University of Idaho
2024 – 2025 Faculty Senate Agenda

<u>Meeting #6</u>

Tuesday, September 17, 2024, at 3:30 pm
Zoom Only

I. Call to Order

II. Approval of Minutes (Vote)
- Minutes of the 2024-2025 Faculty Senate Meeting #5 (September 10, 2024) **Attach. #1**

III. Chair's Report
- Ad Hoc Committee Volunteers
- Who We Are – Erin Chapman, Professor, Family and Consumer Sciences

IV. Provost's Report

V. Committee Reports (vote)
- Proposed changes to the University Catalog
  - UCC 366 Water Resources concurrent JD – Timothy Link, Program Director, College of Natural Resources **Attach. #2**

VI. Announcements and Communications
- Committee Policy Approach – Tim Murphy, Vice Chair of Faculty Senate/Assistant Professor of Law
- Update on Initiatives Related to Childcare – Blaine Eckles, Vice Provost for Student Affairs and Dean of Students
- CETL - Supporting Faculty Success: Innovation, Collaboration, and Morale – Brian Smentkowski, Director Center for Excellence in Teaching and Learning/Professor of Political Science

VII. New Business

VIII. Adjournment

Attachments:
- **Attach. #1** Minutes 2024-2025 Faculty Senate Meeting #5 (September 10, 2024)
- **Attach. #2** UCC 366

University *of* Idaho
Faculty Senate

2024 – 2025 Faculty Senate – Pending Approval
Meeting # 5
Tuesday, September 10, 2024, 3:30 pm – 5:00 pm
Zoom only

Present: Barannyk, Borrelli, Buchen, Chapman, Corry, Hagen, Haltinner, Hu, Kenyon, Kirchmeier, Torrey Lawrence (w/o vote), Maas, Murphy (vice chair), Pimentel, Raney, Ramirez, Remy, Rinker, Roberson, Roe, Sammarruca (w/o vote), Shook, Strickland, Tohaneanu, Thorne
Absent: McKenna, Miller
Guests: Steve Mills, Patrick Lynch, Cory Voss

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

Approval of Minutes (vote):
> Minutes of the 2024-25 Meeting #4 September 3, 2024
> There was a correction in the list of attendees. The minutes were approved as corrected.

Chair's Report:
- Continuing the discussion on senate priorities. In general, the remaining priorities we listed are under the purview of specific committees or offices on campus. It will be insightful to learn about the work those entities are already doing, identify constituent concerns regarding these issues, and work with offices/committees based on that feedback.
  - Security – Office of Public Safety, Security and Parking and Security and Compliance Committee
  - Parking – Office – Office of Public Safety, Security and Parking and Parking Committee.
  - Support for employees working to make accommodations – University Teaching Committee. Should CDAR have a representative on this committee? Presently, they don't
  - Improved infrastructure – Campus Planning Advisory Committee and Long-Range Campus Development Plan Team
  - After school care/childcare – Dean of Students Office
  - Expanded/revised recognition programs – Provost/President's Office
  - Transparency in CC/TT ratios – Provost
  - Transparency and involvement in university decisions – invite executive officers to discuss initiatives at senate, and work with the Provost Office on ways to institutionalize communication and collaboration
  - Staffing shortages – meet regularly with Staff Council; request to HR for data on positions lost has been made.
  - Improve faculty/staff relationships and interactions.
  - A few issues that haven't been wrapped up from past years:
    - NTT Ad Hoc committee – Should it go to FAC?
    - Dependent Benefits
  - Aligning community/campus calendars – Talk to school board
  - Mentoring – CETL will visit senate next week
  - Any project you may have in mind
  - Other concerns
    - J1 Visa Health Care
    - Transition from Spread Pay to Deferred Pay

- House Bill 668
- Slate's early grade system

Events

- *Athena's Tee Off Event, 5pm at the golf course*
  This Athena event is in collaboration with the Vandal Women's Golf Team and a time for our members to socialize, have drinks and appetizers at the Lookout Restaurant on the U of I Golf Course, and try out the driving range where our Head Women's Golf Coach Stephanie Young, and whole women's golf team will be there to give tips to our members! All U of I employees welcome to Athena's free kick-off event! 1 free drink and appetizers. Socialize with other Athena members, Meet Head Coach of Women's Golf, Stephanie Young, get golf tips on the driving range from the Women's Golf Team Golf clubs provided, free of charge.
- *Falcon Supercomputer Workshop, 8am tomorrow in LIFE 447*
  Learn how to use the newly available Falcon Supercomputer to accelerate your research! At this hands-on workshop, research computing experts will walk you through how to log in, transfer data, submit jobs and answer any questions you have about using Falcon for your specific research. This event is open to faculty, staff, students and postdocs who are interested in utilizing Falcon for research computing. Participants will need to bring a laptop and request an account on Falcon before the workshop.
- *Take Back the Night, 7pm Thursday*
  As part of the Katy Benoit Campus Safety Month, University of Idaho Women's Center will partner with the Violence Prevention Programs and other campus entities to host Take Back the Night — an event to spread awareness of interpersonal violence on campus and to show support for those affected by it. There will be a keynote address followed by a candlelit march around campus. The first 50 people will receive a self-care bag.
- *Borah Symposium – Next Week Monday-Wednesday*
- *Monday 9/16, 7pm – documentary Delikado at Kenworthy*
- *Tuesday 9/17, 12:30 – Renfrew Presentation by Christopher Darnton Associate Prof of National Security Affairs at the Naval Postgraduate College on "Sustaining American Alliances"*
- *Tuesday, 7pm – Plenary Address – Stephanie T. Williams former head of the UN Support Mission in Libya*
- *Wednesday, 7pm – Keynote Address – President Carlos Alvarado Quesada, former President of Costa Rica*

- "Who we are" – Tim Murphy
  Tim is a faculty in the College of Law, Boise, now in his fourth year. He teaches a variety of classes, including intellectual property courses, patents and trademarks, and jurisprudence. Before this position, he was clinical faculty for a couple of years at U of I, and then a year at the University of Michigan. Prior to entering academia, he was an attorney in private practice for about 15 years, practicing intellectual property and contract law, as well as family and child protection law. Tim was in the navy for six years and had many different jobs, but most relevant to his senate leadership position is his experience with labor issues and the types of situations that impact blue collar workplaces. His scholarship is mostly at the intersection of trade secret law and employment law. Tim represents the Southwest Idaho region, of which the College of Law is a significant part. There are over 2 dozen facilities in the region, from small research labs to extension centers. The College of Law Building is on Front Street in Boise, and the Water Center and the McClure Center are located nearby. There are

representatives from almost every college on campus and extension faculty. We are a microcosm of all of U of I.

The clinics in the law school provide essentially free services offered by students and supervising faculty on family law issues, domestic violence issues, protective orders, and more. The McClure Center, just down the street and right next door to the Capitol building, is ideal for doing public policy work, or interacting with legislators and members of the executive branch. Recently, we had our largest 1L class. This year, we've had growing enrollment in most of the other college programs, both on the graduate and the undergraduate side.

Provost's Report

- Faculty gatherings: Idaho Falls, September 18, 12:30; and Moscow, September 23, at 4:30pm.
  https://www.uidaho.edu/provost/faculty-gathering
- A reminder that senators need to submit their nominations for the University Level Promotion and Tenure committee, see link below:
  https://forms.office.com/Pages/ResponsePage.aspx?id=Y2u8fpJXGUqyCwS4JgSlU8wgEFrYhyNOn_qCDVlL5jNUREVSNURESkRCUzFFVlpUSFMxNFdNVk0xOS4u
- Deferred pay: There was a communication sent to the people still on the old spread pay system. Soon, there will be a communication to all faculty on academic year contracts about how they can opt in. The opt-in period will be sometime in the spring, and the implementation kicks off with the 2025-26 contract period. Visit
  https://www.uidaho.edu/provost/faculty/salary/deferred-pay
- Last week, Sarah Dawson was at the senate to talk about various sustainability initiatives. In the past couple of days, a campus-wide email was sent by Sarah on 9/9, linking to a survey. It would be wonderful to have a great response rate on that. So, please encourage your people to submit the survey.
- Finally, just a reminder that, as required by FSH 1570, there's a review of our Faculty Secretary Francesca. There's a survey for Senators specifically, at
  https://forms.office.com/Pages/ResponsePage.aspx?id=Y2u8fpJXGUqyCwS4JgSlU8wgEFrYhyNOn_qCDVlL5jNUMFVJQUpYU1hYSEQyUVRLMVQ2TFk5UTVaOS4u
  This is due next Monday at noon. We've received 14 so far. I hope everyone will respond by next Monday. Also, you might have noticed in the Register a different survey link going to a campus-wide survey.

Announcements and Communications:

- Program Health – Torrey Lawrence, Provost and Executive Vice President
  If you've been here for 5 to 10 years or more, you have experienced a process named program prioritization. I want to explain to the senate what this is and how we're approaching it.
  The State Board requires us to do a periodic evaluation of our programs. They don't define a program. We need to fulfill the requirement of the board, but we should do it very differently than in the past and look for very different outcomes.
  It is policy III.F., see link in the chat. https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/iii-f-program-prioritization/
  Per State Board policy, we must evaluate programs every five years. Programs are divided into instructional programs (which have some required criteria and optional criteria), and non-instructional programs, which don't have any requirements for evaluation criteria. Instructional programs do have to be put into quintiles, but there are no guidelines for how that should be done – it's left up to the institution. What the SB requires is an integration of strategic planning (which we're undertaking this year), budgeting (which went through

significant changes in recent years), and program planning (which we're always doing). They do not require us to rank or to eliminate programs or use the process for budget cuts. Our last instructional review was in 2020 and, prior to that, in 2017. The process in 2020 was simultaneous with a large budget cut that the university went through. The non-instructional programs have not been evaluated since 2017, so we are overdue. We need to address both instructional and non-instructional programs.

The way to move forward is to do something very different than what we've done in the past. The goal would be to meet the State Board requirement, but through a process that is more productive and positive than something viewed as a cutting tool. The name "program prioritization" has a negative stigma on campus. Of course, just renaming a process doesn't change its substance. We should change the process and rename it "Program Health Review." We don't need to create a completely new process – we have several processes that can be used in this evaluation. We have a new budget model, an annual program review, and the "Great Colleges to Work for" survey. We may have some findings from the strategic planning process. There is no reason to do rankings, which will not produce any positive outcome and is likely to be destructive. Moving to quintiles, again, the Board does not give us a lot of guidance. That will be something for the group to work on, and then we can use this as an opportunity to provide feedback to the units. This would be a positive process.

After these conversations at senate, we will launch this project explaining what we're planning to do and asking for nominations to create a task force or working group to develop the process. If something new is needed, we can develop it, but not necessarily starting from scratch. Those activities will happen in the Fall. In the Spring, we will go through the review and give it to the board in our annual report, in mid-April, when the board meets in Moscow. The goal is to meet the requirements of the board, but also to develop something that's positive and productive for our campus.

Discussion:

A senator recalled the destructive impact from the previous ranking and program prioritization. How can we expect a positive outcome if we use the same tools that caused so much friction between departments and programs around campus? The provost replied that the way we distribute funds has changed fundamentally since then. We use a very different budget model, that's far more focused on enrollment. The policy says that budgeting and program prioritization and program planning should all be tied together. This is something we can do. Again, they're not asking that we eliminate programs, and the purpose is not to redistribute funds. What happened last time is related to the budget crisis we were going through. But now we need to look at this process in a very different way, because we're in a very different place.

There was a question about the meaning of quintiles in absence of rankings.
The Provost replied that we need to look at different options. His personal view is that 20% quintiles are not a productive way to evaluate things. He suggested to some of the board staff that there are better ways to put groups into quintiles, such as their meeting certain criteria, or their performance on certain metrics. It should be something that's more evaluative rather than just dividing into groups of 20%. Provost Lawrence would then present to the State Board the suggestions from the committee or task force. From the way the policy is written, we have been given considerable latitude, and we can use that latitude to develop a more productive system. It's a big topic for discussion.

A senator, who has been through three of these exercises, expressed positive feelings about the way university leaders are approaching the process this year. They think we have certain metrics we can use already and can come up with viable proactive metrics that will move us forward.

A senator asked whether quintiles need to be hierarchical. Would it be possible to instead regroup programs by their need for additional support in specific areas?

The Provost replied that he would be willing to consider this interesting idea, and the board might be open to it, if we can show we're using this in a positive way to help drive improvement and as well as efficiency. The task force should consider carefully what options are, and, hopefully, find valuable solutions. The process should be transparent and clear, and more based on the data we have.

A senator recalled that, last time, several colleagues from math and statistics pointed out that the metrics being used were wrong, but those criticisms went unheard. They strongly recommend consulting with experts on how to sample, and how to use statistical metrics, etc.

The Provost encouraged senators to think about who might be good from their areas. He wants good representation across campus, both from the instructional units and the non-instructional units. Doing the exact same process for both is not a viable option, since metrics will be different. We'll have two subcommittees working together to figure out a system that has two components to it. We will need nominations from instructional programs and non-instructional programs.

- **Emergency Operations Planning and Updates on Campus Security.** Steve Mills, Executive Director of Public Safety, Security and Parking, and Patrick Lynch, Deputy Director, Emergency Management

  Steve introduced himself as the executive director of the Office of Public Safety Security and Parking. He was formerly the director of parking and transportation services and became interim executive director in public safety last October. In April the two units were merged as the office of public safety, security and parking. The Deputy Director of Security Technology, Bruce Lovell, has assumed responsibility for all things that are physically and technologically security related, such as cameras, site security assessments, vulnerability assessments etc. They are working towards a long-term plan or a long-term goal for access control, that is very time consuming. There are thousands of access portals on this campus that require attention. The deputy director, emergency manager Patrick Lynch, is also present.

  Steve proceeded to name the other members of the team, Jacob Marseilk, Gabe Baker, Shane Keane (our Clery compliance officer, deputy director for Clery compliance). Shane has done phenomenal work from the information standpoint, getting information out to our students, staff and faculty about what Clery is and what compliance looks like. Their compliance score has recently increased to 93.7% and is expected to get close to 100% by the end of September.

  Stewart Robb, a long-term university employee, is now deputy director of parking and transportation services. Jacob and Gabe were promoted to supervisors, effective August 18. They have 8 full-time security guard positions. 6 of those are currently filled, and interviews are occurring this week to fill the last 2 vacancies. A set schedule has been established to provide the campus with optimum minimal coverage every day at every hour. In April, they contracted with a worldwide leader in public policy development, Lexipol. Their leadership team has been working with Lexipol representatives to create policies that fit our university. Fifty internal policies are currently in final development, pending internal review. The office of General Counsel is involved in this process to ensure compliance.

  Patrick Lynch takes the floor:

  Patrick's primary focus is on emergency management. He analyzes the risks and hazards that could happen to the university, whether manmade or natural, and develops emergency response plans to get through the incident with as minimal impact as possible. He works with

outside agencies and partners, such as WSU and the City of Moscow, and internal partners, such as ASUI athletics, and our admin OP staff.

Patrick is very interested in hearing what he and his office can do for the university and what the main concerns are.

Discussion:

There was some discussion about the meaning of "policy" in the context of public safety.

A senator reported that the biggest concern people have is an active shooter situation. They asked why we don't have locks on the classroom doors, and what it would take to have locks on the classroom doors.

Steve replied that the office of public safety and security is responsible for making recommendations regarding security, but there are multiple buildings across campus that are owned by multiple individual entities. Who would bear the fiscal responsibility of potentially upgrading lock systems? Also, there are challenges to having locking mechanisms either for entry or for exit of portals, some of which are dictated by state code. In practice, if an active assailant event occurs, we play on the field we are on, and if the doors can't be locked, then barricade them in some way. An active assailant is looking for the easy target. If you make yourself just the slightest little bit difficult to get to, statistically speaking, there's a higher likelihood that you'll be bypassed. Changing locks across campus is a very long-term project, but security assessments of each building would be a component of that. The key message is to prepare yourself for the environment that you're inhabiting.

There was some additional discussion about more cameras in parking lots, snow removal in the wintertime, and the recent accident where an inmate working on campus was able to walk away.

- **"Our Shared Futures:" Center for Disabilities Access and Resources** – Cory Voss, Director
  Cory is working on increasing awareness of CDAR and the role of accommodations within our campus, trying to help people better understand their role. They also work with students. The main message Cory wants to communicate is that, if there are concerns with accommodation, or getting those accommodation letters, or any other problem, people should reach out to the CDAR team and ask how best to implement accommodations. Cory moved to show a presentation (underlineattached to these minutes.)

  Discussion:

  Some senators described problematic situations where students in need of accommodation did not contact the instructor to discuss their memory aid accommodation in a timely manner. Cory emphasized the importance of sending the student to CDAR. Instructors must not allow accommodations prior to receiving paperwork from CDAR. The CDAR team will reiterate what the expectations are for a memory aid. They work very hard on getting the students to take personal responsibility.

Adjournment:

The agenda not being completed, Chair Haltinner called for a motion to adjourn. So moved (Murphy, Barannyk). The meeting was adjourned at 5:04pm.

Respectfully Submitted,

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

OFFICE OF PUBLIC SAFETY, SECURITY AND PARKING

2024 FACULTY SENATE UPDATE

OPSSP EXECUTIVE TEAM

- Executive Director – Steven Mills

- Deputy Director, Security Technology, Bruce Lovell

  - Has assumed Physical and Technical Security responsibilities

- Deputy Director, Emergency Manager, Patrick Lynch

  - Has assumed Security Operations responsibilities

- Deputy Director, Clery Compliance, Shane Keen

- Deputy Director, Parking and Transportation Services, Stuart Robb

VANDAL SECURITY

- Two supervisors hired August 18, 2024

  - Jacob Marciniak – Mon thru Thurs

  - Gabe Baker – Fri thru Sun

- Eight full-time Vandal Security positions approved

  - Six currently filled

  - Interviews this week to fill two vacancies

STANDARD OPERATING PROCEDURE

- OPSSP entered into contract with Lexipol in April 2024

- Lexipol is a world-wide recognized leader in public safety policy development

- UI OPSSP has over 50 internal policies in final development

- Contract with Lexipol includes licenses to Police 1 Academy; a resource with over 1,500 training videos; many suitable for Vandal Security

- Contract with Lexipol includes access to Daily Training Bulletin

  - DTB's are daily training exercises that will focus on responses to incidents occurring on campus that require knowledge and application of *OUR* policies

EMERGENCY OPERATIONS & PLANNING

- Responsible for development, implementation, and training of the University Emergency Response Plan (ERP). The ERP consists of:

  - Base plan that outlines roles and responsibilities of university Executive Leadership and response personnel.

  - Hazard specific plans for expected emergencies; site specific.

- Direct operations, communications, and resources during emergencies.

- Assess the risks & hazards to the university working with internal and external partners (ASUI, Athletics, WSU PS, City of Moscow, etc.).

  - Promote culture of vigilance and public safety through outreach programs.

WHY DOES CDAR EXIST

UI Values and Federal Laws

The University of Idaho is committed to providing equal and integrated access for individuals with disabilities to all the academic, social, cultural and recreational programs it offers. This commitment is consistent with legal requirements, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

The University of Idaho must comply with these regulations to be eligible to receive federal funding, including federal grants and student loans. In order to simplify the process for students and faculty, the office Center for Disability Access and Resources was created to assess medical documentation and assign reasonable academic accommodations so that students with disabilities can have equal opportunities at the institution.

You can learn more in the Faculty staff handbook 6400 found here:
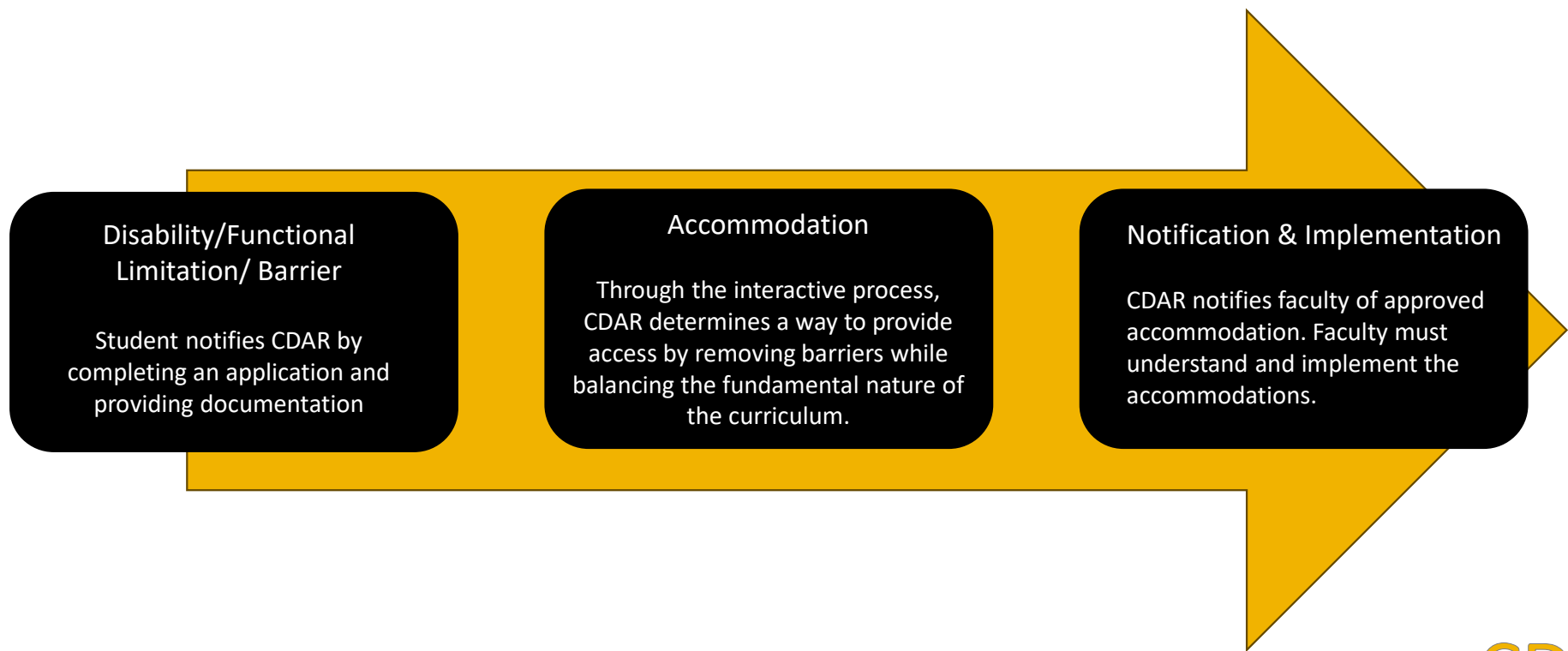https://www.webpages.uidaho.edu/fsh/6400.html

The Office for Civil Rights associated with the Department of Education investigates complaints.

THE PURPOSE OF ACCOMMODATIONS ARE: CREATING ACCESS RATHER THAN ENSURING SUCCESS.

INTERACTIVE PROCESS

Disability/Functional Limitation/ Barrier

Student notifies CDAR by completing an application and providing documentation

Accommodation

Through the interactive process, CDAR determines a way to provide access by removing barriers while balancing the fundamental nature of the curriculum.

Notification & Implementation

CDAR notifies faculty of approved accommodation. Faculty must understand and implement the accommodations.

CDAR

IMPLEMENTING ACADEMIC ACCOMMODATIONS

- It is the responsibility of faculty to review the accommodation notifications that they receive to ensure they understand their obligation prior to actively implementing accommodations for a specific student.

- CDAR expects students and instructors to work together collaboratively, with available assistance from CDAR, to agree on how to implement each approved accommodation in each course to the extent not explicitly prescribed in the notification letter. **Students and instructors should communicate within two weeks of the instructor's receipt of notification of an approved accommodation to discuss how each accommodation will be implemented in the instructor's course(s).**

- If the instructor and the student are unable to mutually agree on how a CDAR approved accommodation will be implemented in a course, the instructor must consult with CDAR for advisement and should not fail to implement an accommodation as approved by CDAR unless provided prior **written** approval by CDAR to do so.

- The moment a student references their accommodation, CDAR asks that you start paying careful attention to the conversation. Usually, these types of issues are easily resolved by the faculty member and student simply conversing and listening to each other. CDAR can support you at any point as you progress through these student conversations. CDAR discourages instructors and the student to generate their own idea or new accommodations together without the input of CDAR.

- NEVER tell a student CDAR will approve an accommodation, such as: "I let you have a memory aid on the exam, but you need to go to CDAR to get that approved."

#1 REASON WHY ACCOMMODATIONS ARE NOT IMPLEMENTED WITH FIDELITY?

Lack of Communication

- Poor wording on the accommodation notification form
- Faculty misunderstanding of what the accommodation means
- Student misunderstanding of what the accommodation means
- Failure to communicate between faculty and student

DO'S AND DONT'S

1. It is imperative that you do not identify students with CDAR accommodations. This private and confidential information that should never be shared with colleagues or in the classroom where other students can hear.

2. Do not ask students about their underlying condition or diagnosis.

3. Do not assume that a student either has or does not have a disability.

4. If you have a concern that a student may not be able to perform an academic task due to a mental or physical condition or limitation, please contact CDAR for next steps.

5. Once a student has requested accommodations from you, but you have no accommodation notification form, you should follow up in writing to the student, directing them to contact CDAR.

6. CDAR strongly encourage faculty to **NOT** accommodate students who state they have a disability without the appropriate faculty notification for that contains the language for the CDAR approved accommodation. This ensures that students with disabilities are treated equitably across campus, faculty are protected and CDAR can maintains consistency across campus.

RISKS OF NOT FOLLOWING

- Student feels discriminated against
- Student requests CDAR support – CDAR provides mediation
- Student files a discrimination report with OCRI
- Discrimination investigation by OCRI
- Additional Education and/or training
- Lawsuit
- University of Idaho pays settlement fees

SYLLABUS STATEMENT

It is highly recommended that the statement below is part of your syllabus. Please make sure it is current – that can always be found on the CDAR website: Syllabus Statement

The University of Idaho is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class (including pregnancy-related disabilities), please contact the Center for Disability Access and Resources (CDAR) to discuss eligibility. A current accommodation letter from CDAR is required before any modifications, above and beyond what is otherwise available for all other students in this class, will be provided. Please be advised that disability-related academic adjustments are not retroactive. CDAR is located at the Bruce Pitman Building, Suite 127. Phone is 208-885-6307 and e-mail is cdar@uidaho.edu. For a listing of services and current business hours visit https://www.uidaho.edu/cdar

Questions?

Contact Us

Center for Disability Access and Resources
cdar@uidaho.edu
208-885-6307

Cory Voss
Director
voss@uidaho.edu

366: WATER RESOURCES CONCURRENT JD

In Workflow

1. 460 Chair (tlink@uidaho.edu)
2. CALS Review (bschroeder@uidaho.edu, sandeschlueter@uidaho.edu)
3. 07 Curriculum Committee Chair (bschroeder@uidaho.edu)
4. Degree Map Review (rfrost@uidaho.edu; sandeschlueter@uidaho.edu)
5. Graduate Council Chair (mcmurtry@uidaho.edu; slthomas@uidaho.edu; sandeschlueter@uidaho.edu)
6. Registrar's Office (none)
7. Ready for UCC (none)
8. UCC (none)
9. Post-UCC Registrar (none)
10. Faculty Senate Chair (stoutm@uidaho.edu; cari@uidaho.edu; nvietz@uidaho.edu)
11. Provost's Office (kudas@uidaho.edu; stoutm@uidaho.edu; jvalkovic@uidaho.edu; gwen@uidaho.edu; cari@uidaho.edu; brendah@uidaho.edu; sandeschlueter@uidaho.edu)
12. State Approval (stoutm@uidaho.edu; gwen@uidaho.edu; sandeschlueter@uidaho.edu)
13. NWCCU (stoutm@uidaho.edu; sandeschlueter@uidaho.edu; gwen@uidaho.edu)
14. Catalog Update (sbeal@uidaho.edu)

Approval Path

1. Thu, 12 Jan 2023 02:36:49 GMT
   Timothy Link (tlink): Approved for 460 Chair
2. Mon, 28 Aug 2023 00:01:50 GMT
   Brenda Schroeder (bschroeder): Rollback to Initiator
3. Mon, 28 Aug 2023 18:09:04 GMT
   Timothy Link (tlink): Approved for 460 Chair
4. Tue, 29 Aug 2023 20:45:08 GMT
   Kacie Hoffman (kacieh): Approved for CALS Review
5. Tue, 29 Aug 2023 21:30:25 GMT
   Brenda Schroeder (bschroeder): Approved for 07 Curriculum Committee Chair
6. Tue, 03 Oct 2023 17:57:22 GMT
   Rebecca Frost (rfrost): Approved for Degree Map Review
7. Fri, 13 Oct 2023 17:44:58 GMT
   Stephanie Thomas (slthomas): Approved for Graduate Council Chair
8. Tue, 17 Oct 2023 19:44:42 GMT
   Theodore Unzicker (tunzicker): Approved for Registrar's Office
9. Wed, 18 Oct 2023 15:43:46 GMT
   Sydney Beal (sbeal): Approved for Ready for UCC
10. Tue, 24 Oct 2023 23:48:42 GMT
    Sydney Beal (sbeal): Approved for UCC
11. Wed, 25 Oct 2023 22:38:15 GMT
    Sydney Beal (sbeal): Approved for Post-UCC Registrar

History

1. Apr 19, 2022 by David Barnes (dabarnes)

Date Submitted: Mon, 28 Aug 2023 18:04:58 GMT

Viewing: 366 : Water Resources concurrent JD

Last approved: Tue, 19 Apr 2022 20:39:42 GMT

Last edit: Tue, 24 Oct 2023 23:08:02 GMT

Changes proposed by: Timothy Link

Faculty Contact

Faculty Name	Faculty Email
Timothy Link	tlink@uidaho.edu
Alex Maas	alexmaas@uidaho.edu

Change Type (Choose all that apply)
Change curriculum requirements
CIP code change

Description of Change
Curriculum and CIP code update to correct errors, streamline admissions process, update course offerings, decrease confusion, and increase flexibility to promote student learning outcomes. Remove thesis requirement for MS degree to decrease the key barrier to enrollment in the joint degree program. Add Boise to geographic area availability.

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

Academic Level
Graduate

College
Agricultural & Life Sciences

Department/Unit:
Water Resources

Effective Catalog Year
2024-2025

Program Title
Water Resources concurrent JD

Program Credits
66-120

CIP Code
22.0207 - Energy, Environment, and Natural Resources Law.

Curriculum:

Entry Requirements

Completion of requirements for admission to both the College of Law and the specific Water Resources option area is required for (M.S. and Ph.D.) admission to earn the Water Resources Concurrent J.D. Degree. Students are required to apply separately to the College of Law and to the Water Resources Program in the College of Graduate Studies, and on acceptance to each college, must apply to the concurrent degree program. Acceptance to both colleges does not have to occur simultaneously. The Director of the Water Resources Program and one member of the Water Resources Law faculty makes admission decisions to the concurrent degree program.

Common/Core Courses

All students seeking to earn the Water Resources concurrent J.D. degree are required to complete coursework as specified for the particular Water Resources Option Area for the M.S. or Ph.D., as well as coursework required by the Law School for a J.D.

Elective Courses

The student and faculty committee will select courses appropriate to satisfy the requirements of the Water Resources Program in the College of Graduate Studies and the J.D. in the College of Law.

Concurrent Degree Details

Students in the Water Resources concurrent J.D. track must meet all graduation requirements set forth by the College of Graduate Studies for the M.S. or Ph.D. degrees and the College of Law for the J.D. Each student shall have a "graduate committee." The student's graduate committee must meet the requirements of the College of Graduate Studies and must have at least one member from the faculty of the College of Law.

A total of 18 credits may be double counted for a J.D./M.S. concurrent degree, and a total of 21 credits may be double counted for a J.D./Ph.D. concurrent degree under the following guidelines:

- No more than 12 credits of M.S. and Ph.D. graduate school credit are allowed toward the J.D. degree. The courses must be approved by the student's advisor in the College of Law with the following guidelines: Courses approved for credit toward a J.D. must be complementary to an emphasis in water law, must enhance the candidate's ability to serve clients and the legal profession in the area of water law, and must not be the equivalent substantive coverage to a course offered in the College of Law and available to the student.

- No more than 6 credits from Law are allowed toward the M.S. and Ph.D. degrees in Engineering & Science and Science & Management option areas. No more than 12 credits from Law are allowed toward the M.S. and Ph.D. degrees in the Law, Management & Policy option area. Courses may be selected from the following list:

Code	Title	Hours
LAW 8520	NREL Field Course	2
LAW 9070	Administrative Law	3
LAW 9340	Land-Use Law and Planning	3
LAW 9380	Intl Environ & Water Law	3
LAW 9390	Law, Science, & Environment	2
LAW 9420	Water Law of the American West	3
LAW 9470	Environmental Law	3
LAW 9480	Public Lands and Resources Law	3
LAW 9490	Native American Law	3
LAW 9790	Native American Natural Resource Law	3

Satisfactory completion of both degrees is required to qualify for the dual-degree credit; the degrees are granted concurrently. The first year of study for concurrent M.S. or Ph.D. students must be exclusively in the College of Law. Ph.D. students are required to write a dissertation. If the student fails to complete the M.S. or Ph.D. in Water Resources, only 6 credits from the Water Resources Program are allowed toward the J.D. degree. If a student fails to complete the J.D. degree, the student must satisfy all requirements for the particular option area in the Water Resources Program to receive the M.S. or Ph.D. degree.

Questions regarding the concurrent degree program should be addressed to the Water Resources Program Director (208-885-0111) or to the College of Law (208-885-2300).

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 B 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

Student Learning Outcomes

Have learning outcomes changed?

No

A clearly stated rationale for this proposal must be included or the University Curriculum Committee will return the proposal for completion of this section. The rational should provide a detailed summary of the proposed change(s). In addition, include a statement in the rationale regarding how the department will manage the added workload, if any.

Rationale for Proposed Changes:
Changes will result in no additional faculty or staff workload. Changes should decrease workload by streamlining admissions process and reducing curricular questions and need to do substitution/waiver forms.
CIP Code corrected from: Water Resources Engineering to Energy, Environment, and Natural Resources Law to accurately reflect focus of joint degree.
Change to Entry Requirements:
Reduced admissions committee from a group of 4 faculty members to just the Water Resources Director and one Law faculty member.
Number of Law credits allowable for the MS and PhD degrees in the Law, Management, and Policy track has been aligned (previously MS allowed 12, but PhD only 9).
Curriculum Change:
<courses added and corrected to update relevant new and revised offerings that support student learning outcomes of joint degree>
Add: LAW 852 Natural Resource and Environmental Law Field Course (2 credits)
Correction: LAW 942 Water Law of the American West - corrected credits from 1-2 to 3.

Added Boise to geographic area availability to reflect increased Law and WR offerings in Boise.

Removed MS thesis requirement language to align text with addition of non-thesis options in all WR MS tracks.

Reviewer Comments
Brenda Schroeder (bschroeder) (Mon, 28 Aug 2023 00:01:50 GMT): Rollback: Tim Link Requested rollback

Key: 366