**Effective Catalog Year**

2023-2024

**Program Title**

Natural Resources (MNR)

**Program Credits**

30

**CIP Code**

03.0201 - Natural Resources Management and Policy.

**Emphasis/Option CIP Code(s)****Code(s)**

13.1338

**Curriculum:**

## Master of Natural Resources. Major in Natural Resources. Integrated Natural Resources Option.

The Integrated Natural Resources Option of the MNR covers a breadth of natural resource science and management subjects. The program provides knowledge and skills to support holistic, integrated approaches to careers in natural resources. The Integrated Natural Resources Option of the MNR consists of 30 semester credits (at least 7 credits from each of three MNR program categories - Ecology and Management; Policy, Planning, and Society; and Tools and Technology - plus 0-7 elective courses and 2 credits for a final project/portfolio) to total 30 credits. Up to 12 semester credits can be transferred into the program from other institutions. Coursework must include a minimum of 18 credits numbered 500 or above.

Admission to the College of Graduate Studies requires a minimum 3.0 GPA, three letters of reference, and a statement of purpose.

Complete admission and degree information is available online at: <http://www.uidaho.edu/cnr/grad-programs/online-degrees/master-of-natural-resources>. (<http://www.uidaho.edu/cnr/grad-programs/online-degrees/master-of-natural-resources/>)

Code	Title	Hours
Select a minimum of 7 credits from each of the three categories below: 21		
Ecology and Management:		
BE 450	Environmental Hydrology	
ENVS 501	Seminar (A maximum of 2 credits of seminar can be used towards the 30 credit total.)	
FISH 415	Limnology	
FISH 515	Large River Fisheries	
FISH 525	Aquaculture in Relation to Wild Fish Populations	
FISH 526	Climate Effects & Cons Manage	
FISH 540	Wetland Restoration	
FOR 501	Seminar (A maximum of 2 credits of seminar can be used towards the 30 credit total.)	
FOR/ENVS/REM/WLF 504	Special Topics	
FOR 526	Fire Ecology	

FOR 410	Fire Effects and Management	
REM 440	Restoration Ecology	
REM 456	Integrated Rangeland Management	
REM 459	Rangeland Ecology	
REM 507	Landscape and Habitat Dynamics <sup>1</sup>	
WLF 440	Conservation Biology	
WLF 506	External Speakers	
Policy, Planning, and Society:		
ENVS 520	Introduction to Bioregional Planning	
ENVS 523	Planning Sustainable Places	
ENVS 530	Planning Theory and Process	
ENVS/FS 536	Principles of Sustainability	
ENVS 551	Research Methods in the Environmental Social Sciences	
ENVS 552	Environmental Philosophy	
ENVS 577	Law, Ethics, and the Environment	
ENVS 579	Introduction to Environmental Regulations	
FOR 546	Science Synthesis and Communication	
FOR 554	Air Quality, Pollution, and Smoke <sup>2</sup>	
FOR 584	Natural Resource Policy Development	
FOR 587	Wildland Fire Policy	
NRS 501	Seminar (A maximum of 2 credits of seminar can be used towards the 30 credit total. )	
NRS 504	Special Topics	
NRS 507	Moral Reasoning in Natural Resources	
NRS 555	Human Dimensions of Natural Resources	
NRS 574	Environmental Politics and Policy	
NRS 576	Environmental Project Management and Decision Making	
SOIL 544	Water Quality in the Pacific Northwest	
Tools and Technology:		
FOR 451	Fuels Inventory and Monitoring	
FOR 554	Air Quality, Pollution, and Smoke	
GEOG 524	Hydrologic Applications of GIS and Remote Sensing	
NRS 578	LIDAR and Optical Remote Sensing Analysis	
NRS 580	Restoration Ecology Practicum	
NRS 592	Emerging Media Outreach in Natural Resources	
REM 407	GIS Application in Fire Ecology and Management	
REM 507	Landscape and Habitat Dynamics	
REM 520	Advanced Vegetation Measurement and Monitoring	
SOIL 544	Water Quality in the Pacific Northwest	
WLF 540	Conservation Genetics	
WLF 561	Landscape Genetics	
Elective Courses:		1-7
ENVS/FOR/NRS/WLF 504	Special Topics	
-OR- any additional courses listed above -OR- advisor-approved electives to bring total to 30 credits		
Final Project/Portfolio:		2
NR 599	Non-thesis Master's Research	

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**Total Hours** **24-30**

**Courses to total 30 credits for this degree**

1

REM 507 Landscape and Habitat Dynamics can be used to contribute to either the Ecology and Management requirement -OR- the Tools and Technology requirement (but not both).

2

FOR 554 Air Quality, Pollution, and Smoke can be used to contribute to either the Policy, Planning, and Society requirement -OR- the Tools and Technology requirement (but not both).

## Master of Natural Resources. Major in Natural Resources. Environmental Education and Science Communication Option

Code	Title	Hours
NRS 501	Seminar (NRS 504-90 ST:Intro Ecol Data Analysis is optional)	2
Ecology and Management		8
NRS 560	Place-based Ecology I	
NRS 566	Place-based Ecology II	
Human Dimensions		6
NRS 556	Team Leadership for Environmental Educators	
NRS 565	Science Communication and the Environment	
Policy Planning and Law		6
NRS 557	Community Leadership for Environmental Educators	
NRS 563	Place Based Env. Education	
NRS 568	Environmental Education Teaching Practicum II	
Tools and Technology		6
NRS 562	Field Science Teaching	
NRS 564	Teaching Environmental Education in a Winter Environment	
NRS 567	Environmental Education Teaching Practicum I	
Case Study Project		4
NRS 599	Non-thesis Master's Research	
NRS 569	Environmental Education Teaching Practicum III	
<b>Total Hours</b>		<b>32</b>

Courses to total 32 credits for this degree

## Master of Natural Resources. Major in Natural Resources. Fire Ecology and Management Option.

The Fire Ecology and Management Option provides depth to address wildfire management challenges facing society. Completing this option will help students advance their professional careers in wildland fire management, fuels management, and restoration by advancing knowledge of fire science, ecology, fire-related policy and social issues, and the latest tools and technology. The Option also reinforces fundamentals in applied ecology, natural resources management, communications, and other career-advancing knowledge and skills.

The Fire Ecology and Management Option of the MNR consists of 30 semester credits (14 credits of Core Courses; 2-3 credits of Ecology; 4 credits of Tools and Technology; 6 credits of Policy, Planning, and Society; 2 credits of electives; and 2 credits of non-thesis research for a final project or portfolio). Up to 12 semester credits can be transferred into the program from other institutions. Admission to the College of Graduate Studies requires a minimum 3.0 GPA, three letters of reference, and a statement of purpose. Coursework must include a minimum of 18 credits numbered 500 or above.

Complete admissions and degree information is available online at: <http://www.uidaho.edu/cnr/grad-programs/online-degrees/master-of-natural-resources>. (<http://www.uidaho.edu/cnr/grad-programs/online-degrees/master-of-natural-resources/>)

Code	Title	Hours
Fire Science and Management Core		14
FOR 451	Fuels Inventory and Monitoring	
FOR 526	Fire Ecology	
FOR 546	Science Synthesis and Communication	
FOR 557	Advanced Fire Behavior	
FOR 587	Wildland Fire Policy	
Ecology and Management		3
FISH 526	Climate Effects & Cons Manage	
FISH 540	Wetland Restoration	
FOR 501	Seminar (A maximum of 2 credits of seminar can be used towards the 30 credit total. )	
FOR/REM/ENVS/WLF 504	Special Topics	
REM 440	Restoration Ecology	
REM 459	Rangeland Ecology	
REM 507	Landscape and Habitat Dynamics <sup>1</sup>	
WLF 440	Conservation Biology	
FOR 410	Fire Effects and Management	
WLF 506	External Speakers	



Tools and Technology		4
ENVS 551	Research Methods in the Environmental Social Sciences	
FOR 454/554	Air Quality, Pollution, and Smoke <sup>2</sup>	
NRS 578	LIDAR and Optical Remote Sensing Analysis	
NRS 580	Restoration Ecology Practicum	
REM 407	GIS Application in Fire Ecology and Management	
REM 507	Landscape and Habitat Dynamics <sup>1</sup>	
REM 520	Advanced Vegetation Measurement and Monitoring	
Policy, Planning, and Society		6
ENVS 523	Planning Sustainable Places	
ENVS 530	Planning Theory and Process	
ENVS 577	Law, Ethics, and the Environment	
FOR 454/554	Air Quality, Pollution, and Smoke <sup>2</sup>	
FOR 584	Natural Resource Policy Development	
FS 536	Principles of Sustainability	
or ENVS 536	Principles of Sustainability	
NRS 501	Seminar (A maximum of 2 credits of seminar can be used towards the 30 credit total. )	
NRS 504	Special Topics	
NRS 507	Moral Reasoning in Natural Resources	
NRS 555	Human Dimensions of Natural Resources	
NRS 574	Environmental Politics and Policy	
NRS 576	Environmental Project Management and Decision Making	
NRS 588	NEPA in Policy and Practice	
Final Project		2
NR 599	Non-thesis Master's Research	
Elective Courses:		1
ENVS/FOR/NRS 501	Seminar (A maximum of 2 credits of seminar can be used towards the 30 credit total. )	
ENVS/FOR/NRS/REM/WLF 504	Special Topics	
WLF 506	External Speakers	
-OR- any additional courses listed above -OR- advisor-approved electives to bring total to 30 credits		

**Total Hours** **30**

**Courses to total 30 credits for this degree**

1

REM 507 Landscape and Habitat Dynamics can be used for either the Ecology and Management requirement -OR- the Tools and Technology requirement (but not both).

2

FOR 454 or FOR 554 Air Quality, Pollution, and Smoke can be used to contribute to either the Policy, Planning and Society requirement -OR- the Tools and Technology requirement (but not both).

## 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> (<http://www.uidaho.edu/cnr/grad-programs/online-degrees/master-of-natural-resources/>).

Code	Title	Hours
Restoration Ecology and Habitat Management Core:		
ENVS 579 or NRS 588	Introduction to Environmental Regulations NEPA in Policy and Practice	3
FISH 540	Wetland Restoration	3
NR 599	Non-thesis Master's Research	2
NRS 580	Restoration Ecology Practicum	2
REM 440	Restoration Ecology	3
REM 507 or REM 429	Landscape and Habitat Dynamics Landscape Ecology	3
Ecology and Management (choose two courses):		5-6
FISH 515	Large River Fisheries	

FISH 525	Aquaculture in Relation to Wild Fish Populations	
FOR 410	Fire Effects and Management	
FOR 526	Fire Ecology	
REM 429	Landscape Ecology (if not taken in the Core)	
REM 456	Integrated Rangeland Management	
REM 459	Rangeland Ecology	
SOIL 422	Environmental Soil Chemistry	
SOIL 446	Soil Fertility	
SOIL 544	Water Quality in the Pacific Northwest	
WLF 440	Conservation Biology	
Tools and Technology (choose 3 credits):		3
ENVS 450	Environmental Hydrology	
FOR 451	Fuels Inventory and Monitoring	
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 Monitoring and Measurement	
or REM 520	Advanced Vegetation Measurement and Monitoring	
WLF 540	Conservation Genetics	
WLF 561	Landscape Genetics	
Policy, Planning, and Society (choose two courses):		5-6
BIOP 523	Planning Sustainable Places	
ENVS 548	Drinking Water and Human Health	
ENVS 579	Introduction to Environmental Regulations	
FOR 584	Natural Resource Policy Development	
FS 536	Principles of Sustainability	
NRS 507	Moral Reasoning in Natural Resources	
NRS 576	Environmental Project Management and Decision Making	
NRS 588	NEPA in Policy and Practice	

Additional elective graduate credits to total a minimum of 30 credits

#### Total Hours

29-31

#### Courses to total 30 credits for this degree

## Master of Natural Resources. Major in Natural Resources. Fish and Wildlife Science and Management Option.

All listed courses are available online. Additional courses are available for on-campus students and could be substituted for some of the courses below with advisor permission.

18 credits must be from 500 level courses.

Complete admissions and degree information is available online at: <http://www.uidaho.edu/cnr/grad-programs/online-degrees/master-of-natural-resources> (<http://www.uidaho.edu/cnr/grad-programs/online-degrees/master-of-natural-resources/>).

Code	Title	Hours
<i>Core courses (11 credits)</i>		
NRS 555	Human Dimensions of Natural Resources	3
FISH 598 & NR 599 or FISH 502	Internship and Non-thesis Master's Research Directed Study	4
FOR 546	Science Synthesis and Communication	3
WLF 506	External Speakers	1
Select 8 credits of Fish & Wildlife Science Courses:		8
FISH 411	Fish Physiology	
FISH 415	Limnology	
FISH 525	Aquaculture in Relation to Wild Fish Populations	
FISH 526	Climate Effects & Cons Manage	
FISH 515	Large River Fisheries	
FISH 511	Fish Physiology	

FISH 540	Wetland Restoration	
FISH 550	Ecology & Conservation of Freshwater Invertebrates	
FISH 551	Freshwater Invertebrate Field Methods	
REM 411	Wildland Habitat Ecology and Assessment	
WLF 440	Conservation Biology	
WLF 530	Riparian Ecology	
WLF 540	Conservation Genetics	
WLF 545	Wildlife Habitat Ecology	
WLF 561	Landscape Genetics	
WLF 562	Landscape Genetics Lab	
WLF 575	Behavioral Ecology	
Select one course in Quantitative & Statistical Methods:		2-3
STAT 419	Introduction to SAS/R Programming	
STAT 422	Survey Sampling Methods	
STAT 431	Statistical Analysis	
WLF 550	Quantitative Analysis of Fish and Wildlife Populations	
WLF 552	Ecological Modeling	
WLF 551	Applied Mixed Effects Modeling	
Select one course in Policy, Planning & Society:		2-3
BIOP 523	Planning Sustainable Places	
BIOP 520	Introduction to Bioregional Planning	
BIOP 530	Planning Theory and Process	
ENVS 577	Law, Ethics, and the Environment	
ENVS 579	Introduction to Environmental Regulations	
FOR 584	Natural Resource Policy Development	
FOR 587	Wildland Fire Policy	
NRS 475	Local and Regional Environmental Planning	
NRS 574	Environmental Politics and Policy	
NRS 576	Environmental Project Management and Decision Making	
NRS 588	NEPA in Policy and Practice	
Electives from below -OR- any additional courses listed above to total 30 credits:		4-6
WLF 503	Workshop	
BE/ENVS 450	Environmental Hydrology	
FOR 451	Fuels Inventory and Monitoring	
FOR 526	Fire Ecology	
FOR 554	Air Quality, Pollution, and Smoke	
GEOG 524	Hydrologic Applications of GIS and Remote Sensing	
NRS/REM 440	Restoration Ecology	
NRS 472	Remote Sensing of the Environment	
NRS 552	Current Lit in Remote Sensing	
NRS 578	LIDAR and Optical Remote Sensing Analysis	
NRS 580	Restoration Ecology Practicum	
REM 456	Integrated Rangeland Management	
REM 459	Rangeland Ecology	
REM 507	Landscape and Habitat Dynamics	
REM 520	Advanced Vegetation Measurement and Monitoring	
REM/WLF/FISH/NRS/FOR 504	Special Topics	
SOIL 544	Water Quality in the Pacific Northwest	

**Total Hours****27-31****Courses to total 30 credits for this degree****Distance Education Availability**

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

**Can 50% or more of the curricular requirements of this program be completed via distance education?**

Yes

**If Yes, can 100% of the curricular requirements of this program be completed via distance education?**

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.

## **Geographical Area Availability**

**In which of the following geographical areas can this program be completed in person?**

McCall  
Moscow  
Other

**Where?**

McCall

## **Student Learning Outcomes**

**Have learning outcomes changed?**

No

### **Learning Objectives**

#### **Natural Integrated Natural Resources**

1. The student will master and integrate information and knowledge from ecological, social, economic and political perspectives – into a systems view of natural resource issues.
2. The student will be able to synthesize ideas and information to identify, analyze and problem-solve natural resource issues; demonstrate an application of this synthesis.
3. The student will be able to demonstrate oral, written and visual techniques to communicate complex natural resource ideas.
4. The student will understand diverse viewpoints and perspectives and apply these to the natural resources professions; demonstrate reflection and expanded understanding as applied to one's professional goals.
5. The student will be able to define and apply sustainable stewardship and/or management of natural resources as an ethical, socially responsible practice; understand ethical dilemmas and make ethical choices.

#### **Fire Ecology and Management**

1. The student will master and integrate information and knowledge from ecological, social, economic and political perspectives – into a systems view of fire ecology and management issues.
2. The student will be able to synthesize ideas and information to identify, analyze and problem-solve fire ecology and management issues; demonstrate an application of this synthesis.
3. The student will be able to demonstrate oral, written and visual techniques to communicate complex natural resource ideas with relevance to fire ecology and management.
4. The student will understand diverse viewpoints and perspectives and apply these to the fire ecology and management; demonstrate reflection and expanded understanding as applied to one's professional goals.
5. The student will be able to define and apply sustainable stewardship and/or management of wildland fire and natural resources as an ethical, socially responsible practice; understand ethical dilemmas and make ethical choices.

#### **Restoration Ecology and Habitat Management**

1. The student will master and integrate information and knowledge from ecological, social, economic and political perspectives – into a systems view of restoration ecology and habitat management issues.
2. The student will be able to synthesize ideas and information to identify, analyze and problem-solve restoration ecology and habitat management issues; demonstrate an application of this synthesis.
3. The student will be able to demonstrate oral, written and visual techniques to communicate complex natural resource ideas with relevance to restoration ecology and habitat management.
4. The student will understand diverse viewpoints and perspectives and apply these to restoration ecology and habitat management; demonstrate reflection and expanded understanding as applied to one's professional goals.
5. The student will be able to define and apply sustainable stewardship and/or management of natural resources and wildlife habitat as an ethical, socially responsible practice; understand ethical dilemmas and make ethical choices.

#### **Fish and Wildlife Science and Management**

1. The student will master and integrate information and knowledge from ecological, social, economic and political perspectives – into a systems view of fish and wildlife science and management issues.

2. The student will be able to synthesize ideas and information to identify, analyze and problem-solve fish and wildlife science and management issues; demonstrate an application of this synthesis.
3. The student will be able to demonstrate oral, written and visual techniques to communicate complex natural resource ideas with relevance to fish and wildlife science and management.
4. The student will understand diverse viewpoints and perspectives and apply these to fish and wildlife science and management; demonstrate reflection and expanded understanding as applied to one's professional goals.
5. The student will be able to define and apply sustainable stewardship and/or management of natural resources, fisheries, and wildlife habitat as an ethical, socially responsible practice; understand ethical dilemmas and make ethical choices.

**Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.**

Updating a typo.

**Reviewer Comments**

**Theodore Unzicker (tunzicker) (Wed, 23 Nov 2022 21:54:10 GMT):** Added Provost's Office to workflow. It appears they are adding McCall as a location this program can be finished entirely in person.

Key: 226



Attach. #5

# A Playbook for Effective Cluster Hiring

Considerations for Launching and Maintaining a Successful  
Cluster Hiring Initiative

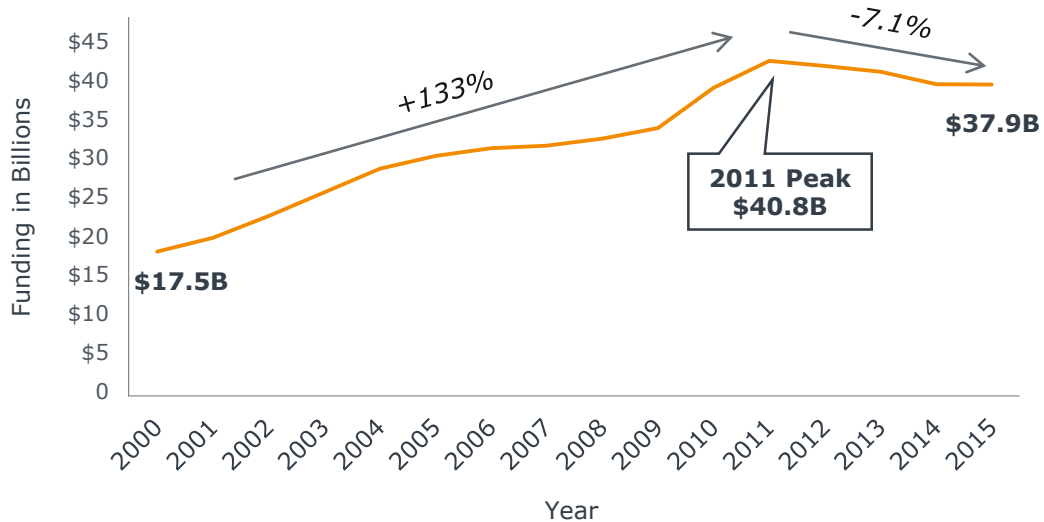
University Research Forum

# Stagnant Growth, Not a Brand New Trend

## Unstable Levels of Federal Funding Since 2011

### Total Federal Research Funding (in Billions)

2000-2015

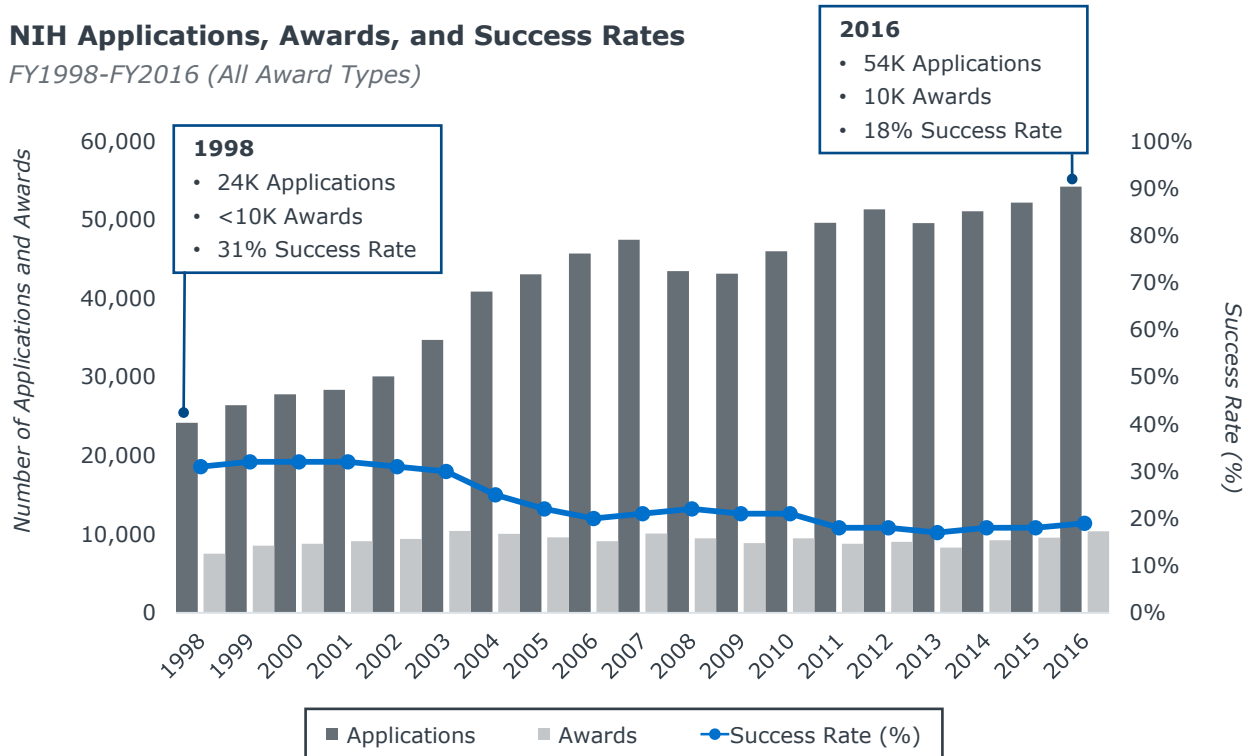


# Revving the Engine, but Running Low on Fuel

Deceleration of Federal Funding Does Not Decrease Demand for Awards

## NIH Applications, Awards, and Success Rates

FY1998-FY2016 (All Award Types)



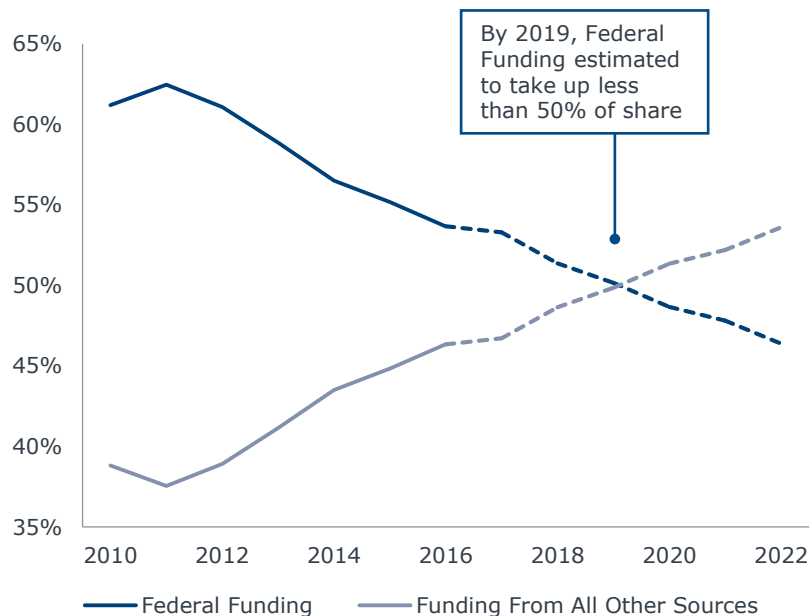




# Looking Further Afield

As Federal Funds Dwindle, Other Sources Grow

## Funding as a Percent of All R&D Expenditures (Projected Beginning in 2016)



### Growth in Other Sources 2010-2015

Industry	22%
Philanthropic and other	29%
Institutional	40%

# New Funders, New Priorities

## Donors Seek Transformative Impact, Show Affinity to Issues

### How Next Generation Donors Consider Philanthropic Investments<sup>1</sup>

- 1 Setting Goals**  
First decide philanthropic goals, then search for potential recipients
- 2 Evaluating Organizations**  
Conduct research and due diligence before deciding what to support
- 3 Solving Problems**  
Fund efforts that address root causes and attempt systematic solutions
- 4 Analyzing Results**  
Prefer information on proven effectiveness or measureable impact

### Donors Are Impact-Centric

62%

Want information on how the organization plans to use the gift

75%

Want information on results achieved with their gift

64%

Want stories about people who were helped

1) Survey participants were individuals aged 21 to 40 years-old who were "currently or potentially active in their families' significant philanthropic processes and/or who are wealth creators themselves and currently or potentially active in their own philanthropy."

# A New Hiring Mandate

Growing Research Institutions Must Hire with Teaching *and* Research In Mind



## Historically:

- Institutions tended to hire faculty based on their expertise in *either* teaching or research
- This meant simplified, more-targeted searches with fairly large candidate pool



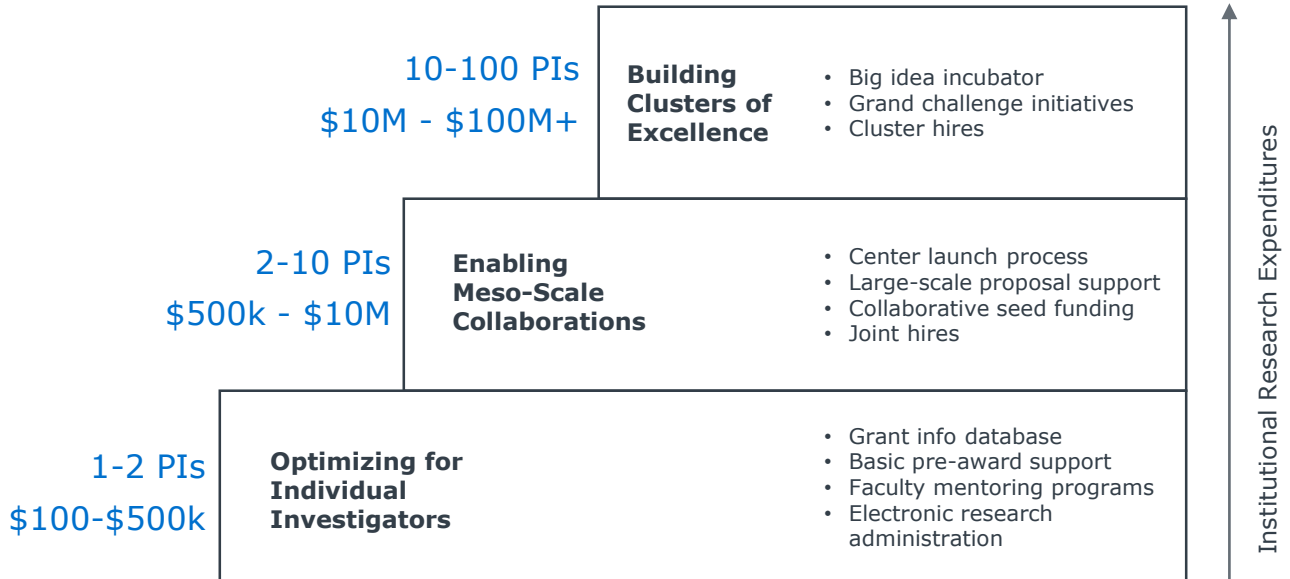
## Today:

- Institutions seeking to grow the research enterprise need to hire faculty who have expertise in *both* teaching and research
- This narrows the pool of competitive candidates and increases competition



# Delivering on the Growth Agenda

## Building Scale to Compete for Transformational Funding



# Future of Hiring or Just Another Fad?

## A Growing Number of Institutions Launching Cluster Hires

University	Start Date	Planned Hires	Clusters
University of Wisconsin Madison	1998	140	49
Florida State University	2006	200	25
Florida International University	2007	17	9
North Carolina State University	2011	75	20
University of Illinois Chicago	2012	8	7
University of Notre Dame	2013	80	10
University of California Riverside	2014	300	33
University Central Florida	2015	33	6
Dartmouth College	2016	30	10



UW-Madison announces six new 'cluster hire' initiatives



Clusters Create New Campus Culture













Faculty hiring initiative supports Notre Dame's ongoing investments in research



\$20 Million in Gifts Furthers Hanlon's Cluster Initiative

# Clusters Can Advance Research Priorities..

## Common Clusters Span Disciplines and Bridge Departmental Siloes

-  Race, Ethnicity, and Inequalities
-  HIV, Cancer, or Other Major Disease
-  The Aging Population
-  Cognitive Sciences
-  Law, Justice, and Crime Prevention
-  Global or Community Health and Population
-  Genomics and Bioinformatics
-  Environment and Climate Change
-  Cyber Security and Privacy
-  Digital Humanities

## Frequently Cited Benefits of Cluster Hiring Initiatives

-  Foster interdisciplinary collaboration
-  Tackle and even lead Grand Challenge initiatives
-  Raise an institution's public profile
-  Attract high value new faculty
-  Obtain new sources of external funding
-  Increase engagement with government and businesses
-  Achieve critical mass of faculty

# But They Aren't Without Their Challenges

## Common Failure Paths for Cluster Hiring Initiatives



Allocate  
Funding

Select  
Clusters

Execute  
Searches

Support New  
Faculty

Grow the  
Cluster

Assess  
Outcomes

Common Failure  
Paths

Drawing resources away from departmental hiring process  
Lack of diversified funding

Poor communication and collaboration across siloes  
Opaque policies and processes

Slow and time-consuming search process  
No balanced search strategy for new hires

Unclear expectations for new hires  
New cluster hires lack unique support they need

New hires fail to build the cluster  
Initial funding runs out  
No plan for long-term sustainability

Difficulty tracking impact and investment of time and money

Common Faculty  
Complaints

"Why can't we spend that money on raises for all staff or reducing tuition?"

"This is just a power grab by the provost."

"Now we'll never fill the gaps in our department."

"No one seems to have thought through where we're going to put all those new people."

"That hot shot star left after two years and now we have nothing to show for it."

"I'm not convinced the cluster was any better than our traditional hiring process."

“It’s all in the pre-work. **Most of the issues that have come up could have been solved with a more careful launch**...understanding all of the different areas that need to be clarified, ranging from various components of the budget (permanent salary and one time start-up packages), tuition revenue splits, and establishing faculty expectations, especially around the promotion and tenure criteria and process. It’s also important to determine a shared set of metrics to evaluate the success of the cluster. Basically, the more you determine before you engage in any hiring, the better.”

*Eileen Strempel, Senior Vice Provost for Academic Affairs*

*University of Cincinnati*



# A Playbook for Effective Cluster Hiring

## 16 Imperatives for Effective Planning and Implementation



Allocate  
Funding

Select  
Clusters

Execute  
Searches

Support New  
Faculty

Grow the  
Cluster

Assess  
Outcomes

1. Link to Strategic Plan
2. Embed in Fundraising Campaign
3. Build Central Fund for Strategic Investment
4. Communicate Benefits to Stakeholders
5. Generate Cluster Criteria
6. Establish Clear and Transparent RFP and Selection Processes
7. Include Cluster Representative(s) on Hiring Committee
8. Create Balanced Search Strategy
9. Develop Cross-Disciplinary T&P Process
10. Create Statement of Expectations
11. Provide Faculty with Mentoring
12. Organize Networking Opportunities
13. Adopt Sustainable Funding Model
14. Invest in Cluster Infrastructure
15. Establish Cluster Performance Metrics
16. Institutionalize Cluster Review Process



# Allocate Funding

STAGE

1. Link to strategic plan
2. Embed in fundraising campaign
3. ~~Build central fund for strategic investment~~

1

# Strategic Initiatives Tend to Lose Momentum

## Lifecycle of a Typical Campus Initiative



Championed by an individual or small group



Gets some initial support from internal stakeholders



Lack of widespread buy-in



Interest fades with leadership turnover



Initial funding runs out and no new investment made



Initiative discontinued

## Benefits of Linking Initiative to Strategic Plan



Increases visibility and legitimacy of the initiative to internal and external stakeholders



Improves the odds of acquiring financial support



Ensures cluster hiring is viewed as a long-term institutional priority (not an isolated side project)



Minimizes challenges that arise with leadership turnover



Provides administrators and faculty with evidence of institutional support when submitting external grants or working with outside businesses

# Making the Connection Explicit

## Linking Cluster Hiring to Expenditure Growth Goals

### FIUBeyondPossible2020

Objective: Carnegie Highest Research Designation

“Goal 1: The university will strive for the highest Carnegie-related classification of research, Very High Research (VHR). In the process, it will establish FIU as an interdisciplinary solutions center for the local community and beyond.”



“Strategy B: Increase research faculty in strategic areas through the Faculty Cluster Hiring Initiative and Postdoctoral Fellows Initiative.”

“Goal 2: FIU will increase its sponsored research expenditures from \$130 million to \$200 million annually. Strategies for VHR Classification attainment will also support this goal.”



“Strategy A: Strategic hiring of faculty through cluster hiring and hiring faculty with sponsored research funding potential as a criterion.”



### Case in Brief: Florida International University

- Public Institution located in Miami, Florida
- Doctoral Universities: Highest Research Activity
- \$171M in research expenditures (fiscal year 2015-2016)
- Two of the key goals of the FIUBeyondPossible2020 Strategic Plan (2015-2020) were to achieve the Carnegie Very High Research designation<sup>4</sup> and increase research expenditures to \$200M
- Explicitly linked Cluster Hiring Initiative to these goals in its strategic plan

# Increase Visibility, Reduce Financial Burden

Leveraging Donor Interests in Real-World and Interdisciplinary Solutions

## Four Strategies for Embedding Cluster Hiring in Fundraising Campaigns



Clearly articulate the impact the cluster is expected to have on research advancements



Create a cluster page on the institutional giving website



Include a "Donate" link on cluster webpages



Publicize contact information for gift officer(s) managing cluster donations

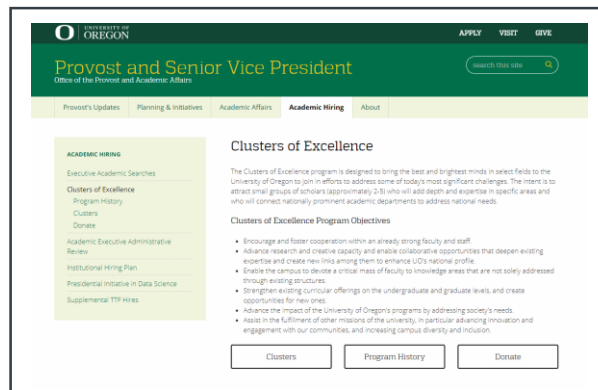


# Establish a Digital Presence for Clusters

## Adding Simple Links on Webpages Goes a Long Way



Cluster Hire Initiative profiled on UO's Giving Website



"Donate" link on main cluster webpage



# Select Clusters

- 
4. Communicate benefits to stakeholders
  5. Generate cluster criteria
  6. Establish clear and transparent RFP and selection processes

STAGE

2

# Fallout from an Unclear Process

## Cluster-Hiring Cluster &%\*#?

INSIDE  
HIGHER ED

| UC Riverside faculty survey suggests outrage at early phases of a massive cluster-hiring program there.

“

“The cluster-hiring process is a true disaster for our university.”

“

“It appears that the cluster hires largely bypassed [the College of Humanities, Arts and Social Sciences.”

“

“The process was chaotic, disorganized and very opaque...Enormous amounts of the faculty's time was wasted...I doubt the outcome will be good.”

72%

Percent of UC Riverside faculty respondents who disagreed or strongly **disagreed that criteria for proposals were clear**

76%

Percent of UC Riverside faculty respondents who disagreed or strongly **disagreed that the proposal evaluation process was transparent**

69%

Percent of UC Riverside faculty respondents who disagreed or strongly **disagreed that cluster hiring is an innovative and appropriate replacement** for departmental hiring strategy



# Make the Case for Cluster Hiring

## Articulating the Benefits for Different Stakeholders



### Institution

- Improves institutional reputation, visibility, and publicity
- Attracts new money
- Elevates research enterprise
- Enhances ability to address strategic priorities
- Increases engagement with local community, government, and businesses
- Diversifies faculty
- Improves institutional rankings



### Colleges and Departments

- Improves departmental reputation, visibility, and publicity
- Creates critical mass of faculty
- Attracts new faculty
- Improves recruitment of high-value, marquee hires
- Provides additional faculty while saving money
- Leads to new interdisciplinary undergraduate and graduate programs (attracting students and generating revenue)
- Elevates departmental rankings
- Improves faculty retention



### Individual Faculty

- Improves individual reputation, visibility, and publicity
- Increases opportunities to win additional and new types of grants (especially multi PI)
- Leads to more innovative research
- Attracts additional funding for their work, often from unfamiliar sources
- Provides mentoring opportunities
- Elevates faculty as leaders in highly specific research areas
- Offers opportunities to work with leading scholars in the field
- Fosters strong networks and connections within their field and academia that can be used for professional advancement
- Provides unique development opportunity for junior faculty

# Debunk the Myths

## Over Communicating Minimizes Stakeholder Pushback

### Five Key Messages About Cluster Hiring

1

**Disciplinary hires will continue**



Cluster hiring is supplemental to traditional departmental hiring.

2

**Departments are still involved**



Departments still play an instrumental role in hiring since they have the final say on who gets hired.

3

**Selection process utilizes peer review**



The cluster selection process is based on academic peer-review and involves faculty input.

4

**Initiatives are fundamentally faculty-driven**



Faculty propose clusters and provide input on final selection.

5

**Participation is not detrimental for junior faculty**



The institution will provide support mechanisms and update T&P policies to ensure that cluster participation will not be detrimental to junior faculty career advancement.

# Align Institutional Goals with Criteria

## Concrete Criteria Lead to Stronger Faculty Proposals and Sense of Equity

### Questions to Guide Criteria Development

- What are the objectives of our cluster hiring initiative?
- How does our cluster hiring initiative relate to our institutional strategic goals?
- What do we want our clusters to accomplish, both in the short term and long term?
- How narrow or broad do we want our cluster topics to be?
- What limitations and/or restrictions do we want to place on our clusters (e.g., size, composition)?
- What are our expectations for interdisciplinary representation and collaboration?

### Common Cluster Criteria



Advance an area of existing institutional strength



Align with university priorities



Gain regional, national and/or international prominence in a certain area



Address the needs of the state and/or regional priorities



Enhance institutional visibility and/or reputation



Solve major global problems (e.g., grand challenge)



Generate external funding, support, and partnerships



Foster truly interdisciplinary collaboration across multiple schools and colleges



Attract diverse faculty

# Make It Clear What You Want

## Strong RFP Can Minimize Headaches Down the Road

### Ten Key Components for an Effective RFP

- 1 Overview and purpose of the cluster hiring initiative
- 2 Anticipated number of clusters and hires
- 3 Quantity and sources of funding provided for cluster hires
- 4 Cluster criteria used to evaluate proposals and select clusters
- 5 Explanation of the full application process
- 6 Cluster proposal components and template
- 7 Selection committee and process
- 8 Timeline for selection and hiring
- 9 Contact information for questions
- 10 Alternative funding opportunities for proposals that are not selected

### Benefits for Administrators and PIs



Minimize faculty frustration



Increase likelihood of faculty submitting proposals



Streamline proposal process



Improve quality of submissions



Ensure selection committee has info needed to make informed decisions



# Execute Searches

- 
7. Include cluster representative(s) on hiring committee
  8. Create balanced search strategy

STAGE

3

## Four Ways Cluster Initiatives Complicate the Search Process



### Coordination

- Interdisciplinary nature of cluster initiatives requires collaboration and coordination across traditional department siloes
- Institutions typically lack expertise in fostering cross-institutional collaboration

### Timeline

- Coordination across units that typically and historically haven't worked together slows down the process and results in cluster hiring taking longer than traditional departmental hiring
- This can deter prospective candidates and delay cluster launch



### Priorities

- Departments and clusters have differing strategic hiring visions and priorities
- This can heighten tensions and create divisions among those conducting the search

### Control

- New hiring process and protocol results in ambiguity over who actually makes decisions
- This can frustrate department chairs and cluster leaders, as well as prospective candidates



# Adjust the Traditional Hiring Model

## Make Sure Cluster Interests Are Represented

### Hiring Committee Models

No Cluster Representative on Departmental Committee



One Cluster Representative on Departmental Committee



Completely Interdisciplinary Committee



#### Pros

- Allows for quicker consensus
- Less politically challenging

#### Cons

- Cluster may not be the priority

#### Pros

- Provides a check on departmental hiring
- Easier to implement

#### Cons

- Limited power to affect decisions

#### Pros

- Ensures that the cluster is the priority

#### Cons

- Difficult to implement



# Composition Is Critical, but Often Overlooked

Be Intentional About Cluster Size, Disciplines, and Experience

## Five Factors to Consider When Balancing Clusters



Goals of cluster initiative



Scope and purpose of cluster



Disciplines and/or colleges represented in the cluster



Desired size of cluster



Seniority and experience of cluster faculty

## Key Issues to Watch



Clusters overly dependent on single star researcher



Clusters dominated by new hires who take longer to acclimate and may leave institution



Lack of sufficient new hires to catalyze innovation



Lack of senior hires who could have major impact on cluster's research



Not enough junior hires to set up long-term success of cluster



# Tried-and-True or Naive-and-New?

## Junior and Senior Faculty Bring Different Strengths to Clusters

### Junior Faculty

  
Advantages

- Less expensive (often can hire multiple junior faculty for the cost of a single senior faculty hire)
- More comfortable balancing cluster and departmental obligations
- Highly ambitious
- Lots of potential

### Senior Faculty

- Provide cluster with immediate credibility
- Offer mentoring to junior faculty
- Make the cluster immediately competitive for major grants
- Already established in their fields
- Attract junior faculty to the cluster
- Less pressure for publication means more time for cluster work

  
Drawbacks

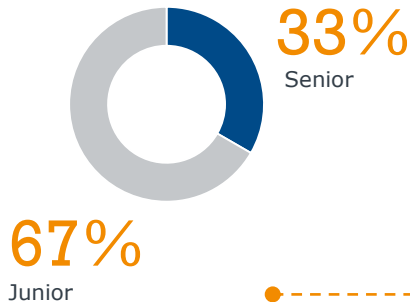
- New to teaching and research
- Less experience winning grants
- Cluster participation requires them to take career risks
- Lack of clear connection between cluster and T&P deters them
- Require more development and support

- Strong individual track record may be a disincentive for collaboration
- More expensive
- Can get recruited by other institutions with higher profiles

# Strike a Balance Between “Old” and “Young”

## A Good Balance for Cluster Teams

*Junior Faculty vs. Senior Faculty*



Institutions can promote this balance by stating their desired junior-to-senior faculty ratio in their RFP and giving preference to cluster proposals that meet this ratio requirement.

## Advantages of this Composition



Capitalizes on innovation and energy of young faculty



Ensures cluster has sufficient leadership



Senior faculty play key role in advocating on behalf of the cluster and managing administration



Allows for development of mentorship relationships



Senior faculty can leverage experience and networks to benefit cluster

# Develop a Game Plan










## Questions to Guide Hiring Strategy

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- 1 How many hires do we want/need to make? What is actually feasible?
- 2 What is our timeframe for hires? How many should we make at once?
- 3 What is the level of interest among existing faculty? What gaps do we need to fill (in terms of seniority and disciplines)?
- 4 Which hires are top priority?
- 5 What does the market look like for hires in particular fields?
- 6 What is our recruiting strategy and “pitch?” What networks and connections can we leverage?

## Recruiting Tips

---

-  Start the process early
-  Build buzz around the clusters
-  Track key figures in the field
-  Build relationships with graduate and post doc students
-  Follow trends and developments in the field
-  Use a courtship model
-  Host and attend networking events

# Special Considerations: Hiring for Diversity



## Leveraging Cluster Initiatives to Boost Faculty Diversity



### Rationale and Process

- Hiring for a single, very narrow position (e.g., Shakespearean literature) creates a very small applicant pool
- Broadening search criteria to better align with a research cluster (e.g., digital humanities) can lead to a more diverse array of candidates



### Sample Institutions

- University of Illinois, Chicago
- Rutgers University
- State University of New York, Albany



### Common Challenges

- Lack of agreed upon definition of diversity
- Particular difficulty recruiting senior faculty from diverse backgrounds
- Tough competition in recruitment
- Pipeline issues



### Key Strategies and Recommendations

- Intentionally design position descriptions and advertisements to attract a diverse applicant pool
- Provide cluster search committees with diversity training
- Build a community for new hires



# Support New Faculty

STAGE

9. Develop a cross-disciplinary T&P process
10. Create statement of expectations
11. Provide faculty with mentoring
12. Organize networking opportunities

# 4

# New Opportunities, New Challenges

## Cluster Hires Can Struggle to Balance Departmental and Cluster Work

? *Do I need to demonstrate teaching, research, and service in the department and the cluster?*

? *How am I suppose to balance departmental obligations and cluster obligations?*

? *How can I get involved with other cluster faculty?*

? *How much time should I spend working in my department or my cluster?*

? *How does my work in the cluster factor into T&P decisions?*

? *Who should I talk to about career pathing?*

? *Will interdisciplinary collaboration get recognized in my reviews?*



# Build on Tradition

## Creating an Optional, Alternative Tenure and Promotion Process



### Two Options for Tenure and Promotion (T&P) Process



#### Traditional Process with Input

- Follows existing policies
- Includes one cluster representative
- Invites written feedback from appropriate joint, cluster, and/or interdisciplinary faculty members

#### Option #1



#### Interdisciplinary Review Committee

- Appointed by the dean of the home department's college
- Includes representatives from home and joint departments, cluster, and/or interdisciplinary area

#### Option #2

# Get on the Same Page (at the Onset)

## Setting Expectations Across Departments and Clusters



Department head



Cluster coordinator



Customized statement of expectations



Faculty hire

## Five Things to Include in Statement of Expectations

- 1 The **approximate percentage of time** the cluster hire is expected to spend in their home **department** versus in a secondary department, center, institute, or **cluster**.
- 2 The **approximate percentage of time** spent on **research, teaching, and service** in the cluster and the home department.
- 3 The **mandatory versus optional activities** in the cluster and the home department (e.g., meetings, professional development events, networking events).
- 4 The **communication channels and frequency**, particularly between the cluster hire, the cluster leader, and department head.
- 5 The **process and schedule** for annual evaluation and **T&P review** for the cluster hire.



# It Takes a Village

## Creating a Committee of Mentors for New Cluster Hires

### Limitations of Traditional Mentoring Models



One-to-one relationship means mentee only gets one faculty member's perspective and guidance



Success largely depends on personality match between mentee and mentors



Lack of structure or guidance for the relationship



Not designed with the needs of interdisciplinary faculty in mind



Burden frequently falls on mentee to drive relationship and derive benefits

### Mentoring Committee

#### Consider Including:



Cluster leader(s)



Department chair(s)



Center/Institute leader(s)



Tenured faculty with similar research area

#### Benefits:



Cluster hires have multiple mentors to ask questions and get support from



Cluster hires get a more nuanced perspective of the institution



Facilities networking across campus



Reduces mentoring burden on one individual and instead spreads across committee

### Three Ways to Boost the Value

1

Provide calendar of expected meetings

2

Provide agenda topics for meetings

3

Provide mentors with training and resources







# Clusters Don't Immediately Break Down Siloes

Providing Networking Opportunities Facilitates Onboarding and Productivity

## Benefits of Creating Cluster Opportunities

- ✓ Creates cluster community
- ✓ Can help improve cluster hire retention
- ✓ Helps boost faculty engagement in cluster initiatives
- ✓ Allows cluster hires to identify mentors
- ✓ Administrators can identify opportunities for future research collaborations between clusters

## Strategies for Boosting Participation

-  Incorporate into statement of expectations
-  Create calendar of events at strategic points throughout semester
-  Add incentives
-  Incorporate professional development
-  Balance "academic" and "social" events
-  Create committee of cluster representatives to provide input and/or plan

## Networking Event Ideas

- Kick-off at start of fall semester
- Calendar of monthly programs and symposia
- Regular meetings of all clusters
- Annual showcase of cluster research



# Grow the Cluster

- 
- 13. Adopt sustainable funding model
  - 14. Invest in cluster infrastructure

STAGE

5

- 13. Adopt sustainable funding model and
- 14. Invest in cluster infrastructure

# Cost-Sharing Is King



## Transitioning from Start-Up to Long Term Viability



### A Sustainable Funding Model



**Overview:**

All funding for clusters hires is provided centrally in perpetuity

**Pros:**

Serves as true incentive for schools and colleges to get on-board with the initiative since they don't have to dip into their own funds for hiring

**Cons:**

Only way to grow existing clusters is through attrition, which does not provide enough funding for new clusters

**Overview:**

Administration pays 65% and colleges/schools pay 35% for six years, after which colleges/schools bear full cost

**Pros:**

Allows for central funding to eventually be reallocated for more new hires

**Cons:**

Colleges/schools less likely to take on cluster faculty due to delayed costs

**Overview:**

Administration pays 100% for six years, after which colleges/schools will pay 30% and administration will pay 70% in perpetuity

**Pros:**

Incentivizes colleges/schools to participate  
Allows for some central funding to eventually be reallocated for more new hires

**Cons:**

Requires significant new investment and in-perpetuity commitment from administration



# Assess Outcomes

- 
- 15. Establish cluster performance metrics
  - 16. Institutionalize cluster review process

STAGE

6

# Perpetual Funding Shouldn't Be the Default

## Inadequate Evaluation and "Sunsetting" Policies Waste Resources

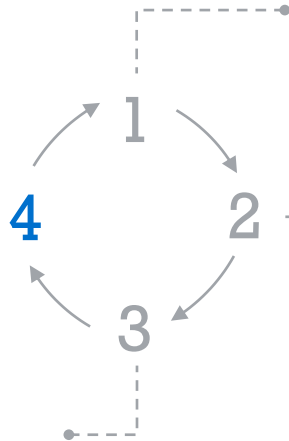
### How Poor Performing Initiatives Manage to Survive

#### Aversion to "Sunsetting"

- Without data, administrators can't *prove* the initiative isn't worthwhile
- Administrators don't want to deal with political pushback and fallout associated with "sunsetting"
- Initiative leaders resist imposition of new standards or evaluation based on past precedent

#### Performance Unclear

- Poor performance slides under the radar
- Administrators do not have the information or data needed to determine whether the initiative is a worthwhile investment



#### Receives Funding

- No performance metrics are established
- Expectations and benchmarks not clear

#### Performance Not Tracked or Evaluated

- No metrics are tracked
- No accountability mechanisms in place
- No formal evaluation process

# Is the Investment Really Worth It?

## Establish Baseline and Custom Metrics for Evaluation



### Grant Funding Measurements

- Total research expenditure growth
- Growth in large-scale center/training grants
- Growth in multi-PI grants
- Increase in more-junior faculty winning larger awards earlier in careers
- Growth in funding from different sources (e.g., new agencies, non-federal sponsors)



### Non-Grant Funding Academic Measurements

- Increase in publications, citations, articles, and other forms of academic work output
- Growth in high-profile hires at not-tenured and tenured ranks
- Improvement in programmatic, department, and college rankings
- Increase in cluster-related graduate program enrollment
- Increase in faculty diversity



### Non-Academic Measurements

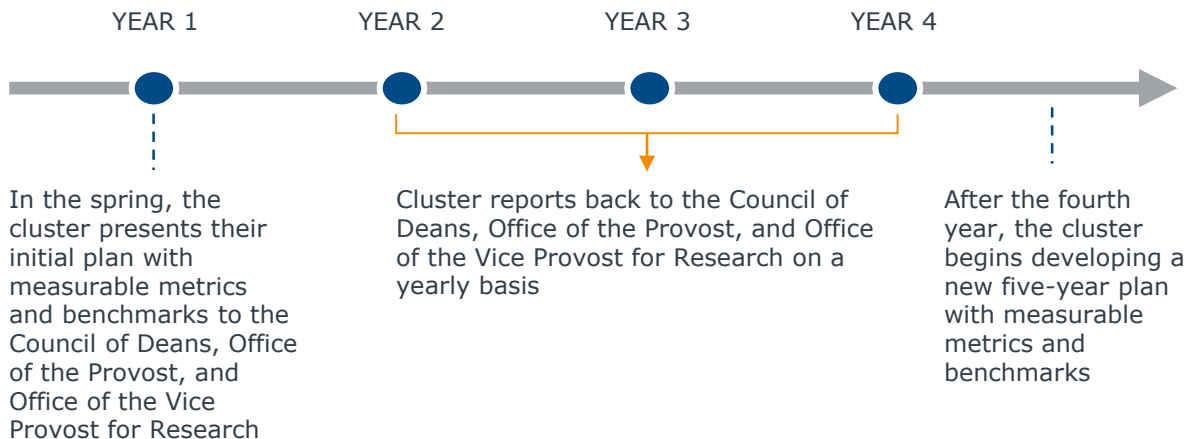
- Increase in media mentions, including social media engagement
- Growth in cluster-focused (or research-focused) giving, through donors and foundations
- Increase in commercialization metrics (e.g., patents, startups)
- Increase in economic engagement and development activity
- Increase in cluster-related program graduate placement

# Monitor Progress and Setbacks

## Formal Review Boosts Cluster Accountability and Maturity



### Five Year Cluster Review Process





# Quantifying Outcomes

## Measuring the Value of Collaboration



### UW Madison Ten Year Review (2008)

Nearly 150 lines hired in 49 clusters

#### Recommendations:

- “Develop methods to evaluate cluster and interdisciplinary innovations and success”
- “Comprehensively evaluate each cluster every 5 years”

### Assessment Challenges

- Difficult to quantitatively assess impact
- Reporting system only tracks two PI’s for each research project, even for large-scale multi-million dollar grants
- Data shows no clear advantage for cluster hires
- No clear advantage in terms of research funding
- Tenured at same rate
- Same rate of minority hires, lower for female hires

### UW Madison, Cluster Hire Performance (2005-06)

Division	Avg. Award Per All Faculty - Cluster	Avg. Award Per All Faculty - All
<b>Biological Sciences</b>	\$470,131	\$338,573
<b>Physical Sciences</b>	\$401,864	\$420,786
<b>Arts &amp; Humanities</b>	\$1,980	\$4,734
<b>Social Studies</b>	\$60,466	\$118,552
<b>Total</b>	\$251,745	\$234,956

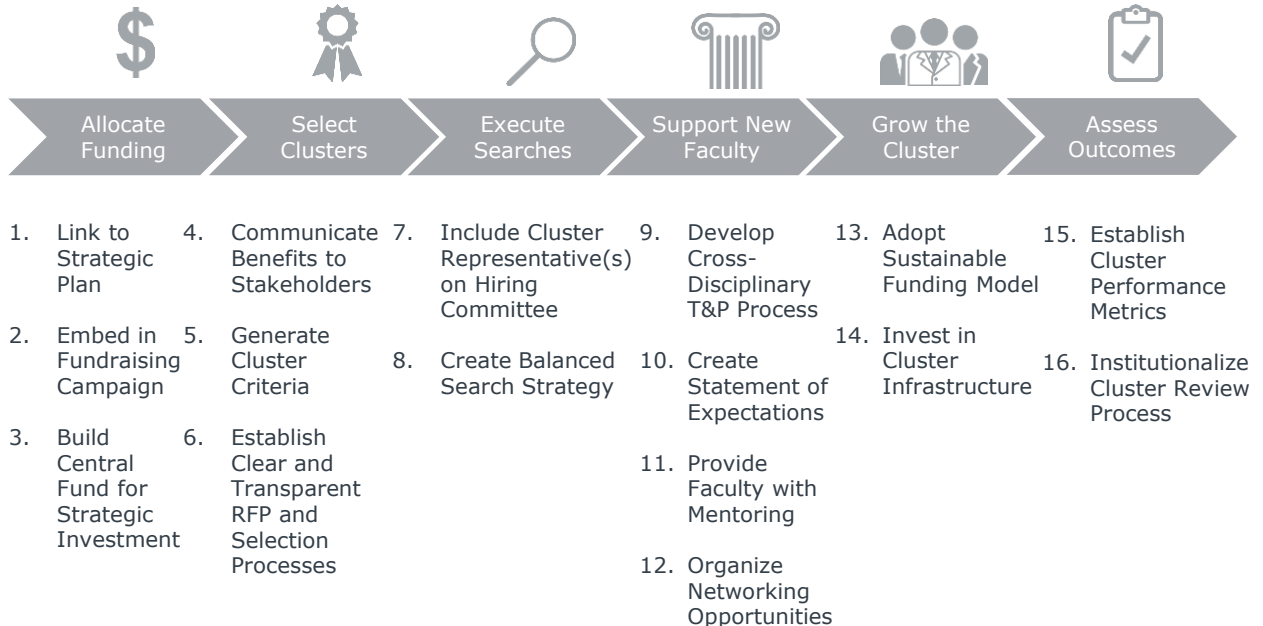


# Next Steps

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# Taking a Step Back

Evaluate Where You're At, Where You've Been, and Where You Need To Go





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**P** 202-747-1000 | **F** 202-747-1010 | [eab.com](http://eab.com)

Race	U.S. Nation - ACS Experimental Data, 2020 <sup>1</sup>	Idaho State - ACS Experimental Data 2020 <sup>2</sup>	UI - Staff; AY 2021 <sup>3</sup>	UI - Faculty, AY 2021 <sup>4</sup>	UI - UG Students; 2021 <sup>5</sup> (excludes “unknown” and international students) (aggregate 2013-2021)	UI - UG Graduation (excludes “unknown” and “international.” (aggregate 2010-2021)
Black	12%	1%	<1%	<1%	1%	1%
Hispanic/Latine	19%	13%	6%	3%	11%	8%
American Indian/Alaskan Native	1%	1%	1%	<1%	1%	<1%
Asian	6%	1%	1%	7%	2%	2%
White	58%	79%	89%	87%	80%	86%
Two or more races	4%	4% (40% here identified as Native American and white)	1%	1%	4%	3%
Native Hawaiian/Pacific Islander	<1%	<1%	<1%	0%	<1%	<1%

\* Yellow highlight = lower than state demographic measure

\* Green highlight = disproportionately not completing degree

## Racial Demographics by College - Aggregate Data 2013-2021

<sup>1</sup><https://data.census.gov/cedsci/table?q=white%20not%20hispanic%20united%20states&tid=DECENNIALPL2020.P2&hidePreview=true>

<sup>2</sup><https://data.census.gov/cedsci/table?q=white%20not%20hispanic%20idaho&tid=DECENNIALPL2020.P2&hidePreview=true>

<sup>3</sup> 2021 University of Idaho Affirmative Action Plan for Women and Minorities and Mid-Year Update.

<sup>4</sup> 2021 University of Idaho Affirmative Action Plan for Women and Minorities and Mid-Year Update.

<sup>5</sup> <https://www.uidaho.edu/-/media/UIIdaho-Responsive/Files/provost/IR/Fall-Census/census-overview-fall-2021.pdf?la=en&hash=3CDF2782895DB1DFE49A3EDD678BDB6D57CCC2FC>; [https://www.uidaho.edu/-/media/UIIdaho-Responsive/Files/provost/IR/Common-Data-Set/cds\\_2020-2021.pdf?la=en&hash=5D1C97678675A92D0E828CE356D17B00EFD9B99D](https://www.uidaho.edu/-/media/UIIdaho-Responsive/Files/provost/IR/Common-Data-Set/cds_2020-2021.pdf?la=en&hash=5D1C97678675A92D0E828CE356D17B00EFD9B99D)

Race	Idaho State - ACS Experimental Data 2020 <sup>6</sup>	UI - UG Students; 2021 <sup>7</sup>	Agriculture and Life Sciences	Art and Architectur e	Business and Economics	Education, Health, and Human Science	Engineerin g	CLASS	CNR	COS
Black	<1%	1%	1%	1%	1%	2%	1%	2%	0%	1%
Hispanic	13%	11%	10%	15%	11%	10%	10%	13%	7%	14%
American Indian/Alaska n Native	1%	1%	1%	1%	1%	1%	1%	1%	2%	1%
Asian	1%	2%	1%	2%	2%	2%	3%	1%	1%	4%
White	79%	80%	84%	74%	82%	80%	81%	77%	86%	76%
Two or more races	4% (40% here identified as Native American and white)	4%	3%	6%	4%	5%	5%	5%	4%	4%
Native Hawaiian/Pac ific Islander	<1%	<1%	0%	0%	0%	1%	0%	1%	0%	0%

### Graduation Data By Race, Aggregate 2013-2020

<sup>6</sup><https://data.census.gov/cedsci/table?q=white%20not%20hispanic%20idaho&tid=DECENNIALPL2020.P2&hidePreview=true>

<sup>7</sup><https://www.uidaho.edu/-/media/UIIdaho-Responsive/Files/provost/IR/Fall-Census/census-overview-fall-2021.pdf?la=en&hash=3CDF2782895DB1DFE49A3EDD678BDB6D57CCC2FC>; [https://www.uidaho.edu/-/media/UIIdaho-Responsive/Files/provost/IR/Common-Data-Set/cds\\_2020-2021.pdf?la=en&hash=5D1C97678675A92D0E828CE356D17B00EFD9B99D](https://www.uidaho.edu/-/media/UIIdaho-Responsive/Files/provost/IR/Common-Data-Set/cds_2020-2021.pdf?la=en&hash=5D1C97678675A92D0E828CE356D17B00EFD9B99D)

Race	Idaho State - ACS Experimental Data 2020 <sup>8</sup>	UI - UG Students; 2021 <sup>9</sup>	Agriculture and Life Sciences	Art and Architectu re	Business and Economics	Education, Health, and Human Science	Engineerin g	CLASS	CNR	COL	COS
White	79%	80%						80%		79%	
Black, Indigeno us, People of Color	21%	20%						20%		21%	

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<sup>8</sup><https://data.census.gov/cedsci/table?q=white%20not%20hispanic%20idaho&tid=DECENNIALPL2020.P2&hidePreview=true>

<sup>9</sup> <https://www.uidaho.edu/-/media/UIIdaho-Responsive/Files/provost/IR/Fall-Census/census-overview-fall-2021.pdf?la=en&hash=3CDF2782895DB1DFE49A3EDD678BDB6D57CCC2FC>; [https://www.uidaho.edu/-/media/UIIdaho-Responsive/Files/provost/IR/Common-Data-Set/cds\\_2020-2021.pdf?la=en&hash=5D1C97678675A92D0E828CE356D17B00EFD9B99D](https://www.uidaho.edu/-/media/UIIdaho-Responsive/Files/provost/IR/Common-Data-Set/cds_2020-2021.pdf?la=en&hash=5D1C97678675A92D0E828CE356D17B00EFD9B99D)

## **ACTION ITEM #2**

Discontinue Required Use of the Scholastic Aptitude Test (SAT) and American College Testing (ACT) in WSU's Admissions Processes (Elizabeth S. Chilton)

March 12, 2021

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: PROPOSED:

SUBMITTED BY:

SUPPORTING INFORMATION:

Discontinue required use of the SAT and ACT in WSU's admissions processes

That the Board of Regents discontinue required use of the SAT and ACT in WSU's admissions processes.

Elizabeth S. Chilton, Executive Vice President and Provost

In response to disruptions caused by COVID-19, the Washington Student Achievement Council (WSAC) granted public universities the ability to waive or make optional the SAT and ACT standardized tests for the 2020 (late applicants) and 2021 admission cycles. As the 2022 admission cycle quickly approaches, a decision regarding the future use of standardized testing in the admissions process is warranted.

Nationally, the sentiment to move away from standardized tests has been building for some time, particular because of concerns about implicit cultural bias in such tests and resultant inequalities among racial and ethnic groups.<sup>1</sup> The COVID-19 pandemic has exacerbated this move.<sup>2</sup> In January, the College Board announced they would no longer offer Subject tests or the Essay on the SAT.

After thoughtful discussions and evaluation, the Office of the Provost proposes that WSU no longer require or utilize the SAT or ACT in the admissions process. Additionally, it is recommended that WSU no longer require or use the SAT or ACT in the selection process for scholarships and/or tuition waivers. WSU Chancellors, Deans, Vice Presidents, Enrollment Management, Academic Engagement and

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<sup>1</sup> For a case study in Texas, see <http://tupress.temple.edu/book/20000000009587>

<sup>2</sup> For recent background, see <https://www.chronicle.com/article/the-covid-effect-most-colleges-will-keep-test-optional-policies-for-good> and <https://www.insidehighered.com/admissions/article/2021/02/26/act-admits-test-optional-admissions-isnt-going-away>



Student Achievement, and other campus partners unanimously support this recommendation to no longer require the SAT or ACT for purposes of admission.

Finally, the data below indicates that high school grade point average (GPA) is a better predictor of success at WSU than standardized test scores. Both 6-year graduation and 1<sup>st</sup> year retention rates are higher for students with a high school GPA of 3.5+ than for the students that score well on the SAT (1200+). This difference is pronounced for the 6-year graduation rate. While other options are available to WSU (i.e., test optional or test blind), no longer requiring test scores eliminates the ambiguity for prospective students that sometimes persists when an institution makes the test optional, and it will alleviate the financial and structural barriers to taking the test in our efforts to support inclusive excellence.

WSU 6-year graduation and 1st year retention HS GPA v. SAT									
	(Entering Freshman Cohort)								
	2011								
		2012	2013	2014	2015	2016	2017	2018	2019
HS GPA (3.5-4.0) 6-year graduation rate	70.5 to 79.7%	71.4 to 79.3%	71.7 to 81.2%	70.7 to 79.1%	N/A	N/A	N/A	N/A	N/A
HS GPA (3.5-4.0) 1st-year retention rate	85 to 91%	84.43 to 90.8%	85.75 to 92.0%	86.4 to 89.9%	85.04 to 91.0%	85.53 to 89.9%	85.53 to 89.9%	84.26 to 91.0%	84.3 to 89.9%
SAT (1200-1300) 6-year graduation rate	68.6 to 68.4%	67.5 to 64.7%	66.2 to 66.8%	63.9 to 69.0%	N/A	N/A	N/A	N/A	N/A
SAT (1200-1300) 1st year retention rate	84 to 86.5%	83.4 to 83.8%	83.7 to 84.2%	82.1 to 83.5%	82.3 to 84.1%	82.2 to 85.3%	85.5 to 88.2%	81.4 to 85.1%	80.8 to 88.2%



Dear President Green,

Faculty Senate Leadership supports the following proposal to adjust admissions policies for the Fall 2023 and Spring 2024 admission terms only. Admissions requirements revert to current policy for the Summer 2024 admission term.

To accommodate the irregularities of high school grading practices and changes to the College Board's standardized testing schedule, we propose the following for admissions criteria for the Fall 2023 and Spring 2024 only:

- The U of I will allow the use of 5<sup>th</sup> semester high school grades instead of 6<sup>th</sup> semester in the admission consideration, and
- The U of I will make an admission decision based upon GPA only where a test score is not available, and
- The U of I will establish a minimum high school GPA of 2.60 for admission.
- Under this accommodation, the U of I would not require a standardized test for admission but would require a placement test score prior to registration for the fall 2023 semester.
- As reflected in existing practice, students with a GPA between 2.3 and 2.59 will be directly admitted into the Vandal Gateway Program.
- Students whose GPA is below 2.3 will apply through an appeal process administered by the Admissions Committee.

Pursuant FSH 1520 Article IV, admission requirements are governed by the Faculty. As Faculty Senate is not in regular session during the Summer and a timely response is requested by the Office of the Idaho State Board of Education, we ask that you approve an emergency policy (enabled by FSH 6990) to allow these one-time COVID-19-related changes to the admission requirements.

Respectfully,

Francesca Sammarruca  
Secretary of the University Faculty

Russ Meeuf  
Faculty Senate Chair, 2021-22

Alistair Smith  
Faculty Senate Vice-Chair, 2021-22

**2022 – 2023 Faculty Senate – Pending Approval**

**Meeting # 21**

Tuesday, February 28, 2023, 3:30 pm – 5:00 pm  
Zoom only

Approved at Mtg. #22  
March 07, 2023

**Present:** Call, Chapman (Vice Chair), Fairley, Fuerst, , Haltinner, Hickman, Hoffmann, Justwan, Torrey Lawrence (w/o vote), Mittelstaedt, Murphy, Pfeifer, Quinnett (Chair), Reynolds, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Silsby, Thorne, Tibbals, Wargo

**Absent:** Gauthier (excused), Roberson (excused), Long (excused), Hunter (excused), Kolok, Raney, Thorne, Walsh (excused)

**Also present:** Madison Powell (proxy for Ahmadzadeh, excused)

**Guests/Speakers:** Brian Wolf, Dan Ewart

**Call to Order:** Chair Quinnett called the meeting to order at 3:32 pm.

**Approval of Minutes (vote):**

The minutes of the 2022-23 Meeting #20 February 21, 2023 were approved as distributed.

**Chair's Report:**

- Our Shared Success Stories – Bob Rinker, Associate Department Chair, Computer Science CDA. Bob Rinker gave a brief overview of his 40-year career at U of I. Bob is serving his third term at faculty senate. Between 1989 and 1995, he was director of the U of I Engineering program in Boise. In 2016, Bob went to Coeur d'Alene to start the CDA Computer Science program. Congratulations, Bob, on your many achievements and your long career!
- Committee Preference survey: the soft deadline is today, but we will leave the survey open one more week. [https://uidaho.co1.qualtrics.com/jfe/form/SV\\_4TRU7TKzLm9j3b8](https://uidaho.co1.qualtrics.com/jfe/form/SV_4TRU7TKzLm9j3b8)
- Campus and Community Safety Town Hall: tonight at 6pm, at the Bruce Pitman Center.
- Clusterluck Documentary: Tonight at 7pm at the Kenworthy. Doors will open at 6:30pm. A discussion will follow after the show.
- March is Women History Month. The display "Brave and Bold Women in University of Idaho History" is tomorrow from 11:30am to 1pm at the library, U of I Library Special Collections and Archives. For more information about events in celebration of Women History Month visit [Women's History Month through the Women's Center \(uidaho.edu\)](https://uidaho.edu/women-history-month).

**Provost Report:**

- The search for the new dean of CBE is proceeding. The third candidate will visit tomorrow, Wednesday, 2/28. Everyone is encouraged to attend the open sessions and provide feedback. Feedback will be collected until March 7. <https://www.uidaho.edu/provost/administrative-searches/cbe-dean>

- Please see the President’s memo from Friday about the murders on King Street. Outpouring of support from alumni resulted in a peer-driven effort to create scholarships as a legacy for each of the four students. This led to the *Vandals Supporting Vandals* fund. A Healing Garden and Memorial to the four students are in the planning stage. The ownership of the house on King Street is now with the university. The house will be demolished. Options for the future development of the property are being considered.
- Legislature: this is the stage where requests (e.g. 1 million for security) may have passed at some (but not all) levels. Next week, we expect to see higher education budgets considered by committees.
- North Idaho College (NIC) is one of our greatest partners in the state. They are having challenges with their accreditation standing. They are now in the “show cause” phase, where they have a last chance to justify why they should remain accredited. The University of Idaho stands behind NIC and wants to see them remain accredited. They are the largest feeder of transfer students for us and we have many joint programs, for example the “2+2” degree in Computer Science where students take two years at NIC and and finish two years at UI in CDA. We have a great relationship and wish to see them be successful. We have offered our support to NIC but we will not publicly engage in their process.  
There were no questions for the Provost.

#### **Committee Reports:**

- University Curriculum Committee (vote)
  - UCC 484 Criminology (MS) – Brian Wolf, Department Chair, Culture, Society and Justice (CSJ). Attach. #2  
A demand for students with advanced training in criminology has been identified. This report estimates a "mid-range" enrollment of about 46 students. Using a conservative estimate, we are anticipating that the program will generate a ROI of \$180,000 per annum by the fifth year (see budget proposal). While CSJ needs two lines to make this work, as with our online program from five years ago, the net growth will help support the other programs in the unit.  
Discussion:  
In response to a question, Brian Wolf confirmed that the proposal is for a fully online program. Chair Quinnett noted that, under “Geographical Location,” it says “Moscow.” So, the motion will be voted on with the friendly amendment that the online offering appears under “Geographical Location.”

The documentation states that two faculty lines are needed and will be funded from salary savings. Are those funds available and committed? Vice Provost Gorzelsky and Dean Quinlan joined the conversation. Funds are indeed committed in seed money for the first year, but the program is expected to generate a considerable net revenue by the fifth year.

Is this program in demand because of its fully online nature? Are there concerns about competition with WSU? Brian Wolf emphasized that there is an unmet need for the state of Idaho. Provost Lawrence added that in-state tuition is charged for online programs, making this degree much cheaper than its WSU counterpart. There are no concerns about competition.

A senator wondered whether the timing of this Criminology degree may be seen as related to the November tragedy. Brian Wolf noted that it will take a year for the program to roll out, and they will work with UCM. There is a lot of misconception about criminology.

Vote: 20 in favor; 0 opposed. Amended motion passes.

#### **Other Announcements and Communications:**

- UI Initiative from OIT, Changes to Phone Services – Dan Ewart, Vice President of Information Technology and Chief Information Officer.

Presently, we have 2,292 phone lines, but hundreds of those lines are unused, which costs \$12 per month. Since Covid, communication through Zoom, Teams, and mobile devices are used more frequently. The goal of this project is to replace many existing phone lines across the state with Microsoft Teams. Mobile calling will go through the app. But, those who need phone numbers and handsets will have them. For internal communication, Teams calling works best. Zoom will remain available. The timeline for the project is 16 months, but we will start a pilot program now. We will partner with other administrative groups outside OIT. The project manager is Jason Swamby. He will be happy to answer any questions, and so is Dan Ewart.

#### Discussion:

There was an inquiry about incoming and outgoing outside phone calls, which cannot be handled through Zoom calling. Can one still have a phone number associated with their Teams account? Vice President Ewart replied that people who need an outside number will have one.

A senator noted that university directories still show numbers which are no longer in use. Dan Ewart will talk to the appropriate people to make sure this problem is solved.

In response to a question, Dan Ewart confirmed that phone numbers will be imported into the new system and thus they'll be unchanged. Changing numbers would create disruption.

- Admissions Criteria Discussion, cont. – Open Forum
  - [1st-yr-ret-act.pdf \(uidaho.edu\)](#)
  - <https://www.uidaho.edu/provost/ir/institutional-data/retention-graduation/freshman>

The Provost proposed a scenario where we ask President Green to approve an emergency action to keep the current (post-Covid) status for one more year. This would give us the opportunity to collect more data (not impacted by Covid) and to observe the trends of other institutions. At BSU they are having similar conversations but have not made a final decision. We don't know what ISU will do. Ranking systems (such as from U.S. News and World Report) are a concern, as they typically use ACT and SAT scores for the ranking. Presently, college ranking systems are not taking into account standardized test scores, but it's unclear what the permanent solution will be.

Secretary Sammarruca asked whether the extended emergency action would be the same as the current one for other admission criteria as well – lower minimum GPA, 5<sup>th</sup> semester grades allowed rather than 6<sup>th</sup> semester grades. Provost Lawrence said he was thinking of keeping the same criteria as in the current emergency action. We can talk about it.

Chair Quinnett inquired about the Vandal Gateway Program (VGP). We should ask the VGP team to come to senate and report.

Secretary Sammaruca proposed a discussion on the data available through the provided links. She referred to first-year retention rate by ACT or by High School (HS) GPA. For each ACT score increment, the retention rate goes up by a factor between 1 and 1.06. Similar conclusions can be drawn about the first-year retention rate by HS GPA. The lowest GPA correspond to a first-year retention rate of 54%, while the lowest ACT score gives a first-year retention rate of 70%. The HS GPA is a good predictor of student success in college.

There was some additional discussion on the data showing HS GPA, ACT score, and SAT score by College, for the years between 2009-10 and 2021-22. Chair Quinnett suggests that we need a presentation of the data from which meaningful comparisons can be easily made to extract the impact of HS GPA, ACT, and SAT scores on retention rates and graduation rates. We need to determine whether the HS GPA alone is a reliable predictor of student success.

A straw poll was launched asking the voters whether or not they support requesting an extension of the emergency action for one more year.

Votes: 19 yes and 1 no.

This business will continue at the next meeting. The Secretary will draft a memo to ask President Green to allow admission criteria as stated in the current emergency action for one more year. The memo as approved by senate will be submitted to the President.

**New Business:**

Reminder from the faculty secretary: If your term is expiring in 2022-23, please let your college administration know that they need to elect new senate representatives (according to their college procedures and bylaws). The 2023-24 senate meets already at the end of the semester. It would be very helpful to have those names sometimes in early to mid-April.

**Adjournment:**

Meeting adjourned at 4:42pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 21

Tuesday, February 28, 2023 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #20 (February 21, 2023) **Attach. #1**
- III. Chair's Report
  - Our Shared Success Story – Bob Rinker, Associate Department Chair, Computer Science CDA
- IV. Provost's Report
- V. Committee Reports
  - University Curriculum Committee (Vote)
    - UCC 484 Criminology (MS) – Brian Wolf, Department Chair, Culture, Society and Justice **Attach. #2**
- VI. Other Announcements and Communications
  - UI Initiative from OIT, Changes to Phone Services – Dan Ewart, Vice President of Information Technology and Chief Information Officer **Attach. #3**
  - Admissions Criteria Discussion Continued - Wes McClintick, Director, Institutional Research **Attach. #4**
    - [1st-yr-ret-act.pdf \(uidaho.edu\)](https://www.uidaho.edu/provost/ir/institutional-data/retention-graduation/freshman)
    - <https://www.uidaho.edu/provost/ir/institutional-data/retention-graduation/freshman>
- VII. New Business
- VIII. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2022-2023 Faculty Senate Meeting #20 (February 21, 2023)
- **Attach. #2** UCC 484
- **Attach. #3** OIT Phone Service Changes
- **Attach. #4** Admissions Criteria Resources

**2022 – 2023 Faculty Senate – Pending Approval**

Meeting # 20

Tuesday, February 21, 2023, 3:30 pm – 5:00 pm

Zoom only

**Present:** Chapman (Vice Chair), Fairley, Fuerst, Gauthier, Haltinner, Hickman, Hoffmann, Hunter, Justwan, KaraLin, Torrey Lawrence, Long, Mittelstaedt, Murphy, Pfeifer, Quinnett (Chair), Raney, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Schwarzlaender, Silsby, Thorne, Tibbals, Wargo, Walsh

**Absent:** Kindall, Kolok, Murphy

**Also present:** Madison Powell (proxy for Ahmadzadeh, excused)

**Guests/Speakers:** Matthew Bernards, Karla Eitel, Sydney Freeman, Colin Mannex, Janis Johnson

**Call to Order:** Chair Quinnett called the meeting to order at 3:32 pm.

**Approval of Minutes (vote):**

The minutes of the 2022-23 Meeting #19 February 14, 2023 were approved as distributed.

**Chair's Report:**

- Our Shared Success Stories – KaraLin Reynolds, ASUI Student Representative. ASUI Student Representative KaraLin Reynolds described some of the efforts ASUI is presently engaged with, such as: preparing food boxes for the Food Pantry and helping make the process easier for transfer students. ASUI Senate is also working on making sure all student voices on campus are heard and recognized. KaraLin is excited to be part of ASUI and happy to be working with senate. Next week, there will be a food drive at the ICCU Arena, accepting donation between 5pm and 6:30pm.
- The Student Emergency Fund (in CLASS) helps students who are going through unexpected circumstances. <https://www.uidaho.edu/class/student-life/emergency-fund> . If anyone is aware of other colleges' emergency funds, please feel free to share. The Bruce & Kathy Pitman Emergency Fund is also available: <https://www.uidaho.edu/student-affairs/dean-of-students/bruce-kathy-pitman-emergency-fund>

**Provost Report:**

- As of now, there are no updates on the legislative process. Higher ed topics are still in committees. We'll keep you updated.
- Black History Month: event today at 6pm at the Pitman Center International Ballroom. It's a panel discussion named "Elevate Black Voices."
- Annual evaluations are due March 1.
- The search for the new dean of CBE is well underway. We selected three finalists from an excellent pool of applicants. Campus visits will take place this Friday and next week on Monday and Wednesday. Everyone is encouraged to attend the open sessions and provide feedback.



Feedback will be collected until March 7. <https://www.uidaho.edu/provost/administrative-searches/cbe-dean>

Discussion:

Some senators heard on the news that the state allocated one million for extra security at the U of I. Have these funds been allocated? The Provost reported that there was strong support for this allocation. Most of these funds will go to pay for the Idaho State Police, who were here for part of November and December, so that those bills do not fall entirely on Moscow or the university. [From the chat: \$1M security request unanimously approved by JFAC, but not yet through the full legislature.]

**Committee Reports:**

- University Curriculum Committee (vote)
    - UCC 500 Nuclear Safeguards and Security – Matthew Bernards, Director, Chemical and Biological Engineering. Attach. #2
- This new graduate certificate has been in the making for almost five years. It is an inter-university certificate with ISU and BSU to provide faculty expertise needed to cover the courses. We worked in close collaboration with INL through CAES. The curriculum is based on the recommended curriculum by the International Atomic Energy Agency (IAEA). We worked with Vice Provost Gorzelsky and her predecessor.

Discussion:

A senator asked whether the certificate can be completed here, even though there are only three credits of UI material. Isn't there a regulation in the catalog that would prevent students from completing the certificate on our campus? Matthew Bernards did not recall UCC raising this issue. Lindsey Brown and Gwen Gorzelsky joined the discussion and reported that a new regulation about the number of credits passed Graduate Council and is moving forward.

A senator noted that the UI coursework consists of three credits in NE 513, Nuclear Security Science. If the UI is a minor player in this project and an issue comes up, is there a conflict management plan? Vice Provost Gorzelsky responded that a MOU among the three universities is in preparation at the Vice Provost level. The MOU stipulates that an advisory group of faculty, (one for each campus), will coordinate the curriculum. There will be agreements in place concerning the number and frequency of course offerings for each campus. The entire certificate is an asynchronous online program offered through the Online Idaho platform.

Typically, certificates are elective-based. Is there a mechanism to add courses? Are there plans to expand in the future? Matthew Bernards responded that any request for expansion would go to the panel of faculty members. They based the curriculum on the IAEA training guidance and thus their priority was to make sure that all the recommended topics are represented within the four courses. A new course would have to be evaluated before being added to the certificate.

Are there benefits for the university from being closely tied to IAEA? Matthew Bernards responded that there has been no attempt to have the curriculum recognized by IAEA, but that was one of the motivations for using their guidance. The curriculum is consistent with the type of workforce they wish to prepare for INL and, more generally,

the nuclear industry. Vice Provost Gorzelsky added that there is a provision in the MOU for the Vice Provost to work with the program advisors. She added that it is not unusual for a certificate to be a pre-established set of courses rather than allowing choices from a large list of electives.

Chair Quinnett did not remember seeing the new regulation (that would allow students to complete the certificate at U of I) at Graduate Council. After some discussion, it was decided to vote on this item provisionally, pending approval from Graduate Council. Vote: 21/23 in favor; 2/23 opposed. Motion passes (provisionally).

- UCC 331 Environmental Education and Science Communication Academic Certificate – Karla Eitel, Director, McCall Outdoor Science School. Attach. #3
- UCC 226 Natural Resources (MNR) – Karla Eitel, Director, McCall Outdoor Science School. Attach. #4

These two items will be grouped together. The reason why they are coming to senate is the addition of McCall as a location.

Vote (on both UCC 331 and UCC 226): 25/25 in favor. Motion passes.

#### **Other Announcements and Communications:**

- Clusterluck Documentary 2/28– Sydney Freeman, Leadership & Counseling, Kristin Haltinner, Culture, Society & Justice, Janis Johnson, English/Africana Studies, Colin Mannex, Executive Director of the Kenworthy Performing Arts Center. Attach. #5  
Kristin displayed a table presenting the racial demographics of Idaho, the racial demographics of the UG student body, of UI staff, of UI faculty and of graduates. Things to note: Cells highlighted in yellow indicate places where a relevant population is underrepresented per Idaho state demographics; Cells highlighted in green indicate groups of students that disproportionately drop out/leave UI and don't graduate. We have some (often informally collected) information on why this is – sometimes it's external factors (family obligations disproportionately impact Latina women) but more often it's a sense of a lack of community, support, and mentorship at UI (especially in the face of experiencing blatant and implicit bias); Increasing the presence of faculty and staff of color will improve retention for students of color among other intellectual benefits for UI. Data broken down by college are also available - but some counts are too small to share. (All this data is available to anyone via institutional research and data dashboards.) <https://www.uidaho.edu/provost/ir/institutional-data/visual-analytics-dashboards>  
Janis spoke about the dedicated position in Africana studies they are asking from CLASS. Black students must see themselves in the curriculum and have the option to learn from Black professors, especially in Africana Studies. Africana Studies with a Black director is necessary for both the recruitment and success of Black students, in particular, and all students in general. We are not suggesting to hire someone because they are Black, we are saying that we need more Black faculty and, in particular, one with Black Studies expertise.  
Sydney had conversations with President Green about the importance of strengthening the Africana Studies program. The film "Clusterluck" shows ways to attract more diversity to an institution. The film will be shown on February 28 at 7pm at the Kenworthy Performing Arts Center. The intent is to connect the Moscow community with the university. Sidney showed a short video about the upcoming documentary.  
Colin emphasized the importance of community support for cluster hires. He hopes to see many at the Kenworthy on Feb. 28.

Discussion:

What does “cluster hire” mean in the present context? Sidney Freeman responded that cluster hires are something we do to address and solve a problem – say, climate change. To that end, we look for the best experts you can find to tackle that problem. Of course, there are different kinds of cluster hires. For instance, at the University of California, they regroup cluster hires by important themes.

Many thanks to our guests from Chair Quinnett and everyone!

- Admissions Criteria Discussion. The secretary provided a brief history of the matter. Currently we are under a Covid emergency action that covers the 2023-24 admission cycle. That was a continuation from the previous year and was signed by president Green last April. The text of the emergency action is in the binder. This spring, we need to decide whether we want to go back to requiring ACT, SAT scores for admissions or to drop the requirement permanently.

Discussion:

The discussion revealed diverse opinions. Some would make the inclusion of standardized test scores optional. Others felt strongly that standardized tests are not representative of student success and causes inequities. Citing from the literature, ACT and SAT test requirements “*significantly decreases enrollment among minorities, low-income students, and students who attend low socioeconomic status high schools.*” (see Black et al., 2016.) These tests are well-documented to be culturally biased in content. They are also very expensive, as is test prep, and thus excludes people with low socioeconomic status (see Bussey et al., 2021).

On the other hand, concerns were expressed about potentially reducing the academic preparation of our students. Some senators suggested that the best way to proceed is to revert to our pre-Covid criteria and, in the meantime, collect available data to make a more informed decision. The Registrar added that fewer and fewer schools are requesting the test scores. She noted that high GPA is the best indicator of student success.

A straw poll was conducted for the purpose of gauging senators’ preferences.

Outcome: 1/23 votes for requiring ACT/SAT scores;

9/23 votes for studying more data before making a decision.

13/23 votes for dropping ACT/SAT.

The discussion will continue.

**Adjournment:**

Chair Quinnett called for a motion to adjourn. So moved and seconded (Chapman/Fairly). Meeting adjourned at 5:01pm.

Respectfully Submitted,

Francesca Sammaruca

Secretary of the University Faculty & Secretary to Faculty Senate

# 484: CRIMINOLOGY (MS)

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## In Workflow

1. 033 Chair (bwolf@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu)
3. 18 Dean (quinlan@uidaho.edu)
4. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
5. Curriculum Review (V00814390@uidaho.edu)
6. Degree Audit Review (rfrost@uidaho.edu)
7. Graduate Council Chair (slthomas@uidaho.edu)
8. Assessment (sara@uidaho.edu)
9. Registrar's Office (none)
10. Ready for UCC (disable)
11. UCC (none)
12. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
13. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
14. State Approval (mstout@uidaho.edu; jvalkovic@uidaho.edu; lindalundgren@uidaho.edu)
15. NWCCU (sara@uidaho.edu; mstout@uidaho.edu)
16. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Mon, 12 Sep 2022 00:03:56 GMT  
Brian Wolf (bwolf): Approved for 033 Chair
2. Mon, 19 Sep 2022 21:08:10 GMT  
Charles Tibbals (ctibbals): Approved for CLASS Review
3. Mon, 19 Sep 2022 21:14:20 GMT  
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
4. Mon, 19 Sep 2022 23:56:02 GMT  
Sean Quinlan (quinlan): Rollback to CLASS Review for 18 Dean
5. Tue, 20 Sep 2022 15:01:16 GMT  
Charles Tibbals (ctibbals): Approved for CLASS Review
6. Tue, 20 Sep 2022 22:24:07 GMT  
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
7. Tue, 20 Sep 2022 23:49:08 GMT  
Sean Quinlan (quinlan): Approved for 18 Dean
8. Sat, 08 Oct 2022 00:28:03 GMT  
Ken Udas (kudas): Approved for Provost's Office
9. Mon, 17 Oct 2022 14:37:01 GMT  
Theodore Unzicker (tunzicker): Rollback to 18 Curriculum Committee Chair for Curriculum Review
10. Wed, 19 Oct 2022 19:22:41 GMT  
Sean Quinlan (quinlan): Approved for 18 Dean
11. Wed, 19 Oct 2022 21:42:57 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
12. Tue, 25 Oct 2022 21:40:01 GMT  
V00814390: Approved for Curriculum Review
13. Thu, 27 Oct 2022 17:33:00 GMT  
Rebecca Frost (rfrost): Approved for Degree Audit Review
14. Thu, 10 Nov 2022 17:23:48 GMT  
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
15. Fri, 11 Nov 2022 19:42:47 GMT  
Sara Mahuron (sara): Approved for Assessment
16. Wed, 16 Nov 2022 00:06:57 GMT  
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
17. Tue, 17 Jan 2023 21:13:38 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
18. Tue, 24 Jan 2023 23:40:36 GMT  
Theodore Unzicker (tunzicker): Rollback to Registrar's Office for UCC
19. Wed, 01 Feb 2023 21:16:56 GMT  
Theodore Unzicker (tunzicker): Approved for Registrar's Office

2 484: Criminology (MS)

20. Wed, 01 Feb 2023 21:33:40 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
21. Tue, 07 Feb 2023 17:35:43 GMT  
Theodore Unzicker (tunzicker): Approved for UCC
22. Tue, 07 Feb 2023 17:37:21 GMT  
Theodore Unzicker (tunzicker): Rollback to UCC for Faculty Senate Chair
23. Tue, 07 Feb 2023 17:39:21 GMT  
Theodore Unzicker (tunzicker): Rollback to Ready for UCC for UCC
24. Wed, 08 Feb 2023 21:31:31 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
25. Thu, 23 Feb 2023 19:29:12 GMT  
Theodore Unzicker (tunzicker): Approved for UCC

### **New Program Proposal**

Date Submitted: Thu, 08 Sep 2022 17:10:19 GMT

**Viewing: 484 : Criminology (MS)**

**Last edit: Thu, 23 Feb 2023 19:28:01 GMT**

Changes proposed by: Brian Wolf

#### **Faculty Contact**

<b>Faculty Name</b>	<b>Faculty Email</b>
Brian Wolf	bwolf@uidaho.edu

**Will this request have a fiscal impact of \$250K or greater?**

No

#### **Academic Level**

Graduate

#### **College**

Letters Arts & Social Sciences

#### **Department/Unit:**

Culture, Society and Justice

#### **Effective Catalog Year**

2024-2025

#### **Program Title**

Criminology (MS)

#### **Degree Type**

Major

Please note: Majors and Certificates over 30 credits need to have a state form approved before the program can be created in Curriculum.

#### **Program Credits**

30

#### **CIP Code**

45.0401 - Criminology.

**Will the program be Self-Support?**

No

**Will the program have a Professional Fee?**

No

**Will the program have an Online Program Fee?**

Yes

**Will this program lead to licensure in any state?**

No

**Will the program be a statewide responsibility?**

No

**Financial Information****What is the financial impact of the request?**

Less than \$250,000 per FY

**Note: If financial impact is greater than \$250,000, you must complete a Program Proposal Form****Describe the financial impact**

Market analysis has demonstrated that Idaho and the region is underserved by advanced programing in criminology. CSJ would need two tenure track lines to support this program, as well as some marketing support. We have submitted a budget request showing an expenditure of around \$200,000 per annum with about \$150,000 in seed money needed in the first year, with the program "breaking even" in the second year, and improving the net position of the university by about \$60,000, \$120,000, \$180,000 by the third, fourth and fifth year respectively. In all, this proposal is proposing to generate \$362,000 in net revenue by the fifth year. (see attached budget). While the annual impact is less than \$250,000 a Program Proposal Form will accompany this at the college review. (note: As of Sept 12, this is attached here as a mostly completed draft, we are still awaiting enrollment figures at Boise State from IR, and anticipate small changes to the budget and proposal).

**Curriculum:**

Both thesis and non-thesis options are offered. Of the minimum of 30 credits required at least 18 must be in courses at the 500s level and the remainder may include 400s level courses in the majors and 300s and 400s level courses in supporting areas. Students on the non-thesis track must complete a major paper, written examination, or substantive policy/program evaluation.

<b>Code</b>	<b>Title</b>	<b>Hours</b>
CRIM 506	Course CRIM 506 Not Found	3
CRIM 507	Course CRIM 507 Not Found	3
CRIM 511	Course CRIM 511 Not Found	3
CRIM 512	Course CRIM 512 Not Found	3
Three credits from the following:		3
CRIM 530	Course CRIM 530 Not Found	
Nine credits of electives <sup>1</sup>		9
Select either the Thesis or Non-Thesis Option: <sup>2</sup>		6
CRIM 500	Course CRIM 500 Not Found	
CRIM 599	Course CRIM 599 Not Found	
<b>Total Hours</b>		<b>30</b>

1

Six credits must be in graduate level electives offered through the criminology program. The remaining three credits may be in criminology-related coursework taken through another program with permission of the student's advisor.

2

Students may use directed study credits in lieu of the Thesis or Non-Thesis option with the permission of the student's major professor.

**Distance Education Availability**

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

**Can 50% or more of the curricular requirements of this program be completed via distance education?**

Yes

**If Yes, can 100% of the curricular requirements of this program be completed via distance education?**

Yes

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.

## Geographical Area Availability

In which of the following geographical areas can this program be completed in person?

Moscow

## Student Learning Outcomes

List the intended learning outcomes for program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

1. Theoretical perspective: Students will demonstrate an understanding of the origins of criminal behavior, society's response to crime, and the consequences of crime to our society, utilizing multiple theoretical perspectives (perspective).
2. Justice and ethics: Students will articulate the ethical and social justice implications of criminology and justice studies (communicate).
3. Research Methods: Students will demonstrate knowledge of methodological approaches used by social scientists to understand crime and crime control (think and create).
4. Human diversity: Students will analyze and interpret the diversity of social experience associated with criminology and social justice issues, especially as they relate to race, class, gender, age sexual preference, religion and nationality (learn and integrate).

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component.

A senior (tenured) member of the criminology faculty will be responsible for implementing the assessment program. This will be considered part of the normal service responsibility of the faculty appointed to the role of assessment coordinator. At the conclusion of the year, the assessment coordinator will meet with the program assessment committee to review the findings and make recommendations for improvement.

The program learning outcomes will be measured and assessed through the following process:

1. Written assignment (thesis or final project) from student that demonstrates and synthesizes knowledge in all four learning outcomes
2. Direct measures using a portfolio collected as part of their second-year degree requirements

How will you ensure that the assessment findings will be used to improve the program?

A graduate assessment committee will review the findings and discuss changes to implement

What direct and indirect measures will be used to assess student learning?

Direct: Portfolio of work collected at graduation

Indirect: Graduating student survey

When will assessment activities occur and at what frequency?

Assessment will occur in April, or the end of the academic year

## Student Learning Outcomes

### Learning Objectives

1. Theoretical perspective: Students will demonstrate an understanding of the origins of criminal behavior, society's response to crime, and the consequences of crime to our society, utilizing multiple theoretical perspectives (perspective).
2. Justice and ethics: Students will articulate the ethical and social justice implications of criminology and justice studies (communicate).
3. Research Methods: Students will demonstrate knowledge of methodological approaches used by social scientists to understand crime and crime control (think and create).
4. Human diversity: Students will analyze and interpret the diversity of social experience associated with criminology and social justice issues, especially as they relate to race, class, gender, age sexual preference, religion and nationality (learn and integrate).

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.

The research firm, Gray and Associates, has identified a need and demand for students with advanced training in criminology. This report estimates an "mid-range" enrollment of about 46 students. Using a conservative underestimate of this research, we are anticipating that the program will generate a ROI of \$180,000 per annum by the fifth year (see budget proposal). While CSJ needs two lines to make this work, as with our online program from five years ago, the net growth will help support the other programs in the unit. This budget and market analysis is attached.

### Supporting Documents

2021 06 29 v11 emr FINAL Criminology Master\_s.pdf

Criminology ROI Budget Proposal (3).pdf

2022 Graduate Proposal Crim23\_UCC Comments[1].docx

### Reviewer Comments

Sean Quinlan (quinlan) (Mon, 19 Sep 2022 23:56:02 GMT): Rollback: Thesis/non-thesis option needs to be double checked.

**Ken Udas (kudas) (Sat, 08 Oct 2022 00:27:51 GMT):** With the consent of Dean Quinlan, the "Self-Support" program designation was changed from "YES" to "NO". Have confirmed that there is no request for budgetary support.

**Theodore Unzicker (tunzicker) (Mon, 17 Oct 2022 14:37:01 GMT):** Rollback: Per Traci Craig.

**Sara Mahuron (sara) (Fri, 11 Nov 2022 19:42:45 GMT):** reviewed assessment information. Is complete and thorough.

**Theodore Unzicker (tunzicker) (Tue, 24 Jan 2023 23:40:36 GMT):** Rollback: Tabled by UCC until SBOE form is completed by author.

**Theodore Unzicker (tunzicker) (Tue, 07 Feb 2023 17:39:21 GMT):** Rollback: Postponed again by UCC. More specifics need to be added to the funding sources portion of the SBOE form. Annette Folwell and Brian Wolf will work on updating language for next UCC meeting.

Key: 484





# Idaho State Board of Education

## FULL PROPOSAL FORM

Academic Degree and Certificate Program

Date of Proposal Submission:			
Institution Submitting Proposal:	University of Idaho		
Name of College, School, or Division:	College of Letters, Arts, and Social Sciences		
Name of Department(s) or Area(s):	Criminology		
Official Name of the Program:	Criminology		
Implementation Date:	Summer 2023		
Degree Information:	Degree Level: Masters	Degree Type: M.S.	
CIP code (consult IR /Registrar):	45.0401		
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	online and face-to-face		
Geographical Delivery:	Location(s)	Moscow	Region(s) ?
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	<input type="checkbox"/> Self-Support fee	<input type="checkbox"/> Professional Fee	<input type="checkbox"/> Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	<input type="checkbox"/> Regional Program Responsibility	<input type="checkbox"/> Statewide Program Responsibility	

### Proposed Action

- New program offering**
- Undergraduate program
  - Graduate program
  - Undergraduate certificate (30 credits or more)
  - Graduate certificate (30 credits or more)
- New branch campus or change in location**

- Modification of Existing Academic Programs**
- Converting one program option to a stand-alone program
  - Consolidating two or more undergraduate programs into one
  - Consolidating two or more graduate programs into one
  - Splitting an existing program into two or more programs
  - Program expansion outside an institution's Designated Service Region as defined in Board Policy III.Z.
  - Adding certificate or degrees to existing programs

_____ College Dean	_____ Date	_____ Vice President for Research (as applicable)	_____ Date
_____ Graduate Dean/other (as applicable)	_____ Date	_____ Academic Affairs Program Manager, OSBE	_____ Date
_____ FVP/Chief Fiscal Officer	_____ Date	_____ Chief Financial Officer, OSBE	_____ Date
_____ Provost/VP for Instruction	_____ Date	_____ Chief Academic Officer, OSBE	_____ Date

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President

Date

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SBOE/Executive Director or Designee  
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. All questions must be answered.

## **Rationale for Creation or Modification of the Program**

- 1. Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

*This is a stand-alone graduate program proposal with a budget request for two faculty lines to accommodate the increased demand. We have been building our undergraduate criminology program to nearly 250 students. This program proposal follows student assessment data and feedback from recent graduates as well as professionals that indicates a desire to have a graduate degree in criminology or criminal justice (CCJ) to prepare students for jobs with advanced leadership, analytical, and other skills associated with work in CCJ fields.*

*The graduate program will also utilize our five criminology faculty, with the anticipation that two new faculty lines will free up the current faculty to help deliver the degree.*

- 2. Need for the Program.** Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.
  - a. Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

*The Bureau of Labor Statistics (BLS) estimates that protective services jobs (e.g., law enforcement, corrections, and other justice-related services) will grow by 7.9% in the U.S. from 2012-2022, with approximately 1.1 million job openings created through growth and replacement needs.<sup>1</sup> Labor market growth in protective services industry jobs is projected to be slightly stronger in Idaho. In 2012, there were 12,958 protective service jobs in Idaho with a projected 10-year growth estimate of 9.8% over ten years (to 14,222 jobs). The BLS estimates that Idaho will see an average of 503 yearly job openings in this field due to occupational growth and replacement.<sup>2</sup> From our Emsi market analysis, employment data for Idaho indicates strong job growth through 2028.*

- b. Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

*We expect student demand to come from three main sources. The first is from our graduating seniors who have expressed interest in some kind of post-graduate opportunities in criminology at Idaho. Despite being a relatively new degree program, we are graduating about 40-45 criminology degree majors each year. The second group of students we expect are those who are working in the CCJ field, but are looking for a graduate degree to advance in their field. A third group of students we expect are students from the region who are seeking a terminal graduate degree. While a graduate degree in CCJ*

is offered at WSU, it is tied to their doctoral program which can take many years to complete. Accordingly, we would be the only terminal masters degree program in CCJ in Montana, northern Idaho, and eastern Washington.

Related to the first group of students. Our department regularly conducts an assessment of graduating seniors. A common request among these students is that we offer some form of graduate instruction.

c. **Societal Need:** Describe additional societal benefits and cultural benefits of the program.

*While Idaho has a relatively low crime rate, the state currently has the eighth highest incarceration rate in the nation. As has happened in other areas of the country, the state and region could benefit from rethinking the approach to criminal justice. This includes a consideration of alternatives and deterrents to traditional models of law enforcement and corrections. Further, with shifting demographic patterns it is readily apparent that criminal justice institutions need research and talent that can incorporate the skills that are imparted by a criminology degree program.*

***Criminal justice is becoming a data-driven occupation.** With the advent of new strategies in intelligence-led policing and correctional risk management, police and correctional officers, supervisors, and command are increasingly expected to be fluent in the use of quantitative data collection and analysis. This program will help prepare students to be more competitive in this rapidly changing field.*

***Criminal justice administrators regularly say they are looking for employees that are cognizant of the professional codes of conduct required to handle individuals and cases that may enter the criminal justice system.** This includes a background in professional ethics and knowing some of the dilemmas and controversies found in situations CJ professionals encounter every day. In addition, being an effective professional requires an understanding of people of differing backgrounds and sensitivity to issues related to race and ethnic relations. Our program will focus on educating potential CJ professionals on matters of diversity, cultural understanding, and social inequalities that impact the CJ system.*

### 3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes \_\_\_\_\_ No \_\_\_X\_\_\_

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

### 4. Credit for Prior Learning

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

The program may accept up to six credits for PLA consistent with policies in the graduate school.

### 5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

Online courses will be provided to allow place-based students to pursue the master's degree. In addition, the program with proper staffing could offer a compressed 8-week schedule, completing two courses in the early 8 weeks and two courses in the late 8 weeks, providing 12 graduate credits in a single semester and decreasing time to degree.

**Enrollments and Graduates**

6. **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 for the most past four years.

Insti t	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY 2019	FY 2020	FY 2021	FY 2022	FY 2019	FY 2020	FY 2021	FY 2022
BSU	Master of Criminal Justice	13	12	21	19	5	6	2	8
ISU	N/A	0	0	0	0	0	0	0	0

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education 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.

While Boise State does offer an advanced degree in a field related to criminology, based on the attached market analysis, there is a significant need in the state. In addition, our existing faculty and architecture developed through a recent expansion into undergraduate online degrees, makes Idaho ideally suited to host this degree program.

8. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

<b>Proposed Program: Projected Enrollments and Graduates First Five Years</b>	
<b>Program Name: Criminology Graduate Degree</b>	
<b>Projected Fall Term Headcount Enrollment in Program</b>	<b>Projected Annual Number of Graduates From Program</b>

FY_23 – (first year)	FY_24 –	FY_25 –	FY_26 –	FY_27 –		FY_23 (first year)	FY 24	FY__	FY__	FY__	
15	30	35	45	50		0	8	12	15	18	

**9. Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 “Need for the Program” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

This methodology utilizes the more conservative estimates from the Gray Associates market research analysis. We calculate projected degrees based on the current two and three year graduation rates in our anthropology program.

**10. Minimum Enrollments and Graduates.**

- a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

*Based on the budget that we are submitting, we are figuring that we would need a minimum of 20 FTE graduate students to sustain the program. This is calculated based on the new tuition and fees brought in by new students.*

- b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

*The program will be assessed annually through the routine process. Should the graduate program be unable to meet enrollment minimums, we would discontinue the program curriculum. However, the undergraduate criminology program may well have demand that would be compatible with maintaining the requested resources below (see 20.a.).*

**11. 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 criminology degree will immediately implement a program learning outcomes assessment. According to our Emsi data, the top common skills for those employed in relevant positions that require a bachelor’s degree are: management, communication, investigation, operations, leadership, and research. Learning outcomes will be aligned to these common skills. We will engage in annual program review to ensure students are achieving program learning outcomes and revise the curriculum as needed.*

**12. 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 A**

This question is not applicable to the Master degree proposal.

**13. 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 State Board of Education.

Will this program lead to certification?

Yes \_\_\_\_\_ No X \_\_\_\_\_

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

**14. Three-Year Plan: If this is a new proposed program, is it on your institution’s approved 3-year plan?**

Yes X No \_\_\_\_\_

If yes, proceed to question 15. If no:

**a. Which of the following statements address the reason for adding this program outside of the regular three-year planning process.**

Indicate (X) by each applicable statement:

	Program is important for meeting your institution’s regional or statewide program responsibilities.
	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

**b. Provide an explanation for all statements you selected.**

**Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan**

**15. Curriculum. Provide descriptive information of the educational offering.**

**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.	30
Credit hours in required courses offered by other	0

departments:	
Credit hours in institutional general education curriculum	0
Credit hours in free electives	
Total credit hours required for degree program:	30

**Curriculum.** Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

*THESIS OPTION*

Students who select the thesis option will complete five required courses, three electives, and six additional thesis credits.

CRIM 501	Seminar in Criminological Theory	3
CRIM 502	Seminar in Justice Institutions	3
CRIM 511	Data Analysis	3
CRIM 512	Qualitative Methods	3
CRIM 530	Criminology in Practice	3
ELECTIVES: Students will complete three graduate electives. Two of those classes must be graduate-level electives offered through the criminology program. The other may be a criminology-related class taken through another program, with permission of the student's advisor.		9
THESIS PREPARATION CREDITS: Students will complete six thesis and/or directed study credits.		6
Total Credits		30

**NON-THESIS OPTION**

Students who select the non-thesis option will complete five required courses, three electives, and six additional credits in directed study and/or internship. Students on the non-thesis track must complete a major paper, written examination, or substantive policy/program evaluation.

CRIM 501	Seminar in Criminological Theory	3
CRIM 502	Seminar in Justice Institutions	3
CRIM 511	Data Analysis	3
CRIM 512	Qualitative Methods	3
CRIM 530	Criminology in Practice	3
ELECTIVES: Students will complete three graduate electives. Two of those classes must be graduate-level electives offered through the criminology program. The other may be a criminology-related class taken through another program, with approval of the student's advisor.		9
INTERNSHIP/DIRECTED STUDY CREDITS: Students will complete six internship and/or directed study credits.		6
Total Credits		30



- b. 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.

Second year students may have the option of completing a thesis as part of their graduation requirements. Non-thesis students may be encouraged to take a practicum or internship.

**16. Learning Outcomes: Expected Student 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 students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

1. **Theoretical perspective:** *Students will demonstrate an understanding of the origins of criminal behavior, society's response to crime, and the consequences of crime to our society, utilizing multiple theoretical perspectives (perspective).*
2. **Justice and ethics:** *Students will articulate the ethical and social justice implications of criminology and justice studies (communicate).*
3. **Research Methods:** *Students will demonstrate knowledge of methodological approaches used by social scientists to understand crime and crime control (think and create).*
4. **Human diversity:** *Students will analyze and interpret the diversity of social experience associated with criminology and social justice issues, especially as they relate to race, class, gender, age sexual preference, religion and nationality (learn and integrate).*

**17. Assessment plans.**

- a. Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

*A senior (tenured) member of the criminology faculty will be responsible for implementing the assessment program. This will be considered part of the normal service responsibility of the faculty appointed to the role of assessment coordinator.*

*At the conclusion of the year, the assessment coordinator will meet with the program assessment committee to review the findings and make recommendations for improvement.*

*The program learning outcomes will be measured and assessed through the following process:*

1. *Written assignment (thesis or final project) from student that demonstrates and synthesizes knowledge in all four learning outcomes*

2. *Direct measures: A portfolio of work from graduating seniors will be used for the primary assessment of this program.*
3. *Indirect measures: A graduate student survey and focus group will indirectly assess the learning outcomes for this program.*

**Resources Required for Implementation – fiscal impact and budget.**

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

**18. Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

- a. **Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

*This program will rely on office space, computers and resources currently afforded to the Department of Culture, Society, and Justice. Currently, our building has three vacant offices, and space for a graduate student computer lab. The program assumes that the university will continue to provide for teaching and classroom space in common instructional areas*

- 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?

*As this is a request for two new faculty lines, there will be no reallocation request to support this 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.

*No additional equipment, space, or instruments are being requested at this time.*

**19. Library and Information Resources:** Describe adequacy and availability of library and information 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.

*Our library journal subscriptions have been judged as inadequate for our present program. The department has already requested several journals relevant to the field of criminology separate*

*from this proposal. The social science librarian has estimated these journal subscriptions will cost approximately \$2150 per year. These subscriptions are available as a package and are online.*

- 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.

*We have already requested subscriptions separate from this proposal to support our current emphasis. No additional resources are needed.*

## **20. Faculty/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?

*We have calculated that we need to offer about eight to nine additional courses per year to serve this program. Those courses would be covered by the two faculty lines we are requesting.*

*The College of Letters, Arts, and Social Sciences (CLASS) has committed two additional faculty to deliver the graduate level program in Criminology as part of their hiring plan. These positions will complement the specialty areas already in the unit to provide an appropriate level of breadth to graduate students in criminology. Due to the extremely competitive job market in this field, we anticipate that we will likely need to hire at the tenure-track to recruit instructional talent. In an added benefit, this investment would expand the faculty available to serve undergraduates in a growing and high-demand major, as well.*

**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 build on our robust criminology undergraduate program. We believe we will be able to administrate the program with our program's current allocation of administrative resources.*

**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?

*Since we are asking for two lines, we believe these additional resources will mitigate any impact on other programming. While neither of the two lines would exclusively teach graduate students, their contributions at the undergraduate level will help free-up existing faculty who want to contribute to the graduate program.*

- b. 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.

*CLASS has committed two faculty lines for the development of this program in the strategic hiring plan. For these lines, the salaries and fringe are entered in the budget sheet and are based on current CUPA*

market-based estimates for faculty in the criminology CIP code.

## 21. 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?

*The two additional faculty lines will be funded out of salary savings resulting from departures from the college. There will be no impact on existing programs.*

- 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.
  - 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.

22. Using the excel **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).



# TELEPHONES & COMMUNICATIONS

- I Hundreds of unused telephone lines – each at \$12/month
- I Since COVID, Zoom, Teams, and mobile phones are used more
- I Goal is to replace many existing phone lines across the state with Microsoft Teams
- I Mobile calling through app
- I People who need telephone numbers and handsets will have them
- I Zoom will still be available



High\_School\_GPA\_Grouped

COHORT	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
HS GPA 1.5 - 1.99	33.33% 66.67%	100.00%	75.00% 25.00%	50.00% 50.00%	100.00%	50.00% 50.00%	77.78% 22.22%	100.00%	100.00%	50.00% 50.00%	100.00%	100.00%	100.00%	50.00% 50.00%	100.00%	25.00% 75.00%	
HS GPA 2.0 - 2.59	55.56% 44.44%	51.02% 48.98%	56.64% 43.36%	51.92% 48.08%	59.46% 40.54%	59.05% 40.95%	53.85% 46.15%	63.95% 36.05%	56.76% 43.24%	52.87% 47.13%	61.67% 38.33%	54.76% 45.24%	63.51% 36.49%	51.47% 48.53%	50.85% 49.15%	43.64% 56.36%	50.00% 50.00%
HS GPA 2.6 - 2.9	58.50% 41.50%	61.09% 38.91%	61.42% 38.58%	63.20% 36.80%	70.14% 29.86%	61.92% 38.08%	61.07% 38.93%	58.23% 41.77%	57.94% 42.06%	73.43% 26.57%	60.26% 39.74%	71.88% 28.13%	62.17% 37.83%	55.93% 44.07%	56.74% 43.26%	52.84% 47.16%	52.04% 47.96%
HS GPA 3.0 - 3.49	68.95% 31.05%	74.20% 25.80%	74.62% 25.38%	72.30% 27.70%	79.80% 20.20%	79.41% 20.59%	73.23% 26.77%	77.09% 22.91%	76.26% 23.74%	74.10% 25.90%	75.05% 24.95%	77.62% 22.38%	77.92% 22.08%	74.21% 25.79%	71.53% 28.47%	69.60% 30.40%	66.60% 33.40%
HS GPA 3.5 - 4.0	83.67%	86.70%	87.95%	89.37%	87.34%	89.26%	87.03%	87.76%	86.25%	88.64%	86.02%	89.85%	89.92%	86.65%	86.55%	84.67%	84.27%
Other	66.67% 33.33%	72.09% 27.91%	84.09%	87.18%	72.41% 27.59%	72.73% 27.27%	75.00% 25.00%	92.31%	80.00% 20.00%	86.67%	71.43% 28.57%	79.31% 20.69%	83.33%	64.29% 35.71%	64.71% 35.29%	81.48% 18.52%	55.17% 44.83%
YEARS_OUT...	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
STVTERM_D...	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022

### Higher High School GPA is associated with better Outcomes

High\_School\_GPA\_Grouped





**2022 – 2023 Faculty Senate – Pending Approval****Meeting # 22**

Tuesday, March 7, 2023, 3:31 pm – 5:00 pm

Zoom only

Approved at Mtg. #24

March 28, 2023

*Mtg. #23 canceled*

**Present:** Call, Chapman (Vice Chair), Fairley, Fuerst, Gauthier, Haltinner, Hickman, Hoffmann, Hunter, Justwan, Torrey Lawrence (w/o vote), Long, Murphy, Quinnett (Chair), Raney, Reynolds, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Thorne, Wargo, Walsh

**Absent:** Kolok (excused), Mittelstaedt (excused), Roberson (excused), Silsby (excused), Tibbals (excused), Pfeifer (excused)

**Also present:** Madison Powell (proxy for Ahmadzadeh)

**Guests/Speakers:** Gwen Gorzelsky, Ginny Lane, Arch Harner

**Call to Order:** Chair Quinnett called the meeting to order at 3:31 pm.

**Approval of Minutes (vote):**

An error in the attendance list was detected and corrected – Senator Walsh was not present at Meeting #21. The minutes of the 2022-23 Meeting #21 February 28, 2023 were approved as corrected.

**Chair's Report:**

- Our Shared Success Stories
  - Jerry Fairley, Earth and Spatial Sciences.  
Jerry shared his engagement with an exciting new research area involving both geology and archeology. Advances in modern archeology demand both scientific/mathematical methods and the artistic component of getting to know and understand the art from ancient cultures.
  - Deb Thorne, Culture, Society and Justice.  
Deb described her recent interaction with a very gifted young woman from the McNair Scholars Program. She is very smart and Deb was thrilled to watch her grow as a researcher. They went to a conference together and it was a delightful experience.
- Chair Quinnett reminded senators to send a note to [facsec@uidaho.edu](mailto:facsec@uidaho.edu) prior to the meeting if they are unable to attend.
- UI Food Security Coalition Introduction – Ginny Lane, Nutrition.  
Ginny gave some background on the committee and its scope. Members include student, staff, and faculty. The Food Security Coalition focuses on enhancing food security on campus, including efforts in support of the Vandal Food Pantry. Their scope extends to food safety. Recently, they have considered the possibility of becoming a more formalized group. They are also in touch with the sustainability group. They focus on food waste and how to ensure that food left over from university events, particularly catered meals, is distributed to those who need it, especially students.

**Discussion:**

The Secretary suggested a visit to the Committee on Committees to discuss the possibility of becoming integrated in the senate committee structure. The Vice Chair noted that most of

senate committees are heavily involved in policy and it may not be easy, or beneficial, to incorporate the Food Security Coalition in that structure. It may be best for the Coalition to interact with the Sustainability Group.

Senate is happy to help and support the Food Security Coalition. In response to a question from Ginny, a senator suggested a mobile friendly portal from OIT as the way to use UI platforms.

#### **Provost Report:**

- Search for the new dean of CBE: Feedback will be collected until 5PM today.  
<https://www.uidaho.edu/provost/administrative-searches/cbe-dean>
- Legislature: No updates to report. Thursday is the day devoted to Higher Education at JFAC.
- Concerns expressed during a previous meeting about the sabbatical leave process: The Provost briefly summarized the process. He has looked into the specific case and found that the process was followed.

#### Discussion:

A senator asked for clarification about the distribution of last year's salary raises. Provost Lawrence explained that the percentage allocated by the state is the total allocation to the institution, which is then used in different ways, such as increases for promotion, across the board, merit. Last year, the total allocation of approximately 6% was an exception – typically, the percentage from the state has been about 3%. Of that 6% total allocation, roughly 2% was used for across the board salary raises.

Some senators expressed concern about the politics that goes on in higher education (see recent events in Florida, <https://www.wfla.com/news/politics/florida-bill-would-ban-political-loyalty-tests-in-higher-education/>).

#### **Committee Reports (vote):**

- FSH 1640.87 University Teaching Committee Structure – Erin Chapman, Family and Consumer Sciences, Attach. #2.  
The University Teaching Committee wishes to have representation from an undergraduate student and a graduate student. Including representation of both student groups will provide a necessary perspective and source of information for committee work regarding instruction at the university. The University Teaching Committee feels that it is appropriate for the Director of Center for Excellence in Teaching and Learning to have voting rights, similar to the rights granted to the director of general education.  
Vote: 17 in favor; 0 opposed. Motion passes.

#### **Other Policy Business:**

- FSH 5500 Laboratory Record-Keeping Guidelines (Vote)– Arch Harner, Director, Research Assurances, Attach. #3.  
The proposal is to delete this item because it does not meet the criteria for university-wide policy. Furthermore, even as a guideline, it is very outdated.  
Vote: 17 in favor; 0 opposed. Motion passes.
- \*APM 65.06 University Electronic Records Management Guidelines (Non-Voting) Attach. #4  
Policy/Procedure Statement: Information in 65.06 has been moved to APM 65.02

which was updated January 2023.

- Admissions Criteria (Vote)

The attached Senate Resolution was prepared following the informal vote from last week in favor of keeping the *status quo* for another year. Moved (Chapman, Thorne) to adopt the Resolution.

Discussion:

Clarification was requested about the kind of data we hope to collect in one year. The Secretary responded that we like to see student success data that are not distorted by Covid. Correlations between one-year retention and graduation rates with high school GPA and SAT/ACT scores.

In order to align with the Catalog, “Summer 2025” should be dropped from both the memo to the President and the text of the Resolution.

ZZ

Motion (Quinnett, Chapman): Change the first item of the Temporary Emergency Policy to: *The U of I will revert to the use of 6<sup>th</sup> semester high school grades admission considerations.*

Vote on the proposed amendment: 17 in favor, 1 against. The amendment passes.

No more discussion.

Vote on the pending motion: 17 in favor, 1 against. Motion passes.

The Resolution will be sent to President Green for his approval.

#### **Other Announcements and Communications:**

- Boyer 2030 Report - Gwen Gorzelsky, Vice Provost, Academic Initiatives, Attach. #7.

Vice Provost for Academic Initiatives Gwen Gorzelsky spoke about *The Boyer 2030 Report: Closing the Equity Gap, Increasing Achievement for All*, starting with an introduction into the *Boyer 1998 Report*, which caused some friction. The Carnegie Foundation for the Advancement of Teaching identified challenges in UG education at R1 and R2 universities, and recommended to take advantage of the unique educational opportunities at research institutions. At the time, CETL were not common at research universities, but now they are much more common and have been shown to be effective. Last November, the Boyer 2030 Report was released. Its main rationale: *Integrate equity and excellence, restore public confidence, ensure revenues cover costs.* One of the foundational assumptions of the report: *To achieve excellence, equity is of paramount importance.* Historically, academic excellence has excluded some demographics and, thus, it’s not true excellence, because the mission of higher education is to provide knowledge and social mobility to all.

Vice Provost Gorzelsky would appreciate faculty feedback on two questions regarding the issues raised in the Executive Summary (pgs. 3 - 4) and the Introduction (pgs. 5 - 9) of [The Equity/Excellence Imperative: A 2030 Blueprint for Undergraduate Education at U.S. Research Universities](#):

Which aspects of Boyer 2030 seem potentially useful in launching campus conversations about the future of undergraduate education at UI? And: What additional or different perspective, key information, or other materials would be useful in such discussions?

Discussion:

How can we provide holistic advice? Vice Provost Gorzelsky noted that one of the foundational presumptions of the report is that we have to look at the holistic student experience.

Traditionally, some demographic groups did not need additional support because they came from families and experiences that provided academic opportunities and life stability. Contrary to the past, now we hear a lot about young adults experiencing anxiety, depression, and food

insecurity. Students from historically underserved groups are disproportionately impacted, because they may not have a strong support system at home to help them deal with those issues. Hence, the importance of providing support proportionally to need – a concept that would have been unpopular 30 years ago.

How do we get those high-impact experiences (such as UG research) out to all students (some may have a job after school), and how do we support faculty who do that? Vice Provost Gorzelsky suggested that those faculty should be encouraged to continue their efforts.

How to extend practices to discipline-specific support? Vice Provost Gorzelsky responded that having people at CETL with expertise in different areas is one way. A more robust strategy is to hire experts in discipline-based education or education in a specific discipline.

Students are faced with so many problems due to a shrinking safety net. Addressing those needs takes money, which results in increased tuition and thus may create a vicious cycle. Vice Provost Gorzelsky is aware of schools that have closed the equity gap and are successfully meeting those needs and increasing graduation rate for all.

We can change those rates with focused efforts!

**Adjournment:**

The agenda not being completed, Chair Quinnett entertained a motion to adjourn. So moved (Chapman, Fairley). Meeting adjourned at 5:04pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 22

Tuesday, March 7, 2023 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #21 (February 28, 2023) **Attach. #1**
- III. Chair's Report
  - Our Shared Success Story – Jerry Fairley, Earth and Spatial Sciences
  - Our Shared Success Story – Deb Thorne, Culture, Society and Justice
  - UI Food Security Coalition Introduction – Ginny Lane, Nutrition
- IV. Provost's Report
- V. Committee Reports (Vote)
  - FSH 1640.87 University Teaching Committee Structure – Erin Chapman, Family and Consumer Sciences **Attach. #2**
- VI. Other Policy Business
  - FSH 5500 Laboratory Record-Keeping Guidelines (Vote)– Arch Harner, Director, Research Assurances **Attach. #3**
  - \*APM 65.06 University Electronic Records Management Guidelines (Non-Voting) **Attach. #4**
    - **Policy/Procedure Statement:** Information in 65.06 has been moved to APM 65.02 which was updated January 2023
  - Admissions Criteria (Vote)
    - Memo to President Green **Attach. #5**
    - Faculty Senate Emergency Action **Attach. #6**
- VII. Other Announcements and Communications
  - Boyer 2030 Report & Academics and Student Success - Gwen Gorzelsky, Vice Provost, Academic Initiatives **Attach. #7, Attach. #8**
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2022-2023 Faculty Senate Meeting #21 (February 28, 2023)
- **Attach. #2** FSH 1640.87
- **Attach. #3** FSH 5500
- **Attach. #4** APM 65.06
- **Attach. #5** Memo to President Green
- **Attach. #6** Faculty Senate Emergency Action

- **Attach. #7** Boyer Report
- **Attach. #8** Academics and Student Success Presentation

\*Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu) and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM is presented.

**2022 – 2023 Faculty Senate – Pending Approval**

**Meeting # 21**

Tuesday, February 28, 2023, 3:30 pm – 5:00 pm

Zoom only

**Present:** Call, Chapman (Vice Chair), Fairley, Fuerst, Haltinner, Hickman, Hoffmann, Justwan, Torrey Lawrence (w/o vote), Mittelstaedt, Murphy, Pfeifer, Quinnett (Chair), Reynolds, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Silsby, Thorne, Tibbals, Wargo, Walsh

**Absent:** Gauthier (excused), Roberson (excused), Long (excused), Hunter (excused), Kolok, Raney, Thorne, Walsh (excused)

**Also present:** Madison Powell (proxy for Ahmadzadeh, excused)

**Guests/Speakers:** Brian Wolf, Dan Ewart

**Call to Order:** Chair Quinnett called the meeting to order at 3:32 pm.

**Approval of Minutes (vote):**

The minutes of the 2022-23 Meeting #20 February 21, 2023 were approved as distributed.

**Chair's Report:**

- Our Shared Success Stories – Bob Rinker, Associate Department Chair, Computer Science CDA. Bob Rinker gave a brief overview of his 40-year career at U of I. Bob is serving his third term at faculty senate. Between 1989 and 1995, he was director of the U of I Engineering program in Boise. In 2016, Bob went to Coeur d'Alene to start the CDA Computer Science program. Congratulations, Bob, on your many achievements and your long career!
- Committee Preference survey: the soft deadline is today, but we will leave the survey open one more week. [https://uidaho.co1.qualtrics.com/jfe/form/SV\\_4TRU7TKzLm9j3b8](https://uidaho.co1.qualtrics.com/jfe/form/SV_4TRU7TKzLm9j3b8)
- Campus and Community Safety Town Hall: tonight at 6pm, at the Bruce Pitman Center.
- Clusterluck Documentary: Tonight at 7pm at the Kenworthy. Doors will open at 6:30pm. A discussion will follow after the show.
- March is Women History Month. The display “Brave and Bold Women in University of Idaho History” is tomorrow from 11:30am to 1pm at the library, U of I Library Special Collections and Archives. For more information about events in celebration of Women History Month visit [Women's History Month through the Women's Center \(uidaho.edu\)](https://uidaho.edu/women-history-month).

**Provost Report:**

- The search for the new dean of CBE is proceeding. The third candidate will visit tomorrow, Wednesday, 2/28. Everyone is encouraged to attend the open sessions and provide feedback. Feedback will be collected until March 7. <https://www.uidaho.edu/provost/administrative-searches/cbe-dean>

- Please see the President’s memo from Friday about the murders on King Street. Outpouring of support from alumni resulted in a peer-driven effort to create scholarships as a legacy for each of the four students. This led to the *Vandals Supporting Vandals* fund. A Healing Garden and Memorial to the four students are in the planning stage. The ownership of the house on King Street is now with the university. The house will be demolished. Options for the future development of the property are being considered.
- Legislature: this is the stage where requests (e.g. 1 million for security) may have passed at some (but not all) levels. Next week, we expect to see higher education budgets considered by committees.
- North Idaho College (NIC) is one of our greatest partners in the state. They are having challenges with their accreditation standing. They are now in the “show cause” phase, where they have a last chance to justify why they should remain accredited. The University of Idaho stands behind NIC and wants to see them remain accredited. They are the largest feeder of transfer students for us and we have many joint programs, for example the “2+2” degree in Computer Science where students take two years at NIC and and finish two years at UI in CDA. We have a great relationship and wish to see them be successful. We have offered our support to NIC but we will not publicly engage in their process.  
There were no questions for the Provost.

#### **Committee Reports:**

- University Curriculum Committee (vote)
  - UCC 484 Criminology (MS) – Brian Wolf, Department Chair, Culture, Society and Justice (CSJ). Attach. #2

A demand for students with advanced training in criminology has been identified. This report estimates a "mid-range" enrollment of about 46 students. Using a conservative estimate, we are anticipating that the program will generate a ROI of \$180,000 per annum by the fifth year (see budget proposal). While CSJ needs two lines to make this work, as with our online program from five years ago, the net growth will help support the other programs in the unit.

#### Discussion:

In response to a question, Brian Wolf confirmed that the proposal is for a fully online program. Chair Quinnett noted that, under “Geographical Location,” it says “Moscow.” So, the motion will be voted on with the friendly amendment that the online offering appears under “Geographical Location.”

The documentation states that two faculty lines are needed and will be funded from salary savings. Are those funds available and committed? Vice Provost Gorzelsky and Dean Quinlan joined the conversation. Funds are indeed committed in seed money for the first year, but the program is expected to generate a considerable net revenue by the fifth year.

Is this program in demand because of its fully online nature? Are there concerns about competition with WSU? Brian Wolf emphasized that there is an unmet need for the state of Idaho. Provost Lawrence added that in-state tuition is charged for online programs, making this degree much cheaper than its WSU counterpart. There are no concerns about competition.



A senator wondered whether the timing of this Criminology degree may be seen as related to the November tragedy. Brian Wolf noted that it will take a year for the program to roll out, and they will work with UCM. There is a lot of misconception about criminology.

Vote: 20 in favor; 0 opposed. Amended motion passes.

#### **Other Announcements and Communications:**

- UI Initiative from OIT, Changes to Phone Services – Dan Ewart, Vice President of Information Technology and Chief Information Officer.

Presently, we have 2,292 phone lines, but hundreds of those lines are unused, which costs \$12 per month. Since Covid, communication through Zoom, Teams, and mobile devices are used more frequently. The goal of this project is to replace many existing phone lines across the state with Microsoft Teams. Mobile calling will go through the app. But, those who need phone numbers and handsets will have them. For internal communication, Teams calling works best. Zoom will remain available. The timeline for the project is 16 months, but we will start a pilot program now. We will partner with other administrative groups outside OIT. The project manager is Jason Swamby. He will be happy to answer any questions, and so is Dan Ewart.

#### Discussion:

There was an inquiry about incoming and outgoing outside phone calls, which cannot be handled through Zoom calling. Can one still have a phone number associated with their Teams account? Vice President Ewart replied that people who need an outside number will have one.

A senator noted that university directories still show numbers which are no longer in use. Dan Ewart will talk to the appropriate people to make sure this problem is solved.

In response to a question, Dan Ewart confirmed that phone numbers will be imported into the new system and thus they'll be unchanged. Changing numbers would create disruption.

- Admissions Criteria Discussion, cont. – Open Forum
  - [1st-yr-ret-act.pdf \(uidaho.edu\)](#)
  - <https://www.uidaho.edu/provost/ir/institutional-data/retention-graduation/freshman>

The Provost proposed a scenario where we ask President Green to approve an emergency action to keep the current (post-Covid) status for one more year. This would give us the opportunity to collect more data (not impacted by Covid) and to observe the trends of other institutions. At BSU they are having similar conversations but have not made a final decision. We don't know what ISU will do. Ranking systems (such as from U.S. News and World Report) are a concern, as they typically use ACT and SAT scores for the ranking. Presently, college ranking systems are not taking into account standardized test scores, but it's unclear what the permanent solution will be.

Secretary Sammarruca asked whether the extended emergency action would be the same as the current one for other admission criteria as well – lower minimum GPA, 5<sup>th</sup> semester grades allowed rather than 6<sup>th</sup> semester grades. Provost Lawrence said he was thinking of keeping the same criteria as in the current emergency action. We can talk about it.

Chair Quinnett inquired about the Vandal Gateway Program (VGP). We should ask the VGP team to come to senate and report.

Secretary Sammaruca proposed a discussion on the data available through the provided links. She referred to first-year retention rate by ACT or by High School (HS) GPA. For each ACT score increment, the retention rate goes up by a factor between 1 and 1.06. Similar conclusions can be drawn about the first-year retention rate by HS GPA. The lowest GPA correspond to a first-year retention rate of 54%, while the lowest ACT score gives a first-year retention rate of 70%. The HS GPA is a good predictor of student success in college.

There was some additional discussion on the data showing HS GPA, ACT score, and SAT score by College, for the years between 2009-10 and 2021-22. Chair Quinnett suggests that we need a presentation of the data from which meaningful comparisons can be easily made to extract the impact of HS GPA, ACT, and SAT scores on retention rates and graduation rates. We need to determine whether the HS GPA alone is a reliable predictor of student success.

A straw poll was launched asking the voters whether or not they support requesting an extension of the emergency action for one more year.

Votes: 19 yes and 1 no.

This business will continue at the next meeting. The Secretary will draft a memo to ask President Green to allow admission criteria as stated in the current emergency action for one more year. The memo as approved by senate will be submitted to the President.

**New Business:**

Reminder from the faculty secretary: If your term is expiring in 2022-23, please let your college administration know that they need to elect new senate representatives (according to their college procedures and bylaws). The 2023-24 senate meets already at the end of the semester. It would be very helpful to have those names sometimes in early to mid-April.

**Adjournment:**

Meeting adjourned at 4:42pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate



## 1640.87

### UNIVERSITY TEACHING COMMITTEE

Preamble: In March 2020, FSH 1640.87 Teaching and Advising Committee was split into two committees: FSH 1640.87 University Teaching Committee, and FSH 1640.88 University Advising Committee.

#### A. FUNCTION.

**A-1.** To promote a faculty and administrative culture dedicated to the enhancement of teaching and learning across all instructional modalities.

**A-2.** To review and make recommendations concerning policies and procedures that affect teaching and the assessment of student, program and institutional learning outcomes.

**A-3.** To monitor and advise on matters relating to student teaching evaluations and student learning outcomes, and to advise on the design and content of reports to the Vice Provost for Academic Initiatives, Faculty Senate, Institutional Assessment and Effectiveness, deans, unit leaders, and faculty.

**A-4.** To serve as an advisory resource for the Director of the Center for Excellence in Teaching and Learning to promote effective teaching.

**B. STRUCTURE.** Six faculty members, preferably some of whom have received university-level teaching awards; an associate dean; the director of general education; an one undergraduate student; oneof graduate student; a representative from the Office of Institutional Effectiveness and Accreditation (without vote); and the Director of the Center for Excellence in Teaching and Learning, or designee ~~(without vote)~~.

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## POLICY COVER SHEET

For instructions on policy creation and change, please see  
<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu).

### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title: **FSH 5500 LABORATORY RECORD-KEEPING GUIDELINES**

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title:

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

**Policy originator: Arch Harner, Director ORA**

**Policy sponsor, if different from originator: Chris Nomura, VPRED**

**Reviewed by General Counsel: XYes \_\_\_No** Name & Date: Manisha Wilson 3/1/23

**Comprehensive review? xYes \_\_\_No**

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

This item does not meet the criteria for university-wide policy.

2. **Fiscal Impact:** What fiscal impact, if any, will this change 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 5300.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

5500

**LABORATORY RECORD-KEEPING GUIDELINES**

**OWNER**

Office of Research and Economic Development Vice President  
Chris Nomura  
[vpresearch@uidaho.edu](mailto:vpresearch@uidaho.edu)

**LAST REVISION:** July 2007

**A.** To safeguard the possibility of patenting an invention, the inventors should maintain records of their research work in a fashion that will clearly establish priority dates and adequately describe the invention.

**B.** Effective protection requires the use of a bound notebook and observance of the following practices (recommended by the Patent Committee of the Idaho Research Foundation and based on a statement issued by the National Association of College and University Business Officers):

**B-1.** Legibly enter in ink, concurrent with the work on a daily basis, a complete and accurate record of the research activities and sign and date each page below the entered data.

**B-2.** Whenever possible, preface each series of pages with a brief and generic statement of the work that is to be performed (i.e., statement of problem) rather than what the results are expected to be. Avoid gratuitous conclusions.

**B-3.** Similarly, when an experiment or run is completed and it represents the reduction to practice of only one or more species, include a paragraph setting forth still other species and parameters of variables and the reasons they are expected to be effective in order later to provide valid basis for a generic claim. This is conveniently included under a "Modifications and Extensions" heading and need not include complete data at that time.

**B-4.** Faithfully have the work corroborated by having the notebooks witnessed by dated signature of an associate (not a co-worker or collaborator in that particular research area who is or could be a joint inventor). Notation of witness should appear after the last line of an experiment and not necessarily at the bottom of every page. If necessary or desirable, explain in detail the work performed.

**B-5.** Before destroying any samples, run sheets, or records of any kind, the inventor must make certain that the discards are of no value to the university or to anyone associated with the project.

**B-6.** Notify the Idaho Research Foundation promptly of any proposed publications (including abstracts) involving patentable inventions in order to preserve property rights in research. (Laws in this country permit the filing of a patent application within one year of public disclosure, but some foreign countries will not accept an application claiming invention for anything already published.)

**B-7.** Record observations of physical results even if they are not fully appreciated or understood at that time.

**B-8.** Use the last four or five pages for an index as desired.

**B-9.** Start a new page for each new experiment and draw a continuous diagonal line through unused portions of pages remaining at the close of an experiment.

~~**B-10.** Avoid erasures but, where necessary, cross out entries with a single line; date and initial the changes.~~

~~**Version History:**~~

~~**Amended 2022.** Editorial changes.~~

~~**Adopted 1979.**~~



## POLICY COVER SHEET

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**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment  
Policy Number & Title:

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment  
Policy Number & Title: **65.06 – University Electronic Records Management Guidelines**

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using “track changes.”

**Originator:** Teresa Amos

**Policy Sponsor, if different from Originator:** Dan Ewart

**Reviewed by General Counsel**      Yes x No    Name & Date:

1.    **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.

Information in 65.06 has been moved to APM 65.02 which was updated January 2023.

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.

30.12

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.



## **65.06 — University Electronic Records Management Guidelines**

~~Last updated November 21, 2008~~

~~A. **General.** More and more University records (as defined in 65.02 A-1) are being stored in electronic format (see also FSH 1470). Records, regardless of where and how they are stored, are University assets, and are subject to the same policies. Electronically stored records have some characteristics that require considerations that do not apply to paper, microfilm, or other visually accessible media.~~

~~**A-1. Metadata defined.** Metadata is information about a record. For example, date of record creation, date of email receipt, file format, record series, a 'record contains sensitive information' flag, are all potential metadata fields. Some metadata fields (file creation date, file last modified date, etc.) are frequently attached to electronic document types without user intervention. Others may require user interpretation and input.~~

~~**A-2. Electronic Record Maintenance.** Electronically stored records must be able to be recreated or reproduced in a reasonable facsimile to their original appearance as they existed at the time of creation or initial transmission, including metadata and associated information (email attachments, linked documents, etc), for the life of the record. Specific procedures related to this are outlined in B-3.a. and B-3.b.~~

~~**B. Process.** The administrator of each university area, department or administrative unit (unit), is responsible for management of records generated by, or in the custody of, the organizational unit, regardless of the media or manner in which the records are stored.~~

~~**B-1. Records Indexing.** Departments shall be aware of what electronic records they have generated or are in their custody, and shall be able to provide a complete inventory of those records to General Counsel within 10 working days, upon receipt of an inventory request.~~

~~**B-2. Records Management** principles applied to electronically stored records. All units are responsible for managing their records [see APM 65.02 A-3]. This section sets out best practices for electronically stored records.~~

~~**a. Data Security.** Units should establish and document measures for protecting sensitive or critical University information from disclosure. Inherent in this responsibility is the need to define data that requires protection from unauthorized disclosure.~~

~~**b. Unit Record Continuity.** Units should develop documentation of unit specific systems, such as data bases, spreadsheets or customized applications, and should provide for the future use of those records by keeping media and necessary software current for the retention period of the records in question.~~

~~1) **Electronic Media Migration.** For electronically stored records, the need to be able to recreate the record [see A-2] means that the record must from time to time be moved from one storage media to another to prevent media obsolescence from rendering the records unreadable. Electronic records should be migrated to new media no less frequently than every 3 years. The destination media shall be designated the record copy, and the source media should be destroyed upon verification of the data integrity of the destination media.~~

~~2) **Software Migration.** Electronically stored records are frequently dependent on software for interpretation and display. For example, Microsoft PowerPoint documents are not legible without a compatible version of Microsoft PowerPoint. In order to be able to recreate a facsimile of the record [see A-2], records should from time to time be migrated to a currently available software package. Electronic records dependent on software to interpret and display them should be migrated to current software packages no less frequently than every 3 years.~~

~~**B-3. Backup Files and Disaster Recovery.** Electronically stored records shall be protected from hardware malfunction, accidental erasure, and disasters which may render the records unavailable.~~

~~**a. Records stored on central servers.** The preferred mechanism for electronic record storage is to store records on central servers provided by Information Technology Services (ITS), which performs backups and disaster recovery services on those servers. Units shall inform ITS of the nature of the records that they wish to store, and work with ITS and Records Management to find a suitable location and mechanism to store those records.~~

~~**b. Records stored on local machines.** University records shall not be stored on local machines without the express written permission of either General Counsel or Records Management.~~

~~**B-4. Legal Compliance.** Units shall work with Records Management to ensure that the unit is in compliance with laws and policies concerning electronic recordkeeping practices, and as needed or requested shall also work with General Counsel.~~

~~**C. Information.** To receive forms or for consultation, visit or contact Records Management, SUB (Student Union Building) Room 53, Moscow, Idaho 83844-4247. Telephone (208) 885-2580, or (fax) (208) 885-9255. See also the Records Center web site at <http://www.uidaho.edu/rcdmngmt>.~~



Dear President Green,

On behalf of Faculty Senate, we request that you implement as an emergency policy the attached Resolution concerning admission criteria for the Fall 2024, Spring and Summer 2025 admission terms only.

As detailed in the Resolution, implementation of this temporary emergency policy would give us the opportunity to make a more informed permanent decision by allowing to 1) collect more data, not or minimally impacted by Covid, 2) know how standardized test scores will be used in the future by college ranking systems; 3) observe what course our peer institutions take.

Respectfully,

Francesca Sammarruca  
Secretary of the University Faculty

Kelly Quinnett  
Faculty Senate Chair, 2022-23

Erin Chapman  
Faculty Senate Vice-Chair, 2022-23

**DRAFT**

**University of Idaho Faculty Senate 2022-2023**

**Title:** Resolution on Temporary Emergency Policy for Fall 2024 and Spring 2025 admission terms

**Author:** University of Idaho Faculty Senate

WHEREAS Current admission criteria for Fall 2023 and Spring 2024 were put in place to accommodate the irregularities of high school grading practices and changes to the College Board's standardized testing schedule, through the current emergency policy approved by President Green on April 13, 2022.

WHEREAS A decision has to be made about criteria for the next admission cycle and beyond;  
WHEREAS Before making a permanent decision, collecting student success data for one more year is helpful, as new data will be minimally impacted by Covid;

WHEREAS College rankings typically use ACT and SAT scores. Presently, ranking systems are not taking into account those scores, but it's unclear what the permanent status will be. That information will be useful.

WHEREAS One year from now, we will be aware of the direction taken by our peer institutions.

BE IT RESOLVED THAT THE UNIVERSITY OF IDAHO FACULTY SENATE SUPPORTS the implementation of a Temporary Emergency Policy by President Scott Green to allow the following admission criteria for Fall 2024, Spring and Summer 2025 admission terms only:

- The U of I will allow the use of 5<sup>th</sup> semester high school grades instead of 6<sup>th</sup> semester in the admission consideration, and
- The U of I will make an admission decision based upon GPA only where a test score is not available, and
- The U of I will establish a minimum high school GPA of 2.60 for admission.
- Under this accommodation, the U of I would not require a standardized test for admission but would require a placement test score prior to registration.
- As reflected in existing practice, students with a GPA between 2.3 and 2.59 will be directly admitted into the Vandal Gateway Program.
- Students whose GPA is below 2.3 will apply through an appeal process administered by the Admissions Committee.

### **Boyer Report 2023**

Gwen Gorzelsky would like to request your feedback on two questions regarding the issues raised in the Executive Summary (pgs. 3 - 4) and the Introduction (pgs. 5 - 9) of [\*The Equity/Excellence Imperative: A 2030 Blueprint for Undergraduate Education at U.S. Research Universities\*](#):

1. Based on the executive summary and introduction, which aspects of this document seem potentially useful for framing discussions of the future of undergraduate education at the University of Idaho?
2. What additional or different perspectives, key information, or other material would be useful for framing such discussions?



University  
of Idaho

# ACADEMICS AND STUDENT SUCCESS

FACULTY SENATE

March 2023

# OVERVIEW

## Purpose

Seeking Faculty  
Senate members'  
feedback

## Context

- 1998 Boyer Report
- Evidence-based approaches

## Boyer 2030 Rationale

Integrate equity and  
excellence

Restore public confidence

Ensure revenues cover  
costs

## Boyer 2030 Topics

- 11 approaches, or  
provocations to action
- Organized into 5  
sections

# REQUESTING YOUR FEEDBACK

Which aspects of Boyer 2030 seem potentially useful in launching campus conversations about the future of undergraduate education at UI?

What additional or different perspectives, key information, or other materials would be useful in such discussions?





The Boyer Commission  
on Educating Undergraduates  
in the Research University

## REINVENTING UNDERGRADUATE EDUCATION:

*A Blueprint for  
America's Research  
Universities*

# BOYER REPORT 1998

## CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

- I Identified key challenges in undergraduate education at R1/R2 institutions
- I Generated significant backlash
- I Yet led to substantial change, including experiments with approaches shown to be successful, e.g.:
  - Centers for Excellence in Teaching and Learning
  - Undergraduate Research Programs
  - High-Impact Practices (HIPs)
  - First-Year Experiences

# BOYER 2030 REPORT

## COMMISSION CO-CHAIRS:

- I Barbara Snyder, President, Association of American Universities
- I Peter McPherson, President Emeritus, Association of Public & Land-Grant Universities

## BOYER 2030 RATIONALE:

- I Integrate equity and excellence
- I Restore public confidence
- I Ensure revenues cover costs



# The Equity- Excellence Imperative

*A 2030 Blueprint for  
Undergraduate Education  
at U.S. Research Universities*

**The Boyer 2030 Commission**  
The Association for Undergraduate  
Education at Research Universities (UERU)

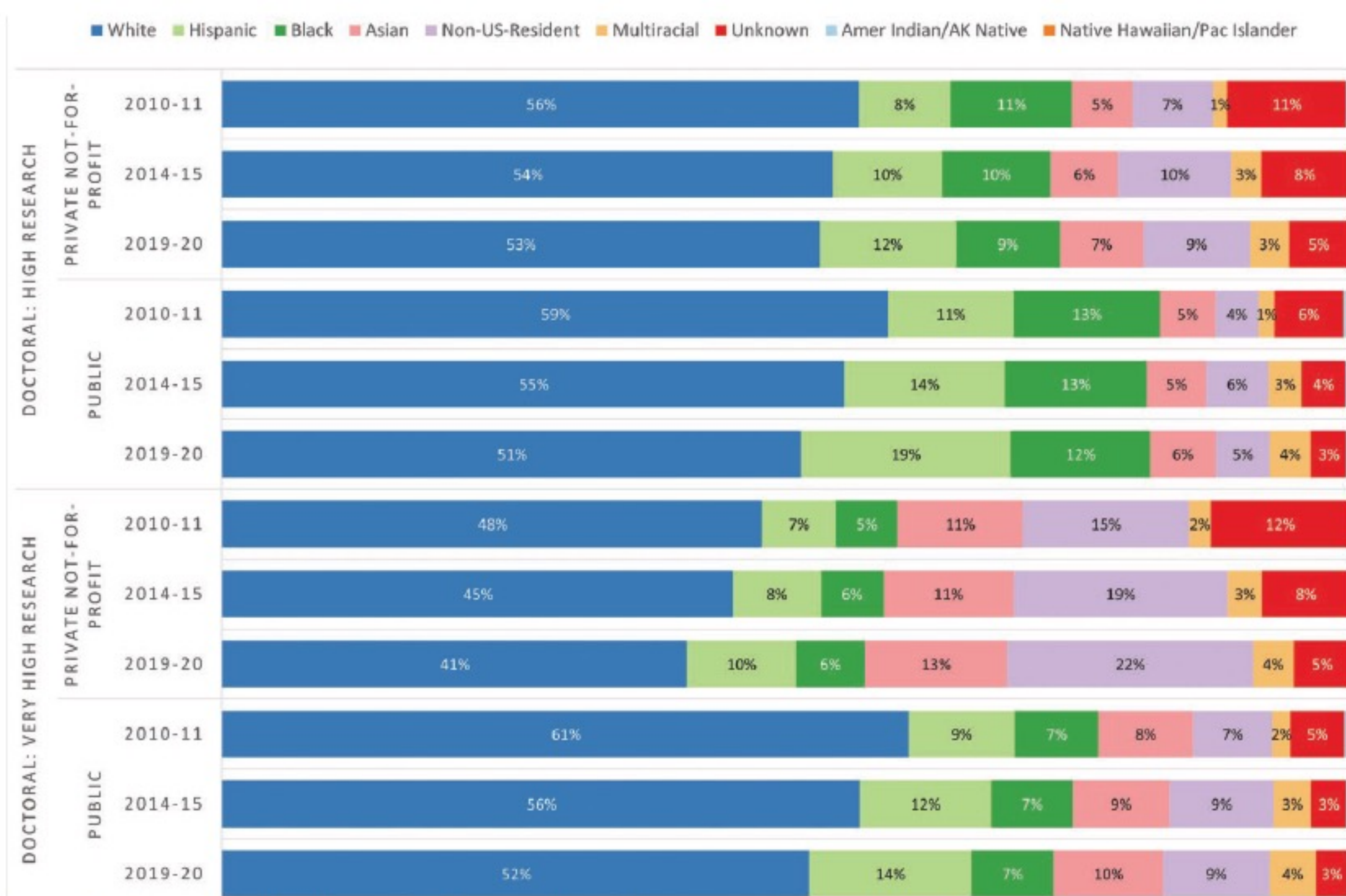
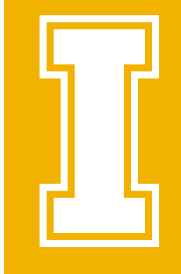
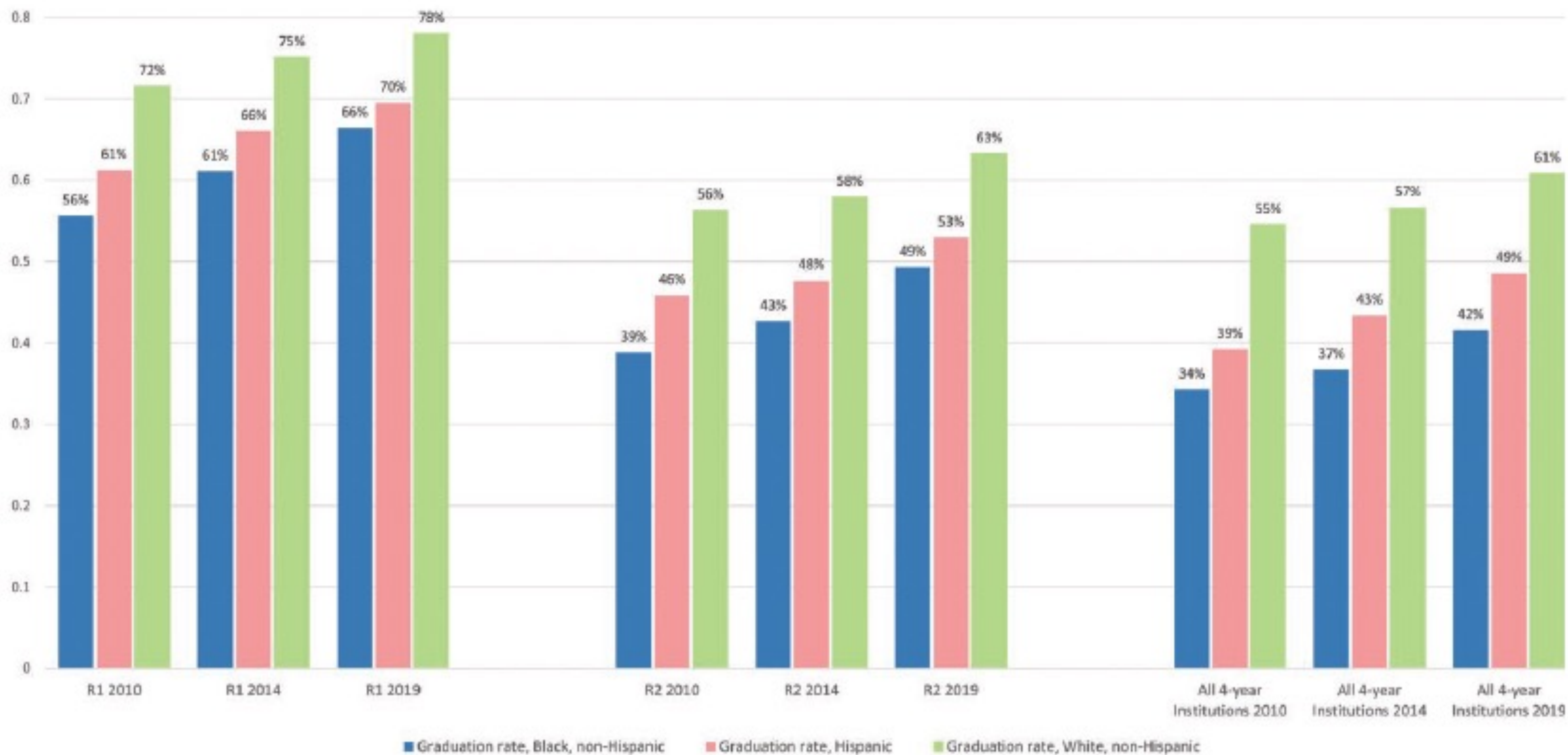


Figure 1. Percentage distribution of 12-month enrollment at 4-year public and not-for-profit institutions by student race/ethnicity, institutional context, and year.

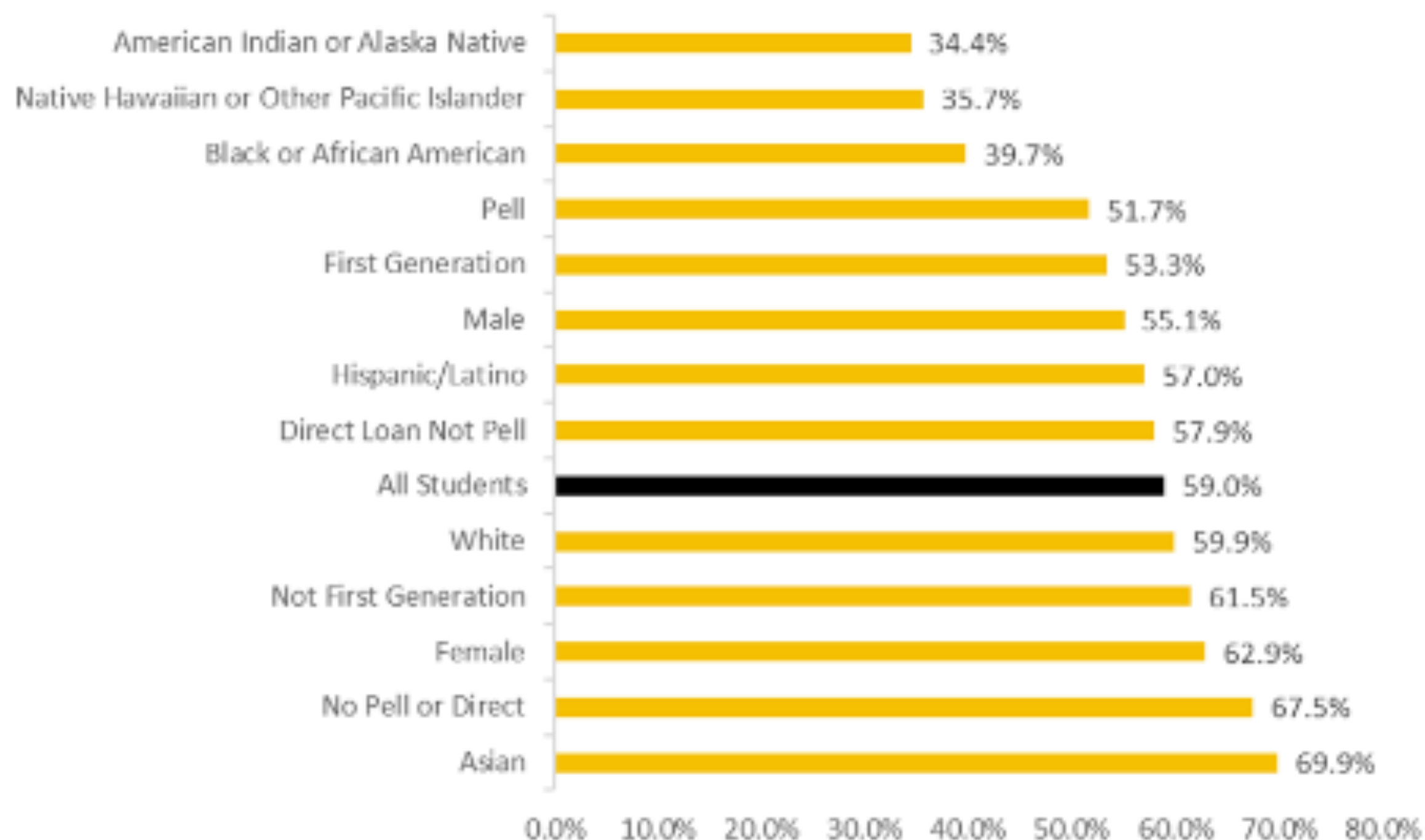




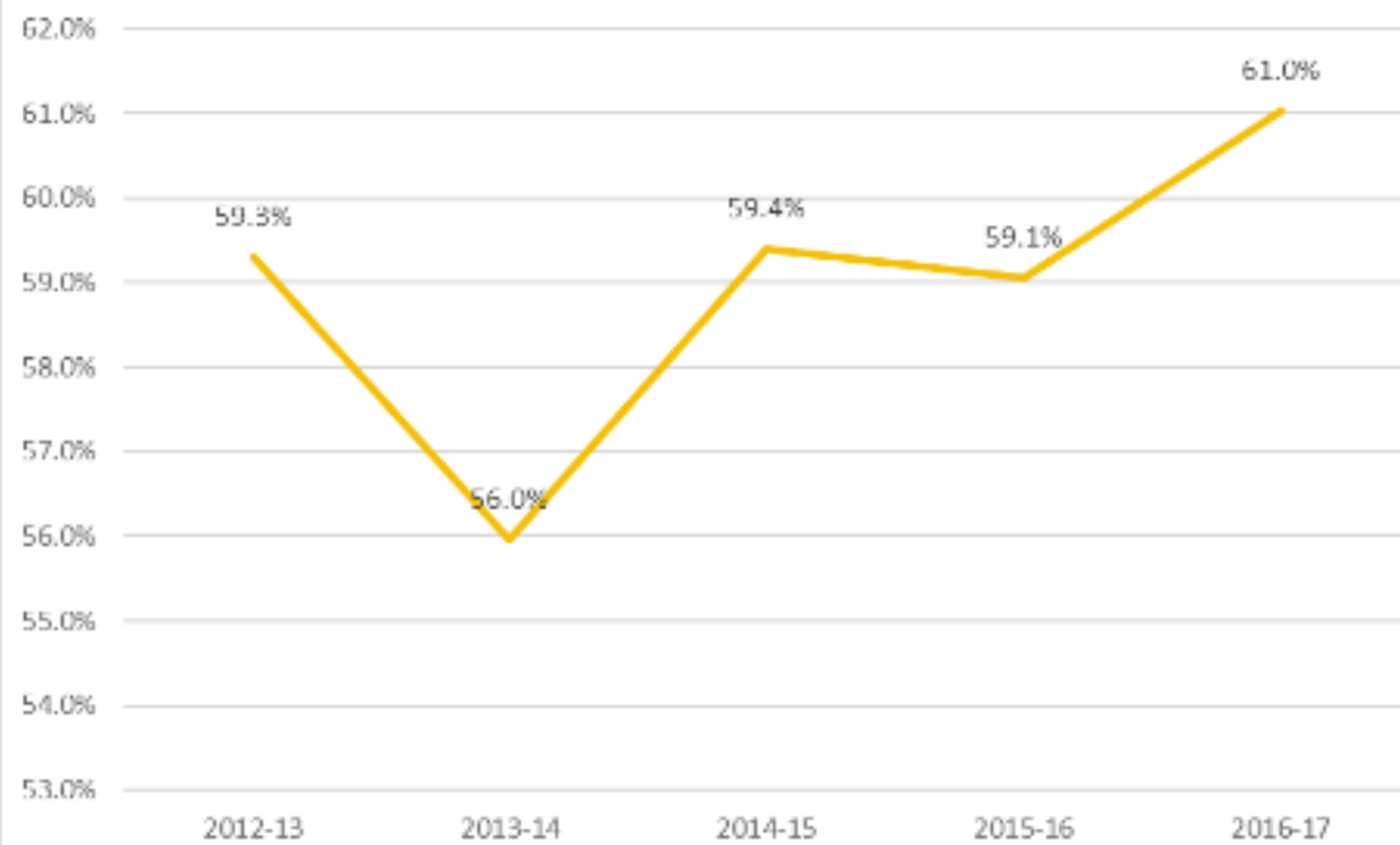
*Figure 2. Graduation rates over time of selected demographics by Carnegie Classification.*

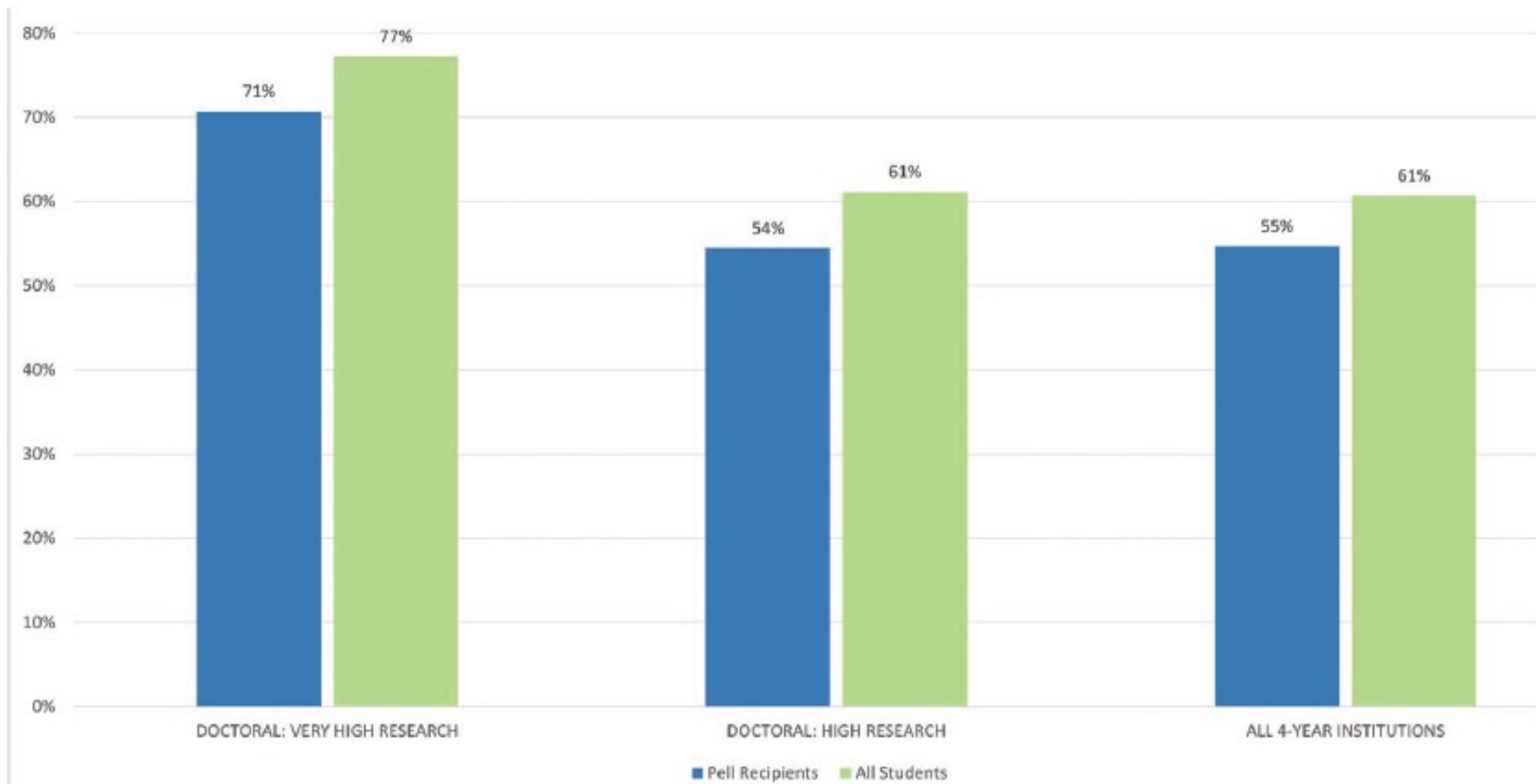
- 6-year rate: The number of students who completed their degree program within 150% of the “normal time,” or 6 years (12 semesters).

UI 6-Year Graduation Rate by Subpopulation  
(Average % Cohorts 2012-13 to 2016-17)



UI 6-Year Graduation Trend  
(Cohort Years 2012-13 to 2016-17)





*Figure 4. Six-year graduation rates by Pell status and Carnegie Classification 2019.*

# BOYER 2030: CLOSING EQUITY GAPS, INCREASING ACHIEVEMENT FOR ALL



World Readiness	Equity/Excellence in Teaching and Learning	Facilitating Success/ Eliminating Barriers
Transformative education for life, work, and citizenship for <i>all</i> students	High-Impact Practices for all students	Recruit and support diverse students and engage them in undergraduate research and community-engaged learning opportunities
Freedom of speech and expression in supportive campus cultures	Evidence-informed pedagogies for all students	Revise curricula to eliminate barriers to completion
	Holistic, student-centered advising	Use technology strategically to scale equity/excellence efforts
	Reward faculty across all appointment types for achieving excellent, equitable education	



# BOYER 2030: CLOSING EQUITY GAPS, INCREASING ACHIEVEMENT FOR ALL

## Fostering Belonging and Equitable Campus Cultures

Support belonging and wellness; eliminate policies and practices that exacerbate mental health problems

## Leading Change

Design assessments and accountability metrics that promote achievement of *both* equity and excellence



# REQUESTING YOUR FEEDBACK

Which aspects of Boyer 2030 seem potentially useful in launching campus conversations about the future of undergraduate education at UI?

What additional or different perspectives, key information, or other materials would be useful in such discussions?



University  
*of* Idaho

**THANK YOU!**

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 23

Tuesday, March 21, 2023 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #22 (March 7, 2023) **Attach. #1**
- III. Chair's Report
  - Our Shared Success Story – Mark Schwarzlaender, Entomology, Plant Pathology & Nematology
  - Our Shared Success Story – Torrey Lawrence, Provost and Executive Vice President
- IV. Provost's Report
- V. Committee Reports
- VI. Other Policy Business (Vote)
- VII. Other Announcements and Communications
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2022-2023 Faculty Senate Meeting #22 (March 7, 2023)

**2022 – 2023 Faculty Senate – Pending Approval**Approved at Mtg #25  
April 4, 2023Meeting # 24Tuesday, March 28, 2023, 3:31 pm – 5:00 pm  
Zoom only

**Present:** Call, Chapman (Vice Chair), Fairley, Gauthier, Hickman, Hoffmann, Justwan, Kolok, Torrey Lawrence (w/o vote), Long, Mittelstaedt, Murphy, Quinnett (Chair), Raney, Reynolds, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Schwarzlaender, Silsby, Thorne, Wargo

**Absent:** Tibbals (excused), Hunter (excused), Pfeifer (excused), Haltinner (excused), Walsh

**Also present:** Madison Powell (proxy for Ahmadzadeh)

**Guests/Speakers:** Brian Smentkowski, Michael McGriff, Sarah Dawson, Olivia Wiebe

**Call to Order:** Chair Quinnett called the meeting to order at 3:30 pm.

**Approval of Minutes (vote):**

The minutes of the 2022-23 Meeting #22 March 7, 2023 were approved as distributed.

**Chair's Report:**

- Our Shared Success Stories – Torrey Lawrence, Provost and Executive Vice President. Provost Lawrence shared the story of a music student, Patrick, who is blind. When Patrick enrolled in the program, naturally people needed to adapt, a process which Patrick made easier by helping others help him. In spite of his challenge, Patrick joined the marching band and was successful, also thanks to other students who helped integrate Patrick's unique needs. Patrick earned his B.S. in Music. Provost Lawrence is thankful for this amazing experience, that challenged him and others to learn how to work under different conditions, adapt, and be creative.
- Our Shared Success Story – Mark Schwarzlaender, Entomology, Plant Pathology & Nematology (EPPN). Most typically, the EPPN department works with pestiferous insects. Mark works instead with insects that are beneficial because they eat weeds. After 23 years of studying a particular insect, this year they will take them out of containment and release them into the fields. It will be an exciting moment! The link below is to a tool that's been very helpful to Idahoans. People can ask about any insect (just send a photo) and whether it is harmful or not, and they will get a response. <https://www.uidaho.edu/extension/insect-id/form>
- Our Shared Success Story – Jerry Long, College of Law. Idaho ranks 49<sup>th</sup> in lawyers per capita, barely over one half of the national average. We have four counties with zero lawyers and many others with only a few. Therefore, we must ensure that our graduates are ready to hit the ground running and work on their own from the beginning. To that end, practical education is a priority. Our students are required to provide 50 hours of *pro bono* service before they graduate, although on the average, about 100 hours of free legal services are provided each year. Also, the College of Law has legal clinics – two in Moscow and four in Boise, which offer free legal assistance to those in need in a broad variety of practices. Students have the opportunity to work on real cases with real clients under the supervision of a practicing lawyer. Tomorrow, the 9<sup>th</sup> U.S. Circuit Court of Appeals will be at U of

College of Law to hear oral arguments in three cases of appeals to lower courts decisions. Two of our students representing a client of the College of Law Immigration Clinic will argue the first case at 10 a.m. The events are open to the public. Picture ID will be required to enter the courtroom and no bags or backpacks are allowed, due to federal regulations.

- **Our Shared Success Story – Eric Mittelstaedt, Earth and Spatial Sciences.**  
The first project Eric wishes to share is mostly about outreach. For the past five years or so, every summer Eric gets together with three to five UG students to develop geoscience based videogames. The outreach component is in providing the public, especially high school students, with some exposure to the field. Eric obtained funds to work with a group of diverse and very bright students, and was impressed by their dedication. The second project, which is one year in a five-year funding period, is an interdisciplinary Research Coordination and Management (RCM) network. This NSF program funds efforts to bring together scientists from different disciplines. Eric and his team organized two meetings where they brought together geologists, biologists, and climate scientists to confront problems in evolution, ecology, and more from different viewpoints.
- **Broadening Faculty Recognition and Appreciation - Brian Smentkowski, Director, Center for Excellence in Teaching and Learning.**  
The success stories we just heard are a testament to the quality of our students – they deserve to be recognized! But we must not forget that behind every student success story there is a faculty mentor. So, we are thinking of “flipping the script” and recognize faculty as well. For instance, the CETL website could focus more on faculty. We are also thinking of a “Thank a professor” campaign – a platform for students to thank a professor who made a difference in their lives, an opportunity to share their gratitude. Please reach out if you have ideas or suggestions. <https://www.webpages.uidaho.edu/cetl/student-success.asp>  
The office of the Dean of Student would be happy to help promote this opportunity for students to recognize the great work our faculty do.
- **The Temporary Emergency Action for Summer and Fall 2024 and Spring 2025 Admission Term** was approved by President Green.
- **2023 UI Great Colleges to Work for Survey –** Deadline to take the survey is 4/6/2023.
- **Recognize a staff!** <https://www.uidaho.edu/governance/staff-council/kudos/submit-a-kudo>
- **Reminder:** If there are outgoing senators in your colleges, please be sure the college administrators help facilitate the nomination process and final vote for replacements. All new senators should be present for the April 25<sup>th</sup> and May 2<sup>nd</sup> meetings.

**Provost Report:**

- **Enrollment.** By our March 15 census, overall enrollment (including all students of all types) was up 10.7%, which is great news. Nearly all colleges are up. A large part is from dual credits enrollment – 591 last spring, 1,530 now.
- **Udaho Bound** last Saturday was a great event. Thanks to all who made it possible!

- 2023 UI Great Colleges to Work for Survey. Please participate. A large response rate is really important to improve our workplace. The survey is anonymous and confidential.

Discussion:

A senator felt that the cuts applied according to the new budget model may appear to some as diminishing or punitive. Provost Lawrence ensured that this is not the intent. The model is about redistributing and rewarding the colleges that have grown. The Provost will meet soon with his leadership team to discuss some details of the budget model. Hopefully, people will understand what determines the cuts and how they can make a difference down the road.

There was a discussion about the new OIT phone service policy (see memo of March 9<sup>th</sup> from Vice President Dan Ewart). Some faculty are confused about the Phone Shutoff Notice received from OIT because of low external usage. These faculty are under the impression that they can keep their number and desk phone if they wish to. Clarification is needed.

**Committee Reports (vote):**

- University Curriculum Committee  
UCC 400 Creative Writing (MFA) – Michael McGriff, English. Attach. #2.  
The number of credits required in each category have been greatly revised, in line with the current (much reduced) faculty in creative writing, and aesthetic changes in the MFA program. (See more in rationale.) Other wording has also been streamlined and slightly revised. Removing CDA as location degree can be completed. Rationale: Because of retirements, the English Department can no longer staff our graduate literature, techniques, traditions, and workshop classes with the same rotations that we used to offer. Our focus as a program has also shifted even further toward multi-genre (rather than having students focused on tracks exclusively in fiction, nonfiction, or poetry). The new curriculum is truer to the teaching and learning interests of our faculty and students, and allows students greater flexibility in completing the degree, while still offering them a rigorous three years of study. We have cut the Distinguished Visiting Writer credits because we no longer have the budget to offer a week-long course with a visiting writer, but we have replaced this with more internship credits, since the department now has new, relevant opportunities including The Confluence Lab. By increasing thesis credits, we are allowing students to spend more time in their final year working with their three-member thesis committee on a publishable book-length project.

Discussion:

There was a brief discussion on the additional flexibility with less faculty and while keeping the same number of hours. Michael McGriff responded that, although they maintain the same rigor, contact hours, and graduate student engagement with major professors and faculty mentors, increased flexibility comes from students having the option to go outside their specific area and seek a broader curriculum. They can also choose to remain focused.

Vote: 20 in favor; 0 opposed. Motion passes.

**Other Announcements and Communications:**

Recycling Program – Sarah Dawson, University Sustainability Director.

The university had a recycling program in the past, but it was suspended due to contamination and modified work priorities during the pandemic. The university has embraced recycling again due to important considerations from the Sustainability Working Group, the U of I community, and from President Scott Green. The program will begin to roll out on April 3, 2023. Sarah Dawson spoke about the program goals, upcoming bins and signage, and accepted materials. All

materials must be clean and dry. Contamination from recycling non-accepted material can lead to serious problems and ultimately may result in the program cancellation. Educate yourself about accepted materials. Learn more: [www.uidaho.edu/recycle](http://www.uidaho.edu/recycle)

Email: [recycle@uidaho.edu](mailto:recycle@uidaho.edu) with questions or feedback

*(Note: the presentation slides are attached to these minutes).*

Discussion:

Sarah Dawson clarified that only #1 and #2 plastic bottles can be recycled, with the screw top on.

Unfortunately, glass is not accepted for recycling, although it is probably the easiest material to recycle and recycling glass saves a lot of energy and natural resources (especially silica sand, which is a shrinking resource). Glass in recycling bins is hazardous.

How important is the rinsing and drying of accepted materials? Sarah suggested to do one's best to rinse and dry. At the same time, we must keep in mind that waste minimization is the first step. They are trying to incentivize people to bring their own cups by offering a small discount. Reducing waste should be a priority. Our trash travels 420 miles round trip.

Is this largely a Moscow effort or are we thinking of a state-wide program? Sarah responded that they did check in with a few campuses – CdA has been recycling for a while, and Boise has a recycling center. They have not yet reached out to the Centers, but they plan to.

**New Business:**

A senator heard that COGS is planning to allocate TAs only to incoming Ph.D. students and not to M.S. students. This would be detrimental to programs with a significant professional component. For instance, in geology, industry partners and state agencies need M.S. graduates. Provost Lawrence responded that there have been talks about shifting some TAs from M.S. to Ph.D. students, but there will be no cuts to existing TAs. The best is to have this conversation with COGS Dean Jerry McMurtry. A senator clarified: the message that people are getting at their department level is that no new TAs will be allocated to incoming M.S. students.

UI's Department of Public Safety and Security is currently undergoing an External Review. They are requesting up to 15 faculty who are associated with Faculty Senate to participate in a scheduled listening session. The session will be focused on the topic of safety and security at the University of Idaho. This request is coming to you because it is important to hear from traditionally underserved populations and affinity groups at the university. The session will be held on March 29<sup>th</sup> at 10:15 a.m. and 2 pm in the Aurora Room of the ISUB and it will be facilitated by Dr. Diedrick Graham from Margolis Healy and Associates. The session will be a discussion-based platform where participants can share their concerns in detail and engage in conversation with others. The session will run no longer than 60 minutes.

3/29 at 10:15 am PT <https://uidaho.zoom.us/j/89262940451?from=addon>

3/29 at 2:00 pm PT <https://uidaho.zoom.us/j/86580968665?from=addon>

**Adjournment:**

The agenda being completed, Chair Quinnett adjourned the meeting at 4:53pm.

Respectfully Submitted,

Francesca Sammarruca  
Secretary of the University Faculty & Secretary to Faculty Senate



University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 24

Tuesday, March 28, 2023 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #22 (March 7, 2023) **Attach. #1**
- III. Chair's Report
  - Our Shared Success Story – Torrey Lawrence, Provost and Executive Vice President
  - Our Shared Success Story – Mark Schwarzlaender, Entomology, Plant Pathology & Nematology
  - Our Shared Success Story – Jerry Long, College of Law
  - Our Shared Success Story – Eric Mittelstaedt, Earth and Spatial Sciences
  - Broadening Faculty Recognition and Appreciation - Brian Smentkowski, Director, Center for Excellence in Teaching and Learning
  - The Temporary Emergency Action for Summer and Fall 2024 and Spring 2025 Admission Term was approved by President Green.
  - 2023 UI Great Colleges to Work for Survey – Deadline to take the survey is 4/6/2023
  - <https://www.uidaho.edu/governance/staff-council/kudos/submit-a-kudo>
  - Reminder: If there are outgoing senators in your units, please be sure the unit administrators help facilitate the nomination process and final vote for replacements. All new senators should be present for the April 25<sup>th</sup> and May 2<sup>nd</sup> meetings.
- IV. Provost's Report
- V. Committee Reports
  - University Curriculum Committee (Vote)
    - UCC 400 Creative Writing (MFA) – Michael McGriff, English **Attach. #2**
- VI. Other Announcements and Communications
  - Recycling Program – Sarah Dawson, University Sustainability Director **Attach. #3**
- VII. New Business
- VIII. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2022-2023 Faculty Senate Meeting #22 (March 7, 2023)
- **Attach. #2** UCC 400
- **Attach. #3** Recycling Presentation

**2022 – 2023 Faculty Senate – Pending Approval**

Meeting # 22

Tuesday, March 7, 2023, 3:31 pm – 5:00 pm

Zoom only

**Present:** Call, Chapman (Vice Chair), Fairley, Fuerst, Gauthier, Haltinner, Hickman, Hoffmann, Hunter, Justwan, Torrey Lawrence (w/o vote), Long, Murphy, Quinnett (Chair), Raney, Reynolds, Rinker, Sammarruca (w/o vote), Schiele, Schwarzlaender, Thorne, Wargo, Walsh

**Absent:** Kolok (excused), Mittelstaedt (excused), Roberson (excused), Silsby (excused), Tibbals (excused), Pfeifer (excused)

**Also present:** Madison Powell (proxy for Ahmadzadeh)

**Guests/Speakers:** Gwen Gorzelsky, Ginny Lane, Arch Harner

**Call to Order:** Chair Quinnett called the meeting to order at 3:31 pm.

**Approval of Minutes (vote):**

An error in the attendance list was detected and corrected – Senator Walsh was not present at Meeting #21. The minutes of the 2022-23 Meeting #21 February 28, 2023 were approved as corrected.

**Chair's Report:**

- Our Shared Success Stories
  - Jerry Fairley, Earth and Spatial Sciences.  
Jerry shared his engagement with an exciting new research area involving both geology and archeology. Advances in modern archeology demand both scientific/mathematical methods and the artistic component of getting to know and understand the art from ancient cultures.
  - Deb Thorne, Culture, Society and Justice.  
Deb described her recent interaction with a very gifted young woman from the McNair Scholars Program. She is very smart and Deb was thrilled to watch her grow as a researcher. They went to a conference together and it was a delightful experience.
- Chair Quinnett reminded senators to send a note to [facsec@uidaho.edu](mailto:facsec@uidaho.edu) prior to the meeting if they are unable to attend.
- UI Food Security Coalition Introduction – Ginny Lane, Nutrition.  
Ginny gave some background on the committee and its scope. Members include student, staff, and faculty. The Food Security Coalition focuses on enhancing food security on campus, including efforts in support of the Vandal Food Pantry. Their scope extends to food safety. Recently, they have considered the possibility of becoming a more formalized group. They are also in touch with the sustainability group. They focus on food waste and how to ensure that food left over from university events, particularly catered meals, is distributed to those who need it, especially students.

Discussion:

The Secretary suggested a visit to the Committee on Committees to discuss the possibility of becoming integrated in the senate committee structure. The Vice Chair noted that most of

senate committees are heavily involved in policy and it may not be easy, or beneficial, to incorporate the Food Security Coalition in that structure. It may be best for the Coalition to interact with the Sustainability Group.

Senate is happy to help and support the Food Security Coalition. In response to a question from Ginny, a senator suggested a mobile friendly portal from OIT as the way to use UI platforms.

#### **Provost Report:**

- Search for the new dean of CBE: Feedback will be collected until 5PM today.  
<https://www.uidaho.edu/provost/administrative-searches/cbe-dean>
- Legislature: No updates to report. Thursday is the day devoted to Higher Education at JFAC.
- Concerns expressed during a previous meeting about the sabbatical leave process: The Provost briefly summarized the process. He has looked into the specific case and found that the process was followed.

#### Discussion:

A senator asked for clarification about the distribution of last year's salary raises. Provost Lawrence explained that the percentage allocated by the state is the total allocation to the institution, which is then used in different ways, such as increases for promotion, across the board, merit. Last year, the total allocation of approximately 6% was an exception – typically, the percentage from the state has been about 3%. Of that 6% total allocation, roughly 2% was used for across the board salary raises.

Some senators expressed concern about the politics that goes on in higher education (see recent events in Florida, <https://www.wfla.com/news/politics/florida-bill-would-ban-political-loyalty-tests-in-higher-education/>).

#### **Committee Reports (vote):**

- FSH 1640.87 University Teaching Committee Structure – Erin Chapman, Family and Consumer Sciences, Attach. #2.  
The University Teaching Committee wishes to have representation from an undergraduate student and a graduate student. Including representation of both student groups will provide a necessary perspective and source of information for committee work regarding instruction at the university. The University Teaching Committee feels that it is appropriate for the Director of Center for Excellence in Teaching and Learning to have voting rights, similar to the rights granted to the director of general education.  
Vote: 17 in favor; 0 opposed. Motion passes.

#### **Other Policy Business:**

- FSH 5500 Laboratory Record-Keeping Guidelines (Vote)– Arch Harner, Director, Research Assurances, Attach. #3.  
The proposal is to delete this item because it does not meet the criteria for university-wide policy. Furthermore, even as a guideline, it is very outdated.  
Vote: 17 in favor; 0 opposed. Motion passes.
- \*APM 65.06 University Electronic Records Management Guidelines (Non-Voting) Attach. #4  
Policy/Procedure Statement: Information in 65.06 has been moved to APM 65.02

which was updated January 2023.

- Admissions Criteria (Vote)

The attached Senate Resolution was prepared following the informal vote from last week in favor of keeping the *status quo* for another year. Moved (Chapman, Thorne) to adopt the Resolution.

Discussion:

Clarification was requested about the kind of data we hope to collect in one year. The Secretary responded that we like to see student success data that are not distorted by Covid. Correlations between one-year retention and graduation rates with high school GPA and SAT/ACT scores.

In order to align with the Catalog, “Summer 2025” should be dropped from both the memo to the President and the text of the Resolution.

ZZ

Motion (Quinnett, Chapman): Change the first item of the Temporary Emergency Policy to: *The U of I will revert to the use of 6<sup>th</sup> semester high school grades admission considerations.*

Vote on the proposed amendment: 17 in favor, 1 against. The amendment passes.

No more discussion.

Vote on the pending motion: 17 in favor, 1 against. Motion passes.

The Resolution will be sent to President Green for his approval.

#### **Other Announcements and Communications:**

- Boyer 2030 Report - Gwen Gorzelsky, Vice Provost, Academic Initiatives, Attach. #7.

Vice Provost for Academic Initiatives Gwen Gorzelsky spoke about *The Boyer 2030 Report: Closing the Equity Gap, Increasing Achievement for All*, starting with an introduction into the *Boyer 1998 Report*, which caused some friction. The Carnegie Foundation for the Advancement of Teaching identified challenges in UG education at R1 and R2 universities, and recommended to take advantage of the unique educational opportunities at research institutions. At the time, CETL were not common at research universities, but now they are much more common and have been shown to be effective. Last November, the Boyer 2030 Report was released. Its main rationale: *Integrate equity and excellence, restore public confidence, ensure revenues cover costs.* One of the foundational assumptions of the report: *To achieve excellence, equity is of paramount importance.* Historically, academic excellence has excluded some demographics and, thus, it’s not true excellence, because the mission of higher education is to provide knowledge and social mobility to all.

Vice Provost Gorzelsky would appreciate faculty feedback on two questions regarding the issues raised in the Executive Summary (pgs. 3 - 4) and the Introduction (pgs. 5 - 9) of [The Equity/Excellence Imperative: A 2030 Blueprint for Undergraduate Education at U.S. Research Universities:](#)

Which aspects of Boyer 2030 seem potentially useful in launching campus conversations about the future of undergraduate education at UI? And: What additional or different perspective, key information, or other materials would be useful in such discussions?

Discussion:

How can we provide holistic advice? Vice Provost Gorzelsky noted that one of the foundational presumptions of the report is that we have to look at the holistic student experience.

Traditionally, some demographic groups did not need additional support because they came from families and experiences that provided academic opportunities and life stability. Contrary to the past, now we hear a lot about young adults experiencing anxiety, depression, and food

insecurity. Students from historically underserved groups are disproportionately impacted, because they may not have a strong support system at home to help them deal with those issues. Hence, the importance of providing support proportionally to need – a concept that would have been unpopular 30 years ago.

How do we get those high-impact experiences (such as UG research) out to all students (some may have a job after school), and how do we support faculty who do that? Vice Provost Gorzelsky suggested that those faculty should be encouraged to continue their efforts.

How to extend practices to discipline-specific support? Vice Provost Gorzelsky responded that having people at CETL with expertise in different areas is one way. A more robust strategy is to hire experts in discipline-based education or education in a specific discipline.

Students are faced with so many problems due to a shrinking safety net. Addressing those needs takes money, which results in increased tuition and thus may create a vicious cycle. Vice Provost Gorzelsky is aware of schools that have closed the equity gap and are successfully meeting those needs and increasing graduation rate for all.

We can change those rates with focused efforts!

**Adjournment:**

The agenda not being completed, Chair Quinnett entertained a motion to adjourn. So moved (Chapman, Fairley). Meeting adjourned at 5:04pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

# 400: CREATIVE WRITING (MFA)

## In Workflow

1. 012 Chair (tmacdonald@uidaho.edu)
2. CLASS Review (ctibbals@uidaho.edu)
3. 18 Curriculum Committee Chair (folwell@uidaho.edu)
4. Degree Map Review (rfrost@uidaho.edu)
5. Graduate Council Chair (slthomas@uidaho.edu)
6. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
7. Registrar's Office (none)
8. Ready for UCC (disable)
9. UCC (none)
10. Alexandra Teague (ateague@uidaho.edu)
11. Post-UCC Registrar (none)
12. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
13. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
14. Theodore Unzicker (tunzicker@uidaho.edu)

## Approval Path

1. Wed, 28 Sep 2022 18:28:25 GMT  
Tara MacDonald (tmacdonald): Approved for 012 Chair
2. Thu, 29 Sep 2022 18:51:41 GMT  
Charles Tibbals (ctibbals): Rollback to 012 Chair for CLASS Review
3. Thu, 29 Sep 2022 19:07:52 GMT  
Tara MacDonald (tmacdonald): Rollback to Initiator
4. Fri, 30 Sep 2022 21:17:20 GMT  
Tara MacDonald (tmacdonald): Approved for 012 Chair
5. Mon, 03 Oct 2022 21:53:44 GMT  
Charles Tibbals (ctibbals): Approved for CLASS Review
6. Mon, 03 Oct 2022 21:53:59 GMT  
Annette Folwell (folwell): Approved for 18 Curriculum Committee Chair
7. Wed, 12 Oct 2022 23:52:59 GMT  
Rebecca Frost (rfrost): Approved for Degree Map Review
8. Tue, 15 Nov 2022 20:41:30 GMT  
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
9. Fri, 03 Feb 2023 22:36:54 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
10. Tue, 07 Feb 2023 15:33:14 GMT  
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
11. Thu, 23 Feb 2023 18:31:58 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
12. Wed, 08 Mar 2023 23:07:09 GMT  
Theodore Unzicker (tunzicker): Approved for UCC
13. Fri, 17 Mar 2023 17:40:41 GMT  
Theodore Unzicker (tunzicker): Approved for V00401047
14. Fri, 17 Mar 2023 17:41:06 GMT  
Theodore Unzicker (tunzicker): Approved for Post-UCC Registrar

Date Submitted: Fri, 30 Sep 2022 01:42:04 GMT

**Viewing: 400 : Creative Writing (MFA)**

**Last edit: Thu, 16 Mar 2023 16:05:30 GMT**

Changes proposed by: Alexandra Teague

### Faculty Contact

Faculty Name	Faculty Email
Alexandra Teague	ateague@uidaho.edu

### Change Type (Choose all that apply)

Change curriculum requirements

**Description of Change**

The number of credits required in each category have been greatly revised, in line with the current (much reduced) faculty in creative writing, and aesthetic changes in the MFA program. (See more in rationale.) Other wording has also been streamlined and slightly revised. Removing CDA as location degree can be completed.

**Will this request have a fiscal impact of \$250K or greater?**

No

**Academic Level**

Graduate

**College**

Letters Arts & Social Sciences

**Department/Unit:**

English

**Effective Catalog Year**

2023-2024

**Program Title**

Creative Writing (MFA)

**Program Credits**

54

**CIP Code**

23.1302 - Creative Writing.

**Curriculum:****Master of Fine Arts. Major in Creative Writing.**

The M.F.A. is the terminal degree for those wishing to teach creative writing at the college or university level; it is also among the credentials expected of those seeking employment in arts administration, editing, and related fields. The curriculum provides theoretical and practical training in fiction, poetry, creative nonfiction, and editing and publishing.

The program's principle aim is to teach aspiring writers their craft and at the highest possible level. We gladly speak to students about publishing their work, or about teaching or editing, but our first concern is teaching and learning the craft of writing. While we encourage applicants to apply only in one genre, once they are admitted, we encourage them to cross-pollinate: we like to see poets working on narrative pacing in a fiction or nonfiction class, and we like to see prose writers attentive to individual syllables in poetry. We encourage students to experiment and to push themselves in new directions. We also insist that they know where they fit in the continuum of writers, and that they understand and can speak with conviction of where they might place themselves in any of several literary traditions.

A minimum of four semesters in residence is required in addition to the following:

<b>Code</b>	<b>Title</b>	<b>Hours</b>
ENGL 500	Master's Research and Thesis	10
Twelve credits of workshops		12
Choose nine credits of techniques/traditions courses		9
ENGL 571	Traditions - Prosody and Forms	
ENGL 572	Traditions - Fiction	
ENGL 573	Traditions - Nonfiction	
ENGL 581	Techniques of Poetry	
ENGL 582	Techniques of Fiction	
ENGL 583	Techniques of Nonfiction	
Nine credits in literature courses		9
Twelve credits of electives <small>relevant to the degree and can come from other departments as agreed upon by the student and MP</small>		12
Two credits in Internship		2
<b>Total Hours</b>		<b>54</b>

Upon completion of the thesis—a collection of poetry, short stories, creative nonfiction, or a novel—in acceptable form, each student will take an oral examination designed to test the student's ability to articulately discuss their creative process, intellectual and creative influences, chosen genre, aesthetic perspective, design, and intent.

## Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

**Can 50% or more of the curricular requirements of this program be completed via distance education?**

No

Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.

## Geographical Area Availability

**In which of the following geographical areas can this program be completed in person?**

Moscow

## Student Learning Outcomes

**Have learning outcomes changed?**

Yes

### Learning Objectives

1. Students will produce a substantial work of professional-quality literature in poetry, fiction, and/or nonfiction, exhibiting appropriate genre-specific technical skills, the development of a mature literary form, and the evolution of a distinctive voice and individual aesthetic.
2. Students will analyze their own creative work and situate it within the literary traditions and conventions of their genre(s), and discuss how their work exemplifies, expands, or bridges those boundaries.
3. Students will present their creative work effectively during a public reading (the thesis defense), and in other optional reading environments.

**Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any.**

Because of retirements, the English Department can no longer staff our graduate literature, techniques, traditions, and workshop classes with the same rotations that we used to offer. Our focus as a program has also shifted even further toward multi-genre (rather than having students focused on tracks exclusively in fiction, nonfiction, or poetry). The new curriculum is truer to the teaching and learning interests of our faculty and students, and allows students greater flexibility in completing the degree, while still offering them a rigorous three years of study. We have cut the Distinguished Visiting Writer credits because we no longer have the budget to offer a week-long course with a visiting writer, but we have replaced this with more internship credits, since the department now has new, relevant opportunities including The Confluence Lab. By increasing thesis credits, we are allowing students to spend more time in their final year working with their three-member thesis committee on a publishable book-length project.

### Reviewer Comments

**Charles Tibbals (ctibbals) (Thu, 29 Sep 2022 18:51:41 GMT):** Rollback: Rolled back at Tara's request.

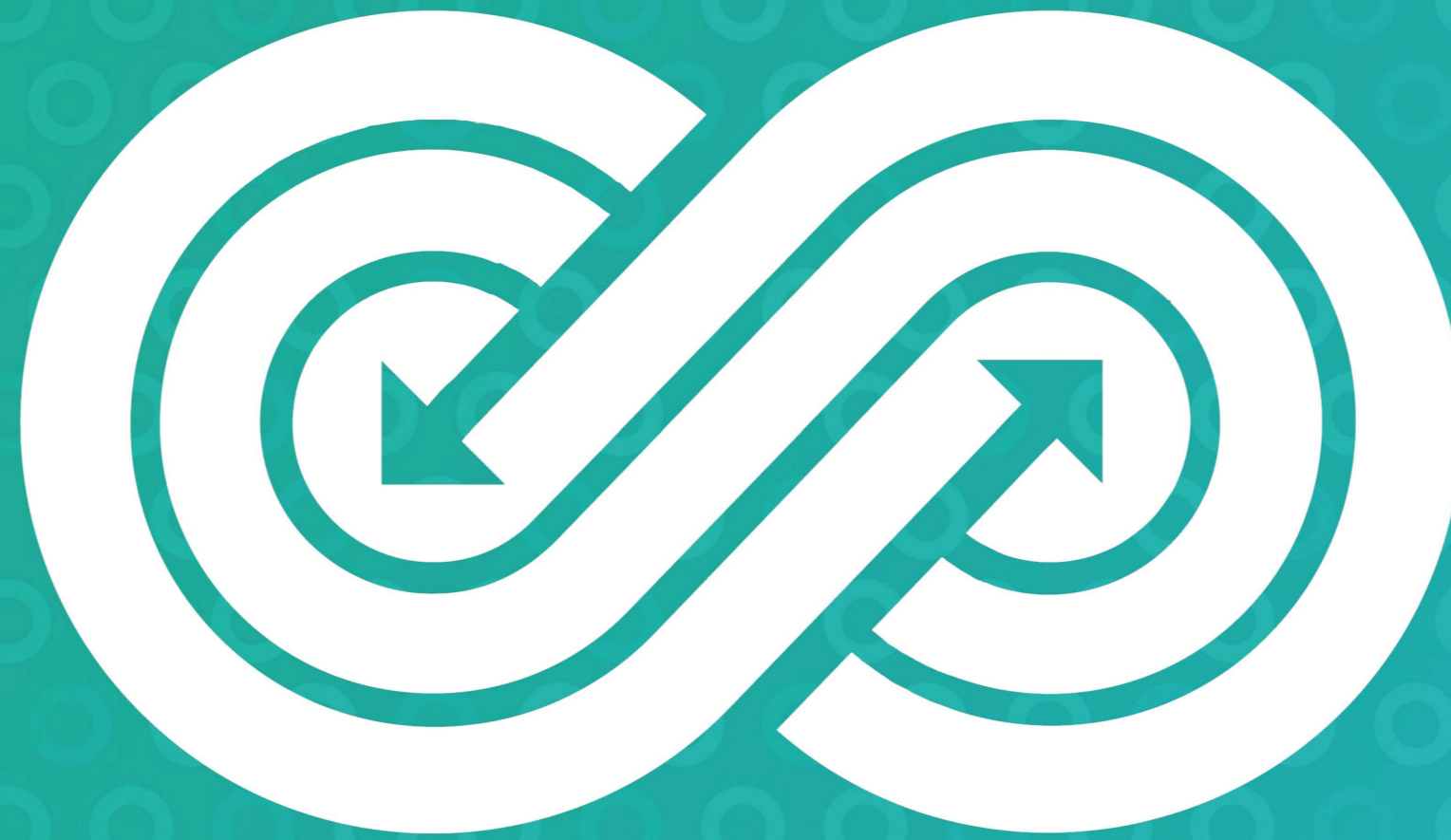
**Tara MacDonald (tmacdonald) (Thu, 29 Sep 2022 19:07:52 GMT):** Rollback: Change thesis credit amounts

**Theodore Unzicker (tunzicker) (Wed, 23 Nov 2022 21:57:37 GMT):** Added Provost's Office to workflow. Removing CDA as geographic location.

**Theodore Unzicker (tunzicker) (Wed, 08 Mar 2023 23:21:43 GMT):** Per UCC discussion, returned to Alexandra Teague to list out courses under the Curriculum section of the proposal.

Key: 400





VANDALS  
**RECYCLE**  
THINK BEFORE YOU THROW



University  
of Idaho

**The university had a recycling programing in the past, but it was suspended due to contamination and modified work priorities during the pandemic.**



**The university has embraced recycling again** due to important considerations from the Sustainability Working Group, the U of I community, and from President Scott Green.

Recycling benefits us by:

- I** Diverting usable materials from landfills, which...
- I** Creates less need for extracting, refining and processing raw materials, which...
- I** Cuts down on air and water pollution, saves energy, and reduces greenhouse gas emissions.

# HOW MUCH OF OUR WASTE CAN BE RECYCLED?

Roughly

**1/3**

By weight



# VANDALS RECYCLE PROGRAM GOALS

Divert  
recyclable  
materials from  
landfills

Encourage  
participation  
by providing  
education and using  
a single-  
stream format

Achieve less  
than 5%  
contamination  
rate

Expand access to  
recycling campus-  
wide, with waste  
reduction measures  
and composting in  
the future



# BINS & SIGNAGE

## AND WHEN WILL THEY BE AVAILABLE

The program will begin to roll out on [April 3, 2023](#).

- I** Indoor bins will first be available in the ISUB and arrive in other departments in the coming weeks.
  - Look for the blue Slim Jim and tall metal recycling bins.
- I** Outdoor bins will be designated as landfill (trash) only for the time being. Outdoor recycling bins will be available in the coming months.





# HOW TO RECYCLE

**THINK  
BEFORE  
YOU  
THROW**







# ACCEPTED MATERIALS

- I #1 and #2 plastic, screw-top bottles
- I Aluminum and tin cans
- I Cardboard (corrugated and chipboard)
- I Mixed paper (newspaper, magazines, junk mail, office paper, index cards, phone books, brown bags, and envelopes)

**ALL MATERIALS MUST BE CLEAN AND DRY**

**REMOVE RINGS AND LIDS FROM SCREW-TOP**

**CONTAINERS**

**RINSE MATERIALS OF FOOD AND DRINK RESIDUE**



# WHAT CANNOT BE RECYCLED

- I Plastics #3 - #7 or unnumbered plastic
- I Plastic bags or film\*
- I Cartons (plastic-sealed paper)
- I Glass
- I Food contaminated materials
  - Pizza boxes
  - Coffee cups
  - Paper bowls

\*Plastic bags and film are accepted in the TREX collection bins located in the ISUB and Pitman Center

# WHAT IS CONTAMINATION?

## AND WHY DOES IT MATTER?



Any non-recyclable material or soiled accepted materials are considered contamination. One contaminated item can affect an entire bin of clean recyclables. Contaminated recycling is treated as solid waste (regular trash) and is brought to the landfill. The most common forms of contamination are food and beverage items or recyclables with food residue. Remember that:

- I** Plastic bottles and aluminum cans must be empty and dry.
- I** Cardboard or paper food packaging cannot be recycled after being used.
- I** Most coffee cups (paper or plastic) are not made of accepted materials and cannot be recycled.

**High contamination levels lead to more materials going to the landfill and can ultimately result in the recycling program's cancellation.**

# WISHFUL RECYCLING

## AND HOW TO PREVENT IT

“Wishful recycling,” or putting items that you hope are recyclable in the bin, leads to recycling contamination.

- I Educate yourself about accepted materials.
- I When in doubt, throw it out!





# RECOGNIZING OUR PARTNERS

## WITH GRATITUDE

- I** Recycling, Surplus, and Solid Waste (RSSW)
- I** Division of Finance and Administration (DFA)
- I** Student Sustainability Cooperative (SSC)
- I** Sustainability Working Group
- I** Associated Students of University of Idaho (ASUI)
- I** City of Moscow
- I** Creative Services

**Learn more:** [www.uidaho.edu/recycle](http://www.uidaho.edu/recycle)

**Email:** [recycle@uidaho.edu](mailto:recycle@uidaho.edu) with questions or feedback

**2022 – 2023 Faculty Senate – Pending Approval** Approved at Mtg. #26  
Meeting # 25 April 11, 2023  
Tuesday, April 4, 2023, 3:30 pm – 5:00 pm  
Zoom only

**Present:** Call, Chapman (Vice Chair), Fairley, Gauthier, Haltinner, Hickman, Hoffmann, Hunter, Justwan, Kolok, Torrey Lawrence (w/o vote), Long, Mittelstaedt, Murphy, Pfeifer, Quinnett (Chair), Reynolds, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Silsby, Tibbals

**Absent:** Raney (excused), Schwarzlaender (excused), Thorne, Walsh, Wargo

**Also present:** Madison Powell (proxy for Ahmadzadeh)

**Guests/Speakers:** Jerry McMurtry, Alistair Smith, Cari Fealy

**Call to Order:** Chair Quinnett called the meeting to order at 3:31 pm.

**Approval of Minutes (vote):**

The minutes of the 2022-23 Meeting #24 March 28, 2023 were approved as distributed.

**Chair's Report:**

- Our Shared Success Stories – Francesca Sammarruca, Faculty Secretary, Physics  
I am happy to have been and to be a 3-dimensional faculty, with the three dimensions being teaching, research, and service. Based on evidence, I am a good teacher. I am an active researcher in the field of theoretical nuclear physics, funded by the US DOE continuously since 22 years. Physics is a very international environment: I have traveled to many countries to deliver invited talks. Presently I mentor two Ph.D. students, one from Nigeria and one from the US. I am active in promoting participation of women in physics. In 2003, my female graduate student was the first woman to receive a physics Ph.D. from UI physics. And I truly enjoy being in the role of faculty secretary.
- Our Shared Success Story – Carson Silsby  
Carson is the GSPA senate representative. This year, the GSPA group is very active and enthusiastic. Among their initiatives: collecting funds for graduate students travel, and procure graduation regalia at a much lower cost than offered on campus. Carson is excited to work with this wonderful group on diverse activities to help fellow graduate students!
- TA Concern – Jerry McMurtry, Dean of the College of Graduate Studies  
Dean McMurtry addressed faculty concerns regarding future limitations to M.S. students being eligible for TA awards. He emphasized that there is no plan to offer TA awards only to Ph.D. students, which would be unsustainable. For example, most of the 94 TAs in CLASS are M.S. students. However, there is an institutional drive towards R1 status, for which we need to increase the number of Ph.D. degrees awarded. So, COGS is encouraging units with both M.S. and Ph.D. programs to give Ph.D. students priority over M.S. students when distributing TA positions. The awards are given to the colleges for deans to distribute them as they see best. However, President Green feels strongly about R1 and wants to use these institutional dollars to bring in Ph.D. students and take them to completion. Of the seven million dollars we have in TA money, two come from the President.

Discussion:

A Senator saw a memo from COGS stating clearly that programs offering Ph.D. degrees must give TA positions to students seeking a Ph.D. degree. There are no considerations of teaching needs, needs of programs with significant professional component, or programs which require the M.S. before people can apply for Ph.D., such as Geography. If these are the official directions, it is a huge change in the way we serve our students. It should have been brought before Senate for faculty input. Dean McMurtry recalled that these plans were discussed with the deans a number of years ago, but set aside due to the big budget cuts. No changes were made until the financial situation stabilized, and now these plans have been brought back up and are again being discussed with the deans. The memo is a draft, but the intent is to use these institutional dollars to support Ph.D. degree seekers, consistent with R1 efforts. Dean McMurtry didn't think of taking this matter to Senate first. The senator replied that this is exactly the kind of matter that needs to go before Senate. Another senator argued that the decision in the memo can actually be counterproductive with regard to the R1 goal. This senator does not accept Ph.D. students unless they have an M.S. – they had bad experience, and lost NSF funds, with unproven students who ended up not being successful. If implemented, the policy will make it very difficult for this senator to recruit students. Having been funded through the M.S. has been of paramount importance for some of their Ph.D. students.

Chair Quinnett suggested to have Dean McMurtry back next week to continue this conversation. Dean McMurtry is willing to do so.

- The Career Services Impact Award: nominations open until 4/17  
<https://www.uidaho.edu/current-students/career-services/faculty-staff/career-impact-award>
- More on the UI Food Security Coalition: <https://linktr.ee/uidahofoodsecurity>  
The Food Security Coalition recently launched their social media, including a community Facebook group as a place to post leftover food information. Please share their linktree and have folks follow Free Food and Giveaways Moscow ID on Facebook to post leftover food options as they come up!

#### **Provost Report:**

- 2023 UI Great Colleges to Work for Survey. Please participate. A large response rate is really important to improve our workplace. The survey is anonymous and confidential. The deadline is this Thursday.
- Talks with Torrey, 11:30am tomorrow. Questions can be submitted in advance or in person.
- “Vandal Giving Day” – April 4 and 5, 1889 minutes – ends tomorrow at 5:48pm.  
<https://vandalsgive.uidaho.edu/giving-day/67452>
- Circling back to a senator's concern about the phone transition: There are actually two projects: transitioning from actual phones to Teams Voice, and eliminate unused phone lines. That's the reason for the email that some faculty are receiving from ITS if the usage of their phones is very low. The notification gives the opportunity to reply that the phone line is still needed. Eliminating unneeded lines will save money. A clarifying announcement will be sent soon.  
Discussion:

What happened to the last UI Great Colleges to Work for Survey? Vice Provost Kelly-Riley and Wes McClintick, Institutional Research, posted the link below.

<https://www.uidaho.edu/provost/ir/assessment-evaluation/surveys/great-college>

### **Pending Policy Business (vote):**

- Pending Main Motion on APM 30.16 – Senate Meeting #11, 11/01/2022; Subsidiary motion to refer the main motion to and ad hoc committee – Senate Meeting #12, 11/08/2022.

- APM 30.16 Working Group Report – Dakota Roberson, Electrical and Computer Engineering, Attach. #2

Faculty Secretary: there is a main motion on the table and a subsidiary motion to refer the main motion to an appropriate working group, led by Dakota Roberson.

Dakota briefly summarized the process and the work of the committee. The working group looked at IT policies from nearby universities, especially Montana State (public, land-grant, R1), and recommended a less restrictive policy along the lines of MSU.

The majority of the committee finds that the core of the disagreement -- faculty autonomy to purchase the equipment they need unless it poses a security risk or a regulatory compliance problem – has not been addressed. Furthermore, faculty asked for, but were denied, the right to a report of the security or compliance problem the requested hardware would cause.

A senator presented the dissenting opinion: they think that concerned faculty should focus on the implementation, not the policy. They are not happy about the approach Senate has taken, which they see as “*confrontational*.”

#### Discussion:

It was brought up that OIT accepted bids for best pricing and selected Lenovo. How does this address security concerns, especially considering that federal agencies do not allow the purchase of Lenovo technology with federal funds?

In response to a question from Chair Quinnett, a few senators reported that their requests for non-standard technology procurement were denied.

Chair Quinnett proposed to change the order of the agenda and come back to APM 30.16 after the other business has been disposed of. No objections.

### **Committee Reports (vote):**

- Faculty Affairs Committee
  - FSH 1565 Academic Ranks and Responsibilities (Vote), Attach. #3 – Alistair Smith Changes have been made to **A-1. Introduction** to revise cap on instructors, senior instructors, and lecturers, and to **G-1. Lecturer** and **G-2 Visiting Faculty** to align with revised FSH 1520. These are incremental steps. More recommendations will come from the task force currently addressing workplace conditions for non-tenure-track faculty. FSH 1565 contains all definitions, whereas all information about voting rights is in FSH 1520, the Constitution of the University Faculty. In FSH 1565, there was a 25% cap on the number of instructors, senior instructors and lecturers a unit could hire. Faculty Affairs proposes to remove the cap and allow each unit the flexibility to decide. FSH 1565 G-1 and G-2: Definition of lecturers and visiting faculty.

#### Discussion:



With regard to the 25% cap, a senator is concerned that units will hire more and more contingent faculty (and thus keep the cap high) under the pressure to save money. Alistair noted that the removal of the cap only applies to lecturers. Historically, the reason for the cap originated from some units being worried that instructors would control the curriculum. Vice Provost Kelly-Riley added that, in the past, instructors and senior instructors were not recognized as full faculty. A limitation on the number of lecturers allows departments to be in control of their curriculum and manage their resources.

Vote: 11 yes; 6 no. Motion passes.

- FSH 1520 Constitution of the University Faculty (Vote) Attach. #4 – Alistair Smith. Article II, Section 1 has been revised to clarify that voting rights arise from faculty rank, so that non-faculty in administrative roles do not have voting rights; and to resolve conflict with FSH 1565 regarding the terms on which visiting faculty and lecturers are granted voting rights.

This also can be seen as a two-part revision. First, clean up inconsistencies (see Section 1.) to ensure that only people with faculty status have voting privileges. This is the bulk of the changes. Then there is the issue of *consecutive* (or not) semesters, to be addressed separately.

Moved (Long, Mittelstaedt) to accept the text in Section 1. as it is written up to “...completed at least two semesters;” (1<sup>st</sup> line to the beginning of the 7<sup>th</sup> line).

Vote: 16 yes; 2 no. Motion passes.

Moving on to the second issue: Should the two semesters be consecutive or not?

Friendly amendment (Long) to add the word ‘consecutive’ to the phrase associated with visiting faculty - I.e., two consecutive semesters. Adopted with no objections. After some discussion regarding the clause focused on lecturers, it was moved (Long, Mittelstaedt) to change the language on the 7<sup>th</sup> line (starting at “and lecturers” and ending with “half-time appointment”) to “...who have completed.....on half-time appointment within the three preceding years.”

Vote: 17 in favor; 1 opposed. Motion passes.

#### **Other Announcements and Communications:**

- 2300/2044 Proposal – Cari Fealy, Associate Dean of Students  
Cari Fealy is in the process of editing FSH 2300 (regarding student code of conduct) and 2400 (covering disciplinary actions). The current versions are out of compliance. She is working with a firm – External Solutions – familiar with case law and best practices. The firm has recommended to combine FSH 2300 and 2400 in one document. Potentially, an organization code of conduct may take the place of FSH 2400. Although the drafting is still at an early stage, Cari Fealy wishes to be fully transparent throughout the process. It’s not yet clear how to have the new/revised policies implemented in the fall, as President Green would like.  
Cari will reconnect with Senate in the fall.

Due to time constraints, Chair Quinnett proposed to postpone additional discussion and action on the main motion on APM 30.16 to the next meeting. Motion to postpone until next week (Quinnett, Chapman) passes by unanimous consent.

#### **Adjournment:**

Chair Quinnett adjourned the meeting at 5:03pm.

Respectfully Submitted,

Francesca Sammarruca  
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 25

Tuesday, April 4, 2023 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #24 (March 28, 2023) **Attach. #1**
- III. Chair's Report
  - Our Shared Success Story – Francesca Sammarruca, Faculty Secretary, Physics
  - Our Shared Success Story – Carson Silsby
  - TA Concern – Jerry McMurtry, Dean of the College of Graduate Studies
  - Career Services Impact Award, nominations open until 4/17
    - [Career Impact Award - Career Services | U of I \(uidaho.edu\)](#).
- IV. Provost's Report
- V. Pending Policy Business
  - Pending Main Motion on APM 30.16 – Senate Meeting #11, 11/01/2022; Subsidiary motion to refer the main motion to an *ad hoc* committee – Senate Meeting #12, 11/08/2022
    - APM 30.16 Working Group Report – Dakota Roberson, Electrical and Computer Engineering **Attach. #2**
- VI. Other Policy Business
  - FSH 1565 Academic Ranks and Responsibilities (Vote) **Attach. #3**
  - FSH 1520 Constitution of the University Faculty (Vote) **Attach. #4**
  - \*APM 30.16 Technology Hardware Lifecycle Management **Attach. #5**
    - **Policy/Procedure Statement:** Policy revised throughout in collaboration with the Faculty Senate.
- VII. Other Announcements and Communications
  - 2300/2400 Proposal – Cari Fealy, Associate Dean of Students
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2022-2023 Faculty Senate Meeting #24 (March 28, 2023)
- **Attach. #2** APM 30.16 Changes for Review

- **Attach. #3** FSH 1565
- **Attach. #4** FSH 1520
- **Attach. #5** APM 30.16

\*Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu) and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM is presented.

**2022 – 2023 Faculty Senate – Pending Approval**

Meeting # 24

Tuesday, March 28, 2023, 3:31 pm – 5:00 pm

Zoom only

**Present:** Call, Chapman (Vice Chair), Fairley, Gauthier, Hickman, Hoffmann, Justwan, Kolok, Torrey Lawrence (w/o vote), Long, Mittelstaedt, Murphy, Quinnett (Chair), Raney, Reynolds, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Schwarzlaender, Silsby, Thorne, Wargo

**Absent:** Tibbals (excused), Hunter (excused), Pfeifer (excused), Haltinner (excused), Walsh

**Also present:** Madison Powell (proxy for Ahmadzadeh)

**Guests/Speakers:** Brian Smentkowski, Michael McGriff, Sarah Dawson, Olivia Wiebe

**Call to Order:** Chair Quinnett called the meeting to order at 3:30 pm.

**Approval of Minutes (vote):**

The minutes of the 2022-23 Meeting #22 March 7, 2023 were approved as distributed.

**Chair's Report:**

- Our Shared Success Stories – Torrey Lawrence, Provost and Executive Vice President. Provost Lawrence shared the story of a music student, Patrick, who is blind. When Patrick enrolled in the program, naturally people needed to adapt, a process which Patrick made easier by helping others help him. In spite of his challenge, Patrick joined the marching band and was successful, also thanks to other students who helped integrate Patrick's unique needs. Patrick earned his B.S. in Music. Provost Lawrence is thankful for this amazing experience, that challenged him and others to learn how to work under different conditions, adapt, and be creative.
- Our Shared Success Story – Mark Schwarzlaender, Entomology, Plant Pathology & Nematology (EPPN). Most typically, the EPPN department works with pestiferous insects. Mark works instead with insects that are beneficial because they eat weeds. After 23 years of studying a particular insect, this year they will take them out of containment and release them into the fields. It will be an exciting moment! The link below is to a tool that's been very helpful to Idahoans. People can ask about any insect (just send a photo) and whether it is harmful or not, and they will get a response. <https://www.uidaho.edu/extension/insect-id/form>
- Our Shared Success Story – Jerry Long, College of Law. Idaho ranks 49<sup>th</sup> in lawyers per capita, barely over one half of the national average. We have four counties with zero lawyers and many others with only a few. Therefore, we must ensure that our graduates are ready to hit the ground running and work on their own from the beginning. To that end, practical education is a priority. Our students are required to provide 50 hours of *pro bono* service before they graduate, although on the average, about 100 hours of free legal services are provided each year. Also, the College of Law has legal clinics – two in Moscow and four in Boise, which offer free legal assistance to those in need in a broad variety of practices. Students have the opportunity to work on real cases with real clients under the supervision of a practicing lawyer. Tomorrow, the 9<sup>th</sup> U.S. Circuit Court of Appeals will be at U of

College of Law to hear oral arguments in three cases of appeals to lower courts decisions. Two of our students representing a client of the College of Law Immigration Clinic will argue the first case at 10 a.m. The events are open to the public. Picture ID will be required to enter the courtroom and no bags or backpacks are allowed, due to federal regulations.

- **Our Shared Success Story – Eric Mittelstaedt, Earth and Spatial Sciences.**  
The first project Eric wishes to share is mostly about outreach. For the past five years or so, every summer Eric gets together with three to five UG students to develop geoscience based videogames. The outreach component is in providing the public, especially high school students, with some exposure to the field. Eric obtained funds to work with a group of diverse and very bright students, and was impressed by their dedication. The second project, which is one year in a five-year funding period, is an interdisciplinary Research Coordination and Management (RCM) network. This NSF program funds efforts to bring together scientists from different disciplines. Eric and his team organized two meetings where they brought together geologists, biologists, and climate scientists to confront problems in evolution, ecology, and more from different viewpoints.
- **Broadening Faculty Recognition and Appreciation - Brian Smentkowski, Director, Center for Excellence in Teaching and Learning.**  
The success stories we just heard are a testament to the quality of our students – they deserve to be recognized! But we must not forget that behind every student success story there is a faculty mentor. So, we are thinking of “flipping the script” and recognize faculty as well. For instance, the CETL website could focus more on faculty. We are also thinking of a “Thank a professor” campaign – a platform for students to thank a professor who made a difference in their lives, an opportunity to share their gratitude. Please reach out if you have ideas or suggestions. <https://www.webpages.uidaho.edu/cetl/student-success.asp>  
The office of the Dean of Student would be happy to help promote this opportunity for students to recognize the great work our faculty do.
- **The Temporary Emergency Action for Summer and Fall 2024 and Spring 2025 Admission Term was approved by President Green.**
- **2023 UI Great Colleges to Work for Survey – Deadline to take the survey is 4/6/2023.**
- **Recognize a staff!** <https://www.uidaho.edu/governance/staff-council/kudos/submit-a-kudo>
- **Reminder:** If there are outgoing senators in your colleges, please be sure the college administrators help facilitate the nomination process and final vote for replacements. All new senators should be present for the April 25<sup>th</sup> and May 2<sup>nd</sup> meetings.

**Provost Report:**

- **Enrollment.** By our March 15 census, overall enrollment (including all students of all types) was up 10.7%, which is great news. Nearly all colleges are up. A large part is from dual credits enrollment – 591 last spring, 1,530 now.
- **Udaho Bound last Saturday was a great event. Thanks to all who made it possible!**

- 2023 UI Great Colleges to Work for Survey. Please participate. A large response rate is really important to improve our workplace. The survey is anonymous and confidential.

Discussion:

A senator felt that the cuts applied according to the new budget model may appear to some as diminishing or punitive. Provost Lawrence ensured that this is not the intent. The model is about redistributing and rewarding the colleges that have grown. The Provost will meet soon with his leadership team to discuss some details of the budget model. Hopefully, people will understand what determines the cuts and how they can make a difference down the road.

There was a discussion about the new OIT phone service policy (see memo of March 9<sup>th</sup> from Vice President Dan Ewart). Some faculty are confused about the Phone Shutoff Notice received from OIT because of low external usage. These faculty are under the impression that they can keep their number and desk phone if they wish to. Clarification is needed.

**Committee Reports (vote):**

- University Curriculum Committee  
UCC 400 Creative Writing (MFA) – Michael McGriff, English. Attach. #2.  
The number of credits required in each category have been greatly revised, in line with the current (much reduced) faculty in creative writing, and aesthetic changes in the MFA program. (See more in rationale.) Other wording has also been streamlined and slightly revised. Removing CDA as location degree can be completed. Rationale: Because of retirements, the English Department can no longer staff our graduate literature, techniques, traditions, and workshop classes with the same rotations that we used to offer. Our focus as a program has also shifted even further toward multi-genre (rather than having students focused on tracks exclusively in fiction, nonfiction, or poetry). The new curriculum is truer to the teaching and learning interests of our faculty and students, and allows students greater flexibility in completing the degree, while still offering them a rigorous three years of study. We have cut the Distinguished Visiting Writer credits because we no longer have the budget to offer a week-long course with a visiting writer, but we have replaced this with more internship credits, since the department now has new, relevant opportunities including The Confluence Lab. By increasing thesis credits, we are allowing students to spend more time in their final year working with their three-member thesis committee on a publishable book-length project.

Discussion:

There was a brief discussion on the additional flexibility with less faculty and while keeping the same number of hours. Michael McGriff responded that, although they maintain the same rigor, contact hours, and graduate student engagement with major professors and faculty mentors, increased flexibility comes from students having the option to go outside their specific area and seek a broader curriculum. They can also choose to remain focused.

Vote: 20 in favor; 0 opposed. Motion passes.

**Other Announcements and Communications:**

Recycling Program – Sarah Dawson, University Sustainability Director.

The university had a recycling program in the past, but it was suspended due to contamination and modified work priorities during the pandemic. The university has embraced recycling again due to important considerations from the Sustainability Working Group, the U of I community, and from President Scott Green. The program will begin to roll out on April 3, 2023. Sarah Dawson spoke about the program goals, upcoming bins and signage, and accepted materials. All

materials must be clean and dry. Contamination from recycling non-accepted material can lead to serious problems and ultimately may result in the program cancellation. Educate yourself about accepted materials. Learn more: [www.uidaho.edu/recycle](http://www.uidaho.edu/recycle)

Email: [recycle@uidaho.edu](mailto:recycle@uidaho.edu) with questions or feedback

*(Note: the presentation slides are attached to these minutes).*

Discussion:

Sarah Dawson clarified that only #1 and #2 plastic bottles can be recycled, with the screw top on.

Unfortunately, glass is not accepted for recycling, although it is probably the easiest material to recycle and recycling glass saves a lot of energy and natural resources (especially silica sand, which is a shrinking resource). Glass in recycling bins is hazardous.

How important is the rinsing and drying of accepted materials? Sarah suggested to do one's best to rinse and dry. At the same time, we must keep in mind that waste minimization is the first step. They are trying to incentivize people to bring their own cups by offering a small discount. Reducing waste should be a priority. Our trash travels 420 miles round trip.

Is this largely a Moscow effort or are we thinking of a state-wide program? Sarah responded that they did check in with a few campuses – CdA has been recycling for a while, and Boise has a recycling center. They have not yet reached out to the Centers, but they plan to.

**New Business:**

A senator heard that COGS is planning to allocate TAs only to incoming Ph.D. students and not to M.S. students. This would be detrimental to programs with a significant professional component. For instance, in geology, industry partners and state agencies need M.S. graduates. Provost Lawrence responded that there have been talks about shifting some TAs from M.S. to Ph.D. students, but there will be no cuts to existing TAs. The best is to have this conversation with COGS Dean Jerry McMurtry. A senator clarified: the message that people are getting at their department level is that no new TAs will be allocated to incoming M.S. students.

UI's Department of Public Safety and Security is currently undergoing an External Review. They are requesting up to 15 faculty who are associated with Faculty Senate to participate in a scheduled listening session. The session will be focused on the topic of safety and security at the University of Idaho. This request is coming to you because it is important to hear from traditionally underserved populations and affinity groups at the university. The session will be held on March 29<sup>th</sup> at 10:15 a.m. and 2 pm in the Aurora Room of the ISUB and it will be facilitated by Dr. Diedrick Graham from Margolis Healy and Associates. The session will be a discussion-based platform where participants can share their concerns in detail and engage in conversation with others. The session will run no longer than 60 minutes.

3/29 at 10:15 am PT <https://uidaho.zoom.us/j/89262940451?from=addon>

3/29 at 2:00 pm PT <https://uidaho.zoom.us/j/86580968665?from=addon>

**Adjournment:**

The agenda being completed, Chair Quinnett adjourned the meeting at 4:53pm.



Respectfully Submitted,

Francesca Sammarruca  
Secretary of the University Faculty & Secretary to Faculty Senate



# MEMO

**To:** Kelly Quinnett, President, University of Idaho Faculty Senate  
**From:** Teresa Amos, Deputy Director, OIT Planning and Initiatives  
**CC:** Dan Ewart, VP of Information Technology, Chief Information Officer  
**Date:** March 9, 2023  
**Subject:** APM 30.16

Hello Everyone,

Over the past few months many of us have spent a lot of time and effort in revising APM 30.16 to address a multitude of concerns around procurement of computer and the security of the University data. Our conversations have been productive in many ways especially [in](#) opening a dialog on how we can all do our best work in our roles within the University.

Included in this has been much discussion and scrutiny of how OIT provides services to our constituents and as a result OIT has reorganized our processes to provide a better procurement experience for the broader university community. We appreciate the valuable feedback, which, in turn, allowed us to create operational improvements in the process. While we still face supply chain issues, we are being more strategic about the stock we keep on hand for requests.

Including the APM's we also have documented the process in the [Hardware Procurement Request](#) process and answered questions through our [30.16 FAQ](#) page, just to name a few. Though the typical computer won't meet all needs, OIT has streamlined the ordering forms to include inline exception requests should they be needed.

Below you will find information that documents the section edits along with our original language and reasons related to language changes.

*Note: Any reference to ITS will be changed to OIT throughout the document.*

Section	Original Policy Language	Faculty Senate Proposed Change	Final Language	Reason
B. Scope	This policy applies to all technology hardware owned, used or operated	This policy applies to all technology hardware owned by the University	This policy applies to all technology hardware owned by the University	Any university funding regardless of source, dictates ownership by

	by the University and its employees and affiliates, regardless of the source of funding, location or intended purpose.	regardless of the source of funding, location or intended purpose.	regardless of the source of funding, location or intended purpose.	the U of I. Reference 10.40 A-2 section I
C-1	Technology Hardware. All University-owned, -leased, or -maintained computing equipment that processes or stores University data .	Technology Hardware. All University-owned, -leased, or -maintained computing equipment that could processor store moderate or high risk University data as categorized by APM30.11-B-2.	Technology Hardware. All University-owned, -leased, or -maintained computing equipment that could process or store University data	Data classification at time of purchase cannot be relied upon to remain consistent for the life of the computer.
C-4	Standard Technology Hardware. Technology hardware as defined and documented by ITS that meets University specifications. Standard technology hardware will be the default hardware purchased and utilized unless it does not meet the needs of the situation and an ITS exception is granted. Standards will be reviewed on	Standard Technology Hardware. Hardware available directly from OIT which has been predetermined by OIT to meet the security and regulatory needs of the University. Standard technology hardware is the preferred option for new hardware requests.	Standard Technology Hardware. Hardware available directly from OIT which has been predetermined by OIT to meet the needs of most users while also meeting the supportability, security and regulatory needs of the University. Standard technology hardware is the preferred option for new hardware requests.	Aligned with OIT process for hardware procurement. Please see <a href="#">Hardware Procurement Request</a>

	a regular basis and documented in the ITS Portal.			
C-5	Total Cost of Ownership. The complete lifecycle cost of technology hardware including but not limited to purchase price, delivery costs, installation, updating, warranties, and personnel costs for maintenance, repair, and decommissioning. Purchase price is only a component of total cost of ownership.	The complete lifecycle cost of technology hardware including but not limited to purchase price, delivery costs, installation, updating, warranties, and personnel costs for maintenance, repair, and decommissioning, when appropriate. The total cost of ownership must be evaluated at the time of acquisition based on expected usage and will vary case-to-case.	Total Cost of Ownership. The complete lifecycle cost of technology hardware including but not limited to purchase price, delivery costs, installation, updating, warranties, and personnel costs for maintenance, repair, and decommissioning, when appropriate.	Total Cost of Ownership isn't evaluated at the unit level but an overall university level.
C-6	N/A	High Performance Computing. Computing services in a data center environment such as those provided by U of I Research Computing and Data Services (RCDS).	High Performance Computing. Computing services in a data center environment such as those provided by U of I Research Computing and Data Services (RCDS).	Accepted
D-1	University of Idaho employees shall procure technology hardware,	University of Idaho employees shall request technology hardware,	University of Idaho employees shall procure technology hardware, regardless	Given the volume of purchase OIT makes a best effort approach is required.

	<p>regardless of funding source , through the U of I technology procurement process as documented on the ITS Portal. Whenever feasible purchases shall be limited to Standard Technology Hardware unless an exception request is preapproved pursuant to section F.</p>	<p>regardless of funding source, through the U of I technology procurement process as documented on the <a href="#">OIT Portal</a>. Whenever feasible, requester shall consider selection of Standard Technology Hardware as the preferred option. Requests for non-standard technology hardware will be reviewed by OIT within 5 business days. If the requested technology is found to present a security risk, the requester shall be notified within 5 business days of the specific security controls deemed out of compliance. The concerns will be reviewed by requester and OIT, and OIT will suggest potential remedies or alternatives.</p>	<p>of funding source, through the U of I technology procurement process as documented on the <a href="#">OIT Portal</a>. Whenever feasible, requester shall consider selection of Standard Technology Hardware as the preferred option. OIT will make all reasonable attempts to review requests for non-standard technology hardware within 5 business days. OIT will either approve the non-standard hardware request or provide suitable alternatives.</p>	
D-2	<p>Technology hardware may not be purchased on University issued P-cards except by ITS as a part of the U of I technology</p>	<p>OIT acknowledges that certain types of activities will have special circumstances around their use and are therefore</p>	<p>Technology hardware may not be purchased on University issued P-cards except by OIT as a part of the U of I technology procurement process</p>	<p>Exemptions stated in D-3.</p>

	<p>procurement process. Personal funds reimbursed by the University may not be used to purchase technology hardware.</p>	<p>exempt from the OIT procurement policies described herein. Compliance with all other provisions of this policy is still required. Example exemptions include: Technology hardware may not be purchased on University issued P-cards except by OIT as a part of the U of I technology procurement process unless covered by activities referenced in D-2 above. Personal funds reimbursed by the University may not be used to purchase technology hardware.</p>	<p>unless covered by activities referenced in D-3 below. Personal funds reimbursed by the University may not be used to purchase technology hardware.</p>	
D-3	<p>Original language pertains to current item D-4</p>	<p>OIT acknowledges that certain types of activities will have special circumstances around their use and are therefore exempt from the OIT procurement policies described herein. Compliance with all other provisions of this policy is still required. Example exemptions include,</p>	<p>OIT acknowledges that certain types of activities will have special circumstances around their use and are therefore exempt from the OIT procurement policies described herein. Compliance with all other provisions of this policy is still required. Exemptions must be approved by OIT. Example exemptions include, but are not limited to:</p>	<p>A device purchased could access moderate or high risk data at any time after purchase.</p>

		<p>but are not limited to:</p> <p>a. Technology hardware used for centralized supercomputing or high performance computing. Compliance with all sections of APM Chapter 60 is still required.</p> <p>b. Technology hardware that is part of a package to run specific scientific equipment or systems as required by the manufacturer or reseller.</p> <p>c. Devices used in research, teaching and learning, that do not access, store nor process moderate or high risk University data.</p>	<p>a. Technology hardware used for centralized high performance computing. Compliance with all sections of APM Chapter 60 is still required.</p> <p>b. Technology hardware that is part of a package to run specific equipment or systems as required by the manufacturer or reseller.</p> <p>c. Devices used in research, teaching and learning, that do not access, store, nor process University data..</p>	
D-4	Whenever feasible, technology hardware shall be treated as a managed technology device. Exceptions to this	Whenever feasible, technology hardware shall be treated as a managed technology device. Exceptions to this	Whenever feasible, technology hardware shall be treated as a managed technology device. Exceptions to this will be at the discretion of OIT.	OIT is responsible for security and compliance and adherence to all applicable laws. There will be instances where notifications before

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	will be at the discretion of ITS.	will be at the discretion of OIT. OIT is responsible for informing the user prior to software modification or removal from the managed technology device.	OIT will make reasonable attempts to inform the user prior to software modification or removal from a managed technology device unless required to address security incidents or compliance with local, state or federal law.	removal would put the university at undo risk but we will make reasonable attempts to do so.
D-6	Repairs or upgrades of technology hardware shall be coordinated through ITS.	Repairs or upgrades of standard technology hardware shall be coordinated through OIT except those referenced in item D-2 above.	Repairs or upgrades of technology hardware shall be coordinated through OIT except those referenced in item D-2 above.	All technology repairs must be coordinated by OIT. This is a matter of avoiding data loss or breach should the item need to go out for service.

With these edits, we consider this process complete. I will incorporate the changes into a final document and submit it for implementation through General Counsel's office per the APM policy process. A copy of the final will be made available to Faculty Senate as well.

Throughout this process, I have learned so much about the governance process and each area's role in decision making each area has. I appreciate everyone's time, honesty, and hard work throughout this process. Going forward I will be bringing these items forward for review much sooner in the process to make sure we have a more streamlined approach to OIT policy making.





## POLICY COVER SHEET

For instructions on policy creation and change, please see  
<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu).

### Faculty Staff Handbook (FSH)

Addition x Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title: **FSH 1565 FACULTY RANKS AND RESPONSIBILITIES**

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title:

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

**Policy originator: Alistair Smith, FAC Chair**

**Policy sponsor, if different from originator: Diane Kelly-Riley, Vice Provost for Faculty**

**Reviewed by General Counsel:**  Yes  No Name & Date: Kim Rytter, 3/27/23

**Comprehensive review?**  Yes  No

**1. Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

Changes made to A-1. Introduction to revise cap on instructors, senior instructors, and lecturers, and to G-1. Lecturer and G-2 Visiting Faculty to align with revised FSH 1520.

**2. Fiscal Impact:** What fiscal impact, if any, will this change 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 1520

**4. Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

# FACULTY-STAFF HANDBOOK

## CHAPTER ONE:

### HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

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1565

#### ACADEMIC RANKS AND RESPONSIBILITIES

##### CONTENTS:

- A. Introduction
- B. Definitions
- C. Responsibility Areas
- D. University Faculty
- E. Emeriti
- F. Associated Faculty
- G. Temporary Faculty
- H. Non-Faculty
- I. Qualification of Non-faculty Members for Teaching UI Courses

##### A. INTRODUCTION.

A-1. The principal functions of a university are the preservation, advancement, synthesis, application, and transmission of knowledge. Its chief instrument for performing these functions is its faculty, and its success in doing so depends largely on the quality of its faculty. The University of Idaho, therefore, strives to recruit and retain distinguished faculty members with outstanding qualifications.

In order to carry out its functions and to serve most effectively its students and the public, the university supports the diversification of faculty roles. Such diversification ensures an optimal use of the university's faculty talents and resources.

Diversification is achieved through developing a wide range of faculty position descriptions that allow the faculty to meet the varying responsibilities placed upon the institution, both internally and externally. ~~Departments and similar units may define in their bylaws a percentage limit of 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~~ the unit that may be held by ~~instructors, senior instructors, and~~ lecturers who have voting privileges under FSH 1520 II, Section 1. While the capabilities and interests of the individual faculty members are to be taken into account, it is essential that individual faculty position descriptions are consonant with carrying out the roles and mission of the university, the college, and the unit. Annual position descriptions are developed by the unit head in consultation with the unit faculty and with the incumbent or new faculty member. In each college, all position descriptions are subject to the approval of the dean and must be signed by both unit head and faculty member. If the faculty member, unit head, and dean are unable to reach agreement on the position description, the faculty member may appeal the unit head's decision to the Faculty Appeals Hearing Board [FSH [3840](#)].

As indicated in Section 3320 A-1, faculty performance evaluations that are used for yearly, third-year and periodic reviews as well as for promotion, tenure, and post-tenure decisions are to be based on faculty members' annual position descriptions (FSH 3050). Each unit will develop substantive criteria in its bylaws for promotion and review of its faculty

Faculty members shall conduct themselves in a civil and professional manner (see FSH 3160 and 3170).

##### B. DEFINITIONS:

**B-1. Advancement:** focuses on fostering relationships, building partnerships, creating awareness and generating support with alumni, donors, leaders, business partners, legislators and the community for the university's mission in academics, scholarship and outreach (see the office of University Advancement at <http://www.uidaho.edu/givetoidaho/meetourpeople/universityadvancementvpooffice.aspx>).

**B-2. Cooperative education:** a structured educational strategy that blends classroom studies with learning through

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

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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."<sup>1</sup>

**B-7. Professional Development:** a learning process that expands the capacity of the faculty member to advance in the responsibilities as defined in his/her position description and aligns with the university's goals. Examples include but are not limited to participation in conferences, continuing professional education (including credit and noncredit courses) and other activities that enhance a faculty member's expertise and ability.

**B-8. Service learning:** an activity that integrates student learning with service and civic engagement to meet real community needs and achieve learning outcomes. Service-learning can be used in curricular settings (i.e. academic courses) or co-curricular settings, (e.g. ASUI's volunteer/civic engagement programs).

**B-9. Technology transfer:** a process through which knowledge, technical information, and products developed through various kinds of scientific, business, and engineering research are provided to potential users. Technology transfer encourages and accelerates testing and using new knowledge, information and products. The benefit of technology transfer may occur either at the community (public) or firm (private) level.

**B-10. Unit Administration:** includes assisting higher administration in the assignment and in the evaluation of the services of each member of the unit's faculty and staff; promoting effective leadership of personnel and management of unit resources; providing leadership in the development and implementation of unit plans; providing for open communication with faculty and staff; fostering excellence in teaching, scholarship and outreach for faculty, students, and staff in the unit; effectively representing all constituents of the unit; and continuing personal professional development in areas of leadership.

**C. RESPONSIBILITY AREAS:** Faculty members are expected to contribute in each of the four major responsibility areas (C-1 through C-4 below). Expectations are more specifically defined in the individual position description and are consistent with unit by-laws. Each responsibility area may include activities in advancement, extramural professional service, interdisciplinary, and/or professional development.<sup>7</sup>

**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.<sup>7</sup>

**a. Teaching:** Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central

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<sup>1</sup> National Academy of Science

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purposes. Active participation in the assessment of learning outcomes is expected of all faculty at the course, program, and university-wide levels. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty position descriptions. Teaching appointments must be reflected by hours and level of effort spent in teaching activity, and justified in position descriptions. Any adjustments to a teaching appointment (e.g. teaching unusually large classes, team-teaching, teaching studios or laboratories, intensive graduate or undergraduate student mentoring, technology-enhanced teaching, and others) must be documented in the position description.

Evidence of teaching effectiveness shall include student feedback on teaching, and may include course design reviews, teaching observations, self-assessment, learning outcome assessment data, teaching recognition and awards, mid-term formative feedback on instruction (FSH 2700 B-6), or other documentation of effective teaching. Additional information about evidence of teaching effectiveness can be found through the Provost's Office.

**b. Advising:** For the purposes of this section, advising includes mentoring and student retention activities. These activities are an important faculty responsibility and a key function of academic citizenship, and may include: (1) overseeing course selection and scheduling; (2) seeking solutions to conflicts and academic problems; (3) working with students to develop career goals and identify employment opportunities; (4) making students aware of programs and sources for identifying employment opportunities, (5) facilitating undergraduate and graduate student participation in professional activities (e.g. conferences, workshops, demonstrations, applied research); and (6) serving as a faculty advisor to student organizations or clubs. Advising also includes attendance at sessions (e.g. workshops, training courses) sponsored by the university, college, unit, or professional organizations to enhance a faculty member's capacity to advise.

Effective advising performance may be documented by: (1) the evaluation of peers or other professionals in the unit or college; (2) undergraduate or graduate student advisees' evaluations; (3) level of activity and accomplishment of the student organization advised; (4) evaluations of persons being mentored by the candidate; (5) number of undergraduate and graduate students guided to completion; and (6) receiving awards for advising, especially those involving peer evaluation.

**C-2. SCHOLARSHIP AND CREATIVE ACTIVITIES:** Scholarship is creative intellectual work that is communicated and validated. The creative function of a university requires the appointment of faculty members devoted to scholarship and creative activities. The university promotes an environment that increases faculty engagement in interdisciplinary scholarship. The university's Carnegie designation as "research university high" fosters an emphasis on scholarly and creative activities.

Scholarship and creative activities take diverse forms and are characterized by originality and critical thought. Both must be validated through internal and external peer review or critique and disseminated in ways having a significant impact on the university community and/or publics beyond the university. Both are ongoing obligations of all members of the faculty.

The basic role of a faculty member at the University of Idaho is to demonstrate and validate continuing sound and effective scholarship in the areas of teaching and learning, artistic creativity, discovery, integration, and outreach/application/engagement. While these areas may overlap, these distinctions are made for purposes of defining position descriptions and for developing performance standards. Units and colleges shall adopt criteria for the evaluation of scholarship and creative activities. Demonstrated excellence that is focused in only one of these scholarship and creative activity areas is acceptable if it is validated and judged to be in the best interests of the institution and the individual faculty member.

**a. Scholarship in Teaching and Learning:** can involve classroom action research (site-specific pedagogy), qualitative or quantitative research, case studies, experimental design and other forms of teaching and learning research. It consists of the development, careful study, and validated communication of new teaching or curricular discoveries, observations, applications and integrated knowledge and continued scholarly growth. Evidence that demonstrates this form of scholarship might include: publications and/or professional presentations of a pedagogical nature; publication of textbooks, laboratory manuals, or educational software;

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advancing educational technology; presentation in workshops related to teaching and learning; development and dissemination of new curricula and other teaching materials to peers; and individual and/or collective efforts in securing and carrying out education grants.

The validation of scholarship in the area of teaching and learning is based in large measure on evaluation by the faculty member's peers both at the University and at other institutions of higher learning.

**b. Scholarship in Artistic Creativity:** involves validated communication and may be demonstrated by significant achievement in an art related to a faculty member's work, such as musical composition, artistic performance, creative writing, mass media activity, or original design.

The validation of scholarship in the area of artistic creativity is based in large part on the impact that the activity has on the discipline and/or related fields as determined by the peer review process. Many modes of dissemination are possible depending on the character of the art form or discipline. For example, a published novel or book chapter for an anthology or edited volume or similar creative work is regarded as scholarship. Each mode of dissemination has its own form of peer review that may include academic colleagues, practitioner or performance colleagues, editorial boards, and exhibition, performance, or competition juries.

**c. Scholarship in Discovery:** involves the generation and interpretation of new knowledge through individual or collaborative research. It may include: novel and innovative discovery; analyzing and synthesizing new and existing knowledge and/or research to develop new interpretations and new understanding; research of a basic or applied nature; individual and collaborative effort in securing and carrying out grants and research projects; membership on boards and commissions devoted to inquiry; and scholarly activities that support the mission of university research centers.

Evidence of scholarship in this area may include: publication of papers in refereed and peer reviewed journals; published books and chapters; published law reviews; citation of a faculty member's work by other professionals in the field; published reviews and commentary about a faculty member's work; invited presentations at professional meetings; seminar, symposia, and professional meeting papers and presentations; direction and contribution to originality and novelty in graduate student theses and dissertations; direction and contribution to undergraduate student research; awards, scholarships, or fellowships recognizing an achievement, body of work, or career potential based on prior work; appointment to editorial boards; and significant scholarly contributions to university research centers. The validation of scholarship in the area of discovery is based on evaluation by other professionals in the faculty member's discipline or sub-discipline.

**d. Scholarship of Integration:** often interdisciplinary and at the borders of converging fields, is the serious, disciplined work that seeks to synthesize, interpret, contextualize, critically review, and bring new insights into, the larger intellectual patterns of the original research. Similar to the scholarship of discovery, the scholarship of integration can also seek to investigate, consolidate, and synthesize new knowledge as it integrates the original work into a broader context. It often, but not necessarily, involves a team or teams of scholars from different backgrounds working together, and it can often be characterized by a multidisciplinary or interdisciplinary investigative approach. The consolidation of knowledge offered by the scholarship of integration has great value in advancing understanding and isolating unknowns. Beyond the differences, the scholarship of integration can include many of the activities of scholarship of discovery and thus may be rigorously demonstrated and validated in a similar manner.

**e. Scholarship of Outreach/Application/Engagement:** These activities apply faculty members' knowledge and expertise to issues that impact individuals, communities, businesses, government, or the environment. Examples may include economic development, environmental sustainability, stimulation of entrepreneurial activity, integration of arts and sciences into people's lives, enhancement of human well being, and resolution of societal problems. Like other forms of scholarship and creative activities, the scholarship of outreach/application/engagement involves active communication and validation. Examples of validation may include (but are not limited to): peer reviewed or refereed publications and presentations; patents, copyrights, or commercial licensing; adoption or citation of techniques as standards of practice; invited presentation at a seminar, symposium or professional meeting; and citations of the faculty member's work.

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**C-3. OUTREACH and EXTENSION:** Outreach activities are originated by every unit on UI's Moscow campus and from each of the University's physical locations around the state.

Outreach includes a wide variety of activities including, but not limited to, (a) extension (see 1565 B); (b) teaching, training, certification, and other dissemination of information to the general public, practitioner, and specialty audiences; (c) volunteer development and establishment/maintenance of relationships with private and public organizations; (d) unpaid extramural consultation and other professional services to individuals, organizations, and communities; and (e) undergraduate and graduate student recruiting activities. Delivery mechanisms include distance education, service learning, cooperative education, technology transfer, noncredit courses, workshops, presentations, and publications. Most of the examples provided, such as distance education, are not exclusively outreach. Instead, they lie at the intersection of outreach and teaching or research. Likewise, professional services may be associated with teaching, scholarship, or university service and leadership. A faculty member's position description specifies where his or her activities will be counted.

Evidence of effective outreach activities may include, but are not limited to, (1) documentation of the process by which needs were identified and what steps were taken to deliver carefully planned and implemented programs; (2) numbers of individuals and types of audiences affected; (3) evaluation by participants in outreach activities; (4) other measures of significance to the discipline/profession, state, nation, region and/or world; (5) quantity and quality of outreach publications and other mass-media outlets; (6) evaluation of the program's effects on participants and stakeholders; (7) awards, particularly those involving peer evaluation; (8) letters of commendation from individuals within organizations to whom service was provided; (9) service in a leadership role of a professional or scientific organization as an officer or other significant position; and (10) other evidence of professional service oriented projects/outputs.

**C-4. UNIVERSITY SERVICE AND LEADERSHIP:** The university seeks to create formal and informal organizational structures, policies, and processes that enable the university community to be effective, while also fostering a climate of participatory decision making and mutual respect.

**a. Intramural service** is an essential component of the University of Idaho mission and is the responsibility of faculty members in all units. Service by members of the faculty to the university in their special capacities as scholars should be a part of both the position description and annual performance review.

Within the university, intramural service includes participation in unit, college, and university committees, and any involvement in aspects of university governance and academic citizenship. University, college, and unit committee leadership roles are seen as more demanding than those of a committee member or just regularly attending faculty meetings. Because faculty members play an important role in the governance of the university and in the formulation of its policies, recognition should be given to faculty members who participate effectively in faculty and university governance. Intramural service can include clinical service, routine support, and application of specialized skills or interpretations, and expert consultancies. The beneficiaries of these forms of service can be colleagues and co-workers.

Effective performance in intramural service may be documented by a variety of means. Examples include: (1) letters of support from university clientele to whom your service was provided; (2) serving as a member or chairperson of university, college, or unit committees; and (3) receiving University service awards, especially those involving peer evaluation.

**b. Administration:**

**(1) Unit Administration** (see FSH 1565 B): FSH 1420 E describes the responsibilities and the selection and review procedures for unit administrators. Unit administration is not normally considered in tenure and promotion deliberations; it is accounted for insofar as expectations are proportionally adjusted in the other sections of the position description. For faculty in nonacademic units (e.g. faculty at large), administration may be considered in tenure and promotion deliberations.

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**(2) Other:** Effective conduct of university programs requires administrative activities that support scholarship, outreach and teaching. Program support activities are to be noted in position descriptions and performance reviews. The role of the principal or co-investigator of a university program or project may include the following administrative responsibilities: (1) budgetary and contract management; (2) compliance with University purchasing and accounting standards; (3) supervision and annual review of support personnel; (4) purchasing and inventory management of goods; (5) graduate student and program personnel recruitment, training in University procedures/policies, and annual review; (6) collaborator coordination and communication; (7) management of proper hazardous waste disposal; (8) laboratory safety management; (9) authorization and management of proper research animal care and use; (10) authorization and management of human subjects in research; (11) funding agency reporting; (12) intellectual property reporting; and (13) compliance with local, state, and federal regulation as well as University research policy.

Demonstration of effective administration may be documented by a variety of means. Examples include: (1) compliance with applicable rules, standards, policies, and regulations; (2) successful initiation, conduct and closeout of research contracts and grants as evidenced by timely reporting and budget management; (3) completion of the research contract or proposal scope-of-work; organized program operations including personnel and property management. Documentation of effective university program operation, beyond scholarship, may also include input by graduate and undergraduate students participating in the university program; and input by collaborators, cooperators, funding agency and beneficiaries of the program. Documentation of effective administration may include evaluations by faculty and staff, as well as objective measures of performance under the incumbent's leadership.

#### **D. UNIVERSITY FACULTY (FSH 1520 Article II):**

**D-1. INSTRUCTOR:** Instructors may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Appointment to instructor constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated below. To avoid confusion over university faculty (those who have voting rights per FSH 1520 II, Section 1) the title of Instructor shall not be used in any other university position.

**a. Instructor.** Appointment to this rank requires proof of advanced study in the field in which the instructor will teach, the promise of teaching effectiveness, and satisfactory recommendations. Instructors have charge of instruction in assigned classes or laboratory sections under the general supervision of the departmental administrator. When they are engaged in teaching classes with multiple sections, the objectives, content, and teaching methods of the courses will normally be established by senior members of the faculty or by departmental committees. Instructors are expected to assist in the general work of the department and to make suggestions for innovations and improvements.

**b. Senior Instructor.** Appointment to this rank requires qualifications that correspond to those for the rank of instructor and evidence of outstanding teaching ability. Instructors are promotable to senior instructor. Effective teaching is the primary responsibility of anyone holding this rank and this primary responsibility is weighted accordingly in the annual performance evaluation and when a senior instructor is being considered for tenure. Except in very rare instances, this rank is considered terminal (i.e., it does not lead to promotion to the professorial ranks and there is no limitation on the number of reappointments). Prospective appointees to the rank of senior instructor must be fully informed of its terminal nature.

#### **D-2. FACULTY:**

**a. Assistant Professor.** Appointment to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons in the final stages of completing doctoral dissertations or with outstanding talents or experience may be appointed to this rank. Evidence of potential effective teaching and potential scholarship in teaching and learning, artistic creativity, discovery, and outreach/application/engagement is a prerequisite to appointment to the rank of assistant professor. Appointees in this rank have charge of instruction in assigned classes or laboratories and independent or shared

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responsibility in the determination of course objectives, methods of teaching, and the subject matter to be covered. Assistant professors are expected to demonstrate the ability to conduct and direct scholarly activities, and to provide intramural and extramural professional service. [1565 C]

**b. Associate Professor.** Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons with outstanding talents or experience may be appointed or promoted to this rank. Associate professors must have demonstrated maturity and conclusive evidence of having fulfilled the requirements and expectations of the position description. An appointee to this rank will have demonstrated effective teaching or the potential for effective teaching, the ability to conduct and direct scholarly activities in his or her special field, and provide service to the university and/or his or her profession. Evidence of this ability includes quality publications or manuscripts of publishable merit; and/or unusually productive scholarship in teaching and learning; and/or significant artistic creativity; and/or major contributions to the scholarship of outreach/application/engagement. Associate professors generally have the same responsibilities as those of assistant professors, except that they are expected to play more significant roles in initiating, conducting, and directing scholarly activities, and in providing intramural and extramural professional service. [1565 C]

**c. Professor.** Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. A professor should have intellectual and academic maturity, demonstrated effective teaching or the potential for effective teaching and the ability to organize, carry out, and direct significant scholarship in his or her major field. A professor will have made major scholarly contributions to his or her field as evidenced by several quality publications and/or highly productive scholarship in one or more of the areas of teaching and learning, discovery, artistic creativity, and outreach/application/ engagement. Professors have charge of courses and supervise research, and are expected to play a major role of leadership in the development of academic policy, and in providing intramural and extramural professional service. [1565 C]

#### **D-3. RESEARCH FACULTY:**

**a. Assistant, Associate and Professor.** Appointment to these ranks requires qualifications, except for teaching effectiveness, that correspond to their respective ranks as for faculty in D-2 above.

#### **D-4. EXTENSION FACULTY:**

**a. Extension Faculty with Rank of Instructor.** Appointment to this rank requires: sound educational background and experience for the specific position; satisfactory standard of scholarship; personal qualities that will contribute to success in an extension role; evidence of a potential for leadership, informal instruction, and the development of harmonious relations with others.

**b. Extension Faculty with Rank of Assistant Professor.** Appointment to this rank requires a master's degree along with the qualifications of extension faculty with rank of instructor and: demonstrated leadership ability in motivating people to analyze and solve their own problems and those of their communities; evidence of competence to plan and conduct an extension program; a record of effectiveness as an informal instructor and educational leader; proven ability in the field of responsibility; evidence of continued professional growth through study and participation in workshops or graduate training programs; acceptance of responsibility and participation in regional or national training conferences; membership in appropriate professional organizations, and scholarship in extension teaching or practical application of research; demonstrated ability to work in harmony with colleagues in the best interests of UI and of the people it serves.

**c. Extension Faculty with Rank of Associate Professor.** In addition to the qualifications required of extension faculty with rank of assistant professor, appointment or promotion to this rank requires: achievement of a higher degree of influence and leadership in the field; continued professional improvement demonstrated by keeping up to date in subject matter, extension teaching methods, and organization procedures; progress toward an advanced degree if required in the position description; demonstrated further successful leadership in advancing extension educational programs; evidence of a high degree of insight into county and state problems of citizens and communities in which they live, and the contribution that education programs can make to their solution; an acceptance of greater responsibilities; a record of extension teaching or practical



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application of research resulting in publication or comparable productivity; a reputation among colleagues for stability, integrity, and capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context.

**d. Extension Faculty with Rank of Professor.** In addition to the qualifications required of extension faculty with rank of associate professor, appointment or promotion to this rank requires: regional or national recognition in the special professional field or area of responsibility; a record of successful organization and direction of county, state, or national programs; an outstanding record of creative extension teaching or practical application of research resulting in significant publications or comparable scholarship; active membership and effective participation in professional committee assignments and other professional organization activities; demonstrated outstanding competence in the field of responsibility; achievement of full maturity as an effective informal teacher, wise counselor, leader of extension educational programs, and representative of the university. These activities may occur in a domestic or international context.

#### D-5. LIBRARIAN:

**a. Librarian with Rank of Instructor.** Appointment to this rank requires an advanced degree in library science from a library school accredited by the American Library Association or an equivalent terminal degree and relevant experience and: (a) evidence of potential for successful overall performance and for development as an academic librarian; (b) when required for specific positions (e.g., cataloger, assistant in a subject library), knowledge of one or more subject areas or pertinent successful experience in library work.

**b. Librarian with Rank of Assistant Professor.** Appointment to this rank requires the qualifications for librarian with rank of instructor and: (a) demonstrated ability, competence, and effectiveness in performing assigned supervisory-administrative, specialized public service, or technical service responsibilities; (b) demonstrated ability to establish and maintain harmonious working relationships with library colleagues and other members of the university community; (c) evidence of professional growth through study; creative activity; participation in workshops, conferences, seminars, etc.; participation in appropriate professional organizations; awareness of current developments in the profession and ability to apply them effectively in the area of responsibility; (d) service to the library, university, or community through committee work or equivalent activities.

**c. Librarian with Rank of Associate Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) acceptance of greater responsibilities, and conclusive evidence of success in the performance of them, e.g., bibliographical research performed in support of research activities of others; development of research collections; the preparation of internal administrative studies and reports; interpreting, and facilitating effective use of, the collections; effectively applying bibliographic techniques for organizing library collections; effective supervision of an administrative unit; (b) evidence of further professional growth, as demonstrated by keeping up to date in subject matter, methods, and procedures and by practical application of research resulting in significant improvement of library operations or in publication; effective participation in the work of appropriate professional organizations; and/or formal study, either in library science or in pertinent subject areas; (c) evaluation by colleagues as a person of demonstrated maturity, stability, and integrity, with the capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context.

**d. Librarian with Rank of Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) demonstrated outstanding competence in the area of responsibility; (b) achievement of an outstanding record of creative librarianship, of effective administration, or of practical application of research resulting in significant publications or comparable productivity; (c) an additional degree in library science or in a pertinent subject area or equivalent achievement; (d) regional or national recognition for contributions to the profession based on publications or active and effective participation in the activities of professional organizations; (e) evaluation by colleagues as an effective librarian who will continue to recognize that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context.

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#### D-6. PSYCHOLOGIST OR LICENSED PSYCHOLOGIST:

**a. Psychologist with Rank of Instructor.** Appointment to this rank requires: an advanced degree in counseling, counseling psychology, clinical psychology, or closely related field earned in a professional program accredited by the appropriate accrediting association; evidence of effective skills in counseling or therapy; and evidence of pursuit of a terminal degree.

**b. Psychologist or Licensed Psychologist with Rank of Assistant Professor.** Appointment to this rank requires the qualifications for psychologist with rank of instructor and: a doctoral or equivalent terminal degree; evidence of effective skills in counseling or therapy; awareness of current developments in the profession; and demonstrated potential for participation in appropriate professional organizations, service to the Counseling and Testing Center, the university, and the community through teaching, committee membership, or equivalent activities, and the development and execution of research projects or the development and execution of outreach services designed to benefit UI students.

**c. Licensed Psychologist with Rank of Associate Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: possession of a license as a psychologist in the state of Idaho; evidence of continued development of skills in counseling or therapy, as demonstrated by attendance at training workshops, personal study that leads to the presentation of workshops, classes, or seminars, or private study that leads to in-service training of personnel of the Counseling and Testing Center; evidence of continued professional development through service in professional organizations; evidence of effective teaching or training; completion of research that has resulted in quality publications or manuscripts of publishable merit, or the design and implementation of a continuing program in the Counseling and Testing Center that is of benefit to UI students and represents professional achievement of publishable merit; and continued service to the university and community through committee work or participation in community organizations. These activities may occur in a domestic or international context.

**d. Licensed Psychologist with Rank of Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: demonstration of outstanding competence in counseling or therapy; establishment of an outstanding record in research and publication or in development of continuing programs that contribute to the betterment of university students; continued professional improvement through private study, directed study, or attendance at workshops, conventions, etc.; regional or national recognition for contributions to the profession through publication, presentation of workshops, or active and effective participation in the activities of professional organizations; and recognition by colleagues as an effective psychologist who realizes that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context.

**D-7. OFFICER-EDUCATION:** Appointment of persons to the faculties of the officer education programs was established for the purpose of ensuring the academic soundness of the programs. The dual role of these faculty members as military officers and academic instructors is recognized. The university expects the nominees to have demonstrated academic and intellectual capabilities and exemplary professional achievement. Specifically, UI expects:

**a. Academic Preparation.** It is desirable for officer education faculty members to have at least a master's degree. In his or her most recent education, the officer should have a superior academic record as demonstrated by such measures as high grade-point average in graduate school, being in the upper half of the class in graduate school, or superior graduate-level ability as attested in letters of recommendation from graduate-school professors.

**b. Specialized Preparation.** The officer must have significant education, experience, or formal preparation in the subject areas in which he or she will teach.

**c. Military Background and Preparation.** A junior officer is expected to have had significant professional performance and experience. It is also desirable that the officer have some formal military education beyond commissioning. A senior officer should have broad experience with excellent performance. He or she is

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expected to have attended a junior or senior military college and to have made a distinguished record there.

**d. Teaching.** It is desirable for officers to have had some teaching experience. It is recognized that this is not always possible for junior officers. For such an officer, there should be some evidence that he or she will become a satisfactory teacher. Heads of officer education programs are expected to be experienced instructors.

**e.** Nominees who will pursue graduate studies at UI for one year before becoming an instructor will be given preliminary approval. In their last semester of full-time graduate enrollment, the service should submit the required information to the Officer Education Committee for regular, final approval. For preliminary approval, the officer should, in addition to the military requirement, show promise of being successful in graduate studies. This could be demonstrated by (a) a high score on the Graduate Record Examination, if taken, (b) full enrollment status as a graduate student at UI, (c) a high overall grade-point average in college (3.00 or above on a 4-point scale), (d) a high grade-point average in a major area, or (e) a good record in the final year of college and graduate-level ability as attested by letters of recommendation from college professors.

**f. Appointment:**

**1.** The following information is submitted by the nominee's service: (1) transcripts from undergraduate and graduate academic institutions; (2) transcripts or appropriate records from military schools and staff colleges; (3) at least three letters of recommendation from appropriate sources, such as former professors, military instructors, and supervisors or commanders. These letters should be concerned with matters such as the officer's civilian academic performance, military record and leadership ability, and actual or potential performance as a teacher. (Former supervisors or commanders could give their opinion based on the officer's demonstration of leadership ability and his or her experience as a training officer.); (4) a summary of the officer's duty assignments and military and teaching positions held; (5) copies of favorable communications from the officer's file.

**2.** The following is provided by the program unit concerned: (1) a description of the military schools attended and courses completed by the nominee; (2) a description of the positions held by the nominee; (3) an explanation of the appropriateness of the officer's experience and training to the courses he or she will teach.

**3.** Copies of the requested material are distributed by the local unit to the members of the Officer Education Committee at least 72 hours before the meeting at which the committee will consider the nominee. For appointments commencing in the fall, this information should normally be made available not later than the preceding May 1.

**4.** In the case of a person nominated to head an officer education program, UI may require a personal interview.

**5.** A minimum of two weeks, after receipt of all required information, is necessary for consideration of the nominee. UI notifies the nominee's service of its decision within one month.

**D-8. UNIVERSITY DISTINGUISHED PROFESSOR:** Acknowledgment of outstanding academic contributions to the university is appropriate and desirable. The rank of University Distinguished Professor<sup>2</sup> is bestowed upon University of Idaho faculty in recognition of sustained excellence in teaching, scholarship<sup>3</sup>, 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

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<sup>2</sup> 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.

<sup>3</sup> Scholarship in this context includes scholarship of discovery, scholarship of pedagogy, scholarship of application and integration, and artistic creativity.

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fields at the University. University Distinguished Faculty will receive a stipend of at least \$5,000 per year for five years to be used to enhance salary or support professional activities (e.g., professional travel, student support, equipment, materials and supplies, etc.). Final discretion in conferring the rank of Distinguished Professor and the number of appointments in a given year resides with the President.

**a. Selection Criteria:** In general, University Distinguished Professors will have received national and usually international recognition. They will have brought distinction to the University through their work.

University Distinguished Professors will have achieved a superior record in the following areas: scholarly, creative, and artistic achievement; breadth and depth of teaching; and University service and service involving the application of scholarship, creative, or artistic activities to addressing the needs of one or more external publics.

University Distinguished Professorships will be conferred on members of the University of Idaho Faculty who have attained the rank of Professor and have completed a minimum of seven years of service at the University, typically at the rank of Professor.

**b. Selection Process:** University Distinguished Professorships will be awarded by the president upon recommendation of The University Distinguished Professorship Advisory Committee a standing committee composed of four faculty members and three deans. The committee members should reflect all dimensions of diversity in the university community. They will be appointed by the Provost to serve three-year terms on a staggered basis. Nominations will be made by Faculty Senate and the Academic Deans, in consultation with faculty and administrators of units. Committee members must be tenured professors who themselves have outstanding records of teaching, research and/or outreach.

1. The Provost will request nominations from faculty, deans, directors and unit administrators annually.
2. Written nominations will be submitted to the Provost and must include:
  - a. A nominating letter with a brief summary of the candidate's achievements;
  - b. The candidate's *curriculum vitae*, including a list of any significant previous awards;
  - c. Letters of endorsement from the appropriate deans and unit administrators or director(s). The candidate may also include a maximum of three additional letters of support, as appropriate, from students, colleagues at the University of Idaho, and/or other institutions. Letters should describe the impact of the nominee on her/his field, evidence of external recognition, and the context of her/his work over the course of her/his employment.
3. The University Distinguished Professorship Advisory Committee reviews the nominations and makes recommendations to the Provost for transmittal to the President.
4. Because the rank of University Distinguished Professorship is intended to be highly honorific, it is possible that in a given year no candidates will be selected.
5. The applications of nominees who are not selected in the first year of nomination will remain active for a total of three years. Nominators will have the opportunity to update their nomination during subsequent years in which their candidate is under consideration.

**D-9. CLINICAL FACULTY:** Clinical faculty may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Clinical faculty is a non-tenure track position. Clinical faculty positions are appropriate for professional disciplines having strong applied and/or clinical elements or those serving university units or academic departments in a supporting capacity. Appointment to clinical-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated in a below. Clinical faculty members may be appointed and/or promoted to the ranks of clinical assistant professor, clinical associate professor or clinical full professor.

**a. Responsibilities, Privileges, and Rights.** A clinical faculty member has a primary employment responsibility in a UI unit. The relationship of a clinical faculty member to UI is essentially that of a collaborator with a UI unit, program, or faculty member. The guarantees afforded by the principle of academic freedom [see [31604000](#)] are extended to members of the clinical faculty. They have the same responsibilities and privileges as university faculty (FSH 1520 II 1)

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Clinical faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service.

1. Clinical faculty members may have teaching as a primary or major responsibility; in addition, they may advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees, engage in outreach and engagement activities, and act as expert advisers to faculty members or groups.
2. The nature and extent of the services to be rendered are determined jointly by the clinical faculty member, his or her immediate supervisor, and the unit administrator(s) concerned.

**b. Qualifications.** Assignment to a clinical faculty position is based on demonstrated knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to those expected of faculty within the unit.

**c. Conversion.** Instructors and senior instructors who meet the qualifications for clinical faculty defined in D-9 b. may be considered for clinical faculty status upon the recommendation of the unit administrator and dean, subject to approval by the provost. Credit for prior equivalent experience may be granted by the provost up to a maximum of four years. Conversion of an existing tenure-track or tenure line in a unit to clinical status requires the approval of the dean and provost. A unit must demonstrate that a clinical position better advances the university's strategic goals than a tenure-track position.

#### **E. EMERITUS STATUS. (FSH 1520 II.2)**

**E-1. PURPOSE.** Emeritus status benefits both the university and emeriti by providing opportunities for emeriti to maintain ties with faculty members and continue service to the university and community.

**E-2. ELIGIBILITY.** A board-appointed, benefit-eligible member of the university faculty who holds one of the ranks described in 1565 D and who leaves the university and has a minimum of 8 years of service and attained the rule of 65 (age plus years of service is at least 65) is eligible for emeritus status.

#### **E-3. APPOINTMENT.**

1. Faculty must request consideration for emeritus status. This request may be made in the notice of resignation or in a request made directly to the provost. This request may be made along with or at any point following the submission of the letter of resignation. If a faculty member who is eligible for emeritus status under section E-2 does not request consideration for emeritus status in their resignation letter, then their college or department will send a notice to the faculty member asking if they wish to request emeritus status. The college or department will send a similar notice to any eligible faculty who receives a terminal contract due to program closure or similar circumstances.
2. In ordinary circumstances, the provost will grant emeritus status if the eligibility requirements specified in E-2 are satisfied. In exceptional circumstances, the provost may suspend the above eligibility rules and award, deny, or revoke a faculty member's emeritus status with a written notification to the faculty member stating the reasons for the decision and notifying them of the ability to appeal. A faculty member may appeal this decision to the Faculty Senate Chair, Faculty Senate Vice Chair, and Faculty Secretary, where the provost's decision must be upheld by a unanimous vote in order to be enacted. Examples of exceptional circumstances include the reasons outlined in FSH 3910 A-1.
3. A list of emeriti is maintained by the Provost's office.
4. Emeriti are responsible for updating contact information with the university.

#### **E-4. PRIVILEGES.**

- a. **Access.** Emeriti continue to have access to research, library, and other UI facilities.

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- b. **Participation.** UI encourages the voluntary continued participation of emeriti in the activities of the academic community. Emeriti may take an active role in the service and committee functions of their department, college, and the university as described in FSH 1520 II.2. Other activities are subject to approval by the provost.
- c. **Title.** Emeriti may use the title “professor emeritus/emerita,” “research professor emeritus/emerita,” or “extension professor emeritus/emerita,” as applicable. A faculty member without such rank has the designation “emeritus” or “emerita,” as applicable, added to the administrative or service title held at the time of retirement.
- d. **Mail.** Departmental mailboxes continue to be available to emeriti who reside locally. Emeriti who have departmental mailboxes receive full distribution of departmental notices unless otherwise requested.
- e. **Office supplies.** Office supplies are available under regular departmental procedures.
- f. **Postage.** Departmental postage may be used for professional mail.
- g. **Parking.** Emeriti receive one non-transferable gold parking permit annually.
- h. **Discount programs.** Emeriti receive any discounts available to other faculty members through various UI programs.
- i. **Functions.** Emeriti are invited to the same university, college, and departmental functions as active faculty.
- j. **Travel funding.** Travel funding may be used to support professional activities of emeriti in service to the university (e.g. guest lectures, research design, consultation, etc.). Emeriti may have a lower priority for travel funding than active faculty and such funding is at the discretion of the unit administrator or dean.
- k. **Office/lab space.** Offices and labs for emeriti are provided on a space-available basis as determined by the unit administrator or dean, giving higher priority to active faculty and unit needs. Office and lab space allocations to emeriti may be revoked upon 60 days’ notice.
- l. **Information technology services.** Emeriti who elect to maintain an active computing account will retain access to services provided by Information Technology Services (ITS) including electronic communications (e.g., email, instant messaging, etc.), technical support, and offered software.

#### E-5. EMPLOYMENT OPPORTUNITIES.

- a. Emeriti may hold a temporary or permanent part-time position (0.49 FTE or less) subject to regular employment procedures. It is the responsibility of emeriti to consult with HR regarding impact to benefits.
- b. Emeriti shall not serve as supervisors of other employees unless they hold a position as outlined in E-5-a herein.

**F. ASSOCIATED FACULTY:** Associated faculty members (see FSH 1520 II-3) have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit’s discretion. They are not eligible for sabbatical leave.

#### F-1. AFFILIATE FACULTY:

**a. General.** The affiliate faculty consists of professional personnel who serve academic departments in a supporting capacity. Appointment to affiliate-faculty status constitutes a recognition of the appointee’s scholarly contributions and professional accomplishments, confers responsibilities and privileges as stated in subsection d below, and authorizes assignment of service functions as described in subsection d-2 below. It is also a means of encouraging greater cooperation between and among academic departments and other units. An affiliate faculty member holds a non-tenure-track faculty status in an appropriate academic discipline.

**b. Employment Status.** An affiliate faculty member may, by virtue of his or her employment, have either one of the following relationships with UI: (1) that of a UI employee, normally an exempt employee, who is [a] a member of the faculty or staff of a unit of the university other than the one in which he or she has affiliate-faculty status, or [b] a member of the professional support staff of the same unit of the university in which he or she has affiliate-faculty status; (2) that of an employee of a governmental or private agency who is assigned by that agency to a UI unit or to one of the agency’s units or programs that is officially associated with the university.

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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.

**d. Responsibilities, Privileges, and Rights.** The guarantees afforded by the principle of academic freedom [see 31604000] are extended to members of the affiliate faculty. They have substantially the same responsibilities and privileges as do members of the university faculty; however, their right to vote in meetings of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. (Those who, in addition to their affiliate-faculty status, have status as members of the university faculty [e.g., psychologists in the Counseling and Testing Center and regular faculty members in other academic departments] have, of course, full rights of participation in meetings of the university faculty and of the constituent faculties to which they belong.)

Affiliate faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service.

1. Affiliate faculty members, as such, do not normally have teaching as a primary or major responsibility; however, with the approval of academic departments, they may teach classes, advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees (with approval by the dean of graduate studies), or act as expert advisers to faculty members or groups.
2. The nature and extent of the services to be rendered are determined jointly by the affiliate faculty member, his or her immediate supervisor, and the departmental administrator(s) concerned.
3. Affiliate faculty qualify for the faculty-staff educational privilege [see 3740]

**e. Qualifications.** Assignment to an affiliate faculty position is based on demonstrating knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to what is expected of faculty within that unit.

**f. Appointment.**

1. Appointments to the affiliate faculty may be made at any time. They are reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointment should be continued unless the affiliate faculty member remains in UI employment or continues in his or her assignment to an entity that is officially associated with the university.
2. A recommendation for appointment to the affiliate faculty normally originates in the appropriate academic department and requires the concurrence of the nominee's immediate supervisor and the faculty of the appointing department. The appointment must be approved by the dean of the college, the president, and the regents.
3. An appointment, termination, or other change in affiliate-faculty status is made official by means of a "Personnel Action" form.

#### F-2. ADJUNCT FACULTY:

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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.]

**b. Responsibilities.** Members of the adjunct faculty have the same academic freedom and responsibility as do members of the university faculty; however, their right to vote in meetings of the university faculty and of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. Adjunct faculty members may be assigned to advise students on their academic or professional programs at any level; to work in cooperative research projects; to serve on committees, including graduate students' supervisory committees (with approval by the College of Graduate Studies); to act as expert advisers to faculty members or groups; and to teach courses in their branch of learning.

**c. Qualifications.** Adjunct faculty members must be highly qualified in their fields of specialization and should have exhibited positive interest in UI programs in the field of their appointment. Their qualifications should ordinarily be equivalent to those required of regular members of the faculty in the area and at the level of the adjunct faculty member's responsibility.

**d.** Adjunct faculty do not qualify for the faculty-staff educational privilege. (see 3740)

**e. Appointment.**

1. Appointments to the adjunct faculty may be made at any time. b. Appointments are for an indefinite period, but are to be reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointments should be continued unless the adjunct faculty member is actively engaged in the responsibilities for which he or she was appointed.

2. Recommendations for appointment to the adjunct faculty are normally developed at the departmental level and have the concurrence of the departmental faculty. For interdisciplinary degree programs, adjunct faculty may also be assigned responsibilities with respect to the degree programs with approval of the program faculty and of the program director. Appointments must be approved by the dean of the college, the provost, the president, and the regents.

3. Before formal appointment procedures are begun, the prospective adjunct faculty member must agree to serve under the provisions herein described. When necessary, the consent of the nominee's employer, if any, will be requested and recorded.

4. Appointment information is recorded on the regular "Personnel Action" form.

5. The appointment of adjunct faculty members to graduate students' supervisory committees requires approval by the dean of the College of Graduate Studies.

**G. TEMPORARY FACULTY:** Temporary faculty have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave.

**G-1. LECTURER.** A teaching title that ~~may be used at any level, i.e., it~~ carries no specific connotation of rank among the professorial titles. This title is conferred on one who has special capabilities or a special instructional role. Lecturers are neither tenurable nor expected to progress through the professorial ranks. ~~A lecturer qualifies for faculty status with vote during any semester in which he or she (a) is on an appointment greater than half time and (b) has been on such appointment for at least four semesters. When a lecturer qualifies for faculty status they shall be reviewed at a minimum of every 5 years thereafter as determined by the unit's bylaws. The review committee defined by the unit's bylaws shall include tenure-track faculty within the unit.~~

**G-2. VISITING FACULTY.** A designation that ~~when used with a professorial title, customarily~~ indicates that the appointee holds a regular teaching or research position at another institution. A visiting appointee who does not



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hold a professorial rank elsewhere ~~may be designated as a lecturer~~ shall be subject to the requirements for lecturers to qualify for voting rights. ~~Appointees with visiting academic ranks (e.g., visiting associate professor, visiting professor) are considered temporary members of the university faculty. Those on full time appointment have the privilege of voting in meetings of the university faculty and of the appropriate constituent faculties.~~

**G-3. ACTING.** Persons who are judged competent to perform particular duties may be appointed for temporary service as acting members of the faculty. An acting appointment may also be used to establish a probationary period for an initial appointment of a person who, while being considered for a regular position on the faculty, is completing the required credentials for a permanent appointment. Persons on acting status are not voting members of the university faculty or of constituent faculties.

**G-4. ASSOCIATE.** A title for a nonstudent with limited credentials who is assigned to a specialized teaching, research, or outreach position. Associates are exempt staff and are not members of the university faculty or of constituent faculties.

**H. NON-FACULTY:** Those within this category are not members of the faculty.

**H-1. POSTDOCTORAL FELLOW.** Postdoctoral fellows are persons who hold the doctoral degree or its equivalent at the time of their appointment and are continuing their career preparation by engaging in research or scholarly activity. Postdoctoral fellows are special exempt employees in the category of “temporary or special” (FSH 3080 D-2 a) employees recognized by the regents. [See also 3710 B-1.b.]

**H-2. GRADUATE STUDENT APPOINTEES:** The general nature of the following graduate assistantships is defined as an apprenticeship experience that consists of a work obligation partnered with educational and developmental activities, all of which are integrated with the graduate degree program of the student. All graduate assistants must be individually mentored by a faculty advisor and may receive additional mentoring from other faculty and/or staff on or off campus. All graduate assistant positions (H-2. a, b, c) are limited to twenty hours per week of work. All graduate student appointees must be academically qualified and registered. [See also 3080 D-2-a.]

**a. Graduate Teaching Assistant.** Graduate Teaching Assistants perform duties related to the instructional efforts of the unit in which they are employed under the supervision of a member of the university faculty, associated faculty, or temporary faculty (see FSH 1565 D, F, and G). These duties, which must be associated with academic credit instruction and constitute at least 50 percent of a Graduate Teaching Assistant’s effort, may include, but not be limited to: primary teaching responsibilities; grading assignments; assisting with the delivery of instruction through technology; and providing other assistance related to instruction.

**b. Graduate Research Assistant.** Graduate Research Assistants develop competence in performing professional-level work in support of research, scholarship, or creative activity. These positions can only have duties within the scope of work permitted by the funding source.

**c. Graduate Support Assistant.** Graduate Support Assistants perform a wide range of duties and can have varying responsibilities in academic and non-academic campus departments and programs. The specific duties depend on the needs of the office or project and on the qualifications and experiences of the Graduate Support Assistant. Graduate Support Assistants may provide academic and/or non-academic instruction, and/or assist with research, or provide other support functions. The duties must be directly related to the Graduate Support Assistant’s program of study. The College of Graduate Studies shall periodically publish standards governing the permissible scope of Graduate Support Assistant appointments on its website.

**I. QUALIFICATIONS OF NONFACULTY MEMBERS FOR TEACHING UI COURSES.** Persons who are not members of the university faculty but are selected to teach UI courses offered for university-level credit (including continuing-education courses and those offered by correspondence study) are required to have scholarly and professional qualifications equivalent to those required of faculty members.

#### Version History

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Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE  
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**Amended July 2022.** Revised and clarified section C-1.a. to expand and clarify the evidence that may be used in evaluating teaching effectiveness.

**Amended July 2021.** Editorial changes.

**Amended July 2020.** The policy on emeritus status was extensively revised to provide greater clarity, ensure conformity with labor law, and add the ability to revoke emeritus status in exceptional circumstances. Section D-5 Librarian was revised to provide more flexibility in recruiting efforts.

**Amended January 2020.** The policy on office hours was moved from FSH 3240 to C-1.c. Changes were made to sections C-1 and C-3 to ensure that faculty efforts in the areas of teaching, advising, and outreach and extension are properly credited.

**Amended July 2018.** A new category for graduate support assistants was added to address needs that are not covered under the role of a typical teaching or research assistant position.

**Amended July 2014.** The cap on non-tenure track faculty appointments in a unit was adjusted and promotion processes clarified and revised.

**Amended January 2014.** The time necessary to qualify for emeritus status was redefined.

**Amended July 2013.** Definitions for research and teaching assistants were more clearly defined.

**Amended July 2012.** Edits were made to the Distinguished Professor under D-8 and to the qualifications for Emeritus status and a search waiver under E.

**Amended July 2011.** Voting for associated faculty was clarified and Clinical Faculty under “G. Temporary Faculty” moved to “D. University Faculty” as D-9 and was revised.

**Amended July 2010.** The affiliate and adjunct terms were switched to conform to national norms and the rank of Distinguished Professor was added.

**Amended January 2010.** Changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy. Ranks for Associated Faculty in F were removed because the promotion process as detailed in 3560 for faculty ranks was deemed excessive for associated faculty. Those currently holding a specific rank in adjunct or affiliate will retain that privilege.

**Amended July 2008.** The policy was reorganized to better reflect classifications as stated in FSH 1520 Article II.

**Amended July 2006.** Substantial revisions were made to Section A.

**Amended July 2001.** Section J-1, voting rights for lecturers, was changed.

**Amended July 2000.** Revisions were made to C-1, D-1, and E-1.

**Amended 1998.** Extensive revisions were made to B (entirely new), C, D, and E.

**Amended July 1998.** Section A underwent additional substantial revision.

**Amended July 1996.** The definitions of ‘postdoctoral fellow’ (J-5), ‘graduate assistant’ (K-3) and ‘research fellow’ (K-4) were revised.

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**Amended July 1994.** Section A was substantially revised, so as to underline better the importance of both teaching and scholarship. The so-called “Voxman Amendment” (the addition of ‘in the classroom and laboratory’ to the list of possible venues wherein the evaluation of scholarship might take place) made its first appearance.

**Amended 1987.** The material in section I was added.

**Adopted 1979.**



## POLICY COVER SHEET

For instructions on policy creation and change, please see <https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu).

**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title: **FSH 1520 CONSTITUTION OF THE UNIVERSITY FACULTY**

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title:

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

**Policy originator: Alistair Smith, FAC Chair**

**Policy sponsor, if different from originator: Diane Kelly-Riley, Vice Provost for Faculty**

**Reviewed by General Counsel: X**Yes No Name & Date: Kim Rytter, 2/27/23

**Comprehensive review?** Yes No

**1. Policy/Procedure Statement:** Briefly explain the reason for the proposed change.

Article II, Section 1 revised to clarify that voting rights arise from faculty rank, so that non-faculty in administrative roles do not have voting rights; and to resolve conflict with FSH 1565 regarding the terms on which visiting faculty and lecturers are granted voting rights.

**2. Fiscal Impact:** What fiscal impact, if any, will this change 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 1565.

**4. Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 H) unless otherwise specified.

# UI FACULTY-STAFF HANDBOOK

## CHAPTER ONE:

### HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

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1520

#### CONSTITUTION OF THE UNIVERSITY FACULTY

#### **OWNER**

Faculty Secretary  
Francesca Sammarucca  
[facsec@uidaho.edu](mailto:facsec@uidaho.edu)

**LAST REVISION:** September 2022

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Article I. General Provisions  
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Article III. Faculty Meetings  
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Article V. Faculty Senate  
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Article VII. Amendments

**PREAMBLE.** The faculty of the University of Idaho, designated “university faculty,” as defined in article II, section 1, in acknowledgement of the responsibilities entrusted to it for the immediate government of the university by article IX, section 10, of the constitution of the state of Idaho, has adopted and declared this constitution to be the basic document under which to discharge its responsibilities.

#### **ARTICLE I--GENERAL PROVISIONS.**

**Section 1. Regents.** The regents are vested by article IX, section 10, of the constitution of the state of Idaho with all powers necessary or convenient to govern the university in all its aspects. The regents are the authority for actions of the university faculty, and policy actions taken by the university faculty are subject to review and approval by the president and by the regents.

**Section 2. President.** The president of the university is both a member of and the president of the university faculty and is also the president of the other faculties referred to in section 4, below, and in article II. The president is the representative of the regents, the institution’s chief executive officer, and the official leader and voice of the university.

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**Section 3. Faculty Senate.** This senate is empowered to act for the university faculty in all matters pertaining to the immediate government of the university. The senate is responsible to and reports to the university faculty and, through the president, to the regents. The university faculty, president, and regents retain the authority to review policy actions taken by the senate.

**Section 4. Constituent Faculties.** The university faculty is composed of various constituent faculties, including the faculties of the several colleges and other units of the university. Faculty are entitled to speak or write freely on matters pertaining to university governance, programs and policies (see Article IV below and FSH 3160).

**Clause A. College Faculties.** The constituent faculty of each college or similar unit, meeting regularly and in accordance with bylaws adopted by a majority vote of the members of such faculty, is authorized to establish and to effect its own educational objectives, including matters of student admission and curriculum, and to participate in the selection of its own dean, other executive officers, and faculty members, subject only to the general rules and regulations of the university faculty and the authority of the president and the regents.

**Clause B. Faculties of Subdivisions.** If there are schools, intracollege divisions, departments, or separate disciplines within a college or similar unit, the constituent faculty of each such subdivision participates in decisions concerning its educational objectives, including matters of student admission and curriculum, the selection of its executive officers, and its faculty appointments, subject only to the general rules and regulations of the college faculty and the university faculty and the authority of the president and the regents.

**Clause C. Interim Government.** The Faculty Senate will provide for the establishment of bylaws for any college or similar unit that has not adopted its own bylaws.

**Clause D. Matters of Mutual Concern.** The Faculty Senate has the responsibility for resolving academic matters that concern more than one college or similar unit.

## ARTICLE II--FACULTY CLASSIFICATIONS.

**Section 1. University Faculty.** The university faculty comprises the president, provost, ~~vice presidents, deans, and all faculty in the following ranks, including those serving in administrative positions:~~ professors; associate professors; assistant professors; senior instructors; instructors (including those professors, associate professors, assistant professors, senior instructors, and instructors whose titles have distinguished, research, extension, ~~or clinical or visiting~~ designations, (e.g., “assistant research professor,” and “assistant clinical professor”)) ~~and “visiting associate professor.”), and visiting faculty on full-time appointment who have completed at least two semesters; and lecturers currently on at least half-time appointment who have served/completed at least four two semesters, whether consecutive or not, on more than at least half-time appointment [see 1565 G-1]. See FSH 1565 for definitions of faculty ranks.~~ Those who qualify under this section have the privilege of participation with vote in meetings of the university faculty and the appropriate constituent faculties.

**Section 2. Emeriti.** Faculty members emeriti have the privilege of participation without vote in meetings of the university faculty and the appropriate constituent and associated faculties. Also, they may be appointed to serve with vote on UI committees. [See also 1565 E.]

### Section 3. Associated Faculties.

**Clause A.** The adjunct faculty [see 1565 F-1] and the affiliate faculty [see 1565 F-2] are associated faculties. Other associated faculties may be established as needed with the approval of the university faculty, president, and regents.

**Clause B.** Members of the adjunct faculty have the privilege of participation without vote in meetings of the university faculty. Members of the affiliate faculty may participate with vote in meetings of the university faculty if they have status as university faculty in their home unit. Both adjunct and affiliate faculty members have the privilege of participating in meetings of their respective constituencies of the university faculty, and may participate with vote if the bylaws of their constituent faculty so provide; however, if authorized to vote,

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they are not counted among the full-time-equivalent faculty members when determining the basis for the constituent faculty's representation on the Faculty Senate.

**Section 4. General Faculty.** "General faculty" is a collective description for the combined faculties referred to in sections 1, 2, and 3, above.

**ARTICLE III--FACULTY MEETINGS.** Meetings of the university faculty may be called at any time, with due notice, by the president. Procedure for meetings of the university faculty is governed by FSH 1540 Standing Rules of the University Faculty.

**ARTICLE IV--RESPONSIBILITIES OF THE UNIVERSITY FACULTY.** Subject to the authority of the president and the general supervision and ultimate authority of the regents, the university faculty accepts its responsibilities for the immediate government of the university, including, but not restricted to:

**Section 1. Standards for Admission.** The university faculty establishes minimum standards for admission to the university. Supplementary standards for admission to individual colleges or other units of the university that are recommended by the appropriate constituent faculties are subject to approval by the university faculty.

**Section 2. Academic Standards.** The university faculty establishes minimum academic standards to be maintained by all students in the university. Supplementary academic standards to be maintained by students in individual colleges or other units of the university that are recommended by the appropriate constituent faculties are subject to approval by the university faculty. [See I-4-D.]

**Section 3. Courses, Curricula, Graduation Requirements, and Degrees.** Courses of instruction, curricula, and degrees to be offered in, and the requirements for graduation from, the individual colleges or other units of the university, as recommended by the appropriate constituent faculties, are subject to approval by the university faculty. [See I-4-D.]

**Section 4. Scholarships, Honors, Awards, and Financial Aid.** The university faculty recommends general principles in accordance with which privileges such as scholarships, honors, awards, and financial aid are accepted and allocated. The university faculty may review the standards recommended by the individual constituent faculties for the acceptance and allocation of such privileges at the college or departmental levels.

**Section 5. Conduct of Students.** The faculty's responsibility for approving student disciplinary regulations and the rights guaranteed to students during disciplinary hearings and proceedings are as provided in the "Statement of Student Rights," the "Student Code of Conduct," and the "University Disciplinary Process for Alleged Violations of Student Code of Conduct." [See 2200, 2300, and 2400.]

**Section 6. Student Participation.** The university faculty provides an opportunity for students of the university to be heard in all matters pertaining to their welfare as students. To this end, the students are entrusted with their own student government organization and are represented on the Faculty Senate. If students so desire, they are represented on faculty committees that deal with matters affecting them.

**Section 7. Selection of Officers.** The university faculty assists the regents in the selection of the president and assists the president in the selection of the provost, vice presidents and other administrative officers of the university.

**Section 8. Governance of Colleges and Subdivisions.** The university faculty promulgates general standards to guarantee the right of faculty members to participate in the meetings of the appropriate constituent faculties and in the governance of their colleges, schools, intracollege divisions, departments, and other units of the university. [See 1540 A.]

**Section 9. Faculty Welfare.** The university faculty recommends general policies and procedures concerning the welfare of faculty members, including, but not limited to, appointment, reappointment, nonreappointment, academic freedom, tenure, working conditions, promotions, salaries, leaves, fringe benefits, periodic evaluations, performance reviews, reassignment, layoff, and dismissal or termination.

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**Section 10. The Budget.** Members of the university faculty participate in budgetary deliberations, and it is expected that the president will seek faculty advice and counsel on budgetary priorities that could significantly affect existing units of the university. [See 1640.20, University Budget and Finance Committee.]

**Section 11. Committee Structure.** The university faculty, through the medium of its Faculty Senate, establishes and maintains all university-wide and interdivisional standing and special committees, subcommittees, councils, boards, and similar bodies necessary to the immediate government of the university and provides for the appointment or election of members of such bodies. This section does not apply to *ad hoc* advisory committees appointed by the president or committees made up primarily of administrators. [See 1620 and 1640]

**Section 12. Organization of the University.** The university faculty advises and assists the president and the regents in establishing, reorganizing, or discontinuing major academic and administrative units of the university, such as colleges, schools, intracollege divisions, departments, and similar functional organizations.

**Section 13. Bylaws of the Faculty Senate.** The bylaws under which the Faculty Senate discharges its responsibilities as the representative body of the university faculty are subject to review and approval by the university faculty. [See 1580.]

#### ARTICLE V--FACULTY SENATE.

**Section 1. Function.** The Faculty Senate functions as provided in this constitution and in accordance with its bylaws as approved by the university faculty. [See I-3 and 1580.]

**Section 2. Structure.** The senate is constituted as follows:

##### Clause A. Elected Members.

**(1) College Faculties.** The faculty of each college, except the College of Graduate Studies, elects one senator for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college's representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college.

**(2) University Centers.** The resident faculty of the university centers in Boise, Coeur d'Alene and Idaho Falls each elects one senator from among its number. Senators elected to represent a center have a unique role on senate, which is to provide a voice and vote from the perspective of their centers. That perspective is not intended to be college or discipline specific.

**(3) Faculty-at-Large.** Members of the university faculty who are not affiliated with a college faculty constitute the faculty-at-large, and this constituent faculty, in accordance with procedures adopted by the faculty-at-large, elects senators to serve with vote in the senate on the same basis as provided above for college faculties.<sup>1</sup>

<sup>1</sup> The constitution of the university faculty originally provided that faculty status could be conferred by presidential designation on certain administrative and service officers who did not hold academic rank. When the faculty, on May 13, 1986, amended the constitution by, among other things, deleting that provision, it explicitly granted continuing membership, for the duration of their then current incumbencies, to those officers who on that date were members by virtue of presidential designation. These officers are members of the constituency known as the faculty-at-large.

**(4) Dean.** The academic deans elect one of their number to serve with vote in the senate.

**(5) Staff.** The representative body (Staff Council) of the university staff elects two employees who do not have faculty status to serve with vote in the senate.

**(6) Students.** Two undergraduate students, one graduate student, and one law student serve as voting



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members of the senate, and the senate provides regulations governing the qualifications, terms of office, and election of student members, and procedures for filling vacancies in the student membership. [See 1580 VI.]

**Clause B. Members *Ex Officiis*.** The president or the president's designated representative and the secretary of the faculty are members *ex officio* of the senate, with voice but without vote.

**Section 3. Officers.** Each year the senate elects a chair and a vice chair from among the elected faculty members of the senate.

**Section 4. Terms of Office.** Elected faculty members of the senate serve for three years. The academic dean shall serve one year, the staff representatives shall serve for staggered two year terms. The terms of office for student members are as established by the senate. [See 1580 VI.] Newly elected members take office each year on September 1 or on the official opening date of the academic year, whichever is earlier. To carry out the requirement that approximately one-third of the elected faculty members are to take office each year, the senate may shorten the initial term of office of faculty senators elected to fill new positions in the senate to conform to a balanced rotation plan. When members are elected to fill a vacancy, they take office at the first meeting after the election and serve for the unexpired term of the vacancy. A faculty member elected to the senate may serve two consecutive terms. After serving two consecutive terms the faculty senate member must wait one full year before they are again eligible for election [see also FSH 1580 III-3].

**Section 5. Eligibility.** Every member of the university faculty is eligible to vote for members of the senate representing his or her college or other unit. Every member of the university faculty is eligible to serve as an elected member of the Faculty Senate and to hold an elective or appointive office in the senate.

**Section 6. Elections.** Regular elections for senators in the senate are held before April 15 of each year in which an election is to be held. All elections for members of the senate are by secret ballot. Appropriate procedures for nominations and elections are developed and approved by a majority vote of the faculty of the college or other unit.

#### **Section 7. Vacancies.**

**Clause A.** If it is necessary for a member of the senate to be absent temporarily (more than a month, but less than four months), the candidate who received the next highest number of votes in the most recent election in the college or unit acts as his or her alternate in the senate with full vote. If it is necessary for a member to be absent for more than four months, but less than one year, a special election is held to fill the temporary vacancy. When the senate member returns, he or she resumes the position in the senate. If it is necessary for a member to be absent for more than one year, or if the member is unable to complete the term of office for any reason, a special election is held to fill the unexpired term. [See 1580 VI for procedures covering student vacancies.]

**Clause B.** The chair of the Faculty Senate must declare a position vacant if a member is absent from three consecutive meetings unless the member has informed the chair of the senate in writing that he or she intends to participate fully in the activities of the senate in the future. When a position is declared vacant, the chair must notify the constituency concerned.

**Section 8. Recall.** The recall of a member of the senate may be initiated by a petition bearing the signatures of at least 10 percent, or five members, whichever is greater, of the membership of the particular constituency represented. The petition must be delivered to the chair of the senate. On the receipt of a valid petition, the chair calls a meeting of the faculty of the college or other unit and appoints a chair. Charges against the member are presented in writing and the member is given adequate opportunity for his or her defense. A two-thirds majority vote by secret ballot of the members of the college or other unit present at the meeting is necessary for recall, providing the members present constitute a quorum as defined in the bylaws of the college or other unit. In the event that the vote is to recall the senator, the member may appeal the case to the senate within 10 days. If the case is appealed and the senate affirms the recall, or if the recall stands for 10 days without appeal, the members of the college or other unit elect another senator. Regular procedures are followed in replacing the recalled person, except that the chair of the senate appoints the chair of the election committee of the college or other unit. During the interval between recall and the election of a replacement, the candidate who received the next highest number of votes in the most recent election acts as the

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Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE  
Section 1520: Constitution of the University Faculty

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alternate in the senate with full vote.

**ARTICLE VI--RULES OF ORDER.** The rules contained in *Robert's Rules of Order Newly Revised* govern all meetings of the university faculty, other faculties, the Faculty Senate, and faculty committees in all cases to which they are applicable and in which they are not in conflict with this constitution, regents' policies, or any bylaws or rules adopted by any of those bodies for the conduct of their respective meetings. An action taken by the university faculty, a constituent or associated faculty, the Faculty Senate, or a faculty committee that conflicts with a previous action by that body takes precedence and, in effect, amends, in part or in full, the previous action.

**ARTICLE VII--AMENDMENTS.** This constitution may be amended by a two-thirds affirmative vote of the members of the university faculty, as defined in article II, section 1, in attendance at a regular meeting, a quorum being present. Proposed amendments must have been published in full in the agenda at least one week before the meeting or presented in writing at a meeting previous to the one at which the vote is to be taken. Amendments to this constitution are subject to review and approval by the president and by the regents.

### Version History

[Amended July 2023. Article II, Section 1 revised.](#)

**Amended September 2022.** Clerical edit to correct cross-reference.

**Amended July 2022.** University faculty meeting procedure moved from Article III to FSH 1420 Standing Rules of the University Faculty. Outdated information regarding remote participation removed from Article V.

**Amended July 2019.** Language from FSH 1566 was moved to a footnote to Article V, Section 2, and language in Article V, Section 3 was removed to address the restructure of the Faculty Secretary position.

**Amended July 2015.** Faculty Senate members were allowed to serve an additional term and language was added to Article I. Section 4 that affirms academic freedom in faculty governance and university programs and policies.

**Amended July 2014.** Editorial changes.

**Amended July 2013.** The Faculty Senate's membership was increased by one member to represent the Student Bar Association.

**Amended July 2012.** The Faculty Senate Center Senator's role/responsibility was clarified, staff membership increased to two, and the required annual venue determination removed.

**Amended July 2011.** The clinical faculty rank was added and language with respect to associated faculty voting was clarified.

**Amended July 2009.** The Faculty Council changed its name to Faculty Senate, a more common name used in academia, off campus faculty will have voting members on Senate at Coeur d'Alene, Boise, and Idaho Falls, and off-campus faculty will now be counted in the quorum at university faculty meetings with vote through designated sites and delegates given available technology (see 1640.94 and 1540 A).

**Amended July 2006.** Editorial changes.

**Amended July 2005.** Editorial changes.

**Amended July 2001.** Editorial changes.

**Amended July 2000.** Editorial changes

**Amended July 1999.** Editorial changes.

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**Amended July 1997.** Editorial changes.

**Amended 1986.** Content of revision unknown.

**Adopted 1968.**



## 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](mailto:ui-policy@uidaho.edu).

### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title:

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title: **APM 30.16 – Technology Hardware Lifecycle Management**

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using “track changes.”

**Originator:** Teresa Amos

**Policy Sponsor, if different from Originator:** Dan Ewart

**Reviewed by General Counsel**      Yes  No     Name & Date: Manisha Wilson, 3/30/23

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.

Policy revised throughout in collaboration with the Faculty Senate.

- 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

- 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.

As soon as possible.

**Contents:**

- A. Purpose
- B. Scope
- C. Definitions
- D. Policy
- E. Non-Compliance
- F. Exceptions
- G. Contact Information
- H. References

**A. Purpose**

Technology hardware is used to support instruction, research, outreach, and service missions; administrative functions; and student and campus life activities. This policy addresses the lifecycle management and stewardship of U of I technology hardware to provide quality support; data security; the lowest possible total cost of ownership; and compliance with applicable federal and state laws, Idaho State Board of Education and U of I policies and procedures, and industry best practices.

Each piece of technology hardware connected to University systems represents a use of University resources, including personnel time and operating funds, and can represent a risk to our institution if not managed properly throughout its complete lifecycle from procurement to decommissioning. The Office of Information Technology/Information Technology Services (OIT/ITS), in collaboration with Contracts and Purchasing Services (C/PS), strives to acquire and maintain technology hardware in a manner that:

- Ensures specifications to meet University current and, wherever possible, future technology needs,
- Provides the lowest possible total cost of ownership,
- Supports the secure acquisition, compliant baseline configuration, and appropriate ongoing security posture for University infrastructure, systems, and data, and
- Complies with applicable federal and state regulations as well as Idaho State Board of Education and U of I policies and procedures.

**B. Scope.**

This policy applies to all technology hardware owned or leased by the University regardless of the source of funding, location or intended purpose.

This policy applies to all technology hardware owned, used or operated by the University and its employees and affiliates, regardless of the source of funding, location or intended purpose.

## C. Definitions

C-1. Technology Hardware. All University-owned, -leased, or -maintained computing equipment that could process or store University data.

~~Technology Hardware. All University-owned, -leased, or -maintained computing equipment that processes or stores University data.~~

C-2. Managed Technology Device. Standard technology hardware that is managed by ~~ITS~~OIT-defined security and management software.

C-3. Security and Management Software. Tools required by the University to maintain continuous, appropriate, and compliant configuration and security management for the University's technology hardware. This may include but is not limited to antivirus, vulnerability, and configuration management tools defined in the standards for APM 30.11.

C-4. Standard Technology Hardware. Hardware available directly from OIT which has been predetermined by OIT to meet the needs of most users while also meeting the supportability, security and regulatory needs of the University. Standard technology hardware is the preferred option for new hardware requests.

~~Standard Technology Hardware. Technology hardware as defined and documented by ITS that meets University specifications. Standard technology hardware will be the default hardware purchased and utilized unless it does not meet the needs of the situation and an ITS exception is granted. Standards will be reviewed on a regular basis and documented in the ITS Portal.~~

C-5. Total Cost of Ownership. Total Cost of Ownership. The complete lifecycle cost of technology hardware including, but not limited to, purchase price, delivery costs, installation, updating, warranties, and personnel costs for maintenance, repair, and decommissioning, when appropriate.

~~The complete lifecycle cost of technology hardware including but not limited to purchase price, delivery costs, installation, updating, warranties, and personnel costs for maintenance, repair, and decommissioning. Purchase price is only a component of total cost of ownership.~~

C-6. High-Performance Computing. Computing services in a data center environment such as those provided by U of I Research Computing and Data Services (RCDS).

## D. Policy

D-1. University of Idaho employees shall procure technology hardware, regardless of funding source, through the U of I technology procurement process as documented on the OIT Portal. Whenever feasible, requester shall consider selection of Standard Technology Hardware as the preferred option. Standard Technology Hardware shall be the preferred option. OIT will make all reasonable attempts to review requests for non-standard technology hardware within 5five business days. OIT will either approve the non-standard hardware request or provide suitable-alternatives deemed suitable by OIT.

D-1. University of Idaho employees shall procure technology hardware, regardless of funding source, through the U of I technology procurement process as documented on the ITS Portal. Whenever feasible purchases shall be limited to Standard Technology Hardware unless an exception request is preapproved pursuant to section F.

D-2. Technology hardware may not be purchased on University issued P-cards except by OIT as a part of the U of I technology procurement process unless covered by activities referenced in D-3 below. Personal funds reimbursed by the University may not be used to purchase technology hardware shall not be reimbursed by the University.

D-2 Technology hardware may not be purchased on University issued P-cards except by ITS as a part of the U of I technology procurement process. Personal funds reimbursed by the University may not be used to purchase technology hardware.

D-3. OIT acknowledges that certain types of activities will have special circumstances around their use and are therefore exempt from the OIT procurement policies described herein. Compliance with all other provisions of this policy is still required. Exemptions must be approved by OIT in advance of their procurement. Example-Exemptions may include, but are not limited to:

a. Technology hardware used for centralized high-performance computing. Compliance with all sections of APM Chapter 60 is still required.

b. Technology hardware that is part of a package to run specific equipment or systems as required by the manufacturer or reseller.

c. Devices used in research, teaching and learning, that do not access, store, nor process University data..

D-4 Whenever feasible, technology hardware shall be treated as a managed technology device. Exceptions to this will be at the discretion of OIT.

OIT will make reasonable attempts to inform the user prior to software modification or removal from a managed technology device unless required to address security incidents or to meet legal, audit, or other compliance- requirements with local, state or federal law.

~~Whenever feasible, technology hardware shall be treated as a managed technology device. Exceptions to this will be at the discretion of ITS.~~

D-54. All technology hardware shall be tracked in and through central inventory management systems as documented on the [ITSOIT](#) Portal.

D-65. ~~Repairs or upgrades of technology hardware shall be coordinated through OIT except those referenced in item D-2 above.~~

~~Repairs or upgrades of technology hardware shall be coordinated through [ITSOIT](#).~~

D-76. Security and management software shall not be removed or rendered unusable for any reason on any managed technology device unless preapproved through [ITSOIT](#).

D-87. No hardware or software shall be added, modified, or removed from technology hardware that negatively impacts the performance of security and management software.

D-98. Upon any of the below events, managed devices shall be cleaned of all data through an approved [ITSOIT](#) process and reset to meet managed device standards, unless an exception is approved by [ITSOIT](#); in addition, all technology equipment shall be evaluated by [ITSOIT](#) to ensure use is still appropriate.

- The end of employment of an employee
- Change of position of an employee
- Reallocation of technology hardware resources
- Receipt of new technology hardware
- Situations deemed necessary to address security or compliance

As part of an employee's offboarding process, the supervisor is responsible for contacting [ITSOIT](#) to secure electronic information that is subject to archival or records management policy.

D-109. Surplus or disposal of technology hardware will be coordinated through [ITSOIT](#) as documented on the [ITSOIT](#) Portal.

## E. Noncompliance



Noncompliance with this policy may result, depending upon the nature of the noncompliance, in the user's account or access being suspended to U of I technology resources as stated in Section B.3 of APM 30.12 ([Acceptable Use of Technology](#)).

If technology hardware is procured in a noncompliant manner or causes interference to any University business process, any or all of the following may occur:

- Technology hardware may be disabled or removed from accessing the University network
- Technology hardware may be blocked from accessing University systems and data
- Technology hardware may be returned to the vendor

Any costs of remedying noncompliance will be the responsibility of the unit in violation of this policy.

## F. Exceptions

Exception requests must be preapproved. Technology hardware needs will be considered based on program need. Exceptions to this policy will require prior approval of the Vice President for Information Technology and Chief Information Officer or designee based on a recommendation approved by on the supervising VP/dean/director.

Exception requests to this policy can be submitted for approval on the [ITSOIT](#) Portal site. [Click here for more information.](#)

## G. Contact Information.

[ITSOIT](#) can assist with questions regarding sections D-1 through D-5 and D-9 of this policy and related standards. Questions should be submitted through the [ITSOIT Portal](#). The [ITSOIT](#) Information Security Office can assist with questions regarding sections D-6 through D-8 of this policy and related standards. General questions can be directed to the Vice President for Information Technology and Chief Information Officer or designee.

## H. References.

UI – APM 60.04 – Internal Purchases and Charges

[UI – APM 30.11 – University Data Classifications and Standards Standards for Data Classifications](#)

CIS Critical Security Control #1 (Inventory and Control of Enterprise Assets)

NIST 800-171r2 – 3.4.1 (Configuration Management), 3.8.3 (Media Sanitization)

Critical Security Control #2 (Audit)

[ITSOIT](#) Portal - xxx

## Version History

[Amended 2023. Policy revised throughout.](#)

**Amended 2022.** Comprehensive review and revision. Standardized purchasing process to allow UI to obtain better pricing for new computing resources.

**Adopted 2007.**

**2022 – 2023 Faculty Senate – Pending Approval**Approved at Mtg. #27  
April, 18 2023Meeting # 26

Tuesday, April 11, 2023, 3:30 pm – 5:00 pm

Zoom only

**Present:** Call, Chapman (Vice Chair), Fairley, Gauthier, Haltinner, Hickman, Hoffmann, Hunter, Justwan, Torrey Lawrence (w/o vote), Long, Mittelstaedt, Pfeifer, Quinnett (Chair), Raney, Reynolds, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Schwarzlaender, Silsby, Tibbals, Thorne, Walsh

**Absent:** Murphy (excused), Kolok, Wargo

**Also present:** Madison Powell (proxy for Ahmadzadeh), Aliza Cover (proxy for Murphy)

**Guests/Speakers:** Blaine Eckles, Amanda Ferstead, Brian Foisy, Barb Kirchmeier, Lindsey Brown, Dean Panttaja

**Call to Order:** Chair Quinnett called the meeting to order at 3:32 pm.

**Approval of Minutes (vote):**

The minutes of the 2022-23 Meeting #25 April 4, 2023 were approved as distributed.

**Chair's Report:**

- Our Shared Success Stories – Blaine Eckles, Vice Provost for Student Affairs, Dean of Students. Blaine Eckles shared a student success story from many years ago. Suffering from Tourette Syndrome, the student experienced stress and anxiety in the classroom. Blaine Eckles suggested to the student to speak to the class about his disability, which he did. By confronting his fears and talking openly about his challenges, he demonstrated the power of vulnerability. The support of his classmates made his classroom experience less stressful and his symptoms less frequent.
- Bob Hoffman is leaving U of I. Chair Quinnett recognized his accomplishments and wished him the very best. Congratulations, Bob!
- UFM #3 – Wednesday, May 3rd, 3:00 pm PT via Zoom.
- Reminder: the spread-pay election must be done by May 15, 2023.
- Remind your colleges that the 2023-24 senators need to be identified as soon as possible. Their first meeting is on April 25.
- Connecting U & I Block Party & MHFA – Amanda Ferstead, Assistant Director Health Promotion.  
Connecting U & I Block Party is a celebration of hope, help, and strength. Everyone is invited to drop-in for fun activities, music, prizes, and connection to organizations on campus. This year the event will be held on April 12 from 4-7 pm on the SRC Lawn (Rain Site: Gold & Silver Gyms, SRC).

<http://www.uidaho.edu/mhfa>

<http://www.uidaho.edu/blockparty>

- Elections of the 2023-24 Senate Leadership: May 2, 2023. Nominate a colleague!

**Provost Report:**

- Great Colleges to Work for Survey: 969 employees participated, which is a 43% response rate (same as last year). Results are expected later in the summer.
- Jazz Festival: April 19 to April 22 at the ICCU Arena. Volunteers are needed to help with the events. <http://www.uidaho.edu/class/jazzfest/volunteer>.
- SBOE will be on campus April 25 and 26 for their annual April meeting.
- Common Read (Dean Panttaja): *The Nature Fix: Why Nature Makes Us Happier, Healthier, and more Creative* – by Florence Williams.

Discussion:

A senator asked about updates from the legislative session. Provost Lawrence responded that UCM is working on a communication to go out in a week or so.

**Pending Policy Business (vote):**

- APM 30.16 – Additional discussion and action on the motion from Senate Meeting #11, Attach #2  
Senator Dakota Roberson gave a brief summary: the APM 30.16 Working Group compiled their recommendations, with consideration of how nearby institutions (especially Montana State) operate in the technology hardware procurement sector. OIT did not accept the most important proposed revisions. Therefore, the Working Group recommends going back to the original motion.  
Chair Quinnett read the motion:  
*To ask President Green to suspend APM 3016 and temporarily revert to the previous conditions until a resolution is found with faculty input,*  
and gave the floor to Senator Jerry Fairley.

Jerry Fairley reiterated that the part of APM 30.16 under discussion is faculty business because it impacts their teaching and research, but OIT disagrees. We should ask the administration to give equal weight to faculty input. Jerry Fairley wishes for his original motion to be voted on.

There was some additional discussion regarding possible amendments. Could we, instead, send a small group of senators to meet with President Green and articulate our arguments? Jerry Fairley thinks that this is an important and broad issue that cannot be addressed in that way.

A senator noted that policies in APM are not under faculty purview. Others responded that making changes to APM policies that impact faculty – without faculty input – is at the source of the problem. Some of those policies may belong in FSH.

Chair Quinnett thanked all members of the Working Group and discharged the committee.

Vote: 12/21 yes; 9/21 no. Motion passes.

**Pending Policy Business (non-voting):**

- \*APM 30.16 – Attach. #3

**Committee Reports (vote):**

- University Curriculum Committee
  - UCC 78 Counseling and Testing Center – Blaine Eckles, Vice Provost for Student Affairs and Dean of Students. Attach. #4  
The Counseling and Testing Center has been a single administrative unit for more than 25 years and these offices are also collocated in Mary Forney Hall. The Testing Center was established as a separate administrative unit on July 1, 2021 with the long-term objective of relocating the center elsewhere on campus. The reorganization into two separate units necessitates a re-naming of both administrative units. The Testing Center has always been independently identified as “Testing Center” and there is no need to change the name of this unit. The university’s mental health services do need to be renamed given the fact that “testing center” is part of the current departmental name. A recommendation is made at this time to rename the Counseling and Testing Center to “Counseling and Mental Health Center”. This name was chosen to encompass the broad range of mental health services provided by practitioners, including individual therapy, psychiatric services, emergency mental health services, psychological testing, alcohol and other drug treatment, outreach and consultation, and the broad range of training offered by the center.  
Vote: 22/23 yes; 1/23 no. Motion passes.
  - UCC 79 Removal of B-4 from the U of I Catalog – Barb Kirchmeier, Director, Independent Study in Idaho. Attach. #5  
B-4 outlines the requirement to have U of I students collect a signature from an academic advisor before registering for an Independent Study in Idaho class. While this step of the enrollment process is outlined in ISI materials, in practice ISI doesn’t enforce it. Institutional knowledge from the Registrar’s Office indicates this policy was originally proposed by ISI, and ISI feels comfortable removing it. This proposal has the support of U of I advisors and the Associate Deans’ Group.  
Discussion:  
Is there a risk that students will take a class they don’t need to take? Director Kirchmeier replied that students are always encouraged to seek advice. Furthermore, there are safety measures in place – within 21 days of registration, they can withdraw and receive a full refund; within 22 to 45 days of registration, they receive 50% refund.  
Vote: 20/24 yes; 4/24 no. Motion passes.
  - UCC 80 Four Digit Course Numbering – Lindsey Brown, University Registrar. Attach. #6  
Due to the limited course numbers available for future course offerings in some programs the University will be transitioning undergraduate and graduate courses to a four-digit course numbering scheme effective with the 2025-26 Catalog. To remain in compliance with Idaho State Board of Education policies the first digit of each course number will be duplicated for state designated common course numbers. As an example, with this transition ENGL 101 Writing and Rhetoric I will become ENGL 1101 Writing and Rhetoric I.  
Discussion:

There was some discussion about reusing numbers, which would create problems with, among other things, transferability.

A senator inquired about shared credits with other schools and whether the new course numbering would create problems. The Registrar responded that it is in contact with Registrars from the other Idaho institutions, and they will also reach out to other states. In response to an inquiry, Lindsey Brown ensured that they will work closely with departments to make the transition as easy as possible, avoiding the need for units to enter individual changes.

Vote: 22/24 yes; 2/24 no. Motion passes.

- UCC 84 Addition to J-3-a – Dean Panttaja, Director of General Education & Assessment. Attach. #7

Add the following Written Communication course: ENGL 101P.

This new course is English 101 paired with a studio/lab component that is the new supplemented version for students that need some extra support in English. This will reduce registration confusion and ensure that the student is placed in the correct English course if ACT/SAT scores are unavailable.

- UCC 85 Regulation J-3-e – Dean Panttaja, Director of General Education & Assessment. Attach. #8

Regulation J-3-e Humanistic and Artistic Ways of Knowing. The addition of two courses is proposed: MUSH 108 Music of the World and Landscape & Architecture LARC 151 3cr. UCGE felt this would provide students with more options to complete that category.

- UCC 86 Regulation J-3-f – Dean Panttaja, Director of General Education & Assessment. Attach. #9

Regulation J-3-f American Diversity and International. This is an institutional requirement to help students understand diversity and our global world.

American Diversity – Remove SPAN 413 Spanish American Short Fiction 3 cr.

International – Add: FN 450 Global Nutrition 3 cr.; MUSH 108 Music of the World 3 cr.; SPAN 413 Spanish American Short Fiction 3 cr.

- UCC 87 Regulation J-3-g – Dean Panttaja, Director of General Education & Assessment. Attach. #10

Regulation J-3-g Capstone Experience

Add: CYB 481 Cybersecurity Senior Capstone Design II 3 cr.; FS 489 Food Product Development 3 cr.

Remove: FN 305 Nutrition in the Life Cycle 3 cr.

A senator asked whether MUSH 108, which appears in both International and Humanistic and Artistic Ways of Knowing, can count towards both requirements. Dean Panttaja confirmed that it can.

Vote on UCC 84, 85, 86, 87 (taken as a group): 21/22 yes; 1/22 no. Motion passes.

#### **Other Announcements and Communications:**

- Spread Pay Working Group Update – Brian Foisy, Vice President for Finance & Administration and Kristin Haltinner, Culture, Society & Justice.

Kristin Haltinner presented an executive summary from the spread-pay working group: Most faculty would like the option of returning to spread pay. Even those who do not need it for themselves would like to see it as an option for their colleagues. The provision of spread pay as an option for faculty will have significant and important impacts on their emotional and financial well-being. Of those who indicated that they would not opt into spread pay, most are financially secure enough that they do not have a personal need. Of those who are unsure as to whether they would switch to spread pay, their hesitation is rooted in concerns about implications for grants and other benefits. The working group recommends UI reinstate spread pay as an option for employees on academic year contracts.

Kristin then proceeded to explain the methodology. A survey was sent via Institutional Research to all faculty on academic year contracts. The survey was written and edited by members of the faculty senate working group (Debb Thorne, Kristin Haltinner, Kelly Quinnett, and Erin Chapman). It was also vetted by Wes McClintick. Of the 540 faculty on academic year contracts, 329 completed the survey, a 61% response rate.

The Spread Pay Working group recommends that UI reinstitute Spread Pay as an optional benefit for employees on academic year contracts. Given the widespread support for the option, and the significant impact it will have on affected faculty, it will have a significant impact on the well-being of UI employees and general morale.

Discussion:

A Senator recalls that, when the university introduced standard pay, faculty were told that it would save the university money. Did it? Vice President Foisy replied that money wasn't the main reason. The old system worked well as long as there are no changes – for instance, a 9-month faculty moving to a 12-month unit chair position. His office has hired a consulting group, SIG, who is working on a report to be released in June or July. He thinks we can meet the target date of July 2024 and is very supportive of this project.

Brian Foisy had words of appreciation for the committee's professional approach. They care about the impact on everyone, including Brian's team. We aim for a June 2024 implementation and are committed to find a good solution.

Thanks, Brian, for your support!

**New Business:**

A senator suggested to have Dean of COGS Jerry McMurtry again at senate to finish the conversation on TA eligibility for MS students. Chair Quinnett will check whether Dean McMurtry is available for one of the next meetings.

**Adjournment:**

Chair Quinnett adjourned the meeting at 4:52pm.

Respectfully Submitted,

Francesca Sammarruca  
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 26

Tuesday, April 11, 2023 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #25 (April 4, 2023) **Attach. #1**
- III. Chair's Report
  - Our Shared Success Story – Blaine Eckles, Vice Provost for Student Affairs, Dean of Students
  - UFM #3 – Wednesday, May 3<sup>rd</sup>, 3:00 pm PT via Zoom
  - Connecting U & I Block Party & MHFA - Amanda Ferstead, Assistant Director Health Promotion
- IV. Provost's Report
- V. Pending Policy Business
  - APM 30.16 – Additional discussion and action on the motion from Senate Meeting #11, 11/01/2022 **Attach #2**
- VI. Other Policy Business (non-voting)
  - \*APM 30.16 **Attach. #3**
- VII. Committee Reports
  - University Curriculum Committee (Vote)
    - UCC 78 Counseling and Testing Center – Blaine Eckles, Vice Provost for Student Affairs and Dean of Students **Attach. #4**
    - UCC 79 Removal of B-4 from the U of I Catalog – Barb Kirchmeier, Director, Independent Study in Idaho **Attach. #5**
    - UCC 80 Four Digit Course Numbering – Lindsey Brown, University Registrar **Attach. #6**
    - UCC 84 Addition to J-3-a – Dean Panttaja, Director of General Education & Assessment **Attach. #7**
    - UCC 85 Regulation J-3-e – Dean Panttaja, Director of General Education & Assessment **Attach. #8**
    - UCC 86 Regulation J-3-f – Dean Panttaja, Director of General Education & Assessment **Attach. #9**
    - UCC 87 Regulation J-3-g – Dean Panttaja, Director of General Education & Assessment **Attach. #10**
- VIII. Other Announcements and Communications
  - Spread Pay Working Group Update – Brian Foisy, Vice President for Finance & Administration and Kristin Haltinner, Culture, Society & Justice



IX. New Business

X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2022-2023 Faculty Senate Meeting #25 (April 4, 2023)
- **Attach. #2** APM 30.16 Changes for Review
- **Attach. #3** APM 30.16
- **Attach. #4** UCC 78
- **Attach. #5** UCC 79
- **Attach. #6** UCC 80
- **Attach. #7** UCC 84
- **Attach. #8** UCC 85
- **Attach. #9** UCC 86
- **Attach. #10** UCC 87

\*Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu) and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM is presented.

**2022 – 2023 Faculty Senate – Pending Approval**

Meeting # 25

Tuesday, April 4, 2023, 3:30 pm – 5:00 pm

Zoom only

**Present:** Call, Chapman (Vice Chair), Fairley, Gauthier, Haltinner, Hickman, Hoffmann, Hunter, Justwan, Kolok, Torrey Lawrence (w/o vote), Long, Mittelstaedt, Murphy, Pfeifer, Quinnett (Chair), Reynolds, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Silsby, Tibbals

**Absent:** Raney (excused), Schwarzlaender (excused), Thorne, Walsh, Wargo

**Also present:** Madison Powell (proxy for Ahmadzadeh)

**Guests/Speakers:** Jerry McMurtry, Alistair Smith, Cari Fealy

**Call to Order:** Chair Quinnett called the meeting to order at 3:31 pm.

**Approval of Minutes (vote):**

The minutes of the 2022-23 Meeting #24 March 28, 2023 were approved as distributed.

**Chair's Report:**

- Our Shared Success Stories – Francesca Sammarruca, Faculty Secretary, Physics  
I am happy to have been and to be a 3-dimensional faculty, with the three dimensions being teaching, research, and service. Based on evidence, I am a good teacher. I am an active researcher in the field of theoretical nuclear physics, funded by the US DOE continuously since 22 years. Physics is a very international environment: I have traveled to many countries to deliver invited talks. Presently I mentor two Ph.D. students, one from Nigeria and one from the US. I am active in promoting participation of women in physics. In 2003, my female graduate student was the first woman to receive a physics Ph.D. from UI physics. And I truly enjoy being in the role of faculty secretary.
- Our Shared Success Story – Carson Silsby  
Carson is the GSPA senate representative. This year, the GSPA group is very active and enthusiastic. Among their initiatives: collecting funds for graduate students travel, and procure graduation regalia at a much lower cost than offered on campus. Carson is excited to work with this wonderful group on diverse activities to help fellow graduate students!
- TA Concern – Jerry McMurtry, Dean of the College of Graduate Studies  
Dean McMurtry addressed faculty concerns regarding future limitations to M.S. students being eligible for TA awards. He emphasized that there is no plan to offer TA awards only to Ph.D. students, which would be unsustainable. For example, most of the 94 TAs in CLASS are M.S. students. However, there is an institutional drive towards R1 status, for which we need to increase the number of Ph.D. degrees awarded. So, COGS is encouraging units with both M.S. and Ph.D. programs to give Ph.D. students priority over M.S. students when distributing TA positions. The awards are given to the colleges for deans to distribute them as they see best. However, President Green feels strongly about R1 and wants to use these institutional dollars to bring in Ph.D. students and take them to completion. Of the seven million dollars we have in TA money, two come from the President.

Discussion:

A Senator saw a memo from COGS stating clearly that programs offering Ph.D. degrees must give TA positions to students seeking a Ph.D. degree. There are no considerations of teaching needs, needs of programs with significant professional component, or programs which require the M.S. before people can apply for Ph.D., such as Geography. If these are the official directions, it is a huge change in the way we serve our students. It should have been brought before Senate for faculty input. Dean McMurtry recalled that these plans were discussed with the deans a number of years ago, but set aside due to the big budget cuts. No changes were made until the financial situation stabilized, and now these plans have been brought back up and are again being discussed with the deans. The memo is a draft, but the intent is to use these institutional dollars to support Ph.D. degree seekers, consistent with R1 efforts. Dean McMurtry didn't think of taking this matter to Senate first. The senator replied that this is exactly the kind of matter that needs to go before Senate. Another senator argued that the decision in the memo can actually be counterproductive with regard to the R1 goal. This senator does not accept Ph.D. students unless they have an M.S. – they had bad experience, and lost NSF funds, with unproven students who ended up not being successful. If implemented, the policy will make it very difficult for this senator to recruit students. Having been funded through the M.S. has been of paramount importance for some of their Ph.D. students.

Chair Quinnett suggested to have Dean McMurtry back next week to continue this conversation. Dean McMurtry is willing to do so.

- The Career Services Impact Award: nominations open until 4/17  
<https://www.uidaho.edu/current-students/career-services/faculty-staff/career-impact-award>
- More on the UI Food Security Coalition: <https://linktr.ee/uidahofoodsecurity>  
The Food Security Coalition recently launched their social media, including a community Facebook group as a place to post leftover food information. Please share their linktree and have folks follow Free Food and Giveaways Moscow ID on Facebook to post leftover food options as they come up!

#### **Provost Report:**

- 2023 UI Great Colleges to Work for Survey. Please participate. A large response rate is really important to improve our workplace. The survey is anonymous and confidential. The deadline is this Thursday.
- Talks with Torrey, 11:30am tomorrow. Questions can be submitted in advance or in person.
- “Vandal Giving Day” – April 4 and 5, 1889 minutes – ends tomorrow at 5:48pm.  
<https://vandalsgive.uidaho.edu/giving-day/67452>
- Circling back to a senator's concern about the phone transition: There are actually two projects: transitioning from actual phones to Teams Voice, and eliminate unused phone lines. That's the reason for the email that some faculty are receiving from ITS if the usage of their phones is very low. The notification gives the opportunity to reply that the phone line is still needed. Eliminating unneeded lines will save money. A clarifying announcement will be sent soon.  
Discussion:

What happened to the last UI Great Colleges to Work for Survey? Vice Provost Kelly-Riley and Wes McClintick, Institutional Research, posted the link below.

<https://www.uidaho.edu/provost/ir/assessment-evaluation/surveys/great-college>

### **Pending Policy Business (vote):**

- Pending Main Motion on APM 30.16 – Senate Meeting #11, 11/01/2022; Subsidiary motion to refer the main motion to and ad hoc committee – Senate Meeting #12, 11/08/2022.

- APM 30.16 Working Group Report – Dakota Roberson, Electrical and Computer Engineering, Attach. #2

Faculty Secretary: there is a main motion on the table and a subsidiary motion to refer the main motion to an appropriate working group, led by Dakota Roberson.

Dakota briefly summarized the process and the work of the committee. The working group looked at IT policies from nearby universities, especially Montana State (public, land-grant, R1), and recommended a less restrictive policy along the lines of MSU.

The majority of the committee finds that the core of the disagreement -- faculty autonomy to purchase the equipment they need unless it poses a security risk or a regulatory compliance problem – has not been addressed. Furthermore, faculty asked for, but were denied, the right to a report of the security or compliance problem the requested hardware would cause.

A senator presented the dissenting opinion: they think that concerned faculty should focus on the implementation, not the policy. They are not happy about the approach Senate has taken, which they see as “*confrontational*.”

#### Discussion:

It was brought up that OIT accepted bids for best pricing and selected Lenovo. How does this address security concerns, especially considering that federal agencies do not allow the purchase of Lenovo technology with federal funds?

In response to a question from Chair Quinnett, a few senators reported that their requests for non-standard technology procurement were denied.

Chair Quinnett proposed to change the order of the agenda and come back to APM 30.16 after the other business has been disposed of. No objections.

### **Committee Reports (vote):**

- Faculty Affairs Committee
  - FSH 1565 Academic Ranks and Responsibilities (Vote), Attach. #3 – Alistair Smith Changes have been made to **A-1. Introduction** to revise cap on instructors, senior instructors, and lecturers, and to **G-1. Lecturer** and **G-2 Visiting Faculty** to align with revised FSH 1520. These are incremental steps. More recommendations will come from the task force currently addressing workplace conditions for non-tenure-track faculty. FSH 1565 contains all definitions, whereas all information about voting rights is in FSH 1520, the Constitution of the University Faculty. In FSH 1565, there was a 25% cap on the number of instructors, senior instructors and lecturers a unit could hire. Faculty Affairs proposes to remove the cap and allow each unit the flexibility to decide. FSH 1565 G-1 and G-2: Definition of lecturers and visiting faculty.

#### Discussion:

With regard to the 25% cap, a senator is concerned that units will hire more and more contingent faculty (and thus keep the cap high) under the pressure to save money. Alistair noted that the removal of the cap only applies to lecturers. Historically, the reason for the cap originated from some units being worried that instructors would control the curriculum. Vice Provost Kelly-Riley added that, in the past, instructors and senior instructors were not recognized as full faculty. A limitation on the number of lecturers allows departments to be in control of their curriculum and manage their resources.

Vote: 11 yes; 6 no. Motion passes.

- FSH 1520 Constitution of the University Faculty (Vote) Attach. #4 – Alistair Smith. Article II, Section 1 has been revised to clarify that voting rights arise from faculty rank, so that non-faculty in administrative roles do not have voting rights; and to resolve conflict with FSH 1565 regarding the terms on which visiting faculty and lecturers are granted voting rights.

This also can be seen as a two-part revision. First, clean up inconsistencies (see Section 1.) to ensure that only people with faculty status have voting privileges. This is the bulk of the changes. Then there is the issue of *consecutive* (or not) semesters, to be addressed separately.

Moved (Long, Mittelstaedt) to accept the text in Section 1. as it is written up to “...completed at least two semesters;” (1<sup>st</sup> line to the beginning of the 7<sup>th</sup> line).

Vote: 16 yes; 2 no. Motion passes.

Moving on to the second issue: Should the two semesters be consecutive or not?

Friendly amendment (Long) to add the word ‘consecutive’ to the phrase associated with visiting faculty - I.e., two consecutive semesters. Adopted with no objections. After some discussion regarding the clause focused on lecturers, it was moved (Long, Mittelstaedt) to change the language on the 7<sup>th</sup> line (starting at “and lecturers” and ending with “half-time appointment”) to “...who have completed.....on half-time appointment within the three preceding years.”

Vote: 17 in favor; 1 opposed. Motion passes.

#### **Other Announcements and Communications:**

- 2300/2044 Proposal – Cari Fealy, Associate Dean of Students  
Cari Fealy is in the process of editing FSH 2300 (regarding student code of conduct) and 2400 (covering disciplinary actions). The current versions are out of compliance. She is working with a firm – External Solutions – familiar with case law and best practices. The firm has recommended to combine FSH 2300 and 2400 in one document. Potentially, an organization code of conduct may take the place of FSH 2400. Although the drafting is still at an early stage, Cari Fealy wishes to be fully transparent throughout the process. It’s not yet clear how to have the new/revised policies implemented in the fall, as President Green would like.  
Cari will reconnect with Senate in the fall.

Due to time constraints, Chair Quinnett proposed to postpone additional discussion and action on the main motion on APM 30.16 to the next meeting. Motion to postpone until next week (Quinnett, Chapman) passes by unanimous consent.

#### **Adjournment:**

Chair Quinnett adjourned the meeting at 5:03pm.

Respectfully Submitted,

Francesca Sammarruca  
Secretary of the University Faculty & Secretary to Faculty Senate



# MEMO

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**To:** Kelly Quinnett, President, University of Idaho Faculty Senate  
**From:** Teresa Amos, Deputy Director, OIT Planning and Initiatives  
**CC:** Dan Ewart, VP of Information Technology, Chief Information Officer  
**Date:** March 9, 2023  
**Subject:** APM 30.16

Hello Everyone,

Over the past few months many of us have spent a lot of time and effort in revising APM 30.16 to address a multitude of concerns around procurement of computer and the security of the University data. Our conversations have been productive in many ways especially [in](#) opening a dialog on how we can all do our best work in our roles within the University.

Included in this has been much discussion and scrutiny of how OIT provides services to our constituents and as a result OIT has reorganized our processes to provide a better procurement experience for the broader university community. We appreciate the valuable feedback, which, in turn, allowed us to create operational improvements in the process. While we still face supply chain issues, we are being more strategic about the stock we keep on hand for requests.

Including the APM's we also have documented the process in the [Hardware Procurement Request](#) process and answered questions through our [30.16 FAQ](#) page, just to name a few. Though the typical computer won't meet all needs, OIT has streamlined the ordering forms to include inline exception requests should they be needed.

Below you will find information that documents the section edits along with our original language and reasons related to language changes.

*Note: Any reference to ITS will be changed to OIT throughout the document.*

Section	Original Policy Language	Faculty Senate Proposed Change	Final Language	Reason
B. Scope	This policy applies to all technology hardware owned, used or operated	This policy applies to all technology hardware owned by the University	This policy applies to all technology hardware owned by the University	Any university funding regardless of source, dictates ownership by

	by the University and its employees and affiliates, regardless of the source of funding, location or intended purpose.	regardless of the source of funding, location or intended purpose.	regardless of the source of funding, location or intended purpose.	the U of I. Reference 10.40 A-2 section I
C-1	Technology Hardware. All University-owned, -leased, or -maintained computing equipment that processes or stores University data .	Technology Hardware. All University-owned, -leased, or -maintained computing equipment that could processor store moderate or high risk University data as categorized by APM30.11-B-2.	Technology Hardware. All University-owned, -leased, or -maintained computing equipment that could process or store University data	Data classification at time of purchase cannot be relied upon to remain consistent for the life of the computer.
C-4	Standard Technology Hardware. Technology hardware as defined and documented by ITS that meets University specifications. Standard technology hardware will be the default hardware purchased and utilized unless it does not meet the needs of the situation and an ITS exception is granted. Standards will be reviewed on	Standard Technology Hardware. Hardware available directly from OIT which has been predetermined by OIT to meet the security and regulatory needs of the University. Standard technology hardware is the preferred option for new hardware requests.	Standard Technology Hardware. Hardware available directly from OIT which has been predetermined by OIT to meet the needs of most users while also meeting the supportability, security and regulatory needs of the University. Standard technology hardware is the preferred option for new hardware requests.	Aligned with OIT process for hardware procurement. Please see <a href="#">Hardware Procurement Request</a>



	a regular basis and documented in the ITS Portal.			
C-5	Total Cost of Ownership. The complete lifecycle cost of technology hardware including but not limited to purchase price, delivery costs, installation, updating, warranties, and personnel costs for maintenance, repair, and decommissioning. Purchase price is only a component of total cost of ownership.	The complete lifecycle cost of technology hardware including but not limited to purchase price, delivery costs, installation, updating, warranties, and personnel costs for maintenance, repair, and decommissioning, when appropriate. The total cost of ownership must be evaluated at the time of acquisition based on expected usage and will vary case-to-case.	Total Cost of Ownership. The complete lifecycle cost of technology hardware including but not limited to purchase price, delivery costs, installation, updating, warranties, and personnel costs for maintenance, repair, and decommissioning, when appropriate.	Total Cost of Ownership isn't evaluated at the unit level but an overall university level.
C-6	N/A	High Performance Computing. Computing services in a data center environment such as those provided by U of I Research Computing and Data Services (RCDS).	High Performance Computing. Computing services in a data center environment such as those provided by U of I Research Computing and Data Services (RCDS).	Accepted
D-1	University of Idaho employees shall procure technology hardware,	University of Idaho employees shall request technology hardware,	University of Idaho employees shall procure technology hardware, regardless	Given the volume of purchase OIT makes a best effort approach is required.

	<p>regardless of funding source , through the U of I technology procurement process as documented on the ITS Portal. Whenever feasible purchases shall be limited to Standard Technology Hardware unless an exception request is preapproved pursuant to section F.</p>	<p>regardless of funding source, through the U of I technology procurement process as documented on the <a href="#">OIT Portal</a>. Whenever feasible, requester shall consider selection of Standard Technology Hardware as the preferred option. Requests for non-standard technology hardware will be reviewed by OIT within 5 business days. If the requested technology is found to present a security risk, the requester shall be notified within 5 business days of the specific security controls deemed out of compliance. The concerns will be reviewed by requester and OIT, and OIT will suggest potential remedies or alternatives.</p>	<p>of funding source, through the U of I technology procurement process as documented on the <a href="#">OIT Portal</a>. Whenever feasible, requester shall consider selection of Standard Technology Hardware as the preferred option. OIT will make all reasonable attempts to review requests for non-standard technology hardware within 5 business days. OIT will either approve the non-standard hardware request or provide suitable alternatives.</p>	
D-2	<p>Technology hardware may not be purchased on University issued P-cards except by ITS as a part of the U of I technology</p>	<p>OIT acknowledges that certain types of activities will have special circumstances around their use and are therefore</p>	<p>Technology hardware may not be purchased on University issued P-cards except by OIT as a part of the U of I technology procurement process</p>	<p>Exemptions stated in D-3.</p>

	<p>procurement process. Personal funds reimbursed by the University may not be used to purchase technology hardware.</p>	<p>exempt from the OIT procurement policies described herein. Compliance with all other provisions of this policy is still required. Example exemptions include: Technology hardware may not be purchased on University issued P-cards except by OIT as a part of the U of I technology procurement process unless covered by activities referenced in D-2 above. Personal funds reimbursed by the University may not be used to purchase technology hardware.</p>	<p>unless covered by activities referenced in D-3 below. Personal funds reimbursed by the University may not be used to purchase technology hardware.</p>	
D-3	<p>Original language pertains to current item D-4</p>	<p>OIT acknowledges that certain types of activities will have special circumstances around their use and are therefore exempt from the OIT procurement policies described herein. Compliance with all other provisions of this policy is still required. Example exemptions include,</p>	<p>OIT acknowledges that certain types of activities will have special circumstances around their use and are therefore exempt from the OIT procurement policies described herein. Compliance with all other provisions of this policy is still required. Exemptions must be approved by OIT. Example exemptions include, but are not limited to:</p>	<p>A device purchased could access moderate or high risk data at any time after purchase.</p>

		<p>but are not limited to:</p> <p>a. Technology hardware used for centralized supercomputing or high performance computing. Compliance with all sections of APM Chapter 60 is still required.</p> <p>b. Technology hardware that is part of a package to run specific scientific equipment or systems as required by the manufacturer or reseller.</p> <p>c. Devices used in research, teaching and learning, that do not access, store nor process moderate or high risk University data.</p>	<p>a. Technology hardware used for centralized high performance computing. Compliance with all sections of APM Chapter 60 is still required.</p> <p>b. Technology hardware that is part of a package to run specific equipment or systems as required by the manufacturer or reseller.</p> <p>c. Devices used in research, teaching and learning, that do not access, store, nor process University data..</p>	
D-4	Whenever feasible, technology hardware shall be treated as a managed technology device. Exceptions to this	Whenever feasible, technology hardware shall be treated as a managed technology device. Exceptions to this	Whenever feasible, technology hardware shall be treated as a managed technology device. Exceptions to this will be at the discretion of OIT.	OIT is responsible for security and compliance and adherence to all applicable laws. There will be instances where notifications before

|

	will be at the discretion of ITS.	will be at the discretion of OIT. OIT is responsible for informing the user prior to software modification or removal from the managed technology device.	OIT will make reasonable attempts to inform the user prior to software modification or removal from a managed technology device unless required to address security incidents or compliance with local, state or federal law.	removal would put the university at undo risk but we will make reasonable attempts to do so.
D-6	Repairs or upgrades of technology hardware shall be coordinated through ITS.	Repairs or upgrades of standard technology hardware shall be coordinated through OIT except those referenced in item D-2 above.	Repairs or upgrades of technology hardware shall be coordinated through OIT except those referenced in item D-2 above.	All technology repairs must be coordinated by OIT. This is a matter of avoiding data loss or breach should the item need to go out for service.

With these edits, we consider this process complete. I will incorporate the changes into a final document and submit it for implementation through General Counsel's office per the APM policy process. A copy of the final will be made available to Faculty Senate as well.

Throughout this process, I have learned so much about the governance process and each area's role in decision making each area has. I appreciate everyone's time, honesty, and hard work throughout this process. Going forward I will be bringing these items forward for review much sooner in the process to make sure we have a more streamlined approach to OIT policy making.



## 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](mailto:ui-policy@uidaho.edu).

**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title:

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title: **APM 30.16 – Technology Hardware Lifecycle Management**

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using “track changes.”

**Originator: Teresa Amos**

**Policy Sponsor, if different from Originator: Dan Ewart**

**Reviewed by General Counsel**      Yes  No     Name & Date: Manisha Wilson, 3/30/23

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.

Policy revised throughout in collaboration with the Faculty Senate.

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

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.

As soon as possible.

**Contents:**

- A. Purpose
- B. Scope
- C. Definitions
- D. Policy
- E. Non-Compliance
- F. Exceptions
- G. Contact Information
- H. References

**A. Purpose**

Technology hardware is used to support instruction, research, outreach, and service missions; administrative functions; and student and campus life activities. This policy addresses the lifecycle management and stewardship of U of I technology hardware to provide quality support; data security; the lowest possible total cost of ownership; and compliance with applicable federal and state laws, Idaho State Board of Education and U of I policies and procedures, and industry best practices.

Each piece of technology hardware connected to University systems represents a use of University resources, including personnel time and operating funds, and can represent a risk to our institution if not managed properly throughout its complete lifecycle from procurement to decommissioning. The Office of Information Technology/Information Technology Services (OIT/ITS), in collaboration with Contracts and Purchasing Services (C/PS), strives to acquire and maintain technology hardware in a manner that:

- Ensures specifications to meet University current and, wherever possible, future technology needs,
- Provides the lowest possible total cost of ownership,
- Supports the secure acquisition, compliant baseline configuration, and appropriate ongoing security posture for University infrastructure, systems, and data, and
- Complies with applicable federal and state regulations as well as Idaho State Board of Education and U of I policies and procedures.

**B. Scope.**

This policy applies to all technology hardware owned or leased by the University regardless of the source of funding, location or intended purpose.

This policy applies to all technology hardware owned, used or operated by the University and its employees and affiliates, regardless of the source of funding, location or intended purpose.

## C. Definitions

C-1. Technology Hardware. All University-owned, -leased, or -maintained computing equipment that could process or store University data.

~~Technology Hardware. All University-owned, -leased, or -maintained computing equipment that processes or stores University data.~~

C-2. Managed Technology Device. Standard technology hardware that is managed by ITS/OIT-defined security and management software.

C-3. Security and Management Software. Tools required by the University to maintain continuous, appropriate, and compliant configuration and security management for the University's technology hardware. This may include but is not limited to antivirus, vulnerability, and configuration management tools defined in the standards for APM 30.11.

C-4. Standard Technology Hardware. Hardware available directly from OIT which has been predetermined by OIT to meet the needs of most users while also meeting the supportability, security and regulatory needs of the University. Standard technology hardware is the preferred option for new hardware requests.

~~Standard Technology Hardware. Technology hardware as defined and documented by ITS that meets University specifications. Standard technology hardware will be the default hardware purchased and utilized unless it does not meet the needs of the situation and an ITS exception is granted. Standards will be reviewed on a regular basis and documented in the ITS Portal.~~

C-5. Total Cost of Ownership. Total Cost of Ownership. The complete lifecycle cost of technology hardware including, but not limited to, purchase price, delivery costs, installation, updating, warranties, and personnel costs for maintenance, repair, and decommissioning, when appropriate.

~~The complete lifecycle cost of technology hardware including but not limited to purchase price, delivery costs, installation, updating, warranties, and personnel costs for maintenance, repair, and decommissioning. Purchase price is only a component of total cost of ownership.~~

C-6. High-Performance Computing. Computing services in a data center environment such as those provided by U of I Research Computing and Data Services (RCDS).

## D. Policy



D-1. University of Idaho employees shall procure technology hardware, regardless of funding source, through the U of I technology procurement process as documented on the OIT Portal. Whenever feasible, requester shall consider selection of Standard Technology Hardware as the preferred option. Standard Technology Hardware shall be the preferred option. OIT will make all reasonable attempts to review requests for non-standard technology hardware within 5five business days. OIT will either approve the non-standard hardware request or provide suitable-alternatives deemed suitable by OIT.

D-1. University of Idaho employees shall procure technology hardware, regardless of funding source, through the U of I technology procurement process as documented on the ITS Portal. Whenever feasible purchases shall be limited to Standard Technology Hardware unless an exception request is preapproved pursuant to section F.

D-2. Technology hardware may not be purchased on University issued P-cards except by OIT as a part of the U of I technology procurement process unless covered by activities referenced in D-3 below. Personal funds reimbursed by the University may not be used to purchase technology hardware shall not be reimbursed by the University.

D-2 Technology hardware may not be purchased on University issued P-cards except by ITS as a part of the U of I technology procurement process. Personal funds reimbursed by the University may not be used to purchase technology hardware.

D-3. OIT acknowledges that certain types of activities will have special circumstances around their use and are therefore exempt from the OIT procurement policies described herein. Compliance with all other provisions of this policy is still required. Exemptions must be approved by OIT in advance of their procurement. Example-Exemptions may include, but are not limited to:

a. Technology hardware used for centralized high-performance computing. Compliance with all sections of APM Chapter 60 is still required.

b. Technology hardware that is part of a package to run specific equipment or systems as required by the manufacturer or reseller.

c. Devices used in research, teaching and learning, that do not access, store, nor process University data..

D-4 Whenever feasible, technology hardware shall be treated as a managed technology device. Exceptions to this will be at the discretion of OIT.

OIT will make reasonable attempts to inform the user prior to software modification or removal from a managed technology device unless required to address security incidents or to meet legal, audit, or other compliance- requirementswith local, state or federal law.

~~Whenever feasible, technology hardware shall be treated as a managed technology device. Exceptions to this will be at the discretion of ITS.~~

D-54. All technology hardware shall be tracked in and through central inventory management systems as documented on the [ITSOIT](#) Portal.

D-65. Repairs or upgrades of technology hardware shall be coordinated through OIT except those referenced in item D-2 above.

~~Repairs or upgrades of technology hardware shall be coordinated through [ITSOIT](#).~~

D-76. Security and management software shall not be removed or rendered unusable for any reason on any managed technology device unless preapproved through [ITSOIT](#).

D-87. No hardware or software shall be added, modified, or removed from technology hardware that negatively impacts the performance of security and management software.

D-98. Upon any of the below events, managed devices shall be cleaned of all data through an approved [ITSOIT](#) process and reset to meet managed device standards, unless an exception is approved by [ITSOIT](#); in addition, all technology equipment shall be evaluated by [ITSOIT](#) to ensure use is still appropriate.

- The end of employment of an employee
- Change of position of an employee
- Reallocation of technology hardware resources
- Receipt of new technology hardware
- Situations deemed necessary to address security or compliance

As part of an employee's offboarding process, the supervisor is responsible for contacting [ITSOIT](#) to secure electronic information that is subject to archival or records management policy.

D-109. Surplus or disposal of technology hardware will be coordinated through [ITSOIT](#) as documented on the [ITSOIT](#) Portal.

## E. Noncompliance

Noncompliance with this policy may result, depending upon the nature of the noncompliance, in the user's account or access being suspended to U of I technology resources as stated in Section B.3 of APM 30.12 ([Acceptable Use of Technology](#)).

If technology hardware is procured in a noncompliant manner or causes interference to any University business process, any or all of the following may occur:

- Technology hardware may be disabled or removed from accessing the University network
- Technology hardware may be blocked from accessing University systems and data
- Technology hardware may be returned to the vendor

Any costs of remedying noncompliance will be the responsibility of the unit in violation of this policy.

## F. Exceptions

Exception requests must be preapproved. Technology hardware needs will be considered based on program need. Exceptions to this policy will require prior approval of the Vice President for Information Technology and Chief Information Officer or designee based on a recommendation approved by on the supervising VP/dean/director.

Exception requests to this policy can be submitted for approval on the [ITSOIT](#) Portal site. [Click here for more information.](#)

## G. Contact Information.

[ITSOIT](#) can assist with questions regarding sections D-1 through D-5 and D-9 of this policy and related standards. Questions should be submitted through the [ITSOIT Portal](#). The [ITSOIT](#) Information Security Office can assist with questions regarding sections D-6 through D-8 of this policy and related standards. General questions can be directed to the Vice President for Information Technology and Chief Information Officer or designee.

## H. References.

UI – APM 60.04 – Internal Purchases and Charges

[UI – APM 30.11 – University Data Classifications and Standards Standards for Data Classifications](#)

CIS Critical Security Control #1 (Inventory and Control of Enterprise Assets)

NIST 800-171r2 – 3.4.1 (Configuration Management), 3.8.3 (Media Sanitization)

Critical Security Control #2 (Audit)

[ITSOIT](#) Portal - xxx

## Version History

[Amended 2023. Policy revised throughout.](#)

**Amended 2022.** Comprehensive review and revision. Standardized purchasing process to allow UI to obtain better pricing for new computing resources.

**Adopted 2007.**

# 78: COUNSELING AND TESTING CENTER

## In Workflow

1. Barbara Smith (barbaras@uidaho.edu)
2. Registrar's Office (none)
3. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
4. Ready for UCC (disable)
5. UCC (none)
6. Post-UCC Registrar (none)
7. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
8. Catalog Update (V00814390@uidaho.edu)

## Approval Path

1. Wed, 18 Jan 2023 23:29:28 GMT  
Barbara Smith (barbaras): Approved for V00416819
2. Wed, 25 Jan 2023 21:30:00 GMT  
Theodore Unzicker (tunzicker): Approved for Registrar's Office
3. Sat, 04 Feb 2023 18:42:27 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
4. Wed, 15 Mar 2023 19:40:10 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
5. Mon, 03 Apr 2023 22:24:28 GMT  
Sydney Beal (sbeal): Approved for UCC
6. Mon, 03 Apr 2023 22:34:42 GMT  
Sydney Beal (sbeal): Approved for Post-UCC Registrar

## New Proposal

Date Submitted: Fri, 13 Jan 2023 19:50:53 GMT

### Viewing: Counseling and Testing Center

Last edit: Wed, 18 Jan 2023 23:28:53 GMT

Changes proposed by: Barbara Smith

### Faculty Contact

Faculty Name	Faculty Email
Greg Lambeth, PhD	lambeth@uidaho.edu

### Request Type

Change the name of an administrative unit

### Effective Catalog Year

2023-2024

### Title

Counseling and Testing Center

### Request Details

The Counseling and Testing Center has been a single administrative unit for more than 25 years and these offices are also co-located in Mary Forney Hall. The Testing Center was established as a separate administrative unit on July 1, 2021 with the long-term objective of relocating the center elsewhere on campus. The reorganization into two separate units necessitates a re-naming of both administrative units. The Testing Center has always been independently identified as "Testing Center" on the university's web site, promotional materials, etc and there is not a need to change this name of this unit. The university's mental health services do need to be renamed given the fact that "testing center" is part of the current departmental name. A survey of was conducted with students in order to receive their input on the naming the center, a survey of staff within the center was conducted and a review was conducted of more than 50 university mental health centers to determine how other institutions are identifying these services. A recommendation is made at this time to rename the Counseling and Testing Center to "Counseling and Mental Health Center". This name was chosen to encompass the broad range of mental health services provided by practitioners, including individual therapy, psychiatric services, emergency mental health services, psychological testing, alcohol and other drug treatment, outreach and consultation and the broad range of training offered by the center. This name is also consistent with the ways that the term "mental health" has been embraced by our current student population and as such reduces stigma associated with seeking out these services.

Key: 78

# 79: REMOVAL OF B-4 FROM THE#U OF I CATALOG

## In Workflow

1. Registrar's Office (none)
2. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
3. Ready for UCC (disable)
4. UCC (none)
5. Post-UCC Registrar (none)
6. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
7. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
8. Catalog Update (V00814390@uidaho.edu)

## Approval Path

1. Tue, 17 Jan 2023 21:09:02 GMT  
Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Sat, 04 Feb 2023 18:42:53 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
3. Wed, 15 Mar 2023 19:40:12 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
4. Fri, 31 Mar 2023 16:02:05 GMT  
Sydney Beal (sbeal): Approved for UCC
5. Mon, 03 Apr 2023 22:35:18 GMT  
Sydney Beal (sbeal): Approved for Post-UCC Registrar

## New Proposal

Date Submitted: Tue, 17 Jan 2023 19:57:27 GMT

**Viewing: Removal of B-4 from the#U of I Catalog**

**Last edit: Tue, 17 Jan 2023 19:57:27 GMT**

Changes proposed by: Barbara Kirchmeier

### Faculty Contact

Faculty Name	Faculty Email
Barb Kirchmeier	barbara@uidaho.edu

### Request Type

Other

### Effective Catalog Year

2023-2024

### Title

Removal of B-4 from the#U of I Catalog

### Request Details

I am proposing the removal of B-4 from the#U of I #catalog.#B-4 outlines the requirement to have U of I students collect a signature from an academic advisor before registering for an Independent Study in Idaho class. While this step of the enrollment process is outlined in ISI materials, in practice ISI hasn't been doing a lot to enforce it. Institutional knowledge from the Registrar's Office indicates this policy was originally proposed by ISI, and ISI feels comfortable removing it.

This proposal has the support of U of I advisors and the Associate Dean's Group.

Key: 79

# 80: FOUR DIGIT COURSE NUMBERING

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## In Workflow

1. Registrar's Office (none)
2. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
3. Ready for UCC (disable)
4. UCC (none)
5. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
6. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
7. Post-UCC Registrar (none)

## Approval Path

1. Tue, 07 Feb 2023 15:34:34 GMT  
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
2. Tue, 07 Feb 2023 17:24:52 GMT  
Gwen Gorzelsky (gwen): Approved for Provost's Office
3. Wed, 15 Mar 2023 17:27:28 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
4. Mon, 03 Apr 2023 22:23:53 GMT  
Sydney Beal (sbeal): Approved for UCC

## New Proposal

Date Submitted: Fri, 03 Feb 2023 16:30:24 GMT

### Viewing: Four Digit Course Numbering

Last edit: Fri, 03 Feb 2023 16:30:24 GMT

Changes proposed by: Dwayne Hubbard

### Faculty Contact

Faculty Name	Faculty Email
Lindsey Brown	lindseybrown@uidaho.edu

### Request Type

Other

### Effective Catalog Year

2025-2026

### Title

Four Digit Course Numbering

### Request Details

Due to the limited course numbers available for future course offerings in some programs the University will be transitioning undergraduate and graduate courses to a four-digit course numbering scheme effective with the 2025-26 Catalog. To remain in compliance with Idaho State Board of Education policies the first digit of each course number will be duplicated. As an example, with this transition ENGL 101 Writing and Rhetoric I will become ENGL 1101 Writing and Rhetoric I.

### Supporting Documents

UG and GR Course Renumbering.docx

Key: 80



TO: University Curriculum Committee

FROM: Office of the Registrar

RE: Undergraduate and Graduate Course Numbers

DATE: February 3, 2023

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Due to the limited course numbers available for future course offerings in some programs the University will be transitioning undergraduate and graduate courses to a four-digit course numbering scheme effective with the 2025-26 Catalog. To remain in compliance with Idaho State Board of Education policies the first digit of each course number will be duplicated. As an example, with this transition ENGL 101 Writing and Rhetoric I will become ENGL 1101 Writing and Rhetoric I.

# 84: ADDITION TO J-3-A

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## In Workflow

1. Registrar's Office (none)
2. Ready for UCC (disable)
3. UCC (none)
4. Post-UCC Registrar (none)
5. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
6. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
7. Catalog Update (V00814390@uidaho.edu)

## Approval Path

1. Tue, 14 Mar 2023 17:16:57 GMT  
Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Tue, 14 Mar 2023 17:43:44 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
3. Mon, 03 Apr 2023 22:16:09 GMT  
Sydney Beal (sbeal): Approved for UCC
4. Mon, 03 Apr 2023 22:35:29 GMT  
Sydney Beal (sbeal): Approved for Post-UCC Registrar

## New Proposal

Date Submitted: Fri, 03 Mar 2023 19:36:11 GMT

### Viewing: Addition to J-3-a

Last edit: Fri, 03 Mar 2023 19:36:10 GMT

Changes proposed by: Rebecca Frost

### Faculty Contact

Faculty Name	Faculty Email
Dean Panttaja	panttaja@uidaho.edu

### Request Type

Add/Drop/Change an academic regulation

### Effective Catalog Year

2023-2024

### Title

Addition to J-3-a

### Request Details

Add the following Written Communication course:

ENGL 101P

This new course is English 101 paired with a studio/lab component that is the new supplemented version for students that need some extra support in English.

### Supporting Documents

J-3-a Written Communication.docx

Key: 84

**J-3-a. Written Communication (3-6 credits, depending on placement)** The purpose of this requirement is to develop the ability to organize one's thoughts, to express them simply and clearly through oral, written and visual means, to observe the standards and conventions of language usage, and to suit tone to audience. The requirement is proficiency in written English equal to that needed for the completion of [ENGL 102](#).

1. To fulfill this requirement, students must complete [ENGL 101 or ENGL 101P](#) and [ENGL 102](#) or attain satisfactory scores for both courses. The following specific provisions apply to the English composition component:
2. Based on placement, a student may be required to take up to 6 credits to satisfy this requirement. Students are provisionally placed in a required English composition course based on their SAT Verbal and/or ACT English scores. The University of Idaho offers an additional placement tool, the Write Class  
Idaho: [www.writeclassuidaho.com](http://www.writeclassuidaho.com)
3. Students who attain a satisfactory score on the College Board English Achievement or Scholastic Aptitude (Verbal) Test or the American College Testing (ACT) English Test will be awarded credit and grades of P for [ENGL 101](#) and [ENGL 102](#). Also, students who attain a score of 4 on the Advanced Placement Test in English will be awarded credit and a grade of P for [ENGL 101](#) and students who attain a score of 5 on the Advanced Placement Test in English will be awarded credit and grades of P for [ENGL 101](#) and [ENGL 102](#).

U of I accepts credits earned in comparable writing courses taken at other accredited institutions (see credit limitation in J-5-d).

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# 85: REGULATION J-3-E

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## In Workflow

1. Registrar's Office (none)
2. Ready for UCC (disable)
3. UCC (none)
4. Post-UCC Registrar (none)
5. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
6. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
7. Catalog Update (V00814390@uidaho.edu)

## Approval Path

1. Tue, 14 Mar 2023 17:17:03 GMT  
Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Tue, 14 Mar 2023 17:43:46 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
3. Mon, 03 Apr 2023 22:20:48 GMT  
Sydney Beal (sbeal): Approved for UCC
4. Mon, 03 Apr 2023 22:35:33 GMT  
Sydney Beal (sbeal): Approved for Post-UCC Registrar

## New Proposal

Date Submitted: Fri, 03 Mar 2023 19:49:29 GMT

## Viewing: Regulation J-3-e

Last edit: Mon, 03 Apr 2023 22:20:41 GMT

Changes proposed by: Rebecca Frost

## Faculty Contact

Faculty Name	Faculty Email
Dean Panttaja	panttaja@uidaho.edu

## Request Type

Add/Drop/Change an academic regulation

## Effective Catalog Year

2023-2024

## Title

Regulation J-3-e

## Request Details

Regulation J-3-e Humanistic and Artistic Ways of Knowing and Social and Behavioral Ways of Knowing

Humanistic ways of Knowing additions:

MUSH 108 Music of the World 3 cr.

## Supporting Documents

J-3-e Humanities (1).docx

Key: 85

**J-3-e. Humanistic and Artistic Ways of Knowing (6 credits, from two different disciplines) and Social and Behavioral Ways of Knowing (6 credits, from two different disciplines)**

The purpose of these liberal arts courses is to provide students with critical tools for understanding the human experience and providing the means for students to respond to the world around them.

Humanistic and Artistic Ways of Knowing courses enable students to reflect upon their lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic interpretative manner, with the goal of fostering understanding of culture and inspiring a citizenry that is more literate, respectful of diverse viewpoints, and intellectually inquisitive.

Social and Behavioral Ways of Knowing courses enable students to apply rigorous analytic skills for the purpose of explaining the dynamic interaction among history, institutions, society and ideas that shape the behaviors of individuals, communities and societies. With these skills students can critically address the social issues of our contemporary world.

Some courses on the humanities and social science lists may also satisfy the American diversity or international requirement.

**Approved Humanistic and Artistic Ways of Knowing Courses:**

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<a href="#">AGED 263</a>	History of U.S. and World Agriculture	3
<a href="#">AMST 301</a>	Studies in American Culture	3
<a href="#">ARCH 151</a>	Introduction to the Built Environment	3
<a href="#">ART 100</a>	Introduction to Art: Why Art Matters	3
<a href="#">ART 205</a>	Visual Culture	3
<a href="#">ART 213</a>	History and Theory of Modern Design	3
<a href="#">ART 302</a>	Modern Art and Theory	3
<a href="#">ART 407</a>	New Media	3

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<a href="#">CHIN 101</a>	Elementary Chinese I	4
<a href="#">CHIN 102</a>	Elementary Chinese II	4
<a href="#">DAN 100</a>	Dance in Society	3
<a href="#">ENGL 175</a>	Literature and Ideas	3
<a href="#">ENGL 257</a>	Survey of Western World Literature I	3
<a href="#">ENGL 258</a>	Survey of Western World Literature II	3
<a href="#">ENGL 267</a>	Survey of British Literature I	3
<a href="#">ENGL 268</a>	Survey of British Literature II	3
<a href="#">ENGL 277</a>	Survey of American Literature I	3
<a href="#">ENGL 278</a>	Survey of American Literature II	3
<a href="#">ENGL 290</a>	Introduction to Creative Writing	3
<a href="#">ENGL 322</a>	Climate Change Fiction	3
<a href="#">ENGL 345</a>	Shakespeare	3
<a href="#">FLEN 210</a>	Introduction to Classic Mythology	3
<a href="#">FLEN 243</a>	English Word Origins	3
<a href="#">FLEN 313</a>	French/Francophone Literature in Translation	3
<a href="#">FLEN 324</a>	Topics in German Literature in Translation	3
<a href="#">FLEN 331</a>	Japanese Anime	3
<a href="#">FLEN 391</a>	Hispanic Film	3
<a href="#">FLEN 394</a>	Latin American Literature in Translation	3
<a href="#">FREN 101</a>	Elementary French I	4
<a href="#">FREN 102</a>	Elementary French II	4
<a href="#">FTV 100</a>	Film History and Aesthetics	3
<a href="#">GERM 101</a>	Elementary German I	4
<a href="#">GERM 102</a>	Elementary German II	4
<a href="#">HIST 270</a>	Introduction to Greek and Roman Civilization	3
<a href="#">HIST 357</a>	Women in Pre-Modern European History	3
<a href="#">HIST 379</a>	History of Science II: 1700-Present	3
<a href="#">HIST 414</a>	History and Film	3
<a href="#">HIST 442</a>	The Medieval Church: Europe in the Early and High Middle Ages	3
<a href="#">HIST 443</a>	The Medieval State: Europe in the High and Late Middle Ages	3
<a href="#">HIST 445</a>	Medieval English Constitutional and Legal History: 1066-1485	3
<a href="#">HIST 447</a>	The Renaissance	3
<a href="#">HIST 448</a>	The Reformation	3

Code	Title	Hours
<a href="#">HIST 485</a>	Chinese Social and Cultural History	3
<a href="#">IS 370</a>	African Community, Culture, and Music	1-3
<a href="#">JAPN 101</a>	Elementary Japanese I	4
<a href="#">JAPN 102</a>	Elementary Japanese II	4
<a href="#">LARC 151</a>	<a href="#">Introduction to the Built Environment</a>	3
<a href="#">LAS 391</a>	Hispanic Film	3
<a href="#">LAS 394</a>	Latin American Literature in Translation	3
<a href="#">MUSH 104</a>	Jazz: An African American Art Form	3
<a href="#">MUSH 106</a>	Women in American Popular Music	3
<a href="#">MUSH 108</a>	<a href="#">Music of the World</a>	3
<a href="#">MUSH 111</a>	Introduction to the World of Music	3
<a href="#">MUSH 201</a>	History of Rock and Roll	3
<a href="#">MUSI 100</a>	Introduction to Music	3
<a href="#">NEZP 101</a>	Elementary Nez Perce I	4
<a href="#">NEZP 102</a>	Elementary Nez Perce II	4
<a href="#">PHIL 103</a>	Introduction to Ethics	3
<a href="#">PHIL 200</a>	Philosophy of Alcohol	3
<a href="#">PHIL 201</a>	Critical Thinking	3
<a href="#">PHIL 208</a>	Business Ethics	3
<a href="#">PHIL 240</a>	Belief and Reality	3
<a href="#">PHIL 351</a>	Philosophy of Science	3
<a href="#">PHIL 361</a>	Professional Ethics	3
<a href="#">RELS 443</a>	The Medieval State: Europe in the High and Late Middle Ages	3
<a href="#">RELS 448</a>	The Reformation	3
<a href="#">RSTM 106</a>	Introduction to Sport Management	3
<a href="#">SPAN 101</a>	Elementary Spanish I	4
<a href="#">SPAN 102</a>	Elementary Spanish II	4
<a href="#">THE 101</a>	Introduction to the Theatre	3
<a href="#">THE 468</a>	Theatre History I	3
<a href="#">THE 469</a>	Theatre History II	3
<a href="#">WGSS 201</a>	Introduction to Women's, Gender, and Sexuality Studies	3

Course List

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**Formatted Table**

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# 86: REGULATION J-3-F

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## In Workflow

1. Registrar's Office (none)
2. Ready for UCC (disable)
3. UCC (none)
4. Post-UCC Registrar (none)
5. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
6. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
7. Catalog Update (V00814390@uidaho.edu)

## Approval Path

1. Tue, 14 Mar 2023 17:17:07 GMT  
Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Tue, 14 Mar 2023 17:43:48 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
3. Mon, 03 Apr 2023 22:20:57 GMT  
Sydney Beal (sbeal): Approved for UCC
4. Mon, 03 Apr 2023 22:35:35 GMT  
Sydney Beal (sbeal): Approved for Post-UCC Registrar

## New Proposal

Date Submitted: Fri, 03 Mar 2023 19:53:47 GMT

## Viewing: Regulation J-3-f

Last edit: Fri, 03 Mar 2023 19:53:46 GMT

Changes proposed by: Rebecca Frost

## Faculty Contact

Faculty Name	Faculty Email
Dean Panttaja	p-anttaja@uidaho.edu

## Request Type

Add/Drop/Change an academic regulation

## Effective Catalog Year

2023-2024

## Title

Regulation J-3-f

## Request Details

Regulation J-3-f American Diversity and International

American Diversity

Remove:

SPAN 413 Spanish American Short Fiction 3 cr.

International

Add:

FN 450 Global Nutrition 3 cr.

MUSH 108 Music of the World 3 cr.

SPAN 413 Spanish American Short Fiction 3 cr.

## Supporting Documents

J-3-f American Diversity.docx

J-3-f International.docx

Key: 86



**J-3-f****Approved American Diversity Courses:**

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<a href="#"><u>AIST 320</u></a>	Native American & Indigenous Film	3
<a href="#"><u>AIST 411</u></a>	Native American Architecture	3
<a href="#"><u>AIST 422</u></a>	Contemporary Pacific Northwest Indians	3
<a href="#"><u>AIST 484</u></a>	Native American and Indigenous Literature	3
<a href="#"><u>AMST 301</u></a>	Studies in American Culture	3
<a href="#"><u>ANTH 329</u></a>	Contemporary North American Indians	3
<a href="#"><u>ANTH 350</u></a>	Food, Culture, and Society	3
<a href="#"><u>ANTH 422</u></a>	Contemporary Pacific Northwest Indians	3
<a href="#"><u>ARCH 411</u></a>	Native American Architecture	3
<a href="#"><u>COMM 432</u></a>	Gender and Communication	3
<a href="#"><u>CORS 232</u></a>	Science on Your Plate: Food Safety, Risks and Technology	3
<a href="#"><u>CRIM 439</u></a>	Inequalities in the Justice System	3
<a href="#"><u>DAN 100</u></a>	Dance in Society	3
<a href="#"><u>EDCI 302</u></a>	Teaching Culturally Diverse Learners	3
<a href="#"><u>ENGL 380</u></a>	U.S. Ethnic Literature	3
<a href="#"><u>ENGL 384</u></a>	Native American and Indigenous Literature	3
<a href="#"><u>ENGL 402</u></a>	Internship in Tutoring Writing	3
<a href="#"><u>HIST 111</u></a>	United States History I	3
<a href="#"><u>HIST 112</u></a>	United States History II	3
<a href="#"><u>HIST 316</u></a>	American Indian History	3
<a href="#"><u>HIST 414</u></a>	History and Film	3
<a href="#"><u>HIST 420</u></a>	History of Women in American Society	3
<a href="#"><u>HIST 424</u></a>	American Environmental History	3
<a href="#"><u>HIST 454</u></a>	Pictures and Power: Photography, Politics, and American History	3
<a href="#"><u>HIST 461</u></a>	Idaho and the Pacific Northwest	3
<a href="#"><u>HIST 462</u></a>	History of the American West	3
<a href="#"><u>IAD 443</u></a>	Universal Design	3

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<a href="#"><u>JAMM 340</u></a>	Media and Diversity	3
<a href="#"><u>JAMM 441</u></a>	(s)Adv Concepts Media/Diversity	3
<a href="#"><u>JAMM 445</u></a>	History of Mass Media	3
<a href="#"><u>MUSH 104</u></a>	Jazz: An African American Art Form	3
<a href="#"><u>MUSH 106</u></a>	Women in American Popular Music	3
<a href="#"><u>MUSH 410</u></a>	Studies in Jazz History	3
<a href="#"><u>MUSI 100</u></a>	Introduction to Music	3
<a href="#"><u>POLS 101</u></a>	American National Government	3
<a href="#"><u>POLS 333</u></a>	American Political Culture	3
<a href="#"><u>POLS 468</u></a>	Civil Liberties	3
<a href="#"><u>PSYC 315</u></a>	Psychology of Women	3
<a href="#"><u>PSYC 419</u></a>	Adult Development and Aging	3
<a href="#"><u>RELS 422</u></a>	Contemporary Pacific Northwest Indians	3
<a href="#"><u>RSTM 106</u></a>	Introduction to Sport Management	3
<a href="#"><u>SOC 201</u></a>	Introduction to Inequity and Justice	3
<a href="#"><u>SOC 350</u></a>	Food, Culture, and Society	3
<a href="#"><u>SPAN 411</u></a>	Chicano and Latino Literature	3
<a href="#"><u>WGSS 201</u></a>	Introduction to Women's, Gender, and Sexuality Studies	3

Course List

## J-3-f International

### Approved International Courses:

Code	Title	Hours
AGEC 447	International Development Economics	3
AGEC 481	Agricultural Markets in a Global Economy	3
AGED 406	Exploring International Agriculture	3
ANTH 102	Cultural Anthropology	3
ANTH 261	Language and Culture	3
ANTH 462	Human Issues in International Development	3
ART 100	Introduction to Art: Why Art Matters	3
ART 213	History and Theory of Modern Design	3
ART 302	Modern Art and Theory	3
ART 303	Contemporary Art and Theory	3
CHIN 101	Elementary Chinese I	4
CHIN 102	Elementary Chinese II	4
CHIN 201	Intermediate Chinese I	4
CHIN 202	Intermediate Chinese II	4
COMM 335	Intercultural Communication	3
CRIM 336	Comparative Criminal Justice Systems	3
ECON 446	International Economics	3
ECON 447	International Development Economics	3
ENVS 225	International Environmental Issues Seminar	3
FLEN 307	Institutions of the European Union	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
FN 450	Global Nutrition	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
FTV 200	Global Film Styles	3
GEOG 165	Human Geography	3

<b>Code</b>	<b>Title</b>	<b>Hours</b>
GEOG 200	World Cultures and Globalization	3
GEOG 260	Introduction to Geopolitics	3
GEOG 350	Sustainability of Global Development	3-4
GEOG 360	Population Dynamics and Distribution	3-4
GEOG 365	Geopolitics and Conflict	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	World History I	3
HIST 102	World History II	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 357	Women in Pre-Modern European History	3
HIST 371	History of England	3
HIST 372	History of England	3
HIST 379	History of Science II: 1700-Present	3
HIST 380	Disease and Culture: History of Western Medicine	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 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

<b>Code</b>	<b>Title</b>	<b>Hours</b>
HIST 482	Japan, 1600 to Present	3
HIST 484	Modern China, 1840s to Present	3
HIST 485	Chinese Social and Cultural History	3
IAD 281	History of Interiors I	3
IAD 282	History of Interiors II	3
IS 225	International Environmental Issues Seminar	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	Issues in 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
LARC 491	Italian Hill Towns and Urban Centers	3
LAS 306	Culture and Institutions of Latin America	3
LAS 391	Hispanic Film	3
LAS 394	Latin American Literature in Translation	3
LAS 409	Modern Latin American Society	3
LAS 413	Spanish American Short Fiction	3
LAS 422	Mexican Culture through Cinema	3
LAS 438	Modern Mexico and the Americas	3
LAS 439	Modern Latin America	3
LAS 441	Slavery and Freedom in the Americas	3
LAS 462	Human Issues in International Development	3
MUSH 108	Music of the World	3
MUSH 111	Introduction to the World of Music	3
MUSH 420	Studies in World Music	3
POLS 205	Introduction to Comparative Politics	3
POLS 237	Introduction to International Politics	3
POLS 307	Institutions of the European Union	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 449	World Politics and War	3
POLS 480	Politics of Development	3
POLS 487	Political Violence and Revolution	3
RSTM 380	Principles of Travel and Tourism	3

<b>Code</b>	<b>Title</b>	<b>Hours</b>
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 Identities	3
SPAN 422	Mexican Culture through Cinema	3
SPAN 423	Culture and Identity in Spanish Cinema	3

# 87: REGULATION J-3-G

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## In Workflow

1. Registrar's Office (none)
2. Ready for UCC (disable)
3. UCC (none)
4. Post-UCC Registrar (none)
5. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
6. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
7. Catalog Update (V00814390@uidaho.edu)

## Approval Path

1. Tue, 14 Mar 2023 17:17:10 GMT  
Theodore Unzicker (tunzicker): Approved for Registrar's Office
2. Tue, 14 Mar 2023 17:43:50 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
3. Mon, 03 Apr 2023 22:21:01 GMT  
Sydney Beal (sbeal): Approved for UCC
4. Mon, 03 Apr 2023 22:35:38 GMT  
Sydney Beal (sbeal): Approved for Post-UCC Registrar

## New Proposal

Date Submitted: Fri, 03 Mar 2023 19:57:33 GMT

### Viewing: Regulation J-3-g

Last edit: Fri, 03 Mar 2023 19:57:32 GMT

Changes proposed by: Rebecca Frost

### Faculty Contact

Faculty Name	Faculty Email
Dean Panttaja	panttaja@uidaho.edu

### Request Type

Add/Drop/Change an academic regulation

### Effective Catalog Year

2023-2024

### Title

Regulation J-3-g

### Request Details

Regulation J-3-g Capstone Experience

Add:

CYB 481 Cybersecurity Senior Capstone Design II 3 cr.  
FS 489 Food Product Development 3 cr.

Remove:

FN 305 Nutrition in the Life Cycle 3 cr.

### Supporting Documents

J-3-g Capstone.docx

Key: 87

### J-3-g. Capstone Experience

One course chosen from the approved Capstone Experience courses listed below.

#### Approved Capstone Experience Courses:

<b>Code</b>	<b>Title</b>	<b>Hours</b>
AGEC 478	Advanced Agribusiness Management	3
AGED 471	Senior Capstone in Agricultural Education	2
AGED 498	Internship (Max 10 credits)	1-10
ANTH 455	Anthropology Senior Research	3
ARCH 454	Architectural Design: Vertical Studio	6
ART 410	Professional Practices	2
ART 490	BFA Art/Design Studio	6
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 407	Practicum in Biology Laboratory Teaching	2-6
BIOL 408	Human Anatomy and Physiology Laboratory Pedagogy	2-4
BIOL 411	Senior Capstone	2
BIOL 425	Experimental Field Ecology	3
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
CRIM 461	Capstone:Justice Policy Issues	3
CRIM 462	Senior Practicum	3
CRIM 464	Criminology Abroad	3
CS 481	CS Senior Capstone Design II	3
CYB 481	Cybersecurity Senior Capstone Design II	3
DAN 490	Senior Project	2



<b>Code</b>	<b>Title</b>	<b>Hours</b>
ECE 481	EE Senior Design II	3
ECE 483	Computer Engineering Senior Design II	3
ECON 490	Economic Theory and Policy	3
ENGL 440	Professional Writing Portfolio	3
ENGL 490	Creative & Literary Portfolio	3
EDCI 401	Internship Seminar	1
EDCI 485	Secondary Internship	15
ENT 438	Pesticides in the Environment	3
ENVS 497	Senior Research	2-4
HDFS 401	Professional Ethics and Practice in CFCS	1
FN 492	Nutrition Education	3
ECDE 497	INTERN: 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
FOR 490	The Resilient Landscape	3
FS 489	Food Product Development	3
FSP 473	Ecology and Conservation Biology Senior Thesis	1
FSP 495	Product Development and Brand Management	3
FTV 476	Advanced Filmmaking II	3
GEOG 493	Senior Capstone in Geography	3
GEOL 490	Geology Field Camp	3
HIST 495	History Senior Seminar	3
IAD 452	Interior Architecture and Design VI	6
INDT 484	Industrial Technology Capstone I	3
INTR 401	Career and Leadership Development	2
INTR 440	Honors Presentations	1
INTR 454	Honors Thesis or Portfolio	3
IS 495	International Studies Senior Seminar	3

<b>Code</b>	<b>Title</b>	<b>Hours</b>
JAMM 448	Law of Mass Media	3
LARC 480	The Resilient Landscape	3
MATH 415	Cryptography	3
MATH 437	Mathematical Biology	3
ME 424	Mechanical Systems Design I	3
ME 426	Mechanical Systems Design II	3
MKTG 495	Product Development and Brand Management	3
MSE 454	Process Analysis & Design II	3
MUSA 490	Half Recital	0
MUSA 491	Recital	0
MUSC 490	Senior Recital	0
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 495	Practicum	1
PEP 498	Internship in Exercise Science & Health	1-16
PHIL 490	Senior Seminar	3
PHYS 492	Senior Research	1
PLSC 438	Pesticides in the Environment	3
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
RSTM 498	Internship in Recreation, Sport, and Tourism	1-16
SOC 460	Capstone: Sociology in Action	3
SOC 462	Senior Practicum	3
SOIL 427	Sustainable Food Systems	3
STAT 436	Applied Regression Modeling	3
THE 483	Senior Capstone Project	1
VTD 457	Capstone Design Studio I	6
WLF 473	ECB Senior Presentation	1

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<b>Code</b>	<b>Title</b>	<b>Hours</b>
<a href="#">WLF 492</a>	Wildlife Management	4

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Course List

**2022 – 2023 Faculty Senate – Pending Approval**Approved at Mtg. #28  
April 25, 2023Meeting # 27

Tuesday, April 18, 2023, 3:30 pm – 5:00 pm

Zoom only

**Present:** Call, Chapman (Vice Chair), Fairley, Gauthier, Haltinner, Hickman, Hunter, Justwan, Kolok, Torrey Lawrence (w/o vote), Long, Mittelstaedt, Murphy, Pfeifer, Quinnett (Chair), Raney, Reynolds, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Schwarzlaender, Silsby, Tibbals, Thorne, Wargo

**Absent:** Walsh

**Also present:** Madison Powell (proxy for Ahmadzadeh)

**Guests/Speakers:** Jerry McMurtry

**Call to Order:** Chair Quinnett called the meeting to order at 3:30 pm.

**Approval of Minutes (vote):**

The minutes of the 2022-23 Meeting #26 April 11, 2023 were approved with the following correction: Senators Kolok and Wargo were absent.

**Chair's Report:**

- Our Shared Success Stories – Florian Justwan, Politics and Philosophy.  
Florian and his department are especially proud of the experiential learning opportunities they developed over the last few years. In 2019, they built a number of programs where students can experience politics on a first-hand basis. Students can go to Seattle for a model European conference. They pretend to be the government of a European country and negotiate a tricky global problem. Another opportunity is the McClure Scholars program, where students learn about policy issues in Idaho politics. At the end of the program, they make policy recommendations and present a full report to members of the Idaho Legislature. Most recently, they established a Study Abroad program. Florian co-led a Study Abroad to Germany, where students met with members of the legislative branch and scholars. This year, they met with German high school students. It was exciting to see Idaho students and German students mingle.
- Our Shared Success Stories – Ben Hunter, Dean of University Libraries.  
Our library is amazing. We are able to do many of the great things we do thanks to our grant activities. During the past few years, we obtained over one million dollars in grants, which is unusual for academic libraries. Funds came from several sources. Dean Hunter wishes to emphasize the Collection Builder platform, supported by different grants, such as the Institute for Museum and Library Services and the National Endowment for the Humanities. This digital collection requires minimal computing and little training. It is an important resource because it enables cultural heritage institutions easy access to this powerful digital collections tool. Comparable commercial solution cost tens of thousands of dollars per year. This platform is free and open-source and it doesn't require a team of developers to keep it up and running. It's becoming more and more popular nationally and internationally. More information at these sites:  
<https://collectionbuilder.github.io/>  
<https://www.lib.uidaho.edu/queered/>

<https://digitalprojects.usm.maine.edu/weexist5/>

<https://oralhistory.wyshs.org/>

<https://shakytruce.github.io/>

[http://dna.nust.na/heritage\\_week/](http://dna.nust.na/heritage_week/)

- Becca Scofield Support - <https://www.gofundme.com/f/scofield-support>

To respect Becca's privacy, please be careful about sharing this link on social media. Our friend and colleague Becca Scofield was targeted by a TikTok user spreading baseless and false claims linking her to the November murders of four UI students. Becca is a dedicated member of the University of Idaho faculty and the Moscow community. In her fight to stop irresponsible and harmful speculation through a federal defamation lawsuit, her legal fees are growing. Please consider donating.

Discussion:

A senator argued that Rebecca is in this situation because of her employment at the U of I. Is there a university policy to protect any of us in a similar situation? Provost Lawrence will get a more complete response from General Counsel. General Counsel works for the university and in this case the faculty is in her personal capacity. There are clear limitations on what we can or cannot do. Both the President and the Provost support this campaign and hope that all of Rebecca's expenses can be covered.

Follow-up by another senator on the previous comment: this is happening to Rebecca in her capacity as a U of I faculty member. Something should be done to protect all of us in similar situations. (Link provided by Diane Whitney:

<https://www.uidaho.edu/governance/policy/policies/apm/01/01> )

A senator hopes that Senate will consider looking into policies addressing the protection of faculty. They are concerned about those who teach about race and gender, given the recent actions of the legislature.

- APM 30.16: Senator Fairley shared a letter based on last week motion regarding APM 30.16. Motion: *"To ask President Green to suspend APM 30.16 and temporarily revert to the previous conditions until a resolution is found with faculty input."*

The letter includes additional comments to put the motion in context and contains no inflammatory or critical remarks. The tone is positive and constructive.

The Provost asked whether this is a replacement to the original motion since the letter contains additional language.

Senator Fairley: the statement in the motion is very brief. In the meantime, he received feedback suggesting that some context would be helpful to motivate the motion.

The Provost noted that President Green is aware of the situation. Conversation could be a productive way to pursue a solution. Provost Lawrence is confident that, after receiving (just) the statement of the motion, the President will want to talk about it.

Secretary: the group who drafted the letter did not think that adding context would amount to a different action. The language was added to motivate the request and as a base for follow-up discussions. Furthermore, the planned procedure is to present the letter to the general faculty

at the upcoming UFM. With some exceptions, Senate actions must be approved by the faculty, especially a major one such as this. Except for special circumstances, faculty approval is the next step after a formal motion by Senate.

Provost Lawrence thinks that taking the matter to UFM is not our standard practice and could be lengthy and complicated.

Senator: context is important if this goes to UFM. Many faculty may not be up to date.

There is some concern about the narrow margin by which the motion passed (12 to 9).

A Senator argues that the discussion is out of order. This is a proposal for a new action and should be an item for next week.

The discussion seems to converge towards streamlining the letter and meet with the President. Senator Fairley would be happy with keeping only the first paragraph, although the first and second paragraphs are both consistent with the language in the motion.

Secretary: reiterates that the letter is faithful to the spirit of the memo and was crafted in the hope of a dialogue with President Green. She recalls that last week, before the motion was voted on, there was a brief discussion about an alternative path: instead of pursuing a formal request to the President, just ask for a dialogue. Are we now taking that path?

Chair Quinnett: we are doing both.

After some additional discussion, everybody was content with the following process:  
Send the first paragraph to the President and request a meeting.

**Provost Report:**

- Vandal Giving Day was a great success, with a record \$819,662! Also, the number of people who donated was a record high. The Healing Garden and Memorial for the victims of the November tragedy was strongly supported.
- For a summary of the legislative session, see the memo from April 13.
- For CEC distribution, see memo from yesterday.
- Jazz Festival: April 19 to April 22. The Hamp's Gala, the traditional evening kick-off of the Lionel Hampton Jazz Festival, is on April 19, 7 – 9pm, in the Auditorium. The Thursday, Friday, and Saturday events take place at the ICCU Arena.
- Engineering Expo: April 28-29. It's a great event that brings people to campus, and an opportunity to see excellent work by our students.
- Commencement: two ceremonies in Moscow on May 13, at 9:30am and 2pm, one in Boise on the 16<sup>th</sup> and one in Idaho Falls on the 17<sup>th</sup>.

- Excellence awards (please see RSVP email from April 4):  
<https://www.uidaho.edu/governance/faculty-staff/university-awards>

#### Discussion:

A senator conveyed disappointment from their constituents about the salary raises. Consumer prices in the past two years have gone up by 14% and we get a raise of \$600. It would be good to have something to take back concerning how decisions are made. The Provost replied that many of the recommendations from the Staff Compensation Committee (SCC) were used. The process is restricted by what is available to us, which depends on the legislature and the State Board's approval of tuition. We are followed a similar format as last year, with some differences, such as the flat amount for across-the-board raises. Also, the way the state funded it was new. Ultimately, it was the President's decision, with consideration of the SCC recommendations. This year, we didn't get the fund shift we got last year – approximately one half of the raise is funded. We hoped to get a lot more from the state, which has a large surplus, but we didn't. The Provost will bring more information next time. The Senator understands the constraints but noted that some faculty are struggling. Can Senate help figuring out some strategy for next year? Provost Lawrence said that the leadership is open to suggestions, but there isn't much to work with. They are trying to balance across-the-board, market-based goals, and merit raises.

#### **Committee Reports (vote):**

- University Curriculum Committee
  - UCC 77 Edit Regulation O-10-b – Jerry McMurtry, Dean, College of Graduate Studies. Attach. #2  
A new graduate certificate offered jointly with other Idaho Institutions has been proposed. To address admissions requirement for such a degree, Regulation O-10-b should be amended to include the following language (paragraph 3.1 was added):  
O-10-b. Graduate Academic Certificates
    1. A graduate academic certificate must include at least 12 credits of coursework. At least half of the credits completed towards a graduate academic certificate must be in graduate level coursework.
    2. All required coursework must be completed with a grade of 'B' or better unless the certificate specifies a higher grade requirement.
    3. A maximum of six credits of coursework which is either transferred from another regionally accredited institution or is more than five years old at the time of graduation may be used towards completion of an academic certificate.
    4. Certificates offered jointly with other Idaho institutions and with an established agreement approved by the Provost may allow additional transfer coursework, but must include at least one course from the University.

Vote: 22/22 yes; 0/22 no. Motion passes.

#### **Other Policy Business (non-voting):**

- \*APM 15.30 Capitol Project Requests Attach. #3
  - Policy/Procedure Statement: Does not meet FSH 1460 criteria for inclusion in university policy
- \*APM 40.09 Lost and Found Services Attach. #4
  - Policy/Procedure Statement: Does not meet FSH 1460 criteria for inclusion in university policy
- \*APM 40.21 Building Services Attach. #5

- Policy/Procedure Statement: Does not meet FSH 1460 criteria for inclusion in university policy
- \*APM 40.27 Campus Mail Services Attach. #6
  - Policy/Procedure Statement: Does not meet FSH 1460 criteria for inclusion in university policy
- \*APM 90.23 Campus Recreation Attach. #7
  - Policy/Procedure Statement: Does not meet FSH 1460 criteria for inclusion in university policy
- \*APM 90.24 Student Health Services Attach. #8
  - Policy/Procedure Statement: Does not meet FSH 1460 criteria for inclusion in university policy
- \*APM 90.25 Pitman Center Attach. #9
  - Policy/Procedure Statement: Does not meet FSH 1460 criteria for inclusion in university policy
- \*APM 90.26 Pitman Center Sound Production & Lighting Attach. #10
  - Policy/Procedure Statement: Does not meet FSH 1460 criteria for inclusion in university policy
- \*APM 90.51 Chem Store Services Attach. #11
  - Policy/Procedure Statement: Does not meet FSH 1460 criteria for inclusion in university policy

#### **Other Announcements and Communications:**

- TA Concerns – Jerry McMurtry, Dean of the College of Graduate Studies  
There are 54 TA awards which are provided to masters level students in programs where there is a PhD program. If those awards were given to doctoral students, it would help doctoral productivity and thus the push to R1. It's not easy to get Ph.D. students, especially in science and engineering. We will continue to award TAs to M.S. students – we could not deliver our General Education program without their contributions. The college deans will work with COGS to examine the TA awarding process and look toward changes for the Fall 2024 cohort.

##### Discussion:

A Senator conveyed a message from constituents: shifting the emphasis on Ph.D. students through mandates is a short-term gain for a short-term decline in student quality. The best Ph.D. students are attracted by RA awards (which, therefore, are the best way to get high-quality Ph.D. students). On the other hand, M.S. students can be enticed by TA awards. If we shift away from awarding TA positions to M.S. students, departments will have to accept weaker Ph.D. students, which is not good for R1, and in the end, will reflect poorly on the institution. Also, we may not be able to provide high-quality teaching, because Ph.D. students are less interested in teaching. The Ph.D. program is longer, and so weak Ph.D. students will occupy TA positions longer than M.S. students. In the long run, shifting can be counterproductive with regard to R1. Jerry McMurtry will convey these arguments when he meets with the deans.

A Senator wondered whether the 54 TAs will be shifted to departments where the majority of Ph.D. students are on RAs. In such cases, there is opportunity to award TAs to M.S. students. Jerry McMurtry does not have that information, which would require a detailed analysis. He provided the following data: we have 179 M.S. students with TA awards and 102 Ph.D. students with TA awards. As for RA awards, 132 are taken by M.S. students and 165 by Ph.D. students.

There was a question about the time commitment made to a new graduate student: is it for one year or for a number of years? Perhaps we could offer a one-year TA to a new graduate student with the condition that they identify a faculty mentor who can offer them an RA. Could this be useful as a recruitment tool? Dean McMurtry replied that these are full time (20 hours per week) annual awards for the academic year. The awards are given by COGS to the deans, who can use them strategically as they see fit.



A Senator argue that reaching R1 status can only happen with the faculty, but they have to want it. Imposing mandates on them is not the way. Dean McMurtry will take these considerations to the deans.

- **NTT Taskforce Update – Florian Justwan, Politics and Philosophy**  
Florian looks forward to the Taskforce continuing their work next academic year. He summarized the three main takeaways from the recent survey. Non-tenure-track (NTT) faculty are mostly concerned about: job security, pay, inability to switch academic roles (for instance, from clinical to tenure-track). Issues they identified for next year agenda include: 1. how the U of I discusses non-tenure-track (NTT) faculty in its messaging to the community and the public – changing the language is the first step to changing the culture; 2. NTT are not allowed to serve on some committees; 3. Existing policies for the protection of NTT faculty are often not apparent to them. It may be useful to put together a document with information on the rights of NTT faculty.
- Please remind your colleges that the 2023-24 senators need to be identified as soon as possible. Their first meeting is on April 25.
- UFM #3 – Wednesday, May 3rd, 3:00 pm PT via Zoom. There is an item from the Constitution, FSH 1520, which requires a quorum!
- Earth Day 2023: Friday and Saturday, 10am to 4pm, at the IRIC Atrium. Join the College of Science at the IRIC Building on Earth Day to learn about programs related to earth science, climate change, sustainability and more.

**Adjournment:**

Chair Quinnett adjourned the meeting at 4:41pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 27

Tuesday, April 18, 2023 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #26 (April 11, 2023) **Attach. #1**
- III. Chair's Report
  - Our Shared Success Story – Florian Justwan, Politics and Philosophy
  - Our Shared Success Story – Ben Hunter, Dean of University Libraries
  - Becca Scofield Support - <https://www.gofundme.com/f/scofield-support>
  - APM 30.16 Memo to President Green – Jerry Fairley, Earth and Spatial Sciences **Attach. #2**
- IV. Provost's Report
- V. Committee Reports
  - University Curriculum Committee (Vote)
    - UCC 77 Edit Regulation O-10-b – Jerry McMurtry, Dean, College of Graduate Studies **Attach. #3**
- VI. Other Policy Business
  - \*APM 15.30 Capitol Project Requests **Attach. #4**
    - **Policy/Procedure Statement:** Does not meet FSH 1460 criteria for inclusion in university policy
  - \*APM 40.09 Lost and Found Services **Attach. #5**
    - **Policy/Procedure Statement:** Does not meet FSH 1460 criteria for inclusion in university policy
  - \*APM 40.21 Building Services **Attach. #6**
    - **Policy/Procedure Statement:** Does not meet FSH 1460 criteria for inclusion in university policy
  - \*APM 40.27 Campus Mail Services **Attach. #7**
    - **Policy/Procedure Statement:** Does not meet FSH 1460 criteria for inclusion in university policy
  - \*APM 90.23 Campus Recreation **Attach. #8**
    - **Policy/Procedure Statement:** Does not meet FSH 1460 criteria for inclusion in university policy
  - \*APM 90.24 Student Health Services **Attach. #9**
    - **Policy/Procedure Statement:** Does not meet FSH 1460 criteria for inclusion in university policy
  - \*APM 90.25 Pitman Center **Attach. #10**
    - **Policy/Procedure Statement:** Does not meet FSH 1460 criteria for inclusion in university policy

- \*APM 90.26 Pitman Center Sound Production & Lighting **Attach. #11**
  - **Policy/Procedure Statement:** Does not meet FSH 1460 criteria for inclusion in university policy
- \*APM 90.51 ChemStore Services **Attach. #12**
  - **Policy/Procedure Statement:** Does not meet FSH 1460 criteria for inclusion in university policy

VII. Other Announcements and Communications

- TA Concern – Jerry McMurtry, Dean of the College of Graduate Studies
- NTT Taskforce Update – Florian Justwan, Politics and Philosophy

VIII. New Business

IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2022-2023 Faculty Senate Meeting #25 (April 4, 2023)
- **Attach. #2** APM 30.16 Memo to President Green
- **Attach. #3** UCC 77
- **Attach. #4** APM 15.30
- **Attach. #5** APM 40.09
- **Attach. #6** APM 40.21
- **Attach. #7** APM 40.27
- **Attach. #8** APM 90.23
- **Attach. #9** APM 90.24
- **Attach. #10** APM 90.25
- **Attach. #11** APM 90.26
- **Attach. #12** APM 90.51

\*Changes to the Administrative Procedures Manual (APM): Please forward any questions or comments directly to both the policy coordinator at [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu) and to the policy originator (listed on the cover sheet) within five working days of the senate meeting at which the APM is presented.

**2022 – 2023 Faculty Senate – Pending Approval**

**Meeting # 26**

Tuesday, April 11, 2023, 3:30 pm – 5:00 pm

Zoom only

**Present:** Call, Chapman (Vice Chair), Fairley, Gauthier, Haltinner, Hickman, Hoffmann, Hunter, Justwan, Kolok, Torrey Lawrence (w/o vote), Long, Mittelstaedt, Pfeifer, Quinnett (Chair), Raney, Reynolds, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Schwarzlaender, Silsby, Tibbals, Thorne, Walsh, Wargo

**Absent:** Murphy (excused), Kolok, Wargo

**Also present:** Madison Powell (proxy for Ahmadzadeh), Aliza Cover (proxy for Murphy)

**Guests/Speakers:** Blaine Eckles, Amanda Ferstead, Brian Foisy, Barb Kirchmeier, Lindsey Brown, Dean Panttaja

**Call to Order:** Chair Quinnett called the meeting to order at 3:32 pm.

**Approval of Minutes (vote):**

The minutes of the 2022-23 Meeting #25 April 4, 2023 were approved as distributed.

**Chair's Report:**

- Our Shared Success Stories – Blaine Eckles, Vice Provost for Student Affairs, Dean of Students. Blaine Eckles shared a student success story from many years ago. Suffering from Tourette Syndrome, the student experienced stress and anxiety in the classroom. Blaine Eckles suggested to the student to speak to the class about his disability, which he did. By confronting his fears and talking openly about his challenges, he demonstrated the power of vulnerability. The support of his classmates made his classroom experience less stressful and his symptoms less frequent.
- Bob Hoffman is leaving U of I. Chair Quinnett recognized his accomplishments and wished him the very best. Congratulations, Bob!
- UFM #3 – Wednesday, May 3rd, 3:00 pm PT via Zoom.
- Reminder: the spread-pay election must be done by May 15, 2023.
- Remind your colleges that the 2023-24 senators need to be identified as soon as possible. Their first meeting is on April 25.
- Connecting U & I Block Party & MHFA – Amanda Ferstead, Assistant Director Health Promotion.  
Connecting U & I Block Party is a celebration of hope, help, and strength. Everyone is invited to drop-in for fun activities, music, prizes, and connection to organizations on campus. This year the event will be held on April 12 from 4-7 pm on the SRC Lawn (Rain Site: Gold & Silver Gyms, SRC).

<http://www.uidaho.edu/mhfa>

<http://www.uidaho.edu/blockparty>

- Elections of the 2023-24 Senate Leadership: May 2, 2023. Nominate a colleague!

#### **Provost Report:**

- Great Colleges to Work for Survey: 969 employees participated, which is a 43% response rate (same as last year). Results are expected later in the summer.
- Jazz Festival: April 19 to April 22 at the ICCU Arena. Volunteers are needed to help with the events. <http://www.uidaho.edu/class/jazzfest/volunteer>.
- SBOE will be on campus April 25 and 26 for their annual April meeting.
- Common Read (Dean Panttaja): *The Nature Fix: Why Nature Makes Us Happier, Healthier, and more Creative* – by Florence Williams.

#### Discussion:

A senator asked about updates from the legislative session. Provost Lawrence responded that UCM is working on a communication to go out in a week or so.

#### **Pending Policy Business (vote):**

- APM 30.16 – Additional discussion and action on the motion from Senate Meeting #11, Attach #2  
Senator Dakota Roberson gave a brief summary: the APM 30.16 Working Group compiled their recommendations, with consideration of how nearby institutions (especially Montana State) operate in the technology hardware procurement sector. OIT did not accept the most important proposed revisions. Therefore, the Working Group recommends going back to the original motion.  
Chair Quinnett red the motion:  
*To ask President Green to suspend APM 3016 and temporarily revert to the previous conditions until a resolution is found with faculty input,*  
and gave the floor to Senator Jerry Fairley.

Jerry Fairley reiterated that the part of APM 30.16 under discussion is faculty business because it impacts their teaching and research, but OIT disagrees. We should ask the administration to give equal weight to faculty input. Jerry Fairley wishes for his original motion to be voted on.

There was some additional discussion regarding possible amendments. Could we, instead, send a small group of senators to meet with President Green and articulate our arguments? Jerry Fairley thinks that this is an important and broad issue that cannot be addressed in that way.

A senator noted that policies in APM are not under faculty purview. Others responded that making changes to APM policies that impact faculty – without faculty input – is at the source of the problem. Some of those policies may belong in FSH.

Chair Quinnett thanked all members of the Working Group and discharged the committee.

Vote: 12/21 yes; 9/21 no. Motion passes.

**Pending Policy Business (non-voting):**

- \*APM 30.16 – Attach. #3

**Committee Reports (vote):**

- University Curriculum Committee
  - UCC 78 Counseling and Testing Center – Blaine Eckles, Vice Provost for Student Affairs and Dean of Students. Attach. #4  
The Counseling and Testing Center has been a single administrative unit for more than 25 years and these offices are also collocated in Mary Forney Hall. The Testing Center was established as a separate administrative unit on July 1, 2021 with the long-term objective of relocating the center elsewhere on campus. The reorganization into two separate units necessitates a re-naming of both administrative units. The Testing Center has always been independently identified as “Testing Center” and there is no need to change the name of this unit. The university’s mental health services do need to be renamed given the fact that “testing center” is part of the current departmental name. A recommendation is made at this time to rename the Counseling and Testing Center to “Counseling and Mental Health Center”. This name was chosen to encompass the broad range of mental health services provided by practitioners, including individual therapy, psychiatric services, emergency mental health services, psychological testing, alcohol and other drug treatment, outreach and consultation, and the broad range of training offered by the center.  
Vote: 22/23 yes; 1/23 no. Motion passes.
  - UCC 79 Removal of B-4 from the U of I Catalog – Barb Kirchmeier, Director, Independent Study in Idaho. Attach. #5  
B-4 outlines the requirement to have U of I students collect a signature from an academic advisor before registering for an Independent Study in Idaho class. While this step of the enrollment process is outlined in ISI materials, in practice ISI doesn’t enforce it. Institutional knowledge from the Registrar’s Office indicates this policy was originally proposed by ISI, and ISI feels comfortable removing it. This proposal has the support of U of I advisors and the Associate Deans’ Group.  
Discussion:  
Is there a risk that students will take a class they don’t need to take? Director Kirchmeier replied that students are always encouraged to seek advice. Furthermore, there are safety measures in place – within 21 days of registration, they can withdraw and receive a full refund; within 22 to 45 days of registration, they receive 50% refund.  
Vote: 20/24 yes; 4/24 no. Motion passes.
  - UCC 80 Four Digit Course Numbering – Lindsey Brown, University Registrar. Attach. #6  
Due to the limited course numbers available for future course offerings in some programs the University will be transitioning undergraduate and graduate courses to a four-digit course numbering scheme effective with the 2025-26 Catalog. To remain in compliance with Idaho State Board of Education policies the first digit of each course number will be duplicated for state designated common course numbers. As an example, with this transition ENGL 101 Writing and Rhetoric I will become ENGL 1101 Writing and Rhetoric I.

Discussion:

There was some discussion about reusing numbers, which would create problems with, among other things, transferability.

A senator inquired about shared credits with other schools and whether the new course numbering would create problems. The Registrar responded that it is in contact with Registrars from the other Idaho institutions, and they will also reach out to other states. In response to an inquiry, Lindsey Brown ensured that they will work closely with departments to make the transition as easy as possible, avoiding the need for units to enter individual changes.

Vote: 22/24 yes; 2/24 no. Motion passes.

- UCC 84 Addition to J-3-a – Dean Panttaja, Director of General Education & Assessment. Attach. #7

Add the following Written Communication course: ENGL 101P.

This new course is English 101 paired with a studio/lab component that is the new supplemented version for students that need some extra support in English. This will reduce registration confusion and ensure that the student is placed in the correct English course if ACT/SAT scores are unavailable.

- UCC 85 Regulation J-3-e – Dean Panttaja, Director of General Education & Assessment. Attach. #8

Regulation J-3-e Humanistic and Artistic Ways of Knowing. The addition of two courses is proposed: MUSH 108 Music of the World and Landscape & Architecture LARC 151 3cr. UCGE felt this would provide students with more options to complete that category.

- UCC 86 Regulation J-3-f – Dean Panttaja, Director of General Education & Assessment. Attach. #9

Regulation J-3-f American Diversity and International. This is an institutional requirement to help students understand diversity and our global world.

American Diversity – Remove SPAN 413 Spanish American Short Fiction 3 cr.

International – Add: FN 450 Global Nutrition 3 cr.; MUSH 108 Music of the World 3 cr.; SPAN 413 Spanish American Short Fiction 3 cr.

- UCC 87 Regulation J-3-g – Dean Panttaja, Director of General Education & Assessment. Attach. #10

Regulation J-3-g Capstone Experience

Add: CYB 481 Cybersecurity Senior Capstone Design II 3 cr.; FS 489 Food Product Development 3 cr.

Remove: FN 305 Nutrition in the Life Cycle 3 cr.

A senator asked whether MUSH 108, which appears in both International and Humanistic and Artistic Ways of Knowing, can count towards both requirements. Dean Panttaja confirmed that it can.

Vote on UCC 84, 85, 86, 87 (taken as a group): 21/22 yes; 1/22 no. Motion passes.

**Other Announcements and Communications:**

- Spread Pay Working Group Update – Brian Foisy, Vice President for Finance & Administration and Kristin Haltinner, Culture, Society & Justice.

Kristin Haltinner presented an executive summary from the spread-pay working group: Most faculty would like the option of returning to spread pay. Even those who do not need it for themselves would like to see it as an option for their colleagues. The provision of spread pay as an option for faculty will have significant and important impacts on their emotional and financial well-being. Of those who indicated that they would not opt into spread pay, most are financially secure enough that they do not have a personal need. Of those who are unsure as to whether they would switch to spread pay, their hesitation is rooted in concerns about implications for grants and other benefits. The working group recommends UI reinstate spread pay as an option for employees on academic year contracts.

Kristin then proceeded to explain the methodology. A survey was sent via Institutional Research to all faculty on academic year contracts. The survey was written and edited by members of the faculty senate working group (Debb Thorne, Kristin Haltinner, Kelly Quinnett, and Erin Chapman). It was also vetted by Wes McClintick. Of the 540 faculty on academic year contracts, 329 completed the survey, a 61% response rate.

The Spread Pay Working group recommends that UI reinstitute Spread Pay as an optional benefit for employees on academic year contracts. Given the widespread support for the option, and the significant impact it will have on affected faculty, it will have a significant impact on the well-being of UI employees and general morale.

Discussion:

A Senator recalls that, when the university introduced standard pay, faculty were told that it would save the university money. Did it? Vice President Foisy replied that money wasn't the main reason. The old system worked well as long as there are no changes – for instance, a 9-month faculty moving to a 12-month unit chair position. His office has hired a consulting group, SIG, who is working on a report to be released in June or July. He thinks we can meet the target date of July 2024 and is very supportive of this project.

Brian Foisy had words of appreciation for the committee's professional approach. They care about the impact on everyone, including Brian's team. We aim for a June 2024 implementation and are committed to find a good solution.

Thanks, Brian, for your support!

**New Business:**

A senator suggested to have Dean of COGS Jerry McMurtry again at senate to finish the conversation on TA eligibility for MS students. Chair Quinnett will check whether Dean McMurtry is available for one of the next meetings.

**Adjournment:**

Chair Quinnett adjourned the meeting at 4:52pm.

Respectfully Submitted,

Francesca Sammarruca  
Secretary of the University Faculty & Secretary to Faculty Senate



Attach. #2

Dear President Green:

On April 11, 2023, the Faculty Senate of the University of Idaho voted to request that APM 30.16, *Technology Hardware Lifecycle Management*, as amended in 2022, be rolled-back to the previous version, originally adopted in 2007. The Senate requests that the prior version of APM 30.16 be reinstated until such time as the Office of Information Technology (OIT) can come to a mutually-satisfactory agreement with the Faculty Senate that better aligns our scholarly and creative needs with those of an aspiring Carnegie R1 institution.

The most recent revision of APM 30.16 represents a dramatic shift in the university's IT and purchasing policies. This shift impacts every area of university operations; although undertaken with the best of motives, it is our position that a policy with such far-reaching implications should be developed by the Administration, Faculty, and Staff, working together as *equal partners*. In the absence of such a collaborative effort, the unilateral imposition of this policy has the potential to disenfranchise many members of our community, endangering morale, and placing the research and teaching goals of the institution at risk.

After fielding a number of concerns from faculty, an *ad hoc* Faculty Senate committee was convened to study this issue. The committee heard from many faculty and staff constituents, as well as from OIT representatives, regarding issues of cyber-security, efficiency, quality-of-service, and compatibility with academic freedom. The committee also studied peer and aspirational peer institutions such as Montana State University—a recently elevated R1 school—to better understand how other universities are tackling these thorny issues. After much investigation and discussion, the committee concluded that the policy should be revised on the basis of input from all impacted communities. We would be happy to brief you in detail on the content of those discussions, if you desire.

The Senate appreciates your leadership and commitment to the ideal of shared governance at the University of Idaho. We are hopeful that this model of governance will continue to provide support for the academic freedom that underpins the creative and productive environment for which our university is justly acclaimed.

Respectfully submitted on behalf of the University of Idaho Faculty Senate.

## 30.16 -- Managing Systems for Employee Turnover (Electronic Information Security Policy)

Created January 21, 2007

A. **General.** This policy sets out the process for managing computer systems when an employee leaves a department within the University of Idaho or leaves the University of Idaho altogether.

### B. **Process.**

B-1. Departure Information: When an employee departs a department for any reason, the supervisor shall insure that the departing employee receives the following prior to departure:

- (1) Conditions governing departmental access to the employee's electronic communications subsequent to the employee's separation.
- (2) Instructions regarding disposition of personal electronic communications records, such as whether they should be deleted or transmitted to other personal email accounts or personal media.
- (3) Instructions if absence message must be installed, indicating separation data and contact information for departmental business.
- (4) Date at which time the account will be terminated and not accessible to the former employee.

B-2. Password Changes: Immediately prior to an employee's departure, the supervisor shall insure that the passwords to which the departing employee had access are changed. This standard practice serves to protect the former employee in the event of any problems and the university systems against possible tampering. Monitoring such User IDs is primarily the responsibility of user area management, with assistance from the ITS Customer Service Manager or IT Security Officer.

B-3. Electronic Systems and Records:

- (1) **Electronic Systems**: Upon an employee's departure, the electronic communications systems, including computers, laptops, notebooks, PDAs, cellphones, and any other system, shall be collected, and shall only be reused or disposed of once the information on those systems is preserved as provided herein, and the systems are verified by ITS as completely "clean" prior to going back into service or into disposal.
- (2) **Electronic Records**: In the absence of more specific instructions from the office of General Counsel for any departing employee, all information on the

electronic systems of a departing employee shall be transferred into an archivable format and archived for 5 years from the date of departure.

B-4. Termination of User ID. Human Resource Services shall notify the ITS Customer Service Manager of an employee termination, as soon as it processes the termination. Upon receipt of the notification, ITS shall suspend the User ID of the terminated employee, and the ITS Security Officer will be alerted so that any necessary files may be retrieved and archived and the User ID is deleted. Reinstatement will require the same level of authorization as establishing a new User ID.

B-5. Involuntary Separation: In cases of involuntary separation, exit procedures shall include standard notification to be sent to employees. Such notification shall be reviewed by General Counsel prior to issuance and include:

(1) Conditions governing employee's access to electronic communications resources during period of separation, if any, and any arrangements to permit employee temporary access to obtain copies of personal electronic communications. Such conditions shall be limited to insure the security of the University's system, and the preservation of all electronic information on all of the electronic communication systems used by the employee.

(2) Date when access to electronic communications will terminate.

C. **Compliance.** ITS will advise appropriate college/division management and the office of Risk Management of any non-compliance with this policy. The college/division management shall be responsible for following up with any non-compliance and shall initiate disciplinary action for such non-compliance, where appropriate.

# 77: EDIT REGULATION O-10-B

## In Workflow

1. Jerry McMurtry (mcmurtry@uidaho.edu)
2. Graduate Council Chair (slthomas@uidaho.edu)
3. Registrar's Office (none)
4. Ready for UCC (disable)
5. UCC (none)
6. Post-UCC Registrar (none)
7. Faculty Senate Chair (mstout@uidaho.edu; jvalkovic@uidaho.edu; cari@uidaho.edu)
8. Provost's Office (kudas@uidaho.edu; mstout@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu)
9. Catalog Update (V00814390@uidaho.edu)

## Approval Path

1. Wed, 22 Feb 2023 22:15:23 GMT  
Jerry McMurtry (mcmurtry): Approved for V00518420
2. Wed, 22 Feb 2023 22:16:25 GMT  
Stephanie Thomas (slthomas): Approved for Graduate Council Chair
3. Thu, 02 Mar 2023 21:11:20 GMT  
Dwayne Hubbard (dhubbard): Approved for Registrar's Office
4. Tue, 14 Mar 2023 17:43:41 GMT  
Theodore Unzicker (tunzicker): Approved for Ready for UCC
5. Mon, 03 Apr 2023 22:24:43 GMT  
Sydney Beal (sbeal): Approved for UCC
6. Mon, 03 Apr 2023 22:34:23 GMT  
Sydney Beal (sbeal): Approved for Post-UCC Registrar

## New Proposal

Date Submitted: Thu, 22 Dec 2022 21:17:46 GMT

### Viewing: Edit Regulation O-10-b

Last edit: Tue, 21 Mar 2023 20:51:12 GMT

Changes proposed by: Theodore Unzicker

### Faculty Contact

Faculty Name	Faculty Email
Jerry McMurtry	mcmurtry@uidaho.edu

### Request Type

Add/Drop/Change an academic regulation

### Effective Catalog Year

2023-2024

### Title

Edit Regulation O-10-b

### Request Details

A new graduate certificate offered jointly with other Idaho Institutions has been proposed. To address admissions requirement for such a degree, Regulation O-10-b should be amended to include the following language (paragraph 3.1 was added):

O-10-b. Graduate Academic Certificates

1. A graduate academic certificate must include at least 12 credits of coursework. At least half of the credits completed towards a graduate academic certificate must be in graduate level coursework.
2. All required coursework must be completed with a grade of 'B' or better unless the certificate specifies a higher grade requirement.
3. A maximum of six credits of coursework which is either transferred from another regionally accredited institution or is more than five years old at the time of graduation may be used towards completion of an academic certificate.
4. Certificates offered jointly with other Idaho institutions and with an established agreement approved by the Provost may allow additional transfer coursework, but must include at least one course from the University.

Key: 77



## POLICY COVER SHEET

For instructions on policy creation and change, please see  
<https://www.uidaho.edu/governance/policy>

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu).

### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title:

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title: **APM 15.30 CAPITAL PROJECT REQUESTS**

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

**Policy originator: Diane Whitney, Policy Director**

**Policy owner, if different from originator: Trina Mahoney, Asst VP University Budget and Planning**

**Reviewed by General Counsel: X** Yes \_\_\_ No Name & Date: Kent Nelson 2/22/23

**Comprehensive review?** \_\_\_ X Yes \_\_\_ No

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed change.  
Does not meet FSH 1460 criteria for inclusion in university policy.
- 2. Fiscal Impact:** What fiscal impact, if any, will this change 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 H) unless otherwise specified.

## **15.30—Capital Project Requests**

July 21, 2009 (was APM 10.30)

A. **General.** Capital Planning and Budget is the unit responsible for the development of the campus capital strategy and capital development plan. Departments wishing to determine funding strategies and sources for their desired capital projects should begin by contacting Capital Planning and Budget at (208) 885-7044.



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**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title:

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title: **40.09 LOST AND FOUND SERVICES**

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using “track changes.”

**Policy originator: Diane Whitney, Policy Director**

**Policy sponsor, if different from originator: Rusty Vineyard, Director, Facilities**

**Reviewed by General Counsel: X** Yes \_\_\_ No Name & Date: Kent Nelson 2/22/23

**Comprehensive review?** \_\_\_ X Yes \_\_\_ No

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed change.  
Does not meet FSH 1460 criteria for inclusion in university policy.
- 2. Fiscal Impact:** What fiscal impact, if any, will this change 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 H) unless otherwise specified.

**40.09—Lost and Found Services**  
**February 19, 2015**

A. **General.** Facilities—Recycling/Surplus/Solid Waste department, serves as the official campus Lost and Found. Articles that have been lost on campus should be held in UI offices near the place where they are found for one (1) week. The articles should then be sent over via Campus Mail 2281 for delivery to Lost and Found. *[ed. 7-09, 2-15]*

B. **Process.** Follow the process as outlined on the UI Surplus Policies & Guidelines. *[rev. 7-09, ed. 2-15]*

C. **Information.** Any questions regarding Lost and Found Services should be addressed to UI Surplus Office at (208) 885-2091 or surplus@uidaho.edu. *[ed. 7-09]*





## POLICY COVER SHEET

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**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title:

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title: **40.21 BUILDING SERVICES**

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using “track changes.”

**Policy originator: Diane Whitney, Policy Director**

**Policy sponsor, if different from originator: Rusty Vineyard, Director, Facilities**

**Reviewed by General Counsel: X\_\_Yes \_\_No** Name & Date: Kent Nelson 2/22/23

**Comprehensive review? \_\_X Yes \_\_No**

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed change.  
Does not meet FSH 1460 criteria for inclusion in university policy.
- 2. Fiscal Impact:** What fiscal impact, if any, will this change 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 H) unless otherwise specified.

## **40.21 – Building Services**

~~February 19, 2015 (rewrite – most information is on website)~~

~~A. **General.** Building Services provides custodial services and minor maintenance for the General Education facilities at the UI. Building openings for classes and special events are performed by Building Services and the Building Maintenance Department. The Registrar's Office (208-885-6731) is responsible for scheduling the use of all general education classrooms. If a building, or room, is locked and should be open, contact Facilities at (208) 885-6246, after hours at (208) 885-6271.~~

~~Note: Normally no cleaning or building opening/lockup is available on holidays when UI is officially closed. However, in extraordinary circumstances arrangements can be made by calling Facilities at (208) 885-6246.~~

### ~~**B. Services Provided:**~~

~~Custodial and General Cleaning  
Custodial Special Requests  
Floor Maintenance Requests  
Minor maintenance for academic buildings on campus  
Pest control~~

~~**C. Contact:** More detail of specific services and information can be obtained at Building Services website or calling Facilities at (208) 885-6246.~~



## 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](mailto:ui-policy@uidaho.edu).

**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment  
Policy Number & Title:

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment  
Policy Number & Title: **40.27 CAMPUS MAIL SERVICES**

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using “track changes.”

**Policy originator: Diane Whitney, Policy Director**

**Policy sponsor, if different from originator: Rusty Vineyard, Director, Facilities**

**Reviewed by General Counsel: X\_\_Yes \_\_No** Name & Date: Kent Nelson 2/22/23

**Comprehensive review? \_\_X Yes \_\_No**

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.  
Does not meet FSH 1460 criteria for inclusion in university policy.
2. **Fiscal Impact:** What fiscal impact, if any, will this change 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 H) unless otherwise specified.

## ~~40.27 -- Campus Mail Services & Receiving (CMSR)~~

~~Last updated -- February 19, 2015 October 27, 2008~~

~~**A. General.** UI CMSR personnel pick-up and deliver interoffice, Fed Ex Ground, UPS Ground, and U.S. Mail on a regularly scheduled route system at specified campus locations. Campus locations are identified by unique nine-digit campus ZIP codes. Because of USPS regulations, CMS may only deal with UI Business Mail & Packages.~~

~~, see the following Campus Addressing Web Page.~~

~~The university has been assigned a unique ZIP code, 83844; separate from the City of Moscow, ID zip code. Please use this zip code for all official university correspondence.~~

~~**B. Services.** Bar codes, mail (bulk, budget, certified, express, insured, international), and all other services can be found on the Campus Mail website.~~

~~**Approval for Postal Charges Required.** Requisitions and petty-cash vouchers for purchases of postage items, e.g., stamps, meter postage, etc., must be approved by the Manager of Campus Mail before being submitted to Business and Accounting Services for processing.~~

~~**C. Procedures.** A budget number in the form of a barcode is required to charge postage costs too. Postal charges are billed monthly to departmental budgets. These charges are reflected on the monthly Detail Transaction Report (FWRDOAR). See CMR Addressing Web Page for details.~~

~~**C-1. Campus Mail Restrictions.** Campus mail is to be used for official UI purposes only. Personal mail should not be sent through the campus mail system. See CMR Guidelines & FAQ Web Page for details.~~

~~**C-2. UPS Shipments.** Campus Mail ships items UPS. A UPS mailing label must be used for those items shipped UPS. Go to our website to download UPS Labels.~~

~~**C-3. UI Bulk Mail Sustainability Initiative.**~~

~~**DC. Information Contact.** Any questions can be directed to Campus Mail Services regarding campus mail operations or U.S. Postal Service (USPS) Automation Compatibility requirements should be addressed to Campus Mail operations at at (208) 885-7011 or campusmail@uidaho.edu or website: <http://www.uidaho.edu/facilities/les/campusmail> <http://www.uidaho.edu/facilities/les/campusmail>. or Campus Mail Home Page. (Note: USPS Automation Compatibility requirements can provide significant discounts on outgoing U.S. Mail as well as provide enhanced service and delivery capabilities.)~~



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**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment  
Policy Number & Title:

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment  
Policy Number & Title: **90.23 CAMPUS RECREATION**

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using “track changes.”

**Policy originator: Diane Whitney, Policy Director**

**Policy sponsor, if different from originator: Blaine Eckles, Vice Provost for Student Affairs and Dean of Students**

**Reviewed by General Counsel:** X\_\_Yes \_\_No Name & Date: Kent Nelson 2/22/23

**Comprehensive review?** \_\_X Yes \_\_No

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.  
Does not meet FSH 1460 criteria for inclusion in university policy.
2. **Fiscal Impact:** What fiscal impact, if any, will this change 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 H) unless otherwise specified.

## **90.23 – Campus Recreation**

January 2018 (former FSH 6880)

*PREAMBLE: This section outlines recreational opportunities for students, faculty, staff, and the general public offered by Campus Recreation. In January 2017 an outdated section on Swim Center use was removed and January 2018 this was moved from FSH 6880 into Chapter 90 of the APM. For further information, call 208-885-6381. [ed. 7-00, rev. 1-17, 1-18]*

**A. General.** Campus Recreation, within the division of Student Affairs, provides the University of Idaho (UI) community, and to a limited extent, the general public, with a multitude of recreational opportunities. Activities provide opportunities for:

**A-1.** Spending leisure time in structured and unstructured sport, wellness and recreational activities.

**A-2.** Increasing the quality of campus life through increased knowledge, opportunities, interests and behaviors that promote healthy lifestyles.

**A-3.** Delivering a student driven philosophy which offers experiential leadership opportunities integrated with professional training and mentoring.

**A-4.** Supporting the University's mission with experiences which encourage social interactions with diverse populations and promote personal reflection and learning opportunities.

**A-5.** Increasing interest in sport and recreational activities which can continue throughout the participant's lifetime.

**B. Campus Recreation manages the following programmatic areas:**

**B-1. Intramural Sports.** The Intramural Sports Program provides organized recreational and competitive activities consisting of men's, women's, and co-rec in individual, dual, and team sports for the UI community.

**B-2. Wellness Program.** The Wellness Program provides a variety of opportunities including: group fitness classes, personal training sessions and fitness assessments by certified personal trainers and fitness instructors.

**B-3. Outdoor Program.** The Outdoor Program is dedicated to provide education and resources for wilderness based, human powered, and environmentally sound activities. It promotes teamwork, leadership and growth through outdoor adventure experiences.

**B-4. Sport Clubs.** The Sport Club program gives UI students the opportunity to engage in an in-depth sports experience. Clubs participate in intercollegiate competitions and conduct club activities including: practice, instruction, organization, social events and tournament play.

**B-5. Student Recreation Center (SRC).** Located on the north side of campus, the SRC houses all programs within the department of Campus Recreation. With over 80,000 square feet, it provides opportunities to workout, play, relax and spaces for special events, programs and activities.

**B-6. Special Events.** Special events provide opportunities to participate in organized activities not met through other recreation programs.

**B-7. Facility and Space Reservations.** Campus Recreation schedules a variety of UI fields, courts, spaces and facilities. Please contact the Campus Recreation main office for more details.

**C. Use of the Student Recreation Center.**

**C-1. UI Students.** Full time students have full access to the SRC as part of their tuition and fees. Part time students must purchase a pass for access. A gap fee pass is available for part time students with the cost determined by the difference in the number of credits being taken and what a full-time student pays into Campus Recreation's student fees. Access to the SRC excludes Wellness Program classes,

and Climbing Center clinics and equipment. A valid Vandal Card is required to purchase a pass and for accessing the SRC.

**C-2. UI Faculty and Staff.** Faculty and staff must purchase a pass for SRC access. A valid Vandal Card is required to purchase a pass and for accessing the SRC.

**C-3. UI Affiliates.** UI affiliates (retirees, alumni, IH employees and affiliate employees) must purchase a pass for SRC access. A valid Vandal Card is required to purchase a pass and for accessing the SRC.

**C-4. Miscellaneous Programs.** Special Programs and other students who do not pay student fees towards Campus Recreation must purchase a pass for SRC access. A valid Vandal Card is required to purchase a pass and for accessing the SRC.

**C-5. University Departmental Guests.** UI departments may purchase departmental single-visit passes that can be used by their guests for access to the SRC. The departmental single pass must be given to SRC personnel and a waiver of liability form signed for SRC access. Passes must be purchased in the Campus Recreation main office.

**C-6 Spouses.** The spouse of a UI student, faculty, staff or affiliate must purchase a pass for SRC access. A valid Vandal Card is required to purchase a pass and for accessing the SRC.

**C-7. General Public.** Persons not affiliated with the UI must purchase a non-UI specific pass for SRC access. A valid photo identification is required to purchase a pass.

**C-8. Children.** Policies regarding children include the following:

a. Children under the age of 18 must be accompanied and supervised by their parent/s or guardian/s who are participating in the same activity.

b. Access to the SRC for children is limited to special youth programs and will be defined by specific event.

c. Unattended children (under the age of 18) are not allowed in the SRC Atrium.



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### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title:

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment

Policy Number & Title: **90.24 STUDENT HEALTH SERVICES**

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

**Policy originator: Diane Whitney, Policy Director**

**Policy sponsor, if different from originator: Blaine Eckles, Vice Provost for Student Affairs and Dean of Students**

**Reviewed by General Counsel:** X\_\_Yes \_\_No Name & Date: Kent Nelson 2/22/23

**Comprehensive review?** \_\_X Yes \_\_No

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed change.  
Does not meet FSH 1460 criteria for inclusion in university policy.
- 2. Fiscal Impact:** What fiscal impact, if any, will this change 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 H) unless otherwise specified.



## **90.24 -- University of Idaho Student Health Services**

Last updated August 25, 2005

~~A. General. The University of Idaho's Student Health Services provides excellent high quality outpatient medical care to full-time students, spouses, and dependents. The center has a professional staff ready to provide preventive care as well as to treat illnesses and injuries. Psychiatric services, pharmacy, x-ray and laboratory services are also available.~~

~~B. Procedures. The following guidelines are used to establish patient eligibility, charges, hours of operation, medical withdrawals, and handicapped parking privileges.~~

~~B-1. Eligibility. Only full-time and part-time students, spouses, and dependents are eligible to be seen at Student Health Services. Eligibility is determined by having a valid ID card. Faculty and staff are not eligible to be seen at the Student Health Services. Special contracts have been arranged with the University for asbestos physicals and chemical vapor physicals for employees, medical surveillance for animal workers, summertime campers at the University of Idaho, and visiting students from other campuses.~~

~~B-2. Fees. Full-time students are charged \$5.00 per outpatient visit. Part-time students, spouses and dependents are charged a \$40.00 eligibility fee [per semester] to be seen at Student Health Services. In addition, they are charged a \$5.00 office fee each visit. Reduced nominal fees are charged for certain procedures and special services such as laboratory tests, x-rays, and medications. Students may pay in cash or charge to their student account, fees incurred at Student Health Services. Students may also charge by the Vandal card system. Students that do not cancel their appointments within 24 hours are charged an outpatient service charge.~~

~~B-3. Hours of Operation. The Student Health Service is open throughout the year except University holidays. During the regular school year the hours of operation are MTWF 7:30 a.m. to 5:30 p.m., Th 9:00 a.m. to 5:30 p.m. Summer hours are 7:30 a.m. to 4:30 p.m.~~

~~B-4. Operations. The Student Health Service operates on a walk-in basis with no appointments necessary. Appointments may be scheduled for physicals and Pap smears by calling the Office at (208) 885-6693 or by coming in to the Student Health Service to make an appointment. Emergency care is available at Gritman Medical Center when the Health Service is closed.~~

~~B-5. Medical Withdrawals. Only the director of the Student Health Services may issue a medical withdrawal for a student regarding a particular medical illness. Registration may be flagged for the next enrollment in order to determine if the patient is able to re-enter the University of Idaho.~~

~~B-6. Handicap Parking. All physicians and nurse practitioners may issue a temporary~~

~~or permanent handicap parking permit following the special forms distributed by the Information and Parking Services, North Campus Center.~~

~~C. Information. Inquiries regarding medical care should be referred to the Student Health Services at (208) 885-6693.~~



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### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment  
Policy Number & Title:

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment  
Policy Number & Title: **90.25 PITMAN CENTER**

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using “track changes.”

**Policy originator: Diane Whitney, Policy Director**

**Policy sponsor, if different from originator: Rusty Vineyard, Director, Facilities**

**Reviewed by General Counsel: X\_\_Yes \_\_No** Name & Date: Kent Nelson 2/22/23

**Comprehensive review? \_\_X Yes \_\_No**

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed change.  
Does not meet FSH 1460 criteria for inclusion in university policy.
- 2. Fiscal Impact:** What fiscal impact, if any, will this change 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 H) unless otherwise specified.

**~~90.25—University of Idaho Student Union Building and/or Idaho Commons—General~~**

~~Last updates August 25, 2005 (formerly 80.25)~~

~~A. **General.** The UI Student Union Building (SUB) and the Idaho Commons are the centers of campus life and afford a variety of facilities and services for dining [University Dining Services—See 80.31] and for recreational, social, and cultural activities. The construction and operation of the SUB and Idaho Commons are financed through student fees. The services and program of activities conducted in the SUB and Commons have been developed cooperatively with the Associated Students of the University of Idaho (ASUI), the faculty, staff, and administration.~~

~~B. **SUB Room Reservations.** Rooms at the SUB can be reserved through the Conference Coordinator, Monday through Friday, 8:00am—4:00pm, at (208) 885-6956. Rooms at the Commons can be reserved through the information desk at (208) 885-2667. Rooms are reserved on a first-come, first-served basis. To avoid cancellation charges, twenty-four hours notice is required for cancellation of rooms.~~

~~B-1. **Student Use of the SUB and/or Commons.** A student organization or regularly-enrolled student may use the SUB or Commons facilities without charge. The Associated Students of the University of Idaho (ASUI) maintains a list of valid student organizations. Any organization that is non-student will be charged standard fees for the use of the building. (Note: Direct charges may be assessed to student groups depending upon the needs and nature of the organization's meeting.)~~

~~B-2. **Faculty/Staff Use of the SUB and/or Commons.** Faculty and staff may use the SUB facilities without charge for university meetings. (Note: Direct charges may be assessed to faculty/staff groups depending upon the needs and nature of the organization's meeting.)~~

~~B-3. **Other Groups.** Non-student, faculty or staff groups will be assessed a standard rental rate for use of the SUB facilities. Several other conditions of charges are as follows:~~

- ~~• If a group reserves a room and is one-half faculty, staff, or students, then one-half the room rental rate is assessed.~~
- ~~• If a group is less than one-half faculty, staff, or students, then the full room rental rate is assessed.~~
- ~~• If a group, university or other, charges a fee to attend the meeting or conference, then the full room rate is assessed.~~

~~B-4. SUB Facility Use Charges. A schedule of SUB room usage fees is kept by the SUB Conference Coordinator.~~

~~C. **Information Desk.** The SUB and/or Commons Information Desk provides the following services for students, faculty, and staff.~~

- ~~• FAX transmittals. (Note: \$2.00 for first page and \$1.00 for every other page. International FAX is \$4.00 per page. FAX received is \$.50 per page.)~~
- ~~• Provides campus and community information to the public students, faculty and staff.~~
- ~~• Transfers phone calls to other departments and individuals in the SUB and elsewhere on campus.~~
- ~~• Provides check cashing services for students, faculty, and staff members with valid UI identification cards.~~
- ~~• Provides equipment reservations for use in the building.~~
- ~~• Study Groups. Student groups may reserve smaller meeting rooms on a first-come, first-serve basis for the purpose of studying. Other rooms may be reserved for studying during periods of low usage provided no one else needs the rooms for meeting purposes.~~

~~D. **Information.** Any questions regarding the SUB facilities and/or reservations should be addressed to the Information Desk, at (208) 885-4636 or at the Commons at (208) 885-2667.~~



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**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment  
Policy Number & Title:

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Interim  Minor Amendment  
Policy Number & Title: **90.26 PITMAN CENTER SOUND PRODUCTION & LIGHTING**

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

**Policy originator: Diane Whitney, Policy Director**

**Policy sponsor, if different from originator: Rusty Vineyard, Director, Facilities**

**Reviewed by General Counsel: X\_\_Yes \_\_No** Name & Date: Kent Nelson 2/22/23

**Comprehensive review? \_\_X Yes \_\_No**

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed change.  
Does not meet FSH 1460 criteria for inclusion in university policy.
  
2. **Fiscal Impact:** What fiscal impact, if any, will this change 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 H) unless otherwise specified.

## **90.26 -- University of Idaho Student Union Building -- Sound Production & Lighting Services**

Last updated August 25, 2005 (formerly 80.26)

~~A. **General.** SUB Sound Production & Lighting Services is the audio/visual department of the UI Student Union Building. The department provides technical support as needed for events in the SUB. Services provided by SUB Sound Production & Lighting Services include the following:~~

~~A-1. **Sound Reinforcement.** Sound reinforcement is available for events ranging from medium scale live concerts to small lectures and ceremonies.~~

~~A-2. **Stage Lighting.** Limited stage lighting is available for various events.~~

~~A-3. **Teleconferencing.** Conference rooms in the SUB are wired to a central audio and video patching system. This allows the capability to offer live video teleconferencing services.~~

~~A-4. **Audio/Visual Equipment Rate Charges.** Detailed rate sheets are available, listing both UI rates and commercial rates for use of equipment and services. For information or questions, contact SUB Sound Production & Lighting Services at (208) 885-6947.~~



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### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment  
Policy Number & Title:

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Interim  Minor Amendment  
Policy Number & Title: **90.51 CHEMSTORE SERVICES**

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using “track changes.”

**Policy originator: Diane Whitney, Policy Director**

**Policy sponsor, if different from originator: David Sargent, ChemStores Manager**

**Reviewed by General Counsel: X\_\_Yes \_\_No** Name & Date: Kent Nelson 2/22/23

**Comprehensive review? \_\_X Yes \_\_No**

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed change.  
Does not meet FSH 1460 criteria for inclusion in university policy.
- 2. Fiscal Impact:** What fiscal impact, if any, will this change 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 H) unless otherwise specified.



## ~~90.51 -- ChemStore Services~~

~~July 24, 2005~~

~~A. General. ChemStores, a unit in the Department of Chemistry, sells laboratory supplies for instructional and research purposes to members of the University of Idaho community.~~

~~A-1. Location/Hours. ChemStores is located in Renfrew Hall, Room 23. Operating hours are 8:00am-12:00 noon and 1:00pm-5:00pm, M-F, during the academic year, and 7:30am-11:30am and 12:30pm-4:30pm, M-F, during summer. For inquiries, please call (208) 885-7974.~~

~~A-2. Inventory. ChemStores stocks a variety of items commonly used in scientific laboratories, such as organic solvents, liquid nitrogen, acids, ethanol, dry ice, scientific glassware, plasticware, and laboratory hardware. Chemicals are sold in sealed containers, with the exception of ethanol and reagent grade acetone, which are dispensed from 54-gallon drums. ChemStores purchases supplies from a major supplier on an annual contract and takes advantage of quantity discounts. If an item is not regularly stocked in ChemStores, the store-keeper can place a special order.~~

~~B. Purchasing Process. To purchase from ChemStores, customers must go to the sales window and provide a valid UI budget number. ChemStores does not make deliveries. Sales are entered onto the Banner Stores Module and are posted immediately. The default account code is E5741, Medical, Laboratory & Technical Supplies, but any code can be used per the customer's request. Charges are not routed to Banner approval queues.~~

~~B-1. Cash Sales. Cash sales are permitted for all stock except chemicals.~~

~~B-2. Sales Receipts. At the time of the sale, the customer will sign a receipt and be given one copy. The original will be retained in ChemStores.~~

~~B-3. Returns. ChemStores accepts items for return if they have not been used or opened and if they are returned within a reasonable time period.~~

~~B-4. Viewing ChemStores Transactions on Banner. Banner Finance users may view ChemStores transaction in a variety of ways, including querying on the charge listed on the Daily Transaction Activity form (FGITRND, accessed from the Organization Budget Status form, FGIBDST) or by querying directly via the Banner Stores Issue/Return Query form FSISSQ.~~

~~C. Information. Any questions regarding ChemStores should be addressed to the ChemStores Storekeeper at (208) 885-7974.~~

**2022 – 2023 Faculty Senate – Pending Approval**Approved at 2023-24 Mtg #3  
September 6, 2023Meeting # 28

Tuesday, April 25, 2023, 3:30 pm – 4:30 pm

Zoom only

**Present:** Call, Chapman (Vice Chair), Fairley, Gauthier, Haltinner, Hickman, Hunter, Justwan, Kolok, Long, Mittelstaedt, Murphy, Pfeifer, Quinnett (Chair), Raney, Reynolds, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Schwarzlaender, Silsby, Tibbals, Thorne, Walsh

**Absent:** Lawrence (excused), Wargo, Powell (proxy for Ahmadzadeh)

**Call to Order:** Chair Quinnett called the meeting to order at 3:34 pm.

**Approval of Minutes (vote):**

The minutes of the 2022-23 Meeting #27, April 18, 2023 were approved as distributed.

**Chair's Report:**

- Chair Quinnett acknowledged the new senators and thanked those who are outgoing.
- Update on APM 30.16: On Thursday, Dakota Roberson (chair of the working group), Kelly Quinnett, Francesca Sammarruca, and Torrey Lawrence will meet with President Green. FSL will provide the senators with a written report about the outcome of the meeting.
- Chair Quinnett expressed deep gratitude to the FSL team: Erin, Francesca, and Cari.
- Many thanks to Diane Whitney, Diane Kelly-Riley, Mary Stout, and Torrey Lawrence.
- Some of the 2022-23 Senate highlights:
  - Paid Parental Leave – Thanks to Erin Chapman, who was a key person in this initiative.
  - Spread Pay – Thanks to Kristin and Deb for gathering feedback from the university community about the spread pay option. Brian Foisy, Brandi Terwilliger, and their teams are supportive of a July 2024 implementation.
  - APM 30.16 – The working group undertook a collaborative and respectful effort in response to faculty voices. Hopefully, there will be some news to report soon.
  - Non-tenure-track faculty taskforce – This wonderful group is advocating for a change in culture and, hopefully soon, in policy, to improve working conditions for our non-tenure-track colleagues.
- A warm welcome to all new senators and gratitude to those who are ending their terms.
- Thanks to the continuing senators for their time and commitment to shared governance towards building trust, promoting transparency, and improving communication across the university community.
- Chair Quinnett closed the chair's report by sharing a poem and thoughts about the past year.

**Provost's Report – delivered by Vice Provost for Faculty Diane Kelly-Riley:**

- Thanks to the 2022-23 FSL team for their compassionate leadership!
- Provost Lawrence is at the SBOE meeting, which is taking place at the Pitman Center today and tomorrow.
- The arboretum is starting to bloom!

- Engineering Expo: Friday and Saturday, April 28-29. It's a great event that brings people to campus, and an opportunity to see excellent work by our students.
- Commencement: two ceremonies in Moscow on May 13, at 9:30am and 2pm, one in Boise on the 16<sup>th</sup> and one in Idaho Falls on the 17<sup>th</sup>.
- University Excellence Awards and BBQ: May 4, 3:30pm, at the ICCU arena. Please come and celebrate our colleagues. <https://www.uidaho.edu/governance/faculty-staff/university-awards>
- Commencement: two ceremonies in Moscow at the Kibbie Dome on May 13, at 9:30am and 2pm. Graduation ceremonies in Boise will be on May 16, at 2pm, and in Idaho Falls on the 17<sup>th</sup>.
- The Vice Provost addressed a previously raised question about Dr. Rebecca Scofield and the role of the OGC in her defamation lawsuit. She referred to <https://www.uidaho.edu/governance/policy/policies/apm/01/01> , which explains that OGC cannot assist university employees with legal advice on personal matters.
- Thanks again to the 2022-23 FSL team and all who served as senators!

Discussion:

In response to a question, Vice Provost Kelly-Riley reported that the additional information about CEC that was previously requested is not yet available to the Provost. More to come.

Before proceeding to the next agenda item, Chair Quinnett warmly thanked the faculty secretary for her help and support throughout the year.

**Committee Reports (vote):**

- Committee on Committees
  - FSH 1620 University-Level Committees – Attach. #2  
Revised to clarify definitions and procedures and to highlight that all faculty who have voting privileges and all board-appointed staff are welcome to serve on committees. All other revisions clarify the language: university-level standing committees include senate committees and “Other University-Level Standing Committees.” That’s why two separate lists appear in FSH 1640, to be addressed next.

Discussion:

A senator noted inconsistencies with capitalization. They also suggested that alternative language should be used to differentiate between “senate committees” and “other standing committees” that are not under senate purview. Discussion followed about whether or not the Committee on Committees has discretion in appointing senate members who are not faculty – staff representatives to senate are selected by their leadership, and so are student members. With regard to this issue, there seems to be some inconsistency between D-4 and D-5. After additional discussion, it was suggested to send these revisions back to the Committee on Committees to address inconsistencies and improve the language. Vice Chair Chapman agrees that this is the best course of action.

- FSH 1640 Committee Directory – Attach. #3

Directory: reorganized for clarity and consistency.  
The three committees below are deleted because they are non-existing. The appropriate officials (Brian Foisy, Brandy Terwilliger, OCRI Director) were consulted about the deletion and had no concerns.

- FSH 1640.47 Fiscal Emergency Committee: deleted.
- FSH 1640.35 Disability Affairs Committee: deleted.
- FSH 1640.78 Shared Leave Committee: deleted.

The only actual deletion is:

- FSH 1640.94 Multi-Campus Communication Committee (MCCC). Remote communication has become a standard way to communicate. This committee, as presently described and charged, is obsolete. The faculty secretary chairs this committee but hasn't seen the need to call a meeting since 2020. Actually, an MCCC would be useful, but with a different scope.

Vote: 29/29 in favor. Motion passes.

**Adjournment:**

Chair Quinnett adjourned the meeting at 4:17pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho  
2022 – 2023 Faculty Senate Agenda

Meeting # 28

Tuesday, April 25, 2023 at 3:30 pm to 4:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2022-2023 Faculty Senate Meeting #27 (April 18, 2023) **Attach. #1**
- III. Chair’s Report
  - Our Shared Success Story – Kelly Quinnett, Theatre Arts
- IV. Provost’s Report
- V. Committee Reports (vote)
  - Committee on Committees
    - FSH 1620 University-Level Committees **Attach. #2**
    - FSH 1640 Committee Directory **Attach. #3**
- VI. New Business
- VII. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2022-2023 Faculty Senate Meeting #27 (April 18, 2023)
- **Attach. #2** FSH 1620
- **Attach. #3** FSH 1640

**2022 – 2023 Faculty Senate – Pending Approval**

Meeting # 27

Tuesday, April 18, 2023, 3:30 pm – 5:00 pm

Zoom only

**Present:** Call, Chapman (Vice Chair), Fairley, Gauthier, Haltinner, Hickman, Hunter, Justwan, Kolok, Torrey Lawrence (w/o vote), Long, Mittelstaedt, Murphy, Pfeifer, Quinnett (Chair), Raney, Reynolds, Rinker, Roberson, Sammarruca (w/o vote), Schiele, Schwarzlaender, Silsby, Tibbals, Thorne, Wargo

**Absent:** Walsh

**Also present:** Madison Powell (proxy for Ahmadzadeh)

**Guests/Speakers:** Jerry McMurtry

**Call to Order:** Chair Quinnett called the meeting to order at 3:30 pm.

**Approval of Minutes (vote):**

The minutes of the 2022-23 Meeting #26 April 11, 2023 were approved with the following correction: Senators Kolok and Wargo were absent.

**Chair's Report:**

- Our Shared Success Stories – Florian Justwan, Politics and Philosophy.  
Florian and his department are especially proud of the experiential learning opportunities they developed over the last few years. In 2019, they built a number of programs where students can experience politics on a first-hand basis. Students can go to Seattle for a model European conference. They pretend to be the government of a European country and negotiate a tricky global problem. Another opportunity is the McClure Scholars program, where students learn about policy issues in Idaho politics. At the end of the program, they make policy recommendations and present a full report to members of the Idaho Legislature. Most recently, they established a Study Abroad program. Florian co-led a Study Abroad to Germany, where students met with members of the legislative branch and scholars. This year, they met with German high school students. It was exciting to see Idaho students and German students mingle.
- Our Shared Success Stories – Ben Hunter, Dean of University Libraries.  
Our library is amazing. We are able to do many of the great things we do thanks to our grant activities. During the past few years, we obtained over one million dollars in grants, which is unusual for academic libraries. Funds came from several sources. Dean Hunter wishes to emphasize the Collection Builder platform, supported by different grants, such as the Institute for Museum and Library Services and the National Endowment for the Humanities. This digital collection requires minimal computing and little training. It is an important resource because it enables cultural heritage institutions easy access to this powerful digital collections tool. Comparable commercial solution cost tens of thousands of dollars per year. This platform is free and open-source and it doesn't require a team of developers to keep it up and running. It's becoming more and more popular nationally and internationally. More information at these sites:  
<https://collectionbuilder.github.io/>  
<https://www.lib.uidaho.edu/queered/>

<https://digitalprojects.usm.maine.edu/weexist5/>

<https://oralhistory.wyshs.org/>

<https://shakytruce.github.io/>

[http://dna.nust.na/heritage\\_week/](http://dna.nust.na/heritage_week/)

- Becca Scofield Support - <https://www.gofundme.com/f/scofield-support>

To respect Becca's privacy, please be careful about sharing this link on social media. Our friend and colleague Becca Scofield was targeted by a TikTok user spreading baseless and false claims linking her to the November murders of four UI students. Becca is a dedicated member of the University of Idaho faculty and the Moscow community. In her fight to stop irresponsible and harmful speculation through a federal defamation lawsuit, her legal fees are growing. Please consider donating.

Discussion:

A senator argued that Rebecca is in this situation because of her employment at the U of I. Is there a university policy to protect any of us in a similar situation? Provost Lawrence will get a more complete response from General Counsel. General Counsel works for the university and in this case the faculty is in her personal capacity. There are clear limitations on what we can or cannot do. Both the President and the Provost support this campaign and hope that all of Rebecca's expenses can be covered.

Follow-up by another senator on the previous comment: this is happening to Rebecca in her capacity as a U of I faculty member. Something should be done to protect all of us in similar situations. (Link provided by Diane Whitney:

<https://www.uidaho.edu/governance/policy/policies/apm/01/01> )

A senator hopes that Senate will consider looking into policies addressing the protection of faculty. They are concerned about those who teach about race and gender, given the recent actions of the legislature.

- APM 30.16: Senator Fairley shared a letter based on last week motion regarding APM 30.16. Motion: *"To ask President Green to suspend APM 30.16 and temporarily revert to the previous conditions until a resolution is found with faculty input."*

The letter includes additional comments to put the motion in context and contains no inflammatory or critical remarks. The tone is positive and constructive.

The Provost asked whether this is a replacement to the original motion since the letter contains additional language.

Senator Fairley: the statement in the motion is very brief. In the meantime, he received feedback suggesting that some context would be helpful to motivate the motion.

The Provost noted that President Green is aware of the situation. Conversation could be a productive way to pursue a solution. Provost Lawrence is confident that, after receiving (just) the statement of the motion, the President will want to talk about it.

Secretary: the group who drafted the letter did not think that adding context would amount to a different action. The language was added to motivate the request and as a base for follow-up discussions. Furthermore, the planned procedure is to present the letter to the general faculty

at the upcoming UFM. With some exceptions, Senate actions must be approved by the faculty, especially a major one such as this. Except for special circumstances, faculty approval is the next step after a formal motion by Senate.

Provost Lawrence thinks that taking the matter to UFM is not our standard practice and could be lengthy and complicated.

Senator: context is important if this goes to UFM. Many faculty may not be up to date.

There is some concern about the narrow margin by which the motion passed (12 to 9).

A Senator argues that the discussion is out of order. This is a proposal for a new action and should be an item for next week.

The discussion seems to converge towards streamlining the letter and meet with the President. Senator Fairley would be happy with keeping only the first paragraph, although the first and second paragraphs are both consistent with the language in the motion.

Secretary: reiterates that the letter is faithful to the spirit of the memo and was crafted in the hope of a dialogue with President Green. She recalls that last week, before the motion was voted on, there was a brief discussion about an alternative path: instead of pursuing a formal request to the President, just ask for a dialogue. Are we now taking that path?

Chair Quinnett: we are doing both.

After some additional discussion, everybody was content with the following process:  
Send the first paragraph to the President and request a meeting.

**Provost Report:**

- Vandal Giving Day was a great success, with a record \$819,662! Also, the number of people who donated was a record high. The Healing Garden and Memorial for the victims of the November tragedy was strongly supported.
- For a summary of the legislative session, see the memo from April 13.
- For CEC distribution, see memo from yesterday.
- Jazz Festival: April 19 to April 22. The Hamp's Gala, the traditional evening kick-off of the Lionel Hampton Jazz Festival, is on April 19, 7 – 9pm, in the Auditorium. The Thursday, Friday, and Saturday events take place at the ICCU Arena.
- Engineering Expo: April 28-29. It's a great event that brings people to campus, and an opportunity to see excellent work by our students.
- Commencement: two ceremonies in Moscow on May 13, at 9:30am and 2pm, one in Boise on the 16<sup>th</sup> and one in Idaho Falls on the 17<sup>th</sup>.



- Excellence awards (please see RSVP email from April 4):  
<https://www.uidaho.edu/governance/faculty-staff/university-awards>

Discussion:

A senator conveyed disappointment from their constituents about the salary raises. Consumer prices in the past two years have gone up by 14% and we get a raise of \$600. It would be good to have something to take back concerning how decisions are made. The Provost replied that many of the recommendations from the Staff Compensation Committee (SCC) were used. The process is restricted by what is available to us, which depends on the legislature and the State Board's approval of tuition. We are followed a similar format as last year, with some differences, such as the flat amount for across-the-board raises. Also, the way the state funded it was new. Ultimately, it was the President's decision, with consideration of the SCC recommendations. This year, we didn't get the fund shift we got last year – approximately one half of the raise is funded. We hoped to get a lot more from the state, which has a large surplus, but we didn't. The Provost will bring more information next time. The Senator understands the constraints but noted that some faculty are struggling. Can Senate help figuring out some strategy for next year? Provost Lawrence said that the leadership is open to suggestions, but there isn't much to work with. They are trying to balance across-the-board, market-based goals, and merit raises.

**Committee Reports (vote):**

- University Curriculum Committee
  - UCC 77 Edit Regulation O-10-b – Jerry McMurtry, Dean, College of Graduate Studies. Attach. #2  
A new graduate certificate offered jointly with other Idaho Institutions has been proposed. To address admissions requirement for such a degree, Regulation O-10-b should be amended to include the following language (paragraph 3.1 was added):  
O-10-b. Graduate Academic Certificates
    1. A graduate academic certificate must include at least 12 credits of coursework. At least half of the credits completed towards a graduate academic certificate must be in graduate level coursework.
    2. All required coursework must be completed with a grade of 'B' or better unless the certificate specifies a higher grade requirement.
    3. A maximum of six credits of coursework which is either transferred from another regionally accredited institution or is more than five years old at the time of graduation may be used towards completion of an academic certificate.
    4. Certificates offered jointly with other Idaho institutions and with an established agreement approved by the Provost may allow additional transfer coursework, but must include at least one course from the University.

Vote: 22/22 yes; 0/22 no. Motion passes.

**Other Policy Business (non-voting):**

- \*APM 15.30 Capital Project Requests Attach. #3
  - Policy/Procedure Statement: Does not meet FSH 1460 criteria for inclusion in university policy
- \*\*APM 40.09 Lost and Found Services Attach. #4
  - Policy/Procedure Statement: Does not meet FSH 1460 criteria for inclusion in university policy
- \*\*APM 40.21 Building Services Attach. #5

- Policy/Procedure Statement: Does not meet FSH 1460 criteria for inclusion in university policy
- \*APM 40.27 Campus Mail Services Attach. #6
  - Policy/Procedure Statement: Does not meet FSH 1460 criteria for inclusion in university policy
- \*APM 90.23 Campus Recreation Attach. #7
  - Policy/Procedure Statement: Does not meet FSH 1460 criteria for inclusion in university policy
- \*APM 90.24 Student Health Services Attach. #8
  - Policy/Procedure Statement: Does not meet FSH 1460 criteria for inclusion in university policy
- \*APM 90.25 Pitman Center Attach. #9
  - Policy/Procedure Statement: Does not meet FSH 1460 criteria for inclusion in university policy
- \*APM 90.26 Pitman Center Sound Production & Lighting Attach. #10
  - Policy/Procedure Statement: Does not meet FSH 1460 criteria for inclusion in university policy
- \*APM 90.51 Chem Store Services Attach. #11
  - Policy/Procedure Statement: Does not meet FSH 1460 criteria for inclusion in university policy

**Other Announcements and Communications:**

- TA Concerns – Jerry McMurtry, Dean of the College of Graduate Studies  
There are 54 TA awards which are provided to masters level students in programs where there is a PhD program. If those awards were given to doctoral students, it would help doctoral productivity and thus the push to R1. It's not easy to get Ph.D. students, especially in science and engineering. We will continue to award TAs to M.S. students – we could not deliver our General Education program without their contributions. The college deans will work with COGS to examine the TA awarding process and look toward changes for the Fall 2024 cohort.

Discussion:

A Senator conveyed a message from constituents: shifting the emphasis on Ph.D. students through mandates is a short-term gain for a short-term decline in student quality. The best Ph.D. students are attracted by RA awards (which, therefore, are the best way to get high-quality Ph.D. students). On the other hand, M.S. students can be enticed by TA awards. If we shift away from awarding TA positions to M.S. students, departments will have to accept weaker Ph.D. students, which is not good for R1, and in the end, will reflect poorly on the institution. Also, we may not be able to provide high-quality teaching, because Ph.D. students are less interested in teaching. The Ph.D. program is longer, and so weak Ph.D. students will occupy TA positions longer than M.S. students. In the long run, shifting can be counterproductive with regard to R1. Jerry McMurtry will convey these arguments when he meets with the deans.

A Senator wondered whether the 54 TAs will be shifted to departments where the majority of Ph.D. students are on RAs. In such cases, there is opportunity to award TAs to M.S. students. Jerry McMurtry does not have that information, which would require a detailed analysis. He provided the following data: we have 179 M.S. students with TA awards and 102 Ph.D. students with TA awards. As for RA awards, 132 are taken by M.S. students and 165 by Ph.D. students.

There was a question about the time commitment made to a new graduate student: is it for one year or for a number of years? Perhaps we could offer a one-year TA to a new graduate student with the condition that they identify a faculty mentor who can offer them an RA. Could this be useful as a recruitment tool? Dean McMurtry replied that these are full time (20 hours per week) annual awards for the academic year. The awards are given by COGS to the deans, who can use them strategically as they see fit.

A Senator argue that reaching R1 status can only happen with the faculty, but they have to want it. Imposing mandates on them is not the way. Dean McMurtry will take these considerations to the deans.

- **NTT Taskforce Update – Florian Justwan, Politics and Philosophy**  
Florian looks forward to the Taskforce continuing their work next academic year. He summarized the three main takeaways from the recent survey. Non-tenure-track (NTT) faculty are mostly concerned about: job security, pay, inability to switch academic roles (for instance, from clinical to tenure-track). Issues they identified for next year agenda include: 1. how the U of I discusses non-tenure-track (NTT) faculty in its messaging to the community and the public – changing the language is the first step to changing the culture; 2. NTT are not allowed to serve on some committees; 3. Existing policies for the protection of NTT faculty are often not apparent to them. It may be useful to put together a document with information on the rights of NTT faculty.
- Please remind your colleges that the 2023-24 senators need to be identified as soon as possible. Their first meeting is on April 25.
- UFM #3 – Wednesday, May 3rd, 3:00 pm PT via Zoom. There is an item from the Constitution, FSH 1520, which requires a quorum!
- Earth Day 2023: Friday and Saturday, 10am to 4pm, at the IRIC Atrium. Join the College of Science at the IRIC Building on Earth Day to learn about programs related to earth science, climate change, sustainability and more.

**Adjournment:**

Chair Quinnett adjourned the meeting at 4:41pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate



## POLICY COVER SHEET

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<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](mailto:ui-policy@uidaho.edu).

### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title: **FSH 1620 University-Level Committees**

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Policy Number & Title

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using “track changes.”

**Originator:** Francesca Sammarruca, Faculty Secretary

**Policy Sponsor, if different from Originator:**

**Reviewed by General Counsel**      xYes \_\_No

**Name & Date:** Kim Rytter 4/19/23

- 1. Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.  
Comprehensive review. Revised to clarify procedures for university-level committees and to highlight that all faculty who have voting privileges and all board-appointed staff are welcome to serve on committees.
- 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 1640
- 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, 2023.

UI FACULTY-STAFF HANDBOOK

CHAPTER ONE:

HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

1620  
UNIVERSITY-LEVEL COMMITTEES

**OWNER:**

Faculty Secretary  
Francesca Sammaruca  
[facsec@uidaho.edu](mailto:facsec@uidaho.edu)

**LAST REVISION:** January 2018

**CONTENTS:**

- A. ~~Purpose—Function, Structure, and Membership of Committees~~
- B. ~~ScopeRegulations Governing Committees~~
- C. ~~Function, Structure, and Membership of University-Level Standing Committees~~
- D. ~~Regulations Governing University-Level Standing Committees.—Guidelines for Committee Chairs~~
- E. Guidelines for University-Level Committee Chairs

**A. PURPOSE.** ~~This policy regulates university-level standing committees, including their establishment, discontinuance, responsibilities, appointment, and operation.~~

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**B. SCOPE.** This policy applies to all university-level standing committees.

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**CA. FUNCTION, STRUCTURE, AND MEMBERSHIP OF UNIVERSITY-LEVEL STANDING COMMITTEES.** ~~University-level standing committees comprise Senate Committees and Other University-Level Standing Committees. FSH 1640 identifies Senate Committees and Other University-Level Standing Committees, and sets forth the function, structure, and membership of each committeeSee 1640 for the function and structure of each university-level standing committee.~~ The list of members appointed to serve on ~~these committees~~Senate Committees is published on the [Faculty Senate website](#) after the beginning of the academic year by the Committee on Committees. [All faculty who qualify under FSH 1520 -II](#) and all board-appointed staff are eligible to serve on ~~university-level-senate~~ committees.

**DB. REGULATIONS GOVERNING COMMITTEES.** The following is a codification of the general regulations governing [university-level](#) committees.

**DB-1. Committee defined.** As used here, “committee” is a general term denoting any [university-level](#) standing or special committee, subcommittee, council, board, senate or similar body.

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**DB-2.** The establishment, discontinuance, or restructuring of, and the assignment of responsibilities to, ~~Senate standing Committees as identified in FSH 1640 of the university faculty~~ are policy actions that require approval by the Faculty Senate.

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**DB-3.** *Ad hoc* committees to advise the president and university-level standing committees that are composed primarily of administrators (e.g., Publications Board) are appointed by the president. ~~Other~~

University-Level Standing Committees as identified in FSH 1640 are appointed as specified in the description of each committee. Changes to Other University-Level Standing Committees are not policy actions that require approval by the Faculty Senate.

**DB-4.** The Committee on Committees appoints, subject to confirmation by the Faculty Senate, members of ~~standing committees of the university faculty~~ Senate Committees, other than those addressed in DB-3. The chair of Faculty Senate establishes special Faculty Senate committees and appoints their members.

~~**DB-5.** In selecting staff members to serve, the Committee on Committees receives names of those approved by the Staff Council.~~ Staff Council recommends to the Committee on Committees the names of staff members to be appointed to Senate Committees, which recommendation shall be followed by the Committee on Committees, which considers expressions of interest and qualifications of employees to serve on various committees. Approved service by staff members on university committees is considered a valuable service to UI, within the scope and course of employment. Provided the staff employee can be released from regular duties, time spent in committee service is not charged against the employee's annual leave or compensatory time balances, and the employee is not expected to make up time away from normal duties for committee service. (In cases where staff employees are elected to serve, e.g., on Staff Council itself, it is expected that the employee will first secure the consent of ~~his or her~~ their supervisor before becoming a candidate.)

**DB-6.** Ordinarily, no ~~Senate faculty~~ Committee will be chaired by an officer who is substantially responsible for implementing the policies or recommendations developed by the committee.

**DB-7.** Unless otherwise noted within the structure of a committee in FSH 1640, chairs of Senate Committees are selected by the Committee on Committees. The chairs of ~~faculty standing e~~ Senate Committees generally are rotated so that no committee comes to be identified with one person.

**DB-8.** The president of the university ~~, or the president's designee,~~ is a member ex officio of all UI committees, regardless of how the committees may have been established or appointed. On committees under the jurisdiction of ~~the university faculty or of~~ the Faculty Senate, the president ~~or the president's designee~~ serves without vote.

**DB-9.** The chair of the Faculty Senate is a member ex officio without vote of all committees under the jurisdiction of ~~of the university faculty or of~~ the Faculty Senate.

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**DB-10.** Students are to be represented, if they so desire, on faculty committees that deal with matters affecting them. Except for student members of the Faculty Senate, the Committee on Committees receives names of those approved by the ASUI, GPSA and SBA to fill positions established for student members of faculty committees. [See 1640.] If, 21 days after the first day of classes of the fall semester, nominations have not been submitted to fill student positions, the committees on which the vacancies exist are authorized to disregard the vacant student positions in determining a quorum.

**DB-11.** The membership of individual members of ~~standing committees of the university faculty~~ Senate Committees may not be terminated involuntarily except for cause and with the concurrence of the Committee on Committees with the possibility of appeal by the faculty member to the Faculty Senate.

**DB-12.** University-level ~~UI~~ committees meet on the call of the chair. Committees under the jurisdiction of the Faculty Senate ~~university faculty or any of its constituencies~~ may be convened by at least 35 percent of the members of the committee with a three-day written notice to all members.

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**DB-13.** A quorum for any committee under the jurisdiction of the ~~university faculty~~ Senate ~~or any of its constituencies~~ consists of at least 50% of its voting members, unless otherwise stated in the committee

structure.

**DB-14. Voting:**

- Proxy votes are not permitted in committees under the jurisdiction ~~of the university faculty or~~ of the Faculty Senate.
- Email voting under some circumstances is allowable. However, it must be agreed to by all members at the meeting. There must be an explicit understanding that anyone can ask that voting be delayed until the next meeting as a group. Examples of email voting include: committee is nearing the end of a meeting and discussion has been sufficient for the secretary/chair to draft a recommendation, confirming nominees/appointments, etc.

**DB-15.** Unless otherwise provided, assignments to faculty committees begin on the official opening date of the academic year, whichever is earlier.

**DB-16. Open Committee Meetings.**

a. Meetings of university-level committees, committees of the colleges, divisions, subdivisions, and other UI units, and *ad hoc* committees, however created, are open to the public with the exception of those meetings, or those parts of meetings, that deal with confidential employee or student matters. ~~{See B-16-d}.~~

b. Observers may speak only by invitation of the chair.

c. Observers may use their own tape recorders or other recording devices. Also, they will be provided a copy of any recordings made by the committee, if they request a copy through regular channels and pay the full costs involved in making the copy.

d. An exception to the exception stated in B-16-a is permitted in hearings on appeals when the appellant demands in writing before the hearing board's first meeting that the hearing be open to the public; nevertheless, the chair of the hearing board has the power to close the hearing to the public if, in the chair's opinion, the atmosphere becomes detrimental to the orderly conduct of the proceeding. Moreover, the chair has the power to exclude prospective witnesses from the hearing until they have testified.

**DB-17. ~~Senate Standing Co~~**committees are to keep minutes and to distribute them as provided in C-78.

~~**B-18. Smoking is prohibited in official meetings and hearings of UI committees.**~~

~~**BD-189.** Rules of Order. {See FSH 1520 VI.}~~

**EC. GUIDELINES FOR COMMITTEE CHAIRS.** These guidelines were developed by the Committee on Committees as suggestions for the effective handling of committee business and clarification of certain minimal requirements of these committees. The Committee on Committees recognized that not all items will apply equally to all committees and that some items will not be appropriate to some committees.

**EC-1.** At the beginning of each semester, contact committee members about times they would be available for a set meeting (for committees that do not have set meeting times already established) so that the times that the committee members will be available to meet can be ascertained.

**EC-2.** Hold an organizational meeting as early as possible in September to discuss and review the charge of the committee (see FSH 1640), its procedures, and possible agenda items, and if desirable select a

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secretary.

**EC-3.** To ensure that committee business is not delayed when the semester begins, committee chairs are encouraged to recommend and submit names of faculty, staff and students for any vacant position to the Faculty Secretary's Office for consideration and confirmation. All names that are recommended will be handled following the normal approval process.

**EC-4.** Establish the best means of getting in touch with each student member.

**EC-5.** Issue a standing invitation to members to submit appropriate agenda items. Call a meeting when enough agenda items have accumulated to warrant it or when a particular agenda item warrants immediate attention. Alternatively, contact committee members periodically to ask if there are problems that need to be considered.

**EC-6.** Send an agenda with the call of a meeting to all members at least one day (24 hours) in advance of the meeting, if possible.

**EC-7.** Read the minutes of each meeting carefully to make certain that the intent of the committee is accurately represented.

**EC-8.** Send agenda and approved minutes of each meeting of the committee to the Faculty Secretary's Office at [facsec@uidaho.edu](mailto:facsec@uidaho.edu) and send copies to members of the committee. Committees that address matters with confidential employee or student matters, shall keep such minutes confidential. All materials for these committees will be forwarded to the Office of the Faculty Secretary for filing and archiving. Also, inform other officers who are directly concerned with the work of the committee. To assist with record keeping, number meetings of the committee consecutively; e.g., "minutes#1\_mmdyy."

**EC-9.** Hold hearings when substantive policy changes are proposed. When feasible, invite those who will be affected by the committee's action to present their views to the committee.

**EC-10.** Inform those who are affected by the committee's actions of such actions.

**EC-11.** Promptly submit reports of actions requiring approval by the Faculty Senate in care of the Office of the Faculty Secretary for placement on the Faculty Senate agenda. Be prepared to attend the Faculty Senate meeting to answer any questions that arise.

**EC-12.** Inform the Office of the Faculty Secretary of any resignations from the committee and any excessive absences. Excessive absences will be referred to Committee on Committees to determine whether cause exists to replace the member.

**EC-13.** Prepare a brief year-end report for submission to the Faculty Senate in care of the Office of the Faculty Secretary for distribution as needed.

**EC-14.** Prepare a transition file for next year's chair highlighting past issues (year-end report could be used), issues that are in progress, or issues that still need to be addressed. Plan to attend one or two meetings of the new committee to ease transitioning.

**EC-15.** Call on the Office of the Faculty Secretary for information and assistance concerning points not fully covered in these guidelines.

## Version History



**Amended January 2018.** Changes were made to empower staff and students with making final decisions on whom they appoint.

**Amended July 2017.** Editorial changes.

**Amended January 2017.** Minor edits to update processes, to enable committees to vote by email under specific conditions, and to ensure that committee business is not delayed due to staff and student groups who sometimes struggle in finding individuals early in the fall semester.

**Amended July 2015.** Edit to ensure any major changes go forward to the general faculty to ensure faculty governance.

**Amended July 2014.** Edits to conform to change in quorum requirements in University Judicial Council/Student Disciplinary Review Board which came about due to student code of conduct policy changes.

**Amended January 2014.** This edit brought 1620 B-10 into conformity with FSH 1640.93 C which states that “Five members, at least two of which must be students” constitutes a quorum for the University Judicial Council.

**Amended July 2010.** Faculty Council was changed to Faculty Senate and B-7 was revised to address chair appointments.

**Amended July 2008.** Minor changes were made to B-2, 13 and C-13.

**Amended January 2007.** This section was substantially revised to reflect current process.

**Amended July 2000.** Editorial changes.

**Adopted:** No adoption date is available for this policy.



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### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment  
Policy Number & Title: **FSH 1640 I, FSH 1640.47, 1640.78, 1640.95**

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment  
Policy Number & Title:

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

**Originator: Francesca Sammarruca, Faculty Secretary**

**Policy Sponsor, if different from Originator:**

**Reviewed by General Counsel**      \_\_\_ Yes \_\_\_ X No                      Name & Date:

- Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion.
  - FSH 1640 I** Committee directory: reorganized for clarity and consistency.
  - FSH 1640.47** Fiscal Emergency Committee: deleted. (Non existing, checked with VP Brian Foisy.)
  - FSH 1640.35** Disability Affairs Committee: deleted. (Non existing, checked with Lindsay Ewan, Interim Director, OCRI.)
  - FSH 1640.78** Shared Leave Committee: deleted. (Non existing, checked with Brandi Terwilliger, Director, HR.)
  - FSH 1640.94** Multi-Campus Communication Committee: deleted. Remote communication has become a standard way to communicate. This committee, as presently described and charged, is obsolete.

**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 1620

**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, 2023.

COMMITTEE DIRECTORY

~~mailto:OWNER:~~

~~Faculty Secretary~~

~~Francesca Sammarucea~~

~~faecsec@uidaho.edu~~

University-Level Standing Committees ~~LAST REVISION: July 2022~~

**Subsections**

~~I—List of Senate Committees (faculty members appointed by the Committee on Committees)~~ Senate Committees

- .02 Academic Hearing Board
- .04 Academic Petitions Committee
- .06 Administrative Hearing Board
- .08 Admissions Committee
- .10 Americans with Disabilities Act Advisory Committee
- ~~.12 Institutional Animal Care and Use Committee~~
- ~~.14 Institutional Biosafety Committee~~
- .18 Borah Foundation Committee
- .20 University Budget & Finance Committee
- .22 Campus Planning Advisory Committee
- .26 Commencement Committee
- .28 Committee on Committees
- ~~.34 Provost Council~~
- .36 Dismissal Hearings Committee
- .40 Instructional Space Committee
- .41 Faculty and Staff Policy Group
- .42 Faculty Affairs Committee
- .43 Faculty Appeals Hearing Board
- .44 Faculty Senate
- .46 Arts Committee
- ~~.53 Honors Program Committee~~
- ~~.48 Graduate Council~~
- ~~.50 Grievance Committee for Staff Employees~~

- ~~.51 Grievance Committee for Student Employees~~
- ~~.53 Honors Program Committee~~
- ~~.54 Institutional Review Board~~
- .55 Information Technology Committee
- .58 Ubuntu
- .60 Library Affairs Committee
- .64 Officer Education Committee
- .66 Parking Committee
- ~~.69 Promotions Review Committee~~
- ~~.70 Publications Board~~
- ~~.71 Radiation Safety Committee~~
- ~~.72 Research Council~~
- .74 Sabbatical Leave Evaluation Committee
- .76 Safety and Loss-Control Committee
- .77 Scientific Misconduct Committee
- ~~.80 Staff Council~~
- .83 Student Conduct Board
- .84 Student Financial Aid Committee
- ~~.86 Teacher Education Coordinating Committee~~
- .87 University Teaching Committee
- .88 University Advising Committee
- .89 University Committee for General Education
- .90 University Assessment & Accreditation Committee
- .91 University Curriculum Committee
- .92 University Development Council
- ~~.94 University Multi-Campus Communications Committee~~
- ~~.95 University Security and Compliance Committee~~

~~.95 University Security and Compliance Committee~~

~~H—List of other~~ Other University-Level Standing Committees

- ~~.12 Institutional Animal Care and Use Committee~~
- ~~.14 Institutional Biosafety Committee~~

- ~~.34 Provost Council~~
- ~~.48 Graduate Council~~
- ~~.50 Grievance Committee for Staff Employees~~
- ~~.51 Grievance Committee for Student Employees~~
- ~~.54 Institutional Review Board~~
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**ACADEMIC HEARING BOARD (AHB)**

**A. FUNCTION.**

**A-1.** To act on requests for redress of academic grievances and to decide appeals from decisions made by college authorities.

**a.** Grievances may concern, but are not limited to, such matters as: (1) eligibility for advanced placement or credit by examination; (2) objectivity or fairness in making, administering, and evaluating class assignments; (3) maintenance of standards for conscientious performance of teaching duties; and (4) scheduling of classes, field trips, and examinations.

**b.** The AHB does not hear appeals concerning requirements or regulations of the College of Graduate Studies or the College of Law. Appeals from decisions of other college authorities are subject to the limitations specified in C-3.

**A-2.** To observe the effects of academic requirements, regulations, and policies, and to report its findings and recommendations to the Faculty Senate.

**B. STRUCTURE.** Five faculty members, at least one of whom holds an administrative position in a college. In selecting a chair, a tenured faculty member will receive priority.

**C. PROCEDURES.**

**C-1.** Generally the student who is dissatisfied with an institutional academic action should first request reconsideration by the appropriate academic authority. Normally, AHB should hear an appeal only after the student has exhausted the appellate procedures provided at the levels of the department and college. Nevertheless, AHB may grant a request for an earlier hearing if at least two of its members recommend an exception on the grounds that an immediate hearing is warranted.

**C-2.** When an appeal is to be heard, AHB summons the student concerned and a representative of the academic authority whose action is challenged. A UI student or employee who is summoned to a hearing has the same responsibility to respond as though directed by the president to do so.

**C-3.** AHB recommends reversal of a departmental or college decision as to the satisfaction or waiver of a requirement or regulation only when it finds that (a) regular procedures have not been followed, (b) the petitioner has been denied a fair hearing, or (c) the decision being appealed was discriminatory with respect to the petitioner.

**C-4.** Although AHB cannot change a grade or require that it be changed, it may order that the grade it considers appropriate also be recorded on the student's academic records. (NOTE: Procedures for changing grades are outlined in the catalog.)

**C-5.** It is within the purview of the AHB to hear an appeal of a grade imposed by an instructor as a result of academic misconduct, e.g., cheating or plagiarism. Such a grade constitutes an evaluation and is not to be construed as a penalty. Penalties for academic misconduct are considered to be disciplinary in nature and must be imposed through the student judicial system. Appeals from penalties imposed through the student judicial system are directed to the Faculty Senate. [see 2200, 2300 II, and 2400.]

**C-6.** AHB reports its decisions and recommendations to the student, instructor, departmental administrator, and

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dean concerned and to the registrar. The department, college, and registrar make such reports part of their permanent records for the student concerned.

**C-7.** AHB may devise additional procedures, consonant with the constitution of the university faculty [1520] and the “Statement of Student Rights” [2200], for the discharge of its functions.

**C-8.** Actions of the AHB may be appealed as stated in 2500.

**1640.04**  
**ACADEMIC PETITIONS COMMITTEE (APC)**

**A. FUNCTION.**

**A-1.** To act on petitions for exceptions to the academic requirements and regulations printed in part 3 of the General Catalog and to the requirements of the SBOE core printed in part 2. APC is the body with original jurisdiction over such petitions.

**A-2.** To observe the effects of university-level academic requirements, regulations, and policies and to report its findings and recommendations to the Faculty Senate.

**A-3.** This committee traditionally meets on Thursdays at 2:30 p.m. and during the summer.

**B. STRUCTURE.** Five faculty members, at least one from the Counseling and Testing Center and include two assistant or associate deans, and (w/o vote) the registrar or that officer’s designee. To assure a quorum alternates are appointed for the dean and faculty positions by the chair of the APC from a list of those who have previously served on the committee.

**C. ASSUMPTIONS AND PROCEDURES.**

**C-1.** APC must be careful not to establish the petition process as an alternative to being governed by the faculty’s legislated academic requirements. There are not two sets of requirements--one for those petitioning and another for those following the catalog.

**C-2.** All academic work undertaken should be accurately reflected in the student’s record. The faculty expects APC to ensure that the record is faithful to the actual experience (cosmetic adjustments or “corrections” are not sanctioned) and that the record is properly interpreted in relation to academic requirements.

**C-3.** The responsibility for complying with deadlines specified in the academic calendar belongs to the student.

**C-4.** The decisions of APC should be focused on the academic consideration involved that caused the student to petition, rather than on the consequences, either real or imagined, that may face the student.

**C-5.** Petitions are presented to APC by a representative of the student’s college.

**C-6.** APC reports its decisions to the registrar and to the student via his or her dean.

**C-7.** Procedures for appeals from decisions of this committee are as provided in 2500.

**1640.06**  
**ADMINISTRATIVE HEARING BOARD (AdHB)**

**A. FUNCTION.**

**A-1.** The AdHB, acting for the Faculty Senate, hears and decides:

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a. Appeals by students and employees from administrative decisions in such matters as residence status for tuition purposes, granting of student financial aid, and assessment of fees or charges (except in connection with parking regulations, see 1640.66).

b. Disputes involving interpretation and application of policies concerning such matters as student records.

A-2. Disputes involving requests for accommodation for persons with disabilities will be handled under 3210.

A-3. The AdHB is directed to observe the effects of university-level requirements, regulations, and policies and to report its findings and recommendations to the Faculty Senate.

A-4. AdHB is empowered to call students and employees to hearings and any such person called has the same responsibility to respond as though summoned by the president. Decisions of AdHB are subject to review by the president and regents, and may be appealed to them when they consent to hear such appeals.

A-5. This committee meets during the summer.

**B. STRUCTURE.** Four members of the faculty (including one from the College of Law), one staff member, one student and the following *ex officio* members, or their designees: Registrar and Manager of Student Accounts. In selecting a chair, a tenured faculty member will receive priority.

#### 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 Admissions Committee also evaluates and acts on applications of undergraduate students to special UI programs requiring minimum qualifications lower 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.)

A-1. This committee traditionally meets during the summer.

**B. STRUCTURE.** 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 Program faculty, and the following without vote: director of admissions (or designee), a Student Support Services designee, a representative from the Office of Multicultural Affairs, a professional advisor, and up to two representatives from student support programs. 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. ]

#### 1640.10

#### AMERICANS WITH DISABILITIES ACT ADVISORY COMMITTEE

##### A. FUNCTION.

A-1. To advise the Director of The Office of Civil Rights and Investigations on all matters relating to disability, including universal access and design of university facilities, websites, and programming; accommodation of students, faculty and staff with disabilities; full compliance with the Americans With Disabilities Act as amended, Idaho Human Rights Act, Rehabilitation Act of 1974, and Fair Housing Act; and to discharge such other functions as may be assigned by the Faculty Senate or by the president or the president's designee.

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**A-2.** To fulfill the major faculty responsibility for monitoring and advancing UI's commitment to ensuring that its facilities, programs, activities and services are accessible to all persons with learning, sensory, physical and other disabilities, and to serve the needs of these members of the university community. The committee works closely with administrative officers in identifying and ensuring compliance with applicable laws, regulations and best practices, as well as regents' policy.

**A-3.** To submit periodic reports on its activities to the Director of The Office of Civil Rights and Investigations, who will distribute them to the Faculty Senate along with recommendations for appropriate program or policy changes.

**B. STRUCTURE AND MEMBERSHIP.** Three (one from the library, one academic administrator, and the third should have experience and/or possess knowledge of persons with disabilities) all of whom are selected by the Committee on Committees, ITS Director (or designee), Facilities Director (or designee), Executive Director for Human Resources (or designee), Director of Center for Disability Access and Resources,, Director of Housing and Residence Life, Director of Counseling and Testing Center (or designee), Director of The Office of Civil Rights and Investigations, two staff members, two students (undergraduate and graduate), and the following without vote: Parking and Transportation Services, Center on Disabilities and Human Development, Public Safety & Security (or designee), and Office of General Counsel.

#### 1640.12

#### INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC)

(See also APM 45.01)

**A. FUNCTION.** To perform the functions of the IACUC as defined in APM 45.01.

#### **B. STRUCTURE.**

**B-1.** Members are appointed to three year terms by the Institutional Official (IO) who is the VP for Research and Economic Development. To provide the necessary expertise and continuity members may serve successive terms with reappointment by the IO.

**B-2.** The committee is composed of not less than five voting members including a chairperson, the Attending Veterinarian (ex-officio appointment a practicing scientist experienced in animal research, a non-scientist, and an individual not affiliated with the University. No more than three voting members may be from the same administrative unit.

**B-3.** Alternates that meet the criteria for each of the specified positions may be appointed by the IO.

**B-4.** The Office of Research Assurances Director serves as a non-voting, ex-officio member.

**B-5.** The IO may remove and replace a committee member at any time when the IO has determined that the member is unwilling or unable to perform committee member functions.

#### 1640.14

#### INSTITUTIONAL BIOSAFETY COMMITTEE (IBC)

**A. FUNCTION.** On behalf of the University, the Institutional Biosafety Committee (IBC) is responsible for:

**A-1.** Reviewing and approving the use of potentially biohazardous material, select agents and toxins, and recombinant DNA in research or teaching activities conducted at or sponsored by the institution for 1) compliance with government agency requirements, including NIH Guidelines for Research Involving Recombinant or Synthetic Nucleic Acid Molecules (NIH Guidelines) and regulations promulgated by the CDC and USDA related to select agents and toxins; and 2) alignment with best practices as provided in Biosafety in Microbiological and Biomedical Laboratories (BMBL) and other appropriate best practices. This review shall include: 1) independent

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assessment of the containment levels appropriate for the proposed research, and 2) assessment of the facilities, procedures, practices, and training and expertise of personnel involved in work with these materials. Consultants may be utilized to assist the IBC. See NIH Guidelines section IV-B-2-b-1 and APM 35.11. Biohazard Safety

**A-2.** Notifying the Principal Investigator of the results of the IBC's review and approval. See NIH Guidelines section IV-B-2-b-2.

**A-3.** Lowering containment levels for certain experiments as specified in NIH Guidelines section III-D-2-a, Experiments in which DNA from Risk Group 2, Risk Group 3, Risk Group 4, or Restricted Agents is Cloned into Nonpathogenic Prokaryotic or Lower Eukaryotic Host-Vector systems. See NIH Guidelines section IV-B-2-b-3.

**A-4.** Setting containment levels as specified in NIH Guidelines sections III-D-4-b, Experiments Involving Whole Animals, and III-D-5, Experiments Involving Whole Plants. See NIH Guidelines section IV-B-2-b-4.

**A-5.** Periodically reviewing recombinant DNA research and potentially infectious material research conducted at the institution to ensure compliance with NIH Guidelines and BMBL best practices. Reviews occur every three years, or more often as deemed necessary by the IBC. See NIH Guidelines section IV-B-2-b-5.

**A-6.** Adopting emergency plans covering accidental spills and personnel contamination resulting from potentially infectious material and recombinant DNA research. See NIH Guidelines section IV-B-2-b-6.

**A-7.** Serving as an advisory body to the Vice President for Research and Economic Development for biohazardous research activities.

**B. STRUCTURE.** The IBC is a faculty-chaired committee. In accordance with NIH Guidelines, the IBC must comprise no fewer than five members selected so that they collectively have experience and expertise in recombinant DNA technology, the capability to assess the safety of recombinant DNA research, and the capability to identify any potential risk to public health or the environment. Members are nominated by the Vice President for Research and Economic Development.

Two members of the committee serve as standing members of the committee as part of their job role: 1) Biosafety Officer and 2) Attending Veterinarian. At least two members shall not be affiliated with the University (apart from their membership on the IBC) and shall represent the interest of the surrounding community with respect to health and protection of the environment. The IBC shall include at least one individual with expertise in plant, plant pathogen, or plant pest containment principles when experiments utilizing the appendix associated with plant research in the NIH Guidelines require prior approval by the IBC. The IBC shall include at least one scientist with expertise in animal containment principles when experiments utilizing the appendix associated with animal research in the NIH Guidelines require IBC prior approval. When the institution conducts recombinant DNA research at BL3 or Large Scale (greater than 10 liters), a Biosafety Officer is mandatory and shall be a member of the IBC.

In order to ensure the competence necessary to review and approve research protocols, every effort is made to ensure that the committee also includes members with expertise in infectious materials, biological safety, physical containment, institutional commitments and policies, applicable law, standards of professional conduct and practice, and a member of the laboratory technical staff.

When changes in NIH guidelines require change in committee structure, such changes will become effective at the time required by federal law. See NIH Section IV-B-2-a. To provide the necessary expertise and continuity of operation, members may serve consecutive three-year terms. The Responsible Official (RO) who is the Vice President for Research and Economic Development may remove and replace a committee member at any time when the RO has determined that the member is unwilling or unable to perform committee member functions.

Reference: NIH Guidelines for Research Involving Recombinant or Synthetic Nucleic Acid Molecules (NIH Guidelines) April 2019



**1640.18**  
**BORAH FOUNDATION COMMITTEE**

**A. FUNCTION.** To outline and execute a continuing program to achieve the objectives of the foundation established at UI in memory of United States Senator William E. Borah. In accordance with those objectives, the Borah Foundation Committee will sponsor programs and projects focusing on understanding the causes of war and the conditions that contribute to peace.

**B. STRUCTURE.** Six faculty members, two staff, four students, and (without vote) the associate director of the Martin Institute for Peace Studies and Conflict Resolution. This committee requires a heavy time commitment; as such, elected members will serve two year terms. The Borah Foundation Committee meets weekly and elects its own chair. The Borah Foundation Committee members serve from April 1<sup>st</sup> of the year of appointment.

**1640.20**  
**UNIVERSITY BUDGET AND FINANCE COMMITTEE**

**A. FUNCTION.** The function of the University Budget and Finance Committee is

**A-1.** To advise the president, provost and the vice president for finance on matters pertaining to operating and capital budgets. The Committee will periodically review policy matters regarding the use of state appropriated funds, university expenditures (e.g., salaries, benefits, operating costs, capital outlays, etc.), operating and strategic reserves, long and short term capital plans, and deferred maintenance plans.

**A-2.** To be involved strategically in the university budget process. The Committee may help define the budget process and goals, and participate in university budget hearings and meetings.

**A-3.** To initiate and/or respond to the study of budget and financial policies and issues.

**A-4.** To provide periodic reports to Faculty Senate and Staff Council on matters pertaining to university finances and budgets.

**B. AGENDA.** The agenda of each meeting will be set by the Chair of the committee in collaboration with the vice president for finance and/or the provost. The vice president for finance is the point of contact for the committee and is responsible for notifying the committee of relevant meetings dealing with university finances and budgets. The Senator on the Budget and Finance Committee is responsible for reporting activities of the committee to the Senate.

**C. STRUCTURE AND MEMBERSHIP.** The committee is composed of 19 voting members, plus 3 nonvoting members. The voting members will consist of ten faculty selected by Committee on Committees (preferably, one faculty member from each academic college and one representative from faculty-at-large), and one Senator elected from the Faculty Senate; five staff, (one from each vice presidential area nominated by Staff Council); and three students (selected by the Committee on Committees from nominations provided by the Associated Students of the University of Idaho, Graduate & Professional Student Association and the Student Bar Association). Ex Officio (w/o vote) members include: Provost and Executive Vice President, Vice President for Finance, and Budget Office representative.

The committee's chair will be selected by the Committee on Committees from one of the faculty members. ,

**1640.22**  
**CAMPUS PLANNING ADVISORY COMMITTEE**

**A. FUNCTION.**

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**A-1.** To advise the Faculty Senate, Space Advisory Council, and the president concerning campus planning, including such areas as the following:

- a. To recommend projects that affect the campus environment and to review such projects that originate outside of the committee.
- b. To encourage optimal use of UI's human and physical resources in the planning of campus development.
- c. To consider faculty and staff views concerning interrelationships between academic and support programs and their environment.
- d. To be concerned with both short-term and long-term projects and with their immediate and future implications.
- e. To be concerned with the coordination of campus and community planning: keeping informed on development planning in the community, taking such planning into consideration in campus planning, and informing community planners of projected campus developments.

**A-2.** To present annually to the Faculty Senate and the president a report on the campus plan. Because of the responsibility of the vice president for finance and administration for overseeing facility planning and maintenance [see 1420 B-1], this committee regularly reports to the president through that vice president.

**B. STRUCTURE.** Six faculty members, two of whom are elected by Faculty Senate. The committee's chair will be selected from one of these six. The other members of the committee will include one student elected by ASUI, be the Vice President for Finance and Administration (or designee), the Assistant Vice President for Facilities, the CIO of Information Technology, one staff member, and the Coordinator for Student Disability Services (or designee).

#### 1640.26

#### COMMENCEMENT COMMITTEE

##### A. FUNCTION.

**A-1.** To recommend policies applicable to the annual commencement exercises, to provide the president with a list of recommended speakers for the general ceremony, to consider and communicate the concerns of faculty members and colleges with regard to the entire commencement proceedings, and to provide advice to the registrar or president on any other business that pertains to the academic aspects of commencement. [See also 4980.]

**A-2.** To screen nominations for honorary degrees. [See Section 4930.]

**A-3.** To act for the faculty in recommending candidates for honorary degrees to the president. [See Section 4910.]

**A-4.** To review the guidelines and procedures concerning the awarding of honorary degrees and to recommend changes to the Faculty Senate.

**B. STRUCTURE.** Five faculty members (one of whom serves as chair), one honors student (nominated by ASUI in consultation with the director of the University Honors Program), and the registrar. The chair of this committee also serves as an ex-officio member of the administrative committee charged with production of the commencement activities.

#### 1640.28

#### COMMITTEE ON COMMITTEES

##### A. FUNCTION.

**A-1.** To appoint members to and fill vacancies on all university-level faculty standing committees, subject to confirmation by the Faculty Senate. To ensure full membership when committees begin meeting each fall, authority is given to the Faculty Secretary, Faculty Senate Chair and Vice Chair (aka Committee on Committees Chair) to fill vacancies as they arise over the summer and early fall semester, subject to confirmation by the Committee on Committees and Faculty Senate.

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**A-2.** To conduct a continuing study of UI's committee structure and of the function and structure of individual standing committees, and to make recommendations to the Faculty Senate.

A-3. The Faculty Secretary is a resource for this committee and oversees the process for solicitation of faculty members to serve on university-wide standing committees and maintains committee membership lists.

**B. STRUCTURE.** Six faculty members, vice chair of the Faculty Senate (chair), Faculty Secretary (w/o vote) a representative of staff council, and ASUI president, or designee.

#### 1640.34 PROVOST COUNCIL

**A. FUNCTION.** [See also 1420 D.] To advise the provost and provide a communication forum for the following purposes:

**A-1.** Implementing academic policies and procedures.

**A-2.** Operating faculty personnel policies.

**A-3.** Evaluating the effectiveness of academic-management procedures.

**A-4.** Developing academic budgetary priorities.

**A-5.** Implementing academic budgetary procedures.

**B. STRUCTURE.** Provost (chair), vice provosts for academic affairs and student affairs, vice president for research and economic development, dean of graduate studies, WWAMI director, library dean, center leadership and academic deans.

#### 1640.35 ~~DISABILITY AFFAIRS COMMITTEE~~

#### 1640.36 DISMISSAL HEARINGS COMMITTEES

**A. FUNCTION.** This committee will conduct a hearing at the request of a faculty member who has been terminated to determine whether their termination was properly based on the grounds stated (see FSH 3910 D-3 and 3920 D.)

**B. STRUCTURE AND MEMBERSHIP:** The DHC is composed of four faculty members and one administrator at the departmental level or above, six faculty members and three administrators as alternates. Committee members, including alternates, are chosen on the basis of their objectivity and competence and the high regard in which they are held in the UI community. In appointing members the Committee on Committees should attempt to reflect the diversity of the UI faculty. Due to the possibility a case may be appealed to the Faculty Appeals Hearing Board care should be taken in appointing members to both Faculty Appeals Hearing Board and Dismissal Hearings Committee. The term of membership is three years.

**C. SELECTION:** The faculty member requesting a hearing has the right to substitute up to two members appointed with two others from the alternate list. The provost also has the right to substitute two members appointed with two others from the alternate list. If as a result of substitutions and conflicts of interest there are an insufficient number of faculty members or administrators on the alternate list, the Committee on Committees will be asked to appoint more members to the alternate list as needed. Once the panel for an individual hearing has been determined, it will meet at the direction

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of the chair of the Dismissal Hearings Committee and elect its own panel chair. In selecting a chair, a tenured faculty member will receive priority.

**C-1. Panel Chair's Role:** Once a panel chair has been selected, he/she will request a meeting with the Faculty Secretary at their earliest opportunity to discuss and review process. The panel chair may request assistance from the Faculty Secretary, Ombuds or General Counsel's office throughout the hearing.

**C-2. Observers:** Both parties may have an advisor or counsel at the hearing.

#### 1640.40

#### INSTRUCTIONAL SPACE COMMITTEE

[. See also APM 40.10]

##### A. FUNCTION.

**A-1:** To develop and oversee a systematic approach for evaluating, building, and maintaining modern learning spaces on an ongoing basis.

**A-2:** To monitor and report on classroom and class lab utilization, offering recommendations to the Space Advisory Council regarding any conversion from centrally scheduled learning spaces to departmentally scheduled, or vice versa.

**A-3:** To develop classroom and teaching lab renovation priorities; also develop design and technical standards in support of continuous learning space improvements and implementation of curriculum.

**A-4:** To evaluate and recommend changes current scheduling policy to ensure flexibility in meeting the needs of modern active learning spaces.

**A-5:** To make recommendations on prioritization of budgeted expenditures for any general or departmental classroom construction, renovation, major maintenance and/or equipment upgrade project.

**B. STRUCTURE.** The Registrar, or designee, shall serve as Chair and one additional member from the Registrar's Office; two members from facilities selected by the assistant vice president of facilities; three faculty members; two ASUI representatives; one member selected by the senior executive director from each of the following areas: Information Technology, Center for Excellence in Teaching and Learning (CETL), Purchasing; and the Director of General Education, ex officio without vote.

**C. CONTEXT:** A systematic approach for evaluating the creation and/or maintenance of classroom environments that are acceptable, sustainable and which effectively facilitate the teaching and learning processes is essential. Numerous discussions with faculty, administration, and staff point to the lack of coordination among the many people who are involved with classrooms. This has contributed to classroom environments which no longer effectively facilitate the teaching and learning process. A coordinated strategic approach moving forward will ensure that classroom environments effectively support the instructional mission of the University and that policy and procedures are in place to facilitate equitable scheduling practices with good classroom utilization rates.

#### FSH 1640.41

#### FACULTY AND STAFF POLICY GROUP (FSPG)

##### A. FUNCTION.

**A-1.** To review non-academic policies and procedures (other than minor amendments, see FSH 1460 B-2) that affect both faculty and staff and that reside in the *Faculty-Staff Handbook* and/or *Administrative Procedures Manual*.

**A-2.** To ensure that both Faculty Affairs and Staff Council are informed, the chair of FSPG will communicate

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regularly with the chairs of Faculty Affairs and Staff Leadership.

**A-3.** To address and possibly resolve any perceived problems before forwarding proposed policies and procedures to Faculty Senate, the committee is encouraged to seek assistance from, or request meetings with the policy sponsor (see FSH 1460 B-6), general counsel, or others as necessary.

**B. STRUCTURE.** Three faculty, three staff, and the following as ex officio: Faculty Secretary, and the official responsible for coordinating policy, or designee. A broad representation of faculty and staff across the university is expected and who are seen as leaders among their peers. A current member of Faculty Affairs and Staff Council is desirable, if possible. The chair of this committee will be elected by the committee. An ex officio member may be elected as chair of the committee .

#### 1640.42

#### FACULTY AFFAIRS COMMITTEE (FAC)

##### A. FUNCTION.

**A-1.** To conduct a continuing study of salaries, professional problems, welfare, retirement options and benefits (including 403b plans), and working conditions of faculty members.

**A-2.** To call the attention of the Faculty Senate or the president, as appropriate, to matters concerning faculty affairs in any college or other unit that the committee believes should be of concern.

**A-3.** To serve as a point of first contact involving questions of interpretation and application of policies affecting the welfare of faculty members such as promotion and tenure.

**B. STRUCTURE.** Nine faculty members, not more than two of whom are departmental administrators (administrators above the departmental level are not eligible for membership on this committee). The Vice Provost for Faculty and the Faculty Secretary serve as ex officio members without vote.

#### 1640.43

#### FACULTY APPEALS HEARING BOARD

**A. FUNCTION.** This board will conduct a hearing at the request of a faculty member who wishes to appeal an institutional decision under FSH 3840 A. In each case referred to it, the board will review all documentary evidence submitted by the parties prior to the hearing and all evidence submitted by the parties at the hearing. The board may require the parties to submit evidence deemed relevant by the board. The board will make recommendations to the president (see FSH 3840 for further details).

**B. STRUCTURE AND MEMBERSHIP:** Five faculty members, one of whom is a departmental administrator, are principal members. In addition, five other faculty members, two other departmental administrators, and three off-campus faculty members are appointed as alternate members of the board. In appointing members, including alternates, the Committee on Committees must ensure that the majority of the members are tenured and each of them have been employed at the UI for longer than two years. Since a case for dismissal is appealable to the Faculty Appeals Hearing Board, care should be taken in appointing members to both Faculty Appeals Hearing Board and Dismissal Hearings Committee. The term of membership is three years, with initial terms staggered to form a rotation pattern. The off-campus alternates will serve, in place of principal faculty members chosen by lot, when an appeal by an off-campus faculty member is to be heard. The other alternate members will serve, as appropriate, when a principal member is deemed to have a conflict of interest. Once the panel for an individual hearing has been determined, it will meet at the direction of the chair of the Faculty Appeals Hearing Board and elect its own panel chair. In selecting a chair, a tenured faculty member will receive priority.

**B-1. Panel Chair's Role:** Once a panel chair has been selected, he/she will request a meeting with the Faculty Secretary at their earliest opportunity to discuss and review process. The panel chair may request assistance from

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the Faculty Secretary, Ombuds, or General Counsel’s office throughout the hearing.

**B-2. Observers:** Both parties may have an advisor or counsel at the hearing.

**C. SPECIAL CONSIDERATION:** Faculty members serving on the Faculty Appeals Hearing Board (FAHB) should take careful note of the following additional considerations and conditions for service: 1) appeals usually occur following tenure, promotion, and salary decisions in the middle of the Spring semester, 2) appeal hearings usually require a 2-4 hour time block which will require meeting on a weekday evening or Saturday to accommodate the schedules of all of the parties involved in a hearing, and 3) the term of office of a member of the FAHB ends when the last active case final report is submitted. Faculty members not willing to abide by these conditions should not apply for service on the Faculty Appeals Hearing Board.

**1640.44**

**FACULTY SENATE**

*[See 1520 V and 1580 for the function and structure of this senate.]*

**1640.46**

**ARTS COMMITTEE**

**A. FUNCTION:**

**A-1.** To advise the University administration regarding the management of the University arts, including but not limited to acquisition, deaccession, maintenance, and display of works of visual and performing art at the University of Idaho.

**A-2.** To serve in an advisory capacity for future needs and developments regarding the arts, including but not limited to expenditures, inclusion of the arts in new construction, fundraising, and the direction of the arts on campus.

**A-3.** To serve as a liaison on arts issues between colleges, departments, faculty, staff, student body, local community and the University administration.

**A-4.** To advocate for the arts through endeavors that advance arts education on campus, and through community outreach and enrichment, to increase the University of Idaho's reputation as a leading cultural center in the Northwest.

**A-5.** To oversee the Student Arts Fee Grant program, including but not limited to soliciting and reviewing proposals and working with the Office of the Provost to ensure timely distribution of funds to successful applicants.

**B. STRUCTURE AND MEMBERSHIP.** The committee is composed of eight voting members consisting of five faculty members representing at least four units, one staff member, two students (including a representative from the ASUI Fine Arts Committee when possible), and seven ex-officio (non-voting) members to include two administrators designated by the president (representing separate colleges or schools), a University administrator in the arts, a representative from the UI Foundation, a representative from Facilities Management, a representative from Special Collections of the UI Library, and the City of Moscow Arts Program manager or designee.

**1640.47**

**FISCAL EMERGENCY COMMITTEE**

**1640.48**

**GRADUATE COUNCIL**

*[See 1700 V for the function and structure of this council.]*

**1640.50**

**GRIEVANCE COMMITTEE FOR STAFF EMPLOYEES**

*[See 3860 for the function and structure of this committee.]*

**1640.51**

**GRIEVANCE COMMITTEE FOR STUDENT EMPLOYEES**

*[See 3880 for the function and structure of this committee.]*

**1640.53**

**HONORS PROGRAM COMMITTEE**

**A. FUNCTION.**

- A-1.** To recommend policies for the University Honors Program, including admission requirements.
- A-2.** To act on changes in the program.
- A-3.** To act on petitions for exceptions to the requirements of the program. (The committee's actions on petitions may be appealed as stated in 2500.)

**B. STRUCTURE.** Six faculty members to represent a broad spectrum of the UI community, an academic dean from one of the six colleges representing the honors curriculum (college representation to rotate on an annual basis), President of the Honors Student Advisory Board or designee, and (w/o vote) director of the University Honors Program (UHP), program advisor of the UHP (staff). The latter serves as secretary. One of the six appointed faculty members serves as chair. ,

**1640.54**

**INSTITUTIONAL REVIEW BOARD**

**A. FUNCTION.** The federal government requires the University of Idaho (University) to designate an Institutional Review Board (IRB) to ensure that human subject research conducted under the auspices of the University meets federal requirements. Under the approved federal-wide assurance for the University, the IRB shall apply the regulations set forth by United States Department of Health and Human Services (HHS) at [45 CFR 46](#) to all federally funded human subject research, and shall be guided by the ethical principles set forth in *The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research of the National Commission for the Protection of Human Subjects*. All non-federally funded or unfunded human subject research shall comply with these regulations unless otherwise specified by University policy. The IRB shall also apply the human subject research regulations established by the Food and Drug Administration for clinical investigations involving drugs, biologics, medical devices, and other test articles. ([21 CFR 50](#); [56](#); [312](#), and [812](#)). The IRB shall not approve FDA-regulated human subject research without prior approval for such research from the Office of Research and Economic Development. The IRB shall act in conformance with other federal laws and regulations germane to human subject research and with applicable state and local law. [See FSH 5200]

- A-1.** Human subject research that has been approved by the IRB may be subject to further review and approval by University officials. However, a University official may not approve such research, or that portion of a research project that constitutes human subject research, if it has not been approved by the IRB.
- A-2.** The committee serves as an advisory body to the Vice President for Research and Economic Development

for matters related to human subject research.

**B. STRUCTURE AND MEMBERSHIP.**

**B-1.** The IRB is composed of at least five (5) members with varying backgrounds to promote complete and adequate review of research activities commonly conducted at the University. The IRB is chaired by a faculty member.

**B-2.** The Director of Research Assurances serves as an *ex officio* non-voting member to assist in representing institutional commitments and regulations.

**B-3.** The IRB shall include at least one member whose primary concerns are in scientific areas and one member whose primary concerns are in nonscientific areas.

**B-4.** The IRB shall include one member who is not otherwise affiliated with the institution and who is not part of the immediate family of a person affiliated with the institution.

**B-5.** At its discretion, the IRB may invite individuals with competence in special areas to assist in the review of issues that require expertise beyond or in addition to that available on the IRB. These individuals may not vote with the IRB.

**B-6.** The Vice President for Research and Economic Development may remove and replace a committee member at any time the member is unwilling or unable to carry out committee functions.

**B-7. Alternates.** The IRB Chair, or designee, may select an alternate member to substitute for, with vote, an absent voting member at a convened meeting. The alternate member shall have similar expertise as the absent voting member for whom they are serving as a replacement.

**B-8.** The Vice President for Research and Economic Development appoints all members of the IRB, including the alternates.

**1640.55**  
**INFORMATION TECHNOLOGY COMMITTEE**

**A. FUNCTION.** To advise and recommend university policies regarding the planning, implementation, and maintenance of information technology in the areas of teaching, research, outreach, and management.

**A-1.** To make recommendations to the Faculty Senate, the president, the provost, and other appropriate administrators concerning policies and procedures affecting university-wide information technology.

**A-2.** To solicit recommendations from the faculty, staff, students, and administration concerning present and proposed policies and procedures related to university-wide information technology.

**A-3.** To review, in an advisory capacity, short-term and long-term plans related to university-wide technology.

**A-4.** This committee traditionally meets on Mondays at 3:30 p.m.

**B. STRUCTURE AND MEMBERSHIP.** Six faculty members broadly representative of disciplines in the university including one from the library, the Vice-President for Research, or designee (w/o vote), the Vice President for Finance and Administration, or designee (w/o vote), the Vice Provost for Digital Learning Initiatives or designee (w/o vote), the Vice President for Information Technology or designee (w/o vote), the Registrar, or designee (w/o vote), the Director of the Center for Teaching Innovation, or designee, a representative of the off-campus faculty, the student chair of the Student Computing Advisory Committee, or designee. The voting members of the committee (including the committee chair but excluding the student member) are selected by the Committee on Committees, giving special



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attention to appointing faculty members who are active in and have a great interest in the general area of information technology and its application to teaching, research, outreach, and management.

**1640.58**  
**UBUNTU**

**A. CONTEXT.** Ubuntu, as explained by Desmond Tutu, is essential to the interconnectedness of being human and living in interdependent communities. Ubuntu is affirming and inclusive of others because we all belong to a larger whole which is diminished when any members are humiliated, disrespected or oppressed. People with Ubuntu enrich themselves but do so in ways that enable the community and all its members to also improve. In this spirit the Ubuntu committee is established to advance these ideals.

**B. FUNCTION.**

**B-1.** Ubuntu will promote the values of respect, understanding, and fairness within our diverse university experience; review university policies and programs affecting under-represented and/or under-served students, staff, and faculty in consultation with appropriate representatives as necessary across campus; recommend changes and additions in university policies and programs that enhance student/staff/faculty success and advancement. [See also 4340.]

**B-2.** Ubuntu will monitor and advance the university's affirmative action and equal opportunity programs [see FSH [3060](#)] being a strong and active voice ensuring that the university's programs, activities and services are accessible to persons with learning, sensory, physical and other disabilities. The committee will also work closely with the Americans with Disabilities Act Advisory Committee (ADA) to identify relevant rules and regulations pertaining to specific affirmative action and equal opportunity problems at the university. Ubuntu also recommends policies and procedures to address specific disabled access challenges at the university, consistent with requirements of applicable regulations and regents' policy ensuring that the 'spirit of the law' is followed.

**B-3.** This committee will advise the president on matters of equal opportunity, ensuring that UI's programs, activities and services are available to persons with learning, sensory, physical and other disabilities, and identify avenues for ensuring the campus community creates a fair and inclusive environment for all.

**B-4.** This committee will also discharge such other functions as may be assigned by the Faculty Senate or by the president or the president's designee. It will also submit periodic reports on its activities to the Faculty Senate including recommendations for appropriate program or policy changes (see FSH *1460*).

**C. STRUCTURE.** Four faculty, one of whom serves as chair; two staff members (one from Staff Council); two students (one undergraduate (ASUI) and one graduate (GPSA or SBA), one of whom belongs to an under-represented and/or under-served student population and the following *ex officio* members without vote or their designees: the ASUI Director of Diversity Affairs, Coordinator of Student Support Services, the Director of Multicultural Affairs, the Director of the Women's Center, a representative from Human Resources, the Director of Civil Rights and Investigations, the Director of Diversity and Community, the Coordinator for Disability Support Services, the Director of International Programs, the LGBTQA Coordinator, and the Director of the Native American Student Center or the Native American Tribal Liaison.

**1640.60**  
**LIBRARY AFFAIRS COMMITTEE**

**A. FUNCTION.** To recommend policies and procedures concerning the needs, functions, and objectives of the University Library. [See also 6920.]

**B. STRUCTURE.** One faculty member plus one faculty member each from humanities, sciences, and social sciences;

one faculty from the library; one undergraduate student; one graduate student; and (w/o vote) dean of library services.

**1640.64**

**OFFICER EDUCATION COMMITTEE**

**A. FUNCTION.** [See also 1565 G.]

**A-1.** To be concerned with the academic integrity of the Officer Education Program (OEP).

**A-2.** To advise the president, the faculty, and the Departments of Aerospace Studies (WSU), Military Science, and Naval Science on academic matters concerning OEP.

**A-3.** To review and recommend to the University Curriculum Committee courses to be offered by the above-named departments.

**A-4.** To carefully review and evaluate the academic credentials of proposed OEP instructional appointments and to report these evaluations and recommendations to the vice provost of academic affairs.

**A-5.** To assist the OEP to integrate effectively within the UI community.

**B. STRUCTURE.** Heads of the Departments of Aerospace Studies (WSU), Military Science, and Naval Science, three other members of the faculty, (one of whom serves as chair), the Vice Provost for Academic Affairs, or designee (ex officio), and two students (one ROTC and one non-ROTC).

**1640.66**

**PARKING COMMITTEE**

**A. FUNCTION.** To hear and decide appeals concerning matters involving parking and to review and advise the university administration on campus parking conditions, policy, and regulations. Decisions of this committee regarding parking violations may be appealed to the assistant vice president for facilities.

**B. STRUCTURE.** Three members of the faculty, three members of the staff, two students, and (w/o vote) the parking coordinator.

**1640.69**

**PROMOTIONS REVIEW COMMITTEE**

[See 3560 H-2 for the function and structure of this faculty committee.]

**1640.70**

**PUBLICATIONS BOARD**

**A. FUNCTION.** To advise the UI administration on major publications, such as catalogs, viewbooks, magazine, faculty-staff newsletter, and annual reports; to consider communication options; and to recommend the most effective ways to reach targeted audiences. Specific responsibilities include:

**A-1.** Reviewing UI publications intended for general audiences, including public, civic, and governmental leaders and alumni, and, from time to time, recruiting and other outreach materials. These are evaluated as to purpose, content, type of message, and effectiveness.

**A-2.** Reviewing trends and proposing priorities, content, and means of reaching new audiences.

**A-3.** Reviewing policy related to use of UI's corporate identity symbols and recommending policy changes.

**B. STRUCTURE.** Director of university communications (chair), vice provost for academic affairs, executive director of UI Foundation, director of alumni relations, director of New-Student Services, publication creative director,

publications editor, and secretary of the faculty.

#### 1640.71

### RADIATION SAFETY COMMITTEE

**A. FUNCTION.** To be responsible to the vice president for finance and administration for all aspects of UI's radiation-safety program and consult with individual investigators concerning radiation safety procedures. The Radiation Safety Committee is responsible for all matters pertaining to the formation, administration and operation of a comprehensive radiation safety program. The Radiation Safety Committee reviews new applications and renewal applications to use radioactive materials, conducts audits and reviews of the radiation safety program, determines appropriate levels of radiation safety training and testing, maintains records of committee proceedings and actions, develops radiation safety manuals and safety practices, and ensures compliance with all applicable rules and regulations.

**B. STRUCTURE.** Radiation safety officer, director of Environmental Health and Safety or a representative of Division of Infrastructure, and an academic dean or department head and up to eight technical members. The academic administrator and the technical members are selected from the various areas of teaching and research where radioactive materials are used. These include, but are not limited to, agricultural sciences, forestry, life sciences, mining and metallurgical sciences, engineering, and physical sciences. A technical member must meet the requirements of an authorized user. To provide the necessary expertise and continuity of operation, technical members may serve two or more consecutive terms, but the membership may not include more than two technical members who have served continuously for more than two three-year terms. The chair and vice chair are elected each spring by the current members of the committee to serve for the next membership year. The term of the chair is one year but may serve two consecutive terms. A quorum shall consist of the chair, radiation safety officer, director of Environmental Health and Safety or a representative of Division of Infrastructure, and a minimum of four of the eight technical members. All requests for committee action are submitted to the radiation safety officer. When a sufficient number of items have been received, the radiation safety officer, with approval from the chair, will arrange a meeting of the Radiation Safety Committee. The Radiation Safety Committee shall meet as often as necessary but not less than quarterly.

#### 1640.72

### RESEARCH COUNCIL

**A. FUNCTION.** The Research Council is the faculty's standing committee that oversees the implementation of discovery, creativity, and research policies [see 5100 and 5200] and resolves disagreements about the interpretation or implementation of those policies.

**B. STRUCTURE.** One faculty member from each of the colleges, four members appointed by the president to ensure adequate representation from faculty constituencies that are most active in discovery, creativity, and research policies while ensuring that faculty engaged in multidisciplinary activities are represented, and (w/o vote) vice president for research and economic development and dean of library services (or the latter's designee). The representatives from the colleges are designated in accordance with procedures determined by their respective faculties. The vice president for research and economic development serves as chair of the Research Council.

#### 1640.74

### SABBATICAL LEAVE EVALUATION COMMITTEE

**A. FUNCTION.** To review applications for sabbatical leave, to make recommendations to the Faculty Senate for approval and referral to the president, to review the reports of those returning from sabbatical leave, and to evaluate annually the results of the program. [See also 3720.]

**B. STRUCTURE.** Five faculty members (with at least one representative each from the humanities, natural sciences, and social sciences) and vice provost of academic affairs, or designee (w/o vote).

#### 1640.76

### SAFETY AND LOSS-CONTROL COMMITTEE

**A. FUNCTION.** The responsibilities and purposes of the committee are as follows: **a.** to promote policies and programs that will provide a safe and healthy working and living environment for university students, employees, and members of the public, and that will protect public property from injury or damage; **b.** to promote the principles and

associated benefits of an effective Safety and Loss-Control Policy; **c.** to endorse and systematically promote university employee safety training; **d.** to encourage the campus community to identify, correct, and report potential hazards and/or unsafe work practices; **e.** to monitor and review University of Idaho accident and loss summarized reports and statistics; and; **f.** to report annually to Faculty Senate and the President's Executive Council on campus-wide safety initiatives and program development.

**B. STRUCTURE.** The committee is composed of 21 voting members and 3 ex-officio (non-voting) members, as follows: One faculty member from each college; a member from Information Technology Services, University Support Services, University Library, Office of Research and Economic Development; Director of University Residences or designee; Director of Student Health Services or designee; Assistant VP of Facilities, or designee; senior Human Resources executive, or designee; a Staff Council representative; one undergraduate student; one graduate student, and the Risk Manager, or designee; the three ex-officio non-voting members include the Commander, Moscow Police Department, campus subdivision; Occupational Safety Specialist; the Director, Environmental Health & Safety.

The Safety and Loss-Control Committee is governed by a chair and vice-chair, with the vice-chair assuming responsibilities of the chair after one-year rotation. The committee elects its own chair and vice-chair from among the voting members. Committee members representing colleges are appointed by the university's Committee on Committees and serve a three-year period. The faculty representatives are *ex officio* members of their college unit safety committees. Student members of the committee will serve terms as recommended by the ASUI and GPSA.

#### 1640.77

### SCIENTIFIC MISCONDUCT COMMITTEE

**A. FUNCTION.** An inquiry board (FSH 3230 E-3) formed from the members of this committee is charged with making a preliminary evaluation of the evidence and testimony of the respondent, complainant, and key witnesses to determine whether there is sufficient evidence of possible scientific misconduct to warrant an investigation. The purpose is not to determine whether scientific misconduct definitely occurred or who was responsible.

**B. STRUCTURE AND MEMBERSHIP.** The vice president for research and economic development will nominate, with appointment by the Committee on Committees and confirmation by the Faculty Senate, six principal and three alternate tenured faculty members to a Scientific Misconduct Committee (SMC) with one member appointed as chair. The vice president will initially nominate three tenured faculty members to one-year terms, three tenured faculty members to two-year terms, and three tenured faculty members to three-year terms. Thereafter, tenured faculty members will be nominated for three-year terms. A departmental administrator may not chair the SMC.

#### 1640.78

### ~~SHARED-LEAVE REVIEW COMMITTEE~~

#### 1640.80

### STAFF COUNCIL

*[See 1800 for the function and structure of this committee.]*

#### 1640.81

### UNIVERSITY STAFF COMPENSATION COMMITTEE

**A. FUNCTION.** The function of the University Staff Compensation Committee (USCC) is:

**A-1.** To advise the president, provost and the vice president for finance and administration on matters pertaining to staff compensation. The USCC will periodically review policy matters regarding annual change in employee compensation (CEC) allocations and annual market-based adjustment to staff salary based on College and University Professional Association (CUPA) and the Bureau of Labor Statistics (BLS);

**A-2.** To be involved strategically in the university annual CEC process. The USCC will advise on the CEC process and staff compensation goals, and participate in university hearings and meetings;

**A-3.** To initiate and/or respond to the study of staff compensation policies and issues; and,

**A-4.** To provide periodic reports to Staff Council and Faculty Senate on matters pertaining to staff compensation.

**B. AGENDA.** The agenda of each meeting will be set by the chair of the committee in collaboration with the senior human resources executive and/or the vice president for finance and administration, or designee. The senior human resources executive is the point of contact for the committee and is responsible for notifying the committee of relevant matters pertaining to staff salaries.

**C. STRUCTURE AND MEMBERSHIP.** The committee is composed of eleven members as follows: voting members will consist of nine staff. Ex officio (w/o vote) members include the vice president for finance and administration and the senior human resources executive. The committee's chair will be selected by Staff Council. The membership is appointed by Staff Council and will consist of a broad representation of staff located university-wide with a minimum of two off-campus members.

### **FSH 1640.83 STUDENT CONDUCT BOARD**

**A. FUNCTION.** UI's process for reviewing alleged violations of the Student Code of Conduct (FSH 2300) is set forth in FSH 2400. The SCB is the reviewing body involved in the conduct process set out in FSH 2400 D., E. and F.

**B. STRUCTURE AND MEMBERSHIP.** The SCB is broadly representative of the UI community and is composed of 21 voting members: seven faculty, seven staff, and seven students. The student members should include at least one graduate student and at least one law student. Hearing panels will be drawn from these committee members. Given the nature of responsibility of the Chair of SCB, Committee on Committees shall first consider a tenured faculty member. Pursuant to FSH 2400 the chair will appoint the three person panels.

**C. SPECIAL CONSIDERATION.** Each committee member shall be required to participate in Title IX training and other training as needed. Members of the SCB should be aware that federal regulations governing the handling of disciplinary matters recommend a specific hearing time schedule. Therefore, SCB members may need to be available on short notice and during the summer months. Outgoing committee members should be aware that their appointment will continue until their replacement is confirmed and has received the required Title IX training (typically by early fall).

### **1640.84 STUDENT FINANCIAL AID COMMITTEE**

**A. FUNCTION.** [See also 2900.]

**A-1.** To recommend policies and procedures for the administration of all student financial aids under UI's jurisdiction, i.e., scholarships, grants-in-aid, loans, work-study programs, and educational opportunity grants.

**A-2.** To advise the director of student financial aid.

**A-3.** To hear and decide appeals from students in matters concerning student financial aid.

**A-4.** To ensure that all pertinent documents are forwarded to the Administrative Hearing Board [see 1640.06] when students appeal decisions or procedures of this committee to that body.

**A-5.** To promote the increase of funds for student financial aid.

**B. STRUCTURE.** Five faculty members, two students, and (w/o vote) director of student financial aid, a member of the Student Support Services staff, and an additional person designated by the director.

### **1640.86**

## TEACHER EDUCATION COORDINATING COMMITTEE

### A. FUNCTION. [See also 4300]

**A-1.** To conduct a continuing review of teacher-education policies and to promote quality teacher preparation.

**A-2.** To act on and submit to the respective college committees proposed changes in programs leading to teacher education certifications and endorsements.

**A-3.** To provide updates on state and national issues pertaining to the preparation of educators.

**A-4.** Will meet three times per year prior to UCC deadlines, to facilitate curriculum changes. Meeting dates/times will be posted annually by the first week of September.

**B. STRUCTURE AND MEMBERSHIP.** The members of the committee are appointed by the College of Education, Health & Human Sciences (CEHHS) as follows:

- Four faculty members from the Department of Curriculum and Instruction with representation from elementary, secondary, career and technical education, and special education programs;
- One faculty member from the Department of Movement Science physical education teacher education program;
- One faculty member from the Department of Leadership and Counseling educational leadership program;
- One faculty member from each of the following programs -- early childhood, agricultural education, music education, English education, mathematics education, social sciences, natural sciences and business;
- Two junior or senior level students (one from CEHHS and the second annually rotating between early childhood education, agricultural education and music education);
- Three P-12 school personnel including a superintendent, principal and teacher from multiple districts representing both elementary and secondary education;
- The Director of Teacher Education, who serves as chair; and
- The CEHHS Director of Assessment and the Dean of CEHHS, or designee, both without vote.

## 1640.87

### UNIVERSITY TEACHING COMMITTEE

Preamble: In March 2020, FSH 1640.87 Teaching and Advising Committee was split into two committees: FSH 1640.87 University Teaching Committee and FSH 1640.88 University Advising Committee.

### A. FUNCTION.

**A-1.** To promote a faculty and administrative culture dedicated to the enhancement of teaching and learning across all instructional modalities.

**A-2.** To review and make recommendations concerning policies and procedures that affect teaching and the assessment of student, program and institutional learning outcomes.

**A-3.** To monitor and advise on matters relating to student teaching evaluations and student learning outcomes, and to advise on the design and content of reports to the Vice Provost for Academic Initiatives, Faculty Senate, Institutional Assessment and Effectiveness, deans, unit leaders, and faculty.

**A-4.** To serve as an advisory resource for the Director of the Center for Excellence in Teaching and Learning to promote effective teaching.

**B. STRUCTURE.** Six faculty members, preferably some of whom have received university-level teaching awards; an associate dean; the director of general education; an undergraduate or graduate student; a representative from the Office of Institutional Effectiveness and Accreditation (without vote); and the Director of the Center for Excellence in Teaching and Learning, or designee (without vote).

**1640.88**  
**UNIVERSITY ADVISING COMMITTEE**

Preamble: In March 2020, FSH 1640.87 Teaching and Advising Committee was split into two committees: FSH 1640.87 University Teaching Committee and FSH 1640.88 University Advising Committee.

**A. FUNCTION.** For the purposes of this policy, advising includes mentoring and retention activities.

**A-1.** To promote a faculty and administrative culture dedicated to effective student advising.

**A-2.** To review and make recommendations concerning policies and procedures that affect student advising.

**A-3.** To monitor the student advising program and to advise on the design and content of reports to the Vice Provost for Academic Initiatives, Faculty Senate, deans, unit leaders, and faculty.

**A-4.** To serve as an advisory resource for Executive Director of Student Success Initiatives to promote effective student advising.

**B. STRUCTURE.** Five faculty members, preferably some of whom have received university-level or college-level advising awards; an associate dean; a professional academic advisor; a University Advising Services associate director; two undergraduate students; and the Executive Director of Student Success Initiatives, or designee (without vote).

**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. Recommendations for change will be forwarded to UCC, Faculty Senate, and the university faculty.

**A-2.** The committee reports periodically (at least once a year) to the Faculty Senate on the status of general education.

**A-3.** This committee traditionally meets on Thursdays at 3:30 p.m.

[Information on University General Education can be accessed at the general education website: <http://www.uidaho.edu/class/general-education>]

**B. STRUCTURE AND MEMBERSHIP.** 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, and one each from the colleges of Agricultural and Life Sciences, Art and Architecture, Business and Economics, Education, Engineering, Natural Resources and Library; 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.

**1640.90**

**UNIVERSITY ASSESSMENT & ACCREDITATION COMMITTEE (UAAC)**

**A. FUNCTION**

**A-1.** Facilitate communication on the development and implementation of the program review process, student learning outcomes assessment, and university-wide student achievement and satisfaction surveys in respective departments and colleges. The UAAC will support the development of assessment activities that assess university-wide student learning outcomes to ensure a quality education and co-curricular experience, continuous program improvement, and compliance with accreditation standards.

**A-2.** Facilitate communication between Institutional Assessment and Accreditation (IAA) and faculty.

**A-3.** Develop and implement program and learning outcomes assessment guidelines based on SBOE and NWCCU expectations.

**A-4.** Recognize those who are actively engaged in assessment work.

**A-5.** Review and comment on results from university-wide assessment plans and individual program assessment plans and processes and recommend ways for improvement.

**A-6.** Provide input and feedback on the online UI student learning outcomes reporting system as requested.

**A-7.** Serve as subject matter experts from colleges and units on student learning outcomes assessment and continuous program improvement.

**A-8.** Review Annual Program Reviews (APR) and specialized accreditation reports and assist with feedback to programs and the Provost's Office.

**A-9.** Review NWCCU reports and recommendations and provide input or feedback.

**A-10.** Assist with special projects pertaining to accreditation or APRs, as appropriate.

**A-11.** Advise on matters related to ongoing collection of data and evidence for accreditation standards.

**A-12.** Maintain a timeline for accreditation reporting.

**A-13.** Advise IAA on accreditation issues, as requested.

**B. STRUCTURE AND MEMBERSHIP.** Eleven faculty representatives, comprising one from Library and one from each of the following colleges: Agricultural and Life Sciences; Art and Architecture; Business and Economics; Education, Health and Human Sciences; Engineering; Graduate Studies; Law; Letters, Arts, and Social Sciences; Natural Resources; and Science. The representative from the College of Graduate Studies shall be named by their Dean. Preference shall be given to faculty members with expertise and experience in assessment and accreditation, and a chair shall be chosen by the Committee on Committees from among the faculty representatives, preferably a tenured faculty member. The following positions shall serve on the committee as ex officio members (without vote): the Vice Provost of Academic Initiatives or designee, Associate Director of Assessment & Accreditation, a recorder from the office of Assessment & Accreditation, a representative from the office of Equity, Diversity & Inclusion, a representative from the Division of Student Affairs, and a representative from Strategic Enrollment management.



**UNIVERSITY CURRICULUM COMMITTEE**

**A. FUNCTION.** [See 1540 B and C and also 4110 and 4120.]

**A-1.** To act on catalog changes involving the curriculum, including changes in the general requirements and academic procedures, and to coordinate curricular matters among UI's major academic divisions.

**A-2.** To recommend policies and procedures concerning the matriculation, advising, and registration of students.

**A-3.** This committee traditionally meets on Mondays at 3:30 p.m.

**B. STRUCTURE.** One faculty member from each college except Graduate Studies, of whom at least one must be a member of the graduate faculty and at least one of whom must have experience in an interdisciplinary area; one faculty member at large, one faculty member from the library, two upper-division undergraduate students; one graduate student; and the following without vote: vice provost of academic affairs, registrar, secretary of the faculty (or their designees), and the director of general education as a non-voting member of the University Curriculum Committee. To assure a quorum alternates for the faculty positions are appointed by the chair of the University Curriculum Committee from a list of those who have previously served on the Committee from that college. If there should be no such alternates available from a particular college, the chair of that college's curriculum committee is the designated alternate.

**1640.92**

**UNIVERSITY DEVELOPMENT COUNCIL**

**A. FUNCTION.** To plan and coordinate the fund-raising activities of the university and its units.

**B. STRUCTURE.** Vice president for university advancement (chair), financial vice president, provost, academic deans, executive director of the UI Foundation, director of athletics, director of alumni relations, trust and investment officer, and executive director of development.

**1640.94**

**UNIVERSITY MULTI-CAMPUS COMMUNICATIONS COMMITTEE**

**A. FUNCTION:**

~~**A-1.** To coordinate the orderly conduct of General Faculty Meetings at multiple sites across the state.~~

~~**A-2.** To design, review and recommend for approval by Faculty Senate, operating protocols with respect to conducting faculty meetings with active participation of faculty across the state. Focus points include methods of recording and reporting of votes, recognition of members and other logistical issues.~~

~~**A-3.** To work in collaboration with the Information Technology Committee (see 1640.55) to review and make recommendations to Faculty Senate on appropriate communication technologies to maintain high quality faculty meetings.~~

~~**A-4.** To report annually to the Faculty Senate on faculty satisfaction with communications during faculty meetings.~~

~~**B. STRUCTURE AND MEMBERSHIP.** Secretary of the Faculty who serves as chair, one faculty member who resides at the Moseow campus, the Chief Information Officer (CIO) Technology or designee (w/o vote), and one faculty member from each designated remote site (see FSH 1540 A-1) who serves as the secretary's delegate at faculty meetings. One alternate faculty member from each designated site will be selected. Committee members are appointed by the university's Committee on Committees and serve a three year period.~~

**1640.95**  
**UNIVERSITY SECURITY AND COMPLIANCE COMMITTEE (USCC)**

**A. FUNCTION.**

**A-1.** The USCC is charged with ensuring the University's compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), and planning and facilitating activities that support a safe and secure living, learning and working experience. USCC will focus on accurate disclosure (reporting of Clery crime statistics) and implementation of best practices regarding safety policies and procedures. The USCC will conduct an annual review of all reportable crimes prior to submitting crime statistics to the U.S. Department of Education. The committee will also perform a thorough review of the Annual Security and Fire Safety Report (ASFR) prior to its publication.

**A-2.** The USCC shall meet a minimum of three times each year. Topics will include, but not be limited to, the following:

- Review updates to the law, policies and procedures related to security and Clery Act compliance
- Ensure timely collection of Clery crime statistics from applicable jurisdictions
- Recommend enhancements to security policies
- Identify programming efforts and recommend improvements
- Review crime and disciplinary data to avoid report duplication
- Conduct a final review of the data elements for the ASFR and recommend policy changes
- Confirm procedures for distributing the ASFR.

**B. STRUCTURE.** Executive Director, Office of Public Safety & Security who serves as Chair, one member from each of the following: Staff Council, Dean of Students, Moscow Police Department, Title IX Coordinator, Environmental Health & Safety Fire Safety Specialist, two faculty members, one off-site representative (faculty/staff), two undergraduate students and one graduate student; and one member from General Counsel without vote.

**Version History**

**Amended July 2022.** Updated structure of Arts Committee and Scientific Misconduct Committee, extensively revised description of Biosafety Committee, and deleted the Intellectual Property Committee.

**Amended January 2022.** Updated structure of Information Technology Committee.

**Amended July 2021.** Editorial changes.

**Amended July 2020.** Updated 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 was added.

**Amended January 2020.** Revised to split the roles of the Teaching and Advising 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.

**Amended July 2019.** Revised B of the Admissions Committee, B-2 and B-4 of the Institutional Animal Care and Use Committee, A-1, A-2, and B of the Campus Planning Advisory Committee, B of the Committee on Committees, B of the Faculty and Staff Policy Ground, B of the Faculty Affairs Committee, B of the Arts Committee, and B of the