University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #28

Convenes immediately following 2019-20 Senate Meeting #1 - Tuesday, April 30, 2019
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.
- Minutes of the 2018-19 Faculty Senate Meeting #27, April 23, 2019 (vote)

III. Consent Agenda.
- Sabbaticals 2020-21
- 2019 Spring Graduates

IV. Chair's Report.

V. Provost's Report.

VI. Unfinished Business and General Orders.

VII. Other Announcements and Communications.

- PCard Survey (Brandt)(FYI)

VIII. Committee Reports.

IX. Special Orders.

- **Closed Session:** Faculty Secretary Position (Grieb)

X. New Business.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments: Minutes of 2018-2019 FS Meeting #27
Spring 2019 Graduate List
Sabbaticals

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #27, Tuesday, April 23, 2019

Present: Benedum, Brandt (w/o vote), Bridges, Cannon (Boise), Caplan, DeAngelis, Dezzani, Grieb (Vice Chair), Jeffery, Johnson (Chair), Keim, Kern, Kirchmeier, Laggis, Lambeth, Lee, Lee-Painter, Mirkouei (for McKellar, Idaho Falls, w/o vote), Morgan, Schwarzlaender, Seamon, Tibbals, Vella, Wiencek, Wiest. **Absent**: Chopin, Ellison, King, Luckhart, McKellar (Idaho Falls), Raja. **Guests:** 9

Call to Order and Minutes. The chair called the meeting to order at 3:32 pm. A motion to approve the minutes (Lee-Painter/Dezzani) passed unanimously.

Chair's Report.

- The chair asked for a moment of silence in memory of Robert D. (Rob) Hampton who passed away recently. Rob served the University of Idaho as a custodian foreperson in Building Operations.
- The Benefit Audit process is moving forward. Some concerns have been raised to Faculty Senate Leadership and have been forwarded to HR. We are encouraged by the responses we are receiving from Brandi Terwilliger (Director of HR) and Brian Foisy (Vice President for Finance and Administration). If you have concerns or hear of them, please be sure to reach out to Brandi or bring the issue to the attention of senate leadership. Please note that there are multiple methods to provide proof of benefit status. Also note that the information form provided by HR is critical to the process.
- Fourth Annual Active Learning Symposium - The fourth annual Active Learning Symposium will be held Tuesday, April 30, on the first and fourth floors of the Idaho Commons, Moscow. Breakfast will be served at 8 a.m. and sessions will run from 8:30 a.m. to 12:30 p.m.
- Final scheduled meeting for 2018-19 Faculty Senate April 30 will convene after conclusion of first meeting of 2019-20 Faculty Senate which is taking nominations for Chair and Vice Chair.
- University Faculty Meeting will be 3 p.m. Pacific time/4 p.m. Mountain time Wednesday, May 1. Statewide locations: Twin Falls — B-66; Boise — 248A; Coeur d'Alene — 145C; Idaho Falls — TAB 350; and Moscow — Vandal Ballroom, Bruce M. Pitman Center. Some items on the agenda require a quorum.

Provost Report.

1. The provost is cautiously optimistic about student enrollment for fall 2019. He cautioned that we could still experience "summer melt" – that is a decreased enrollment yield as students change their minds about attending over the summer months. Nonetheless, registrations are up by 15% compared to last year. UIdaho Bound participation is also up 15%. Finally, housing deposits are up 15%. The consistency in these numbers is encouraging. The provost reminded senators that UI is fully participating in the Western Undergraduate Exchange (WUE) program for the upcoming year. He also stressed that the university has improved its outreach and marketing. In addition to these encouraging numbers for the upcoming year, students participating in the university's "Sneak Peak" program doubled this year compared to last year. The Sneak Peak program targets high school juniors who are expected to enroll in fall 2020.

2. The UI tuition request to the Idaho State Board of Education (SBOE) was approved as requested. This year, the SBOE bundled the tuition requests of all of the four-year institutions into a single motion for approval.

3. As a result of the approval of the university's tuition request, the plan for FY2020 Change in Employee Compensation (CEC) can go forward without revision. The provost reminded senators that the staff and faculty CEC systems are different. While both staff and faculty compensation are market compensation systems there are significant differences. 50% of CEC for faculty will be allocated at the discretion of the deans. At least 10% is designated for performance. The remaining funds may be used by deans to address compression, equity and to meet important college objectives. Staff compensation is determined on a more formulaic basis and a much smaller amount has been set aside for performance compensation. The differences have led to a sense that less money was available for staff salary increases compared to faculty increases. The provost assured senators that the same percentage of CEC is being applied to both the staff and faculty compensation systems.

4. The university continues to experience financial problems. A memo explaining the issues will be distributed campus-wide in the near future. In short, the university has $7 million in additional expenses. The primary reason for this is that state appropriations for our benefits program have been reduced. UI's appropriation is tied to the appropriation for all state employees. In addition to the campus-wide memo, an open forum is also planned. Incoming President Green plans to assemble a working group to address the issues.

A senator asked whether the university has established the timeline for faculty to reach 100% of their target salaries. The provost responded that the time to reach target will be based on the resources available. He believes that at current resource levels, it could take a substantial period of time for faculty to reach their target salaries.

Proposed Tenure and Promotion Procedure. Chair Johnson introduced the proposal for discussion by noting that the draft being presented to senate was prepared by Secretary Brandt in collaboration with Vice Provost for Faculty Torrey Lawrence. Brandt and Lawrence will present the proposal.

Brandt called senators' attention to the White Paper explaining the reasons for the proposal. Along with the white paper is a clean version of the proposal. A redline will be available later. Brandt explained that the proposal is to create a completely new section of the *Faculty-Staff Handbook*. However, in drafting the new section language was first moved from existing policies on tenure, promotion and on the Professional Portfolio. Once existing language was moved to the new policy it was edited. When the redline is made available, senators will see comments denoting the original location of the language and will see the redlined revisions. Brandt encouraged senators to first consider the new policy from a broad perspective before delving into the specific redline revisions.

In response to questions from senators, Brandt explained that feedback and suggestions from unit administrators, deans and faculty senate would be incorporated into the draft policy. Lawrence stated that early in fall 2019, the draft will be circulated more broadly to faculty for questions and answers either through college faculty meetings or through open fora. After receiving feedback and

making any further revisions, FAC will consider and vote on the proposal and forward it to Senate. The goal is to adopt the proposal so that it will become effective in January 2020.

Brandt explained the proposal section by section.

The first section deals with the provost's responsibilities. This section retains existing policy authorizing the provost to adopt guidelines to implement the policy. During the discussion a senator commented that he had sometimes found the provost's guidelines to be inconsistent with language in the *Faculty-Staff Handbook*. He also suggested that it might be appropriate to call attention to the provost guidelines throughout the policy where relevant. In addition to the provost guidelines, Brandt pointed out that a new provision is being proposed that would allow the provost to appoint tenure and promotion committee members if a unit administrator or dean are unable to make an appointment that is consistent with the policy.

The second section of the proposed policy deals with the schedules for tenure and promotion. The proposal is aimed at eliminating ambiguities in current policy. It provides for tenure during the 6th full year of service. It also provides for promotion from instructor to senior instructor during the 6th full year of service. This timing for instructors differs from current policy which provides for promotion of instructors during the third full year. Brandt explained that the third year review provisions are extended to instructors under the draft policy. Lawrence pointed out that previously instructors did not get formal feedback on their progress towards promotion. This change now allows for a true third year review with promotion in the 6th. She encouraged senators to think carefully about whether this change is appropriate.

The draft policy provides for promotion from assistant to associate professor at the time of tenure (6th full year of service) or during the 6th full year of service. The proposal provides for promotion from associate professor to full professor during the 6th year in rank. This provision clarifies current policy which provides ambiguously for a large window of time to go up to full professor. The new proposal further provides that if a faculty member is unsuccessful in being promoted to full professor, she or he may be considered again for promotion in five years. This provision also is a change from current policy which permits an unsuccessful candidate for promotion to full professor to seek promotion again *within* five years. Several faculty members expressed concern about the revision of the reconsideration time frame. They prefer a more flexible time frame. Another senator was concerned that the five year waiting period was too long.

Also covered in the second section of the proposed policy are provisions for special circumstances that may impact the schedule for tenure and promotion and the process for obtaining extensions of the time for tenure and promotion. Special Circumstances include such matters as transfer between UI units, appointment as an administrator, initial appointment with credit toward tenure and/or promotion and initial appointment with tenure. These provisions are currently scattered across two different UI policies and have been unified in one place in the proposal. In general, the approach of the proposed policy is that impact of such situations on tenure and/or promotion must be worked out with the faculty member in advance and be approved by the provost in writing. Brandt pointed out that further revision is needed to clarify the impact of credit toward tenure and promotion at the time of appointment.

A senator asked for clarification on whether the proposal requires associate professors to go up for promotion to full professor in the 6th full year. Brandt responded that earlier drafts had included such a requirement, but FAC and others who reviewed the early draft expressed concern over the requirement. FAC recommended that the requirement be removed from the proposal so as not to distract from the core purpose of revising the tenure and promotion procedures.

A senator asked for clarification on how the proposal applies to term faculty members. Brandt responded that the proposal is a single unified process for both tenure-track faculty and for term faculty. Term faculty either hold the ranks of instructor or one of the various professor ranks (e.g. research professor, clinical professor, librarian with rank of professor, etc.) Those in all the various professorial ranks would be subject to the procedures for assistant, associate and full professors. Vice Chair Grieb reminded senators that a revision of the policy on faculty ranks was presented earlier to senate for discussion.

A senator asked how the provisions for advance approval in the special circumstances would be enforced. Brandt responded that enforcement is dependent upon the provost. However, she added that the policy clarifies the process, makes the policy more accessible (by grouping all the special circumstance provisions in one place) and provides a framework for consultation with the provost regarding such changes. Lawrence added that in any case, faculty would be no worse off under the proposed revision than they are currently given the ambiguity and gaps in current policy!

The proposal does not change the grounds for obtaining an extension in the timelines for tenure and promotion. However, it clarifies that the extension procedure applies both to tenure and promotion and also provides that if a faculty member obtains an extension for the third year review, the faculty member automatically has a similar extension in the time for tenure.

Finally, a senator raised concern that the only required evidence of effective teaching and advising is student evaluations of teaching. She suggested that additional information such as peer reviews of teaching be included. Provost Wiencek responded that a number of groups such as the Center for Excellence in Teaching and Learning (CETL) are already looking at how to address this issue. Brandt and Lawrence also pointed out that the issue has come before FAC. Both Brandt and Lawrence suggested that the discussion of how to evaluate teaching and advising be taken up separately from the current proposal. If an approach to expand evaluation of teaching and advising is adopted, the process can be revised to encompass the new approach.

The third section of the policy establishes a new tenure and promotion “dossier” that includes all of the information to be considered in evaluating each faculty member. She pointed out that the policy clearly delineates which portions of the dossier are to be provided by the professor and which are to be provided by the unit administrator. She also pointed out that the proposal eliminates the practice of creating a “supplemental” file that is physically located in the unit office. Brandt explained that this practice is most likely the result of times past when the physical size of each tenure file limited the information that could be forwarded from the unit to higher levels of review. She also pointed out that the unit administrators have already identified some issues with the proposal as drafted such as how to handle books that are not available in digital form.

The third section of the proposal also contains the provisions for peer review. Brandt pointed out that the proposal limits the requirement for peer review to faculty with responsibility for scholarship

and creative activity. In addition, the proposal expressly prohibits asking peer reviewers to give an opinion on whether a candidate meets the tenure and promotion standards at the reviewer's institution. UI faculty are not subject to the differing standards of other institutions and are not in a position to prepare a file that addresses such unknown standards. Asking this question introduces the possibility of negative information in a file on matters that are outside the scope of the UI's tenure and promotion review. Brandt pointed out that after the unit administrator discussion of this provision, it is clear that more guidance on peer reviews, particularly relating to conflict of interest and the qualifications of international reviewers, is needed.

Brandt then pointed out that the proposal contains new provisions establishing a strict time-line. It requires that dossiers be submitted prior to materials being sent to external reviewers or prior to the beginning of the semester in which the review is scheduled, whichever is earlier. Once a dossier is submitted, the proposal provides that it is final and cannot be changed. A dossier cannot be withdrawn from the process without the approval of the provost. Finally, consideration is not final until the president has acted on the application for tenure and/or promotion.

A senator asked when a dossier is considered submitted. Brandt acknowledged that the current proposal is unclear on this issue and needs revision. Lawrence stated that currently faculty sign a document of submission which could be incorporated into the policy so that there is a date certain for submission.

A senator asked whether the proposed policy is eliminating the requirement that the faculty candidate draft a document reviewing his or her evidence of accomplishment. Brandt responded that this was not the intention. The proposal retains both the personal context statement and the personal philosophy statement which are the same documents as currently required. The senator offered her view that clarification and specific direction about the content of these two documents would be helpful. A number of senators asked how the policy would impact departmental practices regarding external peer review. Both Lawrence and Brandt explained that the goal of the policy was to have a single system for peer reviews at the university level that is workable for all units.

A senator asked what reports would be included in the dossier. For example, he asked whether the third year review would be included for a faculty member going from associate professor to full professor. Brandt responded that the proposal is that all prior reports and responses are included. A number of senators expressed concern that an old mediocre or poor review should not be included where a faculty member has subsequently demonstrated success in their areas of responsibility. The suggestion was made that older records that predate the most recent review should not be included in the dossier.

The fourth section of the policy governs third year review. It provides that all faculty have a third year review, in contrast to current policy which appears to only require such a review for tenure-track faculty. The proposal also provides for a three-person committee with slightly different composition depending on whether the faculty member under review is term or tenure-track.

A senator expressed concern that the third year review is limited to a three-person committee. He stated that in his unit, the entire department participates in the third year review. This broad participation is undertaken to ensure that the faculty member being reviewed has a full understanding of departmental expectations. A senator suggested that the proposal could be revised

to require that the third year review committee have “at least” three members. This would provide for departmental variation.

Another senator asked why the proposal did not provide that the third year review committee be a standing committee. She asked whether the intent was that a different third year review committee be established for each faculty candidate? Brandt responded that the proposal was drafted to permit the establishment of a unique committee for each faculty member. This would allow units with broad variation in substantive expertise to tailor the review committee to the faculty candidate. However, a single third year review committee for all candidates would also be permissible under the proposal.

Brandt then addressed the fifth section of the policy dealing with unit, college and university committees. She stated that the goal of the process was to provide a clear and manageable committee structure. She also noted that the composition of the university-level committee remains the same as current policy, but that the role of the committee is expanded to consider both tenure and promotion. Finally, she pointed out that the policy formalizes a process that has been followed by Provost Wiencek and President Staben wherein the provost writes a report setting forth the reasons for his recommendations.

A senator asked whether unit faculty comments accompanying the polling results are forwarded to the college and university. Brandt responded that the proposal would need to be clarified to provide for this.

The chair closed the meeting by thanking the faculty secretary and others who have worked on the policy draft. He encouraged senators to circulated the draft widely and to provide comments and feedback to the faculty secretary and the vice provost for faculty.

The time for the meeting having expired, a motion (Morgan/McKellar) to adjourn passed unanimously. The meeting was adjourned at 5:01 p.m.

Respectfully Submitted,

Liz Brandt,
Faculty Secretary & Secretary to the Faculty Senate

University of Idaho

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AND EXECUTIVE VICE PRESIDENT

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M E M O R A N D U M

TO: Aaron Johnson, Chair, Faculty Senate
Terry Grieb, Vice Chair, Faculty Senate

FROM: Torrey Lawrence
Vice Provost for Faculty

DATE: April 18, 2019

SUBJECT: Items for Faculty Senate

Please see the below table with the faculty members who were approved for a sabbatical in the 2019-20 Academic Year.

NAME	COLLEGE	DEPARTMENT	SABB. TERM
John Anderson	CAA	VTD	Fall 2020
Erkan Buzbas	COS	Statistics	AY 20-21
Berna Devezer	CBE	Business	AY 20-21
Leonard Garrison	CLASS	Music	Spring 2021
Kristin Haltinner	CLASS	Sociology & Anthro	AY 20-21
Eric Mittelstaedt	COS	Geology	AY 20-21
Christine Parent	COS	Biology	AY 20-21
Diane Prorak		Library	Spring 2021
Rochelle Smith		Library	Fall 2020
Eva Strand	CNR	Forest, Rangeland and Fire Sciences	Fall 2020
Mark Warner	CLASS	Sociology & Anthro and college administration	Spring 20-21

Cc: Ann Thompson, Faculty Secretary Office
Liz Brandt, Faculty Secretary

University of Idaho Spring 2019 Candidates for Degree

College of Agricultural & Life Sciences

Maison	Abraham	B.S.A.V.S.	Animal & Vet Sci-Business Opt
Kathryn	Akin	B.S.F.C.S.	Food/Nutr-Dietetics Opt
Stefany	Alvarez	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Ashly	Anderson	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevet Opt
Lucas	Arnzen	B.S.Ag.L.S.	Agricultural Systems Mgmt
Isabel	Arreola	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Tatiana	Arvizu	B.S.F.C.S.	CFCS-Family Dev & Aging Opt
Ashley	Ayala	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Seth	Baumgartner	B.S.Pl.Sc.	Horticulture & Urban Agric
Madeline	Bennett	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevet Opt
Colton	Biedenbach	B.S.A.V.S.	Animal & Vet Sci-Dairy Sci Opt
Jordan	Bowen	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Garret	Briggs	B.S.Ag.L.S.	Agricultural Systems Mgmt
Madeline	Brown	M.S.	Family and Consumer Sciences
Pearl	Brown	B.S.F.C.S.	CFCS-Family Dev & Aging Opt
Gabrielle	Browne	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Ryan	Bumstead	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Samantha	Buratto	B.S.F.C.S.	Food/Nutr-Dietetics Opt
Courtney	Butler	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Natasha	Calkins	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Cassandra	Carpenter	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Holly	Carter	B.S.Ag.L.S.	Sustainable Food Systems
Holly	Carter	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Laura	Caskey	B.S.F.C.S.	Food/Nutr-Dietetics Opt
Travis	Chase	M.S.	Plant Science
Emily	Cheslik	B.S.F.C.S.	Food/Nutr-Dietetics Opt
Jn	Contina	Ph.D.	Plant Science
Nancy	Cordova	M.S.	Family and Consumer Sciences
Andrew	Coyle	B.S.F.C.S.	Food/Nutr-Dietetics Opt
Tanner	Crawford	B.S.Ag.L.S.	Agricultural Systems Mgmt
Mallory	Cullen	B.S.Pl.Sc.	Biotechnology & Plant Genomics
Brian	Daily	B.S.F.S.	Food Science
Emily	Danforth	B.S.F.C.S.	CFCS-Chld & Youth Dev Opt
Matthew	Davies	B.S.Ag.L.S.	Agricultural Systems Mgmt
Maddison	Degenshein	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Sarah	Deming	M.S.	Family and Consumer Sciences
Julia	Drury	B.S.F.C.S.	Apparel, Textiles, & Design
Kody	Duclos	B.S.F.C.S.	Food/Nutr-Dietetics Opt
Carli	Erstrom	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Quinne	Evans	B.S.F.C.S.	CFCS-Chld & Youth Dev Opt
Kylee	Fisher	B.S.Ag.Ed.	Agricultural Education
Whitney	Fredrickson	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Rachel	Gaige	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevet Opt
Julio	Galvan-Zamora	B.S.Pl.Sc.	Crop Science
Nathan	Gelles	B.S.Pl.Sc.	Crop Management
Riely	Geritz	B.S.Ag.Ed.	Agricultural Education
Sarah	Gilmore	M.S.	Water Resources-Law,Mgt,Pol Op
Lyshell	Grigg	M.S.	Family and Consumer Sciences

Josie	Grim	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Samantha	Gunderson	B.S.Ag.Ed.	Agricultural Education
Erin	Hagen	B.S.F.S.	Food Science-Food Sci Opt
Satoko	Haji	B.S.F.C.S.	Food/Nutr-Dietetics Opt
Reagan	Haney	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevet Opt
Kiera	Haralson	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Yuezhen	He	M.S.	Food Science
Jake	Hennessey	M.S.	Entomology
Thomas	Heron	M.S.	Soil & Land Resources
Emily	Hicks	B.S.Ag.Ed.	Agricultural Education
Rebecca	Hiltz	M.S.	Animal Science
Heidi	Holubetz	B.S.F.S.	Food Science-Food Sci Opt
Daniel	Hovancsek	M.S.	Water Resources-Law,Mgt,Pol Op
Jordan	Howard	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Eric	Ireton	M.S.	Plant Science
Ranee	Jenkins	B.S.F.C.S.	Food/Nutr-Dietetics Opt
Tara	Jenkins	B.S.F.C.S.	Food/Nutr-Dietetics Opt
Haley	Jenkins	B.S.F.C.S.	Food/Nutr-Dietetics Opt
Jace	Jernberg	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevet Opt
Trent	Johnson	B.S.Ag.L.S.	Agricultural Systems Mgmt
Savannah	Johnson	B.S.F.C.S.	Clothing, Textiles and Design
Kaylee	Jones	B.S.F.C.S.	CFCS-Chld & Youth Dev Opt
Noemi	Juarez	B.S.F.C.S.	CFCS-Child Dev Family Rel
Hunter	Kaarlsen	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Dana	Kerner	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevet Opt
Ryan	Kindall	B.S.Ag.Ed.	Agricultural Education
Erica	King	B.S.F.S.	Food Science-Food Sci Opt
Rebecca	Klimes	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Ivy	Kloepfer	B.S.F.S.	Food Science-Food Sci Opt
Kellee	Knopp	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevet Opt
Noah	Kubowitsch	B.S.Ag.L.S.	Agricultural Systems Mgmt
Dana	Kujala	B.S.F.C.S.	Food/Nutr-Dietetics Opt
Layton	Lange	B.S.S.W.S.	Agricultural Systems Mgmt
Cole	Lickley	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Mengmeng	Lin	M.S.	Plant Science
Brooke	Luzzi	B.S.F.S.	Food Science-Food Sci Opt
Claire	Manley	B.S.F.C.S.	Food/Nutr-Dietetics Opt
Adrienne	Marshall	Ph.D.	Water Resources-Sci & Mgmt Opt
Kyrstin	Marshall	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Sage	Martin	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Connie	May	B.S.Pl.Sc.	Horticulture & Urban Agric
LaKota	McLean	B.S.Pl.Sc.	Crop Science
Morgan	Meyers	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Claire	Miley	B.S.F.S.	Food Science
Emelia	Millican	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevet Opt
Jason	Montgomery	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Sarah	Mosman	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Mary	Myers	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Cheyanne	Myers	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevet Opt
Damon	Nuttman	B.S.Pl.Sc.	Crop Management
Krysta	O'Brien	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Austin	O'Neill	B.S.Ag.Econ.	Agribusiness

Jodie	Olson	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevet Opt
Gardenia	Orellana Arreaga	M.S.	Plant Science
Kaedy	Pardew-Peck	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Jessica	Parker	B.S.Ag.L.S.	Sust Crp&Lndsc-Insc & Soc Emph
Austin	Pimentel	B.S.Ag.L.S.	Agricultural Systems Mgmt
Caleb	Ponczoch	B.S.Ag.L.S.	Sust Crp&Lndsc-Insc & Soc Emph
Morgan	Potton	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevet Opt
Anna	Pratt	M.S.	Agricultural Education
Kendelle	Puga	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevet Opt
Levi	Radford	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Zoe	Reed	B.S.F.C.S.	CFCS-Chld & Youth Dev Opt
Jessica	Rendon	Ph.D.	Entomology
Elizabeth	Reynolds	B.S.F.C.S.	Food/Nutr-Dietetics Opt
McKenna	Ritcheson	B.S.F.C.S.	Apparel, Textiles, & Design
Bill	Rowe	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Mitchel	Royer	B.S.Ag.Econ.	Agribusiness
Whitney	Sandberg	B.S.A.V.S.	Animal & Vet Sci-Dairy Sci Opt
Heidi	Schott	Ph.D.	Water Resources-Engr & Sci Opt
Megan	Schultz	B.S.F.C.S.	CFCS-Chld & Youth Dev Opt
Mason	Schumaker	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevet Opt
Madison	Sharp	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Chelsey	Sharp	B.S.Ag.Ed.	Agricultural Education
Dillon	Shults	M.S.	Water Resources-Sci & Mgmt Opt
Chris	Smith	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Ivan	Smith	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Matthew	Stokes	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevet Opt
Collin	Stone	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Bailey	Storms	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Krista	Story	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Kara	Story	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Colt	Stowell	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Ashlee	Stubbers	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Zion	Stuffle	B.S.Pl.Sc.	Horticulture & Urban Agric
Joyce	Sun	M.S.	Family and Consumer Sciences
Jason	Svedberg	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevet Opt
Carlie	Swa	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Jade	Takehara	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Elizabeth	Tanner	B.S.Pl.Sc.	Horticulture & Urban Agric
Alex	Tobosa	B.S.F.C.S.	Food/Nutr-Dietetics Opt
Thanh	Tran	M.S.	Plant Science
Phoebe	Unger	B.S.F.S.	Food Science-Food Sci Opt
Jessie	Van Buren	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevet Opt
Dino	Vinci	B.S.Ag.Ed.	Agricultural Education
James	Vinyard	M.S.	Animal Science
Gabriella	Wachs	B.S.F.S.	Food Science
Maguire	Wardle	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevet Opt
Kayla	Watanabe	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Kylee	Watkins	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Carly	Weaver	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Colin	Whitaker	M.S.	Family and Consumer Sciences
Brett	Wilder	M.S.	Applied Economics
Dustin	Winston	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph

John	Wiseman	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Alycia	Wodke	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Samantha	Woods	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Wenjun	Zhi	B.S.F.C.S.	Food/Nutr-Nutrition Opt

College of Art & Architecture

Katherine	Aiello-Coppola	B.S.Arch.	Architecture
Jacob	Avina	B.S.	Virtual Technology & Design
Leah	Bafus	B.S.Arch.	Architecture
Sainaz	Bajracharya	M.Arch.	Architecture
Neal	Baker	B.S.	Virtual Technology & Design
Bernadette	Beeman	B.I.D.	Interior Design
Ryker	Belnap	M.Arch.	Architecture
Claire	Berheim	B.S.Arch.	Architecture
Alondra	Biberos	B.F.A.	Studio Art & Design
Nastassia	Blank	B.S.	Virtual Technology & Design
Brooks	Boyer	B.I.D.	Interior Design
Nicolas	Buckley	M.Arch.	Architecture
Ashley	Buzzini	B.I.D.	Interior Design
Sofia	Cardoso	M.Arch.	Architecture
Jared	Christiansen	B.S.	Virtual Technology & Design
Logan	Clancy	M.F.A.	Art
Kyle	Coffland	B.S.	Virtual Technology & Design
Brooke	Collaer	B.S.Arch.	Architecture
Megan	Cosdon	B.I.D.	Interior Design
Ethan	Coy	B.F.A.	Studio Art & Design
Lauren	Cubacub	B.S.L.A.	Landscape Architecture
Mason	Dalgliesh	B.S.	Virtual Technology & Design
Esmeralda	De Loera	B.S.Arch.	Architecture
Edwin	Dilone Berumen	B.S.Arch.	Architecture
Anna	Doty	B.S.	Virtual Technology & Design
Michael	Emmons	B.S.	Virtual Technology & Design
Catherine	Flerchinger	B.S.Arch.	Architecture
Chelsey	Flores	B.F.A.	Studio Art & Design
Damion	Forell	B.F.A.	Studio Art & Design
Megan	Frazier	B.S.Arch.	Architecture
Miranda	Freeman	M.Arch.	Architecture
Laurel	Gieszelmann	B.F.A.	Studio Art & Design
Payton	Glover	B.F.A.	Studio Art & Design
Kyle	Goodyear	B.S.Arch.	Architecture
Rosalyn	Gray	B.F.A.	Studio Art & Design
David	Gutierrez-Aguirre	B.S.L.A.	Landscape Architecture
William	Hamilton	B.S.	Virtual Technology & Design
Kenneth	Hamley	M.Arch.	Architecture
Owen	Harry	B.I.D.	Interior Design
Andrew	Hendrickson	M.Arch.	Architecture
Kade	Hern	B.S.Arch.	Architecture
Kelsey	Hoff	B.S.	Virtual Technology & Design
Shayna	Howell	B.I.D.	Interior Design
Olivia	Hrinko	B.I.D.	Interior Design
Nathan	Hurlocker	B.S.	Virtual Technology & Design

Jennifer	James	B.F.A.	Studio Art & Design
Samantha	Jesser	B.S.Arch.	Architecture
Lauren	Johnson	B.S.Arch.	Architecture
Dakota	Jones	B.S.Arch.	Architecture
Erin	Killilea	B.S.	Virtual Technology & Design
Dillon	Knight	B.S.Arch.	Architecture
Abigail	Korn	B.S.Arch.	Architecture
Amber	Korvales	M.L.A.	Landscape Architecture
Tristan	Lassiter	B.S.	Virtual Technology & Design
Wencan	Li	M.L.A.	Landscape Architecture
Garret	Lowe	B.S.	Virtual Technology & Design
Garrett	Lyons	B.S.Arch.	Architecture
Jessie	Macomber	B.I.D.	Interior Design
Serendel	MacPhereson	M.S.	Integrated Arch & Design
James	Manyon	B.F.A.	Studio Art & Design
Jonathan	Matteson	M.F.A.	Art
Ian	McGrath	B.S.	Virtual Technology & Design
Jackson	Miller	B.S.Arch.	Architecture
Taylor	Minshall	M.S.	Bioregional Plng & Comm Dsgn
Joseph	Oles	B.S.	Virtual Technology & Design
Douglass	Peeples	M.L.A.	Landscape Architecture
Karlee	Peterson	B.S.Arch.	Architecture
Mathew	Proano	B.S.	Virtual Technology & Design
Tanner	Renard	B.S.	Virtual Technology & Design
Steven	Salus	B.S.	Virtual Technology & Design
Megan	Schleich	B.S.	Virtual Technology & Design
Jenna	Shafer	B.S.Arch.	Architecture
Yipeng	Shan	M.L.A.	Landscape Architecture
Abigail	Spence	B.F.A.	Studio Art & Design
Peeradhon	Srimark	B.S.	Virtual Technology & Design
Megan	Threadkell	B.S.L.A.	Landscape Architecture
Alison	Tompkins	M.L.A.	Landscape Architecture
Ashley	Vaughn	M.F.A.	Art
Sarah	Vinsonhaler	B.F.A.	Studio Art & Design
Elizabeth	Vos	B.I.D.	Interior Design
Belle	Wages	B.F.A.	Studio Art & Design
Katherine	Woodhouse	B.S.L.A.	Landscape Architecture
Xiaotong	Xia	M.L.A.	Landscape Architecture
Adriana	Zamorano-Gonzalez	B.S.Arch.	Architecture

College of Business & Economics

Colby	Acuff	B.S.Bus.	Bus Econ-General Opt
Tucker	Ahrens	B.S.Bus.	Finance
Ahmed	Al Badri	B.S.Bus.	Operations Management
Hadi	Almansour	B.S.Bus.	Operations Management
Nawaf	Alotaibi	B.S.Bus.	Operations Management
Omar	Alotaibi	B.S.Bus.	Operations Management
Nicole	Amundson	B.S.Bus.	Information Systems
Eric	Anderson	B.S.Bus.	Operations Management
Marcus	Armstrong	B.S.Bus.	Operations Management
Christopher	Baker	B.S.Bus.	Finance

Camille	Ball	B.S.Bus.	Bus Econ-General Opt
Brennan	Barber	B.S.Bus.	Operations Management
Kayleen	Barney	B.S.Bus.	Bus Econ-Finan Econ Opt
Kisha	Bayly	B.S.Bus.	Mgmt & HR-Management Emph
Brett	Becia	B.S.Bus.	Information Systems
Hayle	Bentzinger	M.Acct.	Accountancy
Jordan	Beus	M.Acct.	Accountancy
Cole	Blender	B.S.Bus.	Finance
Jonathon	Bloomer	B.S.Bus.	Finance
Zach	Blum	B.S.Bus.	Finance
Kelly	Boland	B.S.Bus.	Marketing-Gen Marketing Emph
Taylor	Bowles	B.S.Bus.	Bus Econ-General Opt
Chandler	Brewington	B.S.Bus.	Finance
Allie	Brocke	B.S.Bus.	Marketing-Gen Marketing Emph
Emily	Bruneel	M.Acct.	Accountancy
Nathan	Bush	B.S.Bus.	Bus Econ-General Opt
Daniel	Butcher	B.S.Bus.	Marketing-Entrepreneurship Emp
Gavin	Butler	B.S.Bus.	Marketing-Entrepreneurship Emp
Kendra	Cannon	B.S.Bus.	Accounting
Roman	Carlson	B.S.Bus.	Marketing-Gen Marketing Emph
Joel	Carlson	B.S.Bus.	Marketing-PGA Golf Mgmt Opt
Carol	Carrillo	B.S.Bus.	Accounting
Clayton	Carter	B.S.Bus.	Bus Econ-Finan Econ Opt
Max	Cawley	B.S.Bus.	Finance
Eduardo	Celis	B.S.Bus.	Marketing-Gen Marketing Emph
Justin	Chapman	B.S.Bus.	Finance
Gilberto	Corona	B.S.Bus.	Accounting
Jake	Cowell	B.S.Bus.	Marketing-Gen Marketing Emph
Jadelyn	Cullum	B.S.Bus.	Operations Management
Lauren	Curlanis	B.S.Bus.	Marketing-Gen Marketing Emph
Alyson	D'Ambrosio	B.S.Bus.	Operations Management
Danica	Davis	B.S.Bus.	Accounting
Devyn	Deleon	B.S.Bus.	Finance
Erik	Diehl	B.S.Bus.	Marketing-Gen Marketing Emph
Andrea	Doria-Velasco	B.S.Bus.	Accounting
Chanel	Drucker	B.S.Bus.	Finance
Gilda	Duarte	B.S.Bus.	Marketing-Gen Marketing Emph
Elizabeth	Ducharme	B.S.Bus.	Operations Management
Cody	Duggan	B.S.Bus.	Bus Econ-General Opt
Ameena	El-Mansouri	B.S.Bus.	Information Systems
Yajaira	Elvira	B.S.Bus.	Marketing-Gen Marketing Emph
Ethan	Ennis	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
LeAnna	Etheridge	B.S.Bus.	Marketing-Mrkt Analytics Emph
Josef	Foote	B.S.Bus.	Accounting
Jessica	Freitas	B.S.Bus.	Accounting
Klaus Alejandro	Ganter Doblas	B.S.Bus.	Finance
Brittany	Gibson	B.S.Bus.	Accounting
Kyle	Gilmer	B.S.Bus.	Accounting
Megan	Goo	B.S.Bus.	Finance
Andrew	Gorringe	B.S.Bus.	Operations Management
Shannon	Goss	B.S.Bus.	Mgmt & HR-Management Emph
Shannon	Goss	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph

Amanda	Gravelle	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Jessica	Gregory	B.S.Bus.	Operations Management
Rebecca	Grigg	B.S.Bus.	Operations Management
Katelena	Grimoldby	B.S.Bus.	Bus Econ-General Opt
Joel	Hamilton	B.S.Bus.	Accounting
Nicklaus	Hancock	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Benjamin	Harp	B.S.Bus.	Finance
Selah	Hartwell	B.S.Bus.	Marketing-Gen Marketing Emph
Sophie	Hausmann	B.S.Bus.	Bus Econ-General Opt
Ryunosuke	Hayashi	B.S.Bus.	Marketing-Gen Marketing Emph
Tara	Hazeltine	B.S.Bus.	Finance
Matthew	Hilbert	B.S.Bus.	Accounting
Brandon	Hill	B.S.Bus.	Marketing-Gen Marketing Emph
Colin	Hislop	B.S.Bus.	Marketing-Gen Marketing Emph
Bryson	Hockett	B.S.Bus.	Marketing-Mrkt Analytics Emph
Lane	Holtrop	B.S.Bus.	Finance
James	Howard	B.S.Bus.	Bus Econ-General Opt
Jordyn	Howell	B.S.Bus.	Marketing-Gen Marketing Emph
Deborah	Hutchinson	M.Acct.	Accountancy
John	Ipsen	B.S.Bus.	Information Systems
Kayson	Jackson	B.S.Bus.	Marketing-Gen Marketing Emph
Parasuram Viswanath	Jasty	B.S.Bus.	Management Information Systems
Austin	Jenkins	B.S.Bus.	Accounting
Claire	Johnson	B.S.Bus.	Mgmt & HR-Management Emph
Jordan	Jones	B.S.Bus.	Information Systems
Tomas	Jurkuvenas	M.Acct.	Accountancy
Hannah	Keinert	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Kevin	Kennedy	B.S.Bus.	Marketing-Gen Marketing Emph
Kylan	Kikuyama	B.S.Bus.	Marketing-Mrkt Analytics Emph
Do Yeon	Kim	B.S.Bus.	Marketing-Gen Marketing Emph
Helena	Kirkland	B.S.Bus.	Accounting
Amanda	Kleffner	B.S.Bus.	Marketing-Gen Marketing Emph
Sydney	Klemann	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Ryan	Kotiga	B.S.Bus.	Marketing-Gen Marketing Emph
Christa	Kunick	B.S.Bus.	Finance
Kyler	Landa	B.S.Bus.	Marketing-Gen Marketing Emph
Erick	Lee	B.S.Bus.	Operations Management
Cody	Lewis	B.S.Bus.	Finance
Cole	Lickley	B.S.Bus.	Finance
Collin	Long	B.S.Bus.	Marketing-Mrkt Analytics Emph
Rayna	Longeway	B.S.Bus.	Finance
Emily	Lorbecki	B.S.Bus.	Marketing-Mrkt Analytics Emph
Alexis	Loya	B.S.Bus.	Management Information Systems
Eric	Lynne	B.S.Bus.	Marketing-Gen Marketing Emph
Samantha	Mager	B.S.Bus.	Information Systems
Tayler	Makinen	B.S.Bus.	Information Systems
Samual	Mallane	B.S.Bus.	Finance
Sumaya	Mansour	B.S.Bus.	Accounting
Alexander	Marano	B.S.Bus.	Operations Management
Enrique	Marin Santander	B.S.Bus.	Finance
Cameron	Mayne	B.S.Bus.	Bus Econ-General Opt
Brady	Merica	B.S.Bus.	Bus Econ-Finan Econ Opt

Cameron	Milbrath	B.S.Bus.	Finance
Leela	Mohr	B.S.Bus.	Mgmt & HR-Management Emph
Natalie	Morse	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Mohammed	Nahas	M.Acct.	Accountancy
Mekyla-Anne	Needs	B.S.Bus.	Marketing-Gen Marketing Emph
Hayden	Newland	B.S.Bus.	Finance
Lexi	Niles	B.S.Bus.	Bus Econ-General Opt
Haley	Nixon	B.S.Bus.	Accounting
Trevor	Nolen	B.S.Bus.	Information Systems
Robert	Nosworthy	B.S.Bus.	Marketing-Gen Marketing Emph
Kobin	Nuss	B.S.Bus.	Bus Econ-General Opt
James	O'Keeffe	B.S.Bus.	Finance
Robert	Oakley	B.S.Bus.	Operations Management
Oluwadamilola	Olape	B.S.Bus.	Bus Econ-General Opt
Anne	Onstott	B.S.Bus.	Accounting
Brooke	Overacker	B.S.Bus.	Operations Management
Carlos	Paez	B.S.Bus.	Operations Management
Daniel	Palotta	B.S.Bus.	Marketing-Gen Marketing Emph
Hayley	Parks	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Dan	Peng	B.S.Bus.	Accounting
Marco	Perez	B.S.Bus.	Marketing-Gen Marketing Emph
Louis	Perlaky	B.S.Bus.	Operations Management
Paul	Perry	B.S.Bus.	Marketing-Mrkt Analytics Emph
Joseph	Pfennigs	M.Acct.	Accountancy
Madeleine	Phelan	B.S.Bus.	Accounting
Trent	Pickering	M.Acct.	Accountancy
Makayla	Presgrave	B.S.Bus.	Operations Management
Marissa	Priest	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Aaron	Pue	B.S.Bus.	Marketing-Gen Marketing Emph
Jacob	Ramey	B.S.Bus.	Marketing-Gen Marketing Emph
Benjamin	Rasmussen	B.S.Bus.	Mgmt & HR-Management Emph
Heidi	Rasmussen	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Caitlin	Rielly	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Hayden	Ritter	B.S.Bus.	Operations Management
Grant	Robinette	B.S.Bus.	Marketing-Gen Marketing Emph
Chad	Rosenkrance	B.S.Bus.	Accounting
Tanner	Ross	B.S.Bus.	Bus Econ-General Opt
Gavan	Rosteck	B.S.Bus.	Marketing-Gen Marketing Emph
Preston	Rostock	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Makayla	Roundy	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Joshua	Rudolph	B.S.Bus.	Finance
Jonathan	Rutledge	B.S.Bus.	Operations Management
Riley	Salmi	B.S.Bus.	Finance
Payton	Sanders	B.S.Bus.	Marketing-Gen Marketing Emph
Kendra	Schimbke	B.S.Bus.	Marketing-Gen Marketing Emph
Benjamin	Schriger	B.S.Bus.	Marketing-Entrepreneurship Emp
Allison	Schultner	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Tanner	Schutz	B.S.Bus.	Marketing-Gen Marketing Emph
Sumit	Shahi	B.S.Bus.	Management Information Systems
Kaleb	Singleton	B.S.Bus.	Finance
Timothy	Skinner	B.S.Bus.	Marketing-Mrkt Analytics Emph
Elliott	Sparks	B.S.Bus.	Marketing-Gen Marketing Emph

Benjamin	Spray	B.S.Bus.	Information Systems
Justin	Stachofsky	B.S.Bus.	Information Systems
Joshua	Suto	B.S.Bus.	Mgmt & HR-Management Emph
Brigette	Thomas	B.S.Bus.	Bus Econ-General Opt
Adam	Todd	B.S.Bus.	Operations Management
Caelli	Tosaya	B.S.Bus.	Operations Management
Aidan	Transtrum	B.S.Bus.	Mgmt & HR-Management Emph
Holli	Uhlorn	B.S.Bus.	Marketing-Gen Marketing Emph
Mikaela	Vaughn	M.Acct.	Accountancy
Anthony	Walker	B.S.Bus.	Marketing-Entrepreneurship Emp
Isaac	Walters	B.S.Bus.	Operations Management
Khrystofer	Walton	B.S.Bus.	Operations Management
Austin	Wang	B.S.Bus.	Marketing-Gen Marketing Emph
Miles	Ward	B.S.Bus.	Finance
Jason	Waters	B.S.Bus.	Mgmt & HR-Management Emph
Jamie	Waters	B.S.Bus.	Marketing-Gen Marketing Emph
River	Welborn	B.S.Bus.	Operations Management
Paytyn	Wemhoff	B.S.Bus.	Bus Econ-Finan Econ Opt
Rachel	Whitehead	B.S.Bus.	Operations Management
Kaleb	Williams	M.Acct.	Accountancy
Lane	Williams	B.S.Bus.	Operations Management
Dustin	Winston	B.S.Bus.	Finance
Levi	Wintz	B.S.Bus.	Finance

College of Education, Health & Human Sciences

Kayla	Acord	M.S.A.T.	Athletic Training
Lydia	Alberto	M.Ed.	Educational Leadership
Thomas	Albertson	Ed.S.Ed.Ldrshp	Educational Leadership
Madison	Amsler	B.S.Ed.	Secondary Education
Emily	Apgood	M.Ed.	Curriculum and Instruction
Tyler	Atkinson	M.S.A.T.	Athletic Training
Kathleen	Bagan	Ed.S.Ed.Ldrshp	Educational Leadership
Zachary	Bailey	M.S.A.T.	Athletic Training
John	Bale	Ed.S.Ed.Ldrshp	Educational Leadership
Matthew	Barber	M.S.	Adult/Org Learng & Leadership
Zachary	Barclay	Ed.S.Ed.Ldrshp	Educational Leadership
Jason	Bell	M.Ed.	Educational Leadership
Amy	Bilger	M.Ed.	Special Education
Christopher	Black	M.S.A.T.	Athletic Training
Andrew	Bloom	M.S.	Movement & Leisure Sciences
Jeremy	Bowen	M.S.A.T.	Athletic Training
Koreen	Boydstun	M.S.A.T.	Athletic Training
Haley	Brackebusch	B.S.Ed.	Secondary Education
Larissa	Branscome	B.S.Ed.	Elementary Education
Brianna	Brenneman	B.S.Ed.	Elementary Education
Matthew	Breyman	M.S.	Adult/Org Learng & Leadership
Tenli	Bright	B.S.E.S.H.	Exercise Science & Health
Lisa	Brown	Ph.D.	Education
Jason	Bucknor	M.Ed.	Curr & Inst-Car & Tec Ed Emph
Ashley	Burke	B.S.Ed.	Secondary Education
Ted	Burton	Ed.S.Ed.Ldrshp	Educational Leadership

Songah	Chae	M.S.A.T.	Athletic Training
Jesse	Cherry	B.S.Ed.	Secondary Education
Sarah	Chmelik	B.S.E.S.H.	Exercise Science & Health
Tristan	Clements	M.S.	Movement & Leisure Sciences
Stephane	Colle	M.S.A.T.	Athletic Training
Courtney	Colyer	B.S.E.S.H.	Exercise Science & Health
Danica	Corkern	B.S.Ed.	Secondary Education
Whitney	Cornelia	B.S.Ed.	Secondary Education
Trisha	Cramer	M.Ed.	Educational Leadership
Noah	Croninger	B.S.E.S.H.	Exercise Science & Health
Bridget	Daley	B.S.E.S.H.	Exercise Science & Health
Jeremy	Davidson	B.S.E.S.H.	Exercise Science & Health
Rachel	Davis	B.S.E.S.H.	Exercise Science & Health
Ruth	DeKold	B.S.Ed.	Secondary Education
Morgan	Derloshon	M.S.A.T.	Athletic Training
Rollin	Dexter	D.A.T.	Athletic Training
Amanda	DiEnno	M.S.A.T.	Athletic Training
Zion	Dixon	B.S.E.S.H.	Exercise Science & Health
Haylie	Dorsett	M.S.	Adult/Org Learng & Leadership
Jason	Dubs	D.A.T.	Athletic Training
Lindsey	Dupuis	B.S.Ed.	Elementary Education
Sarah	El Mallah	M.S.	Adult/Org Learng & Leadership
Danielle	Erickson	Ph.D.	Education
Audrey	Ettesvold	M.S.	Adult/Org Learng & Leadership
Kathryn	Everts	B.S.E.S.H.	Exercise Science & Health
Jillian	Felgenhauer	M.Ed.	Curriculum and Instruction
Darren	Fiscus	M.S.A.T.	Athletic Training
Leah	Fisk	B.S.E.S.H.	Exercise Science & Health
Christina	Fitzner	M.Ed.	Curriculum and Instruction
Sara	Fluer	M.S.	Adult/Org Learng & Leadership
Bogan	Frahm	B.S.E.S.H.	Exercise Science & Health
Kayleigh	Frederick	B.S.E.S.H.	Exercise Science & Health
Daniel	Gaertner	M.S.A.T.	Athletic Training
Eulalia	Gallegos Buitron	M.Ed.	Curriculum and Instruction
Adam	Gentle	M.Ed.	Curriculum and Instruction
Amelia	Gonzalez	B.S.E.S.H.	Exercise Science & Health
Steven	Gram	M.Ed.	Physical Education
Joshua	Greenwalt	M.Ed.	Educational Leadership
Madison	Griffin	M.S.	Adult/Org Learng & Leadership
Gavin	Gunner	B.S.E.S.H.	Exercise Science & Health
Elizabeth	Gustavel	B.S.Ed.	Elementary Education
Alexandra	Gwin	B.S.E.S.H.	Exercise Science & Health
Carrie	Hall	Ph.D.	Education
Jadrian	Hammon	B.S.Ed.	Elementary Education
Sean	Hammond	M.Ed.	Educational Leadership
Amber	Hanes-Miller	M.S.	Adult/Org Learng & Leadership
Lauren	Hatch	M.S.A.T.	Athletic Training
Chuan	He	B.S.Ed.	Secondary Education
Hailey	Herrington	B.S.Ed.	Secondary Education
Stephen	Hill	M.Ed.	Educational Leadership
Grant	Hill	B.S.E.S.H.	Exercise Science & Health
Mackenzie	Holman	D.A.T.	Athletic Training

Margaret	Hoseley	B.S.E.S.H.	Exercise Science & Health
Krystal	Howe	M.Ed.	Educational Leadership
Andrew	Hunter	Ed.S.Ed.Ldrshp	Educational Leadership
Matthew	Hurd	B.S.E.S.H.	Exercise Science & Health
Gretchen	Hyde	M.S.	Adult/Org Learng & Leadership
Mickinzie	Johnson	M.S.	Adult/Org Learng & Leadership
Micaela	Johnson	B.S.E.S.H.	Exercise Science & Health
Logan	Kent	M.Ed.	Educational Leadership
Kimber	Kober	M.S.A.T.	Athletic Training
Ashley	Laux	B.S.E.S.H.	Exercise Science & Health
Katelyn	Lechtenberg	B.S.E.S.H.	Exercise Science & Health
Gabriela	Leong	M.Ed.	Physical Education
Samantha	Lewis	M.S.	Movement & Leisure Sciences
Emily	Linsenmann	B.S.Ed.	Elementary Education
Robert	Litz	B.S.E.S.H.	Exercise Science & Health
Nicole	Lopez	Ph.D.	Education
Alexandria	Low	M.S.	Adult/Org Learng & Leadership
Lindsay	Luinstra	D.A.T.	Athletic Training
Chelsea	Luna	M.S.A.T.	Athletic Training
Stephanie	Martin	B.S.Ed.	Elementary Education
Vincent	Martinez	M.Ed.	Curr & Inst-Car & Tec Ed Emph
Nickolai	Martonick	M.S.A.T.	Athletic Training
Ronald	Mason	B.S.Ed.	Secondary Education
Iris	Mayes	Ph.D.	Education
Ashley	McBride	B.S.Ed.	Elementary Education
Paige	McCombs	M.Ed.	Educational Leadership
Mitchell	McTier	M.S.A.T.	Athletic Training
Ulises	Mejia-Godoy	B.S.E.S.H.	Exercise Science & Health
Ashley	Meline	B.S.Ed.	Elementary Education
Laurel	Meyer	M.S.	Adult/Org Learng & Leadership
Rebecca	Miller	Ed.S.Ed.Ldrshp	Educational Leadership
James	Miller	M.Ed.	Educational Leadership
Ryan	Minden	B.S.Ed.	Secondary Education
Reagan	Miniken	B.S.Ed.	Secondary Education
Joseph	Mitchell	B.S.Ed.	Secondary Education
Holden	Montgomery	B.S.Ed.	Secondary Education
Jenna	Montgomery	B.S.Ed.	Secondary Education
Amber	Morison	M.S.A.T.	Athletic Training
Brooke	Morrison	B.S.Ed.	Secondary Education
Alexander	Mostacero	B.S.E.S.H.	Exercise Science & Health
Rebecca	Nemeth	M.Ed.	Curr & Inst-Car & Tec Ed Emph
Ann	Nipper	M.Ed.	Curr & Inst-Car & Tec Ed Emph
William	Overgaard	M.Ed.	Educational Leadership
Aileen	Pannecoucke	B.S.E.S.H.	Exercise Science & Health
Anthony	Parise	M.S.A.T.	Athletic Training
Ethan	Parker	B.S.Rec.	Rec, Sport, & Tourism Mgmt
Samantha	Parrott	M.S.	Adult/Org Learng & Leadership
Sarah	Pentzer	M.Ed.	Educational Leadership
Carmen	Perez	M.S.A.T.	Athletic Training
Carmen	Perez	B.S.E.S.H.	Exercise Science & Health
Stuart	Peterson	M.Ed.	Educational Leadership
Kristen	Pfeiler	M.S.	Adult/Org Learng & Leadership

Dawn	Pollard	M.S.	Adult/Org Learng & Leadership
Katelyn	Ponczoch	B.S.Ed.	Elementary Education
Morgan	Pook	B.S.E.S.H.	Exercise Science & Health
Maria	Puga	Ed.S.Ed.Ldrshp	Educational Leadership
Ashlie	Randall	M.S.A.T.	Athletic Training
Amanda	Remacle	Ed.S.Ed.Ldrshp	Educational Leadership
Christopher	Renggli	M.S.A.T.	Athletic Training
Kate	Ringer	B.S.Ed.	Secondary Education
Molly	Rogers	M.Ed.	Educational Leadership
Monica	Rommens	B.S.Ed.	Elementary Education
Belen	Rosencrantz	B.S.Ed.	Elementary Education
Anthony	Rossi	D.A.T.	Athletic Training
Rama	Rudolph	B.S.E.S.H.	Exercise Science & Health
Erica	Runyan	M.S.A.T.	Athletic Training
Mandi	Russell	M.Ed.	Special Education
Kathryn	Schiffelbein	Ph.D.	Education
Ryne	Schrader	M.S.A.T.	Athletic Training
Angela	Schultz	Ed.S.Ed.Ldrshp	Educational Leadership
Lana	Schwartz	M.S.	Adult/Org Learng & Leadership
McCall	Skay	B.S.Ed.	Elementary Education
Marianne	Sletteland	Ed.S.Ed.Ldrshp	Educational Leadership
Tayler	Smith	M.S.	Adult/Org Learng & Leadership
Haleigh	Smith	M.Ed.	Curriculum and Instruction
Matthew	Smitley	D.A.T.	Athletic Training
Emily	Son	M.Ed.	Curr & Instr-Teacher Cert Emph
Joseph	Stein	M.Ed.	Educational Leadership
Joelle	Stephens	B.S.E.S.H.	Exercise Science & Health
Gabrielle	Stone	B.S.E.S.H.	Exercise Science & Health
Ashley	Suggs	M.Ed.	Curriculum and Instruction
Chelsey	Sullivan	B.S.Ed.	Elementary Education
Abigail	Swallows	B.S.Ed.	Elementary Education
Michael	Swank	B.S.E.S.H.	Exercise Science & Health
Emi	Takahashi	D.A.T.	Athletic Training
Isabel	Teppner	B.S.Ed.	Elementary Education
Steven	Trantham	B.S.Ed.	Secondary Education
Ashlee	Traughber	B.S.Ed.	Secondary Education
Sarah	Triphahn	M.Ed.	Educational Leadership
Kaelynn	VanDermyden	B.S.Ed.	Elementary Education
Ashmel	Vargas	M.S.A.T.	Athletic Training
Marci	Voigt	Ed.S.Ed.Ldrshp	Educational Leadership
Anthony	Walls	M.S.A.T.	Athletic Training
Caitlyn	Ward	M.S.A.T.	Athletic Training
Jillian	Waters	M.S.	Adult/Org Learng & Leadership
Lacey	Watkins	M.Ed.	Curriculum and Instruction
Abigail	Watkins	M.S.A.T.	Athletic Training
Emily	Wells	Ed.S.Ed.Ldrshp	Educational Leadership
Jordahn	White	B.S.E.S.H.	Exercise Science & Health
Emily	White	M.Ed.	Curriculum and Instruction
Cynthia	Williams	Ph.D.	Education
Emma	Winslow	B.S.Ed.	Elementary Education
Heather	Yarbrough	M.Ed.	Educational Leadership
Kennedy	Zarak	B.S.E.S.H.	Exercise Science & Health

Valerie	Zwaanstra	B.S.E.S.H.	Exercise Science & Health

College of Engineering

Mohanad	Abu-Romoh	M.S.	Electrical Engineering
Faizan	Ahmad	M.Engr.	Electrical Engineering
Faihan	Aldouseri	B.S.M.E.	Mechanical Engineering
Talal	Aldoussari	B.S.M.E.	Mechanical Engineering
Zakaria	Alghamdi	B.S.M.E.	Mechanical Engineering
Abdulmuhsen	Alhajeri	B.S.M.E.	Mechanical Engineering
Abdulwahab	Aljabrine	B.S.E.E.	Electrical Engineering
Daniel	Allen	B.S.E.E.	Electrical Engineering
Chase	Anderson	B.S.M.E.	Mechanical Engineering
Jordan	Argyle	M.S.	Nuclear Engineering
Jack	Armstrong	B.S.M.S.E.	Materials Science & Engr
Colton	Artis	B.S.M.E.	Mechanical Engineering
Connor	Aus	B.S.C.E.	Civil Engineering
Nicholas	Avery	B.S.C.S.	Computer Science
Jaime	Ayala Gonzalez	B.S.M.E.	Mechanical Engineering
Richard	Baptista	B.S.M.E.	Mechanical Engineering
Hunter	Barnett	B.S.C.S.	Computer Science
Matthew	Bauman	B.S.C.E.	Civil Engineering
Brian	Beatty	B.S.Ch.E.	Chemical Engineering
Jadyn	Behm	B.S.Ch.E.	Chemical Engineering
Taha	Belkhouja	M.S.	Electrical Engineering
Paul	Bomber	B.S.C.E.	Civil Engineering
Brandan	Brewer	B.S.Ch.E.	Chemical Engineering
Avery	Brock	B.S.E.E.	Electrical Engineering
Nicolas	Brouillard	B.S.C.E.	Civil Engineering
Casey	Bryant	M.S.	Civil Engineering
Colin	Burkhalter	B.S.M.E.	Mechanical Engineering
Aaron	Burton	B.S.M.E.	Mechanical Engineering
Andrew	Butler	B.S.C.S.	Computer Science
Kennedy	Caisley	B.S.E.E.	Electrical Engineering
Clara	Cannon	B.S.Comp.E.	Computer Engineering
Shaun	Carroll	B.S.C.E.	Civil Engineering
Emily	Chambers	B.S.M.E.	Mechanical Engineering
Jordan	Chapman	B.S.E.E.	Electrical Engineering
Wenhao	Chen	B.S.E.E.	Electrical Engineering
Zhiyu	Chen	B.S.E.E.	Electrical Engineering
Joseph	Chereck	B.S.C.S.	Computer Science
Chad	Clawson	M.Engr.	Engineering Management
Andrea	Condie	B.S.Ch.E.	Chemical Engineering
Silas	Connolley	B.S.E.E.	Electrical Engineering
Austin	Corley	B.S.C.E.	Civil Engineering
Andre	Corpus	M.S.	Mechanical Engineering
Jeremy	Cram	B.S.E.E.	Electrical Engineering
Kodi	Cumbo	B.S.E.E.	Electrical Engineering
Kodi	Cumbo	B.S.C.S.	Computer Science
Jacob	Cunnington	B.S.C.E.	Civil Engineering
Isaac	Curtis	M.S.	Materials Science & Engr
Zouning	Dai	B.S.E.E.	Electrical Engineering

Brandon	Day	M.S.	Materials Science & Engr
Benjamin	DeRuwe	B.S.M.E.	Mechanical Engineering
Morgen	Dieckmann	B.S.C.E.	Civil Engineering
Chase	Dinning	B.S.M.E.	Mechanical Engineering
Ryan	Donahue	B.S.E.E.	Electrical Engineering
Allison	Ellingson	B.S.E.E.	Electrical Engineering
Josue	Espinosa Godinez	B.S.C.S.	Computer Science
Branson	Eubanks	M.Engr.	Electrical Engineering
Erik	Eyre	B.S.C.E.	Civil Engineering
Wael	Fatnassi	M.S.	Electrical Engineering
Catherine	Feistner	B.S.C.E.	Civil Engineering
Isaac	Fisher	B.S.M.E.	Mechanical Engineering
Tavara	Freeman	B.S.Comp.E.	Computer Engineering
Joshua	Frei	B.S.M.E.	Mechanical Engineering
Yiting	Gao	B.S.E.E.	Electrical Engineering
Russell	Gardner	M.S.	Mechanical Engineering
Yang	Ge	B.S.E.E.	Electrical Engineering
Pengqiang	Ge	B.S.E.E.	Electrical Engineering
Clarice	Gentillon	B.S.E.E.	Electrical Engineering
Violet	Gomm	B.S.E.E.	Electrical Engineering
Kendall	Gray	B.S.M.E.	Mechanical Engineering
Dustin	Gross	B.S.M.E.	Mechanical Engineering
Phillip	Hagen	B.S.E.E.	Electrical Engineering
Stetson	Hale	B.S.Tech.	Industrial Technology
Kaleb	Halen	B.S.M.E.	Mechanical Engineering
Edward	Hall	B.S.M.E.	Mechanical Engineering
Carissa	Hambidge	B.S.	Biological Engineering
Fanghao	Han	B.S.E.E.	Electrical Engineering
Samantha	Heck	B.S.C.S.	Computer Science
Jakob	Hemphill	B.S.M.E.	Mechanical Engineering
Benjamin	Hersh	M.S.	Mechanical Engineering
Henry	Hill	B.S.C.S.	Computer Science
Davis	Hill	B.S.M.E.	Mechanical Engineering
Brady	Hislop	B.S.M.E.	Mechanical Engineering
Cody	Hodgson	B.S.C.E.	Civil Engineering
Marcus	Holden	M.S.	Technology Management
Courtney	Hollar	Ph.D.	Mechanical Engineering
Matthew	Holman	B.S.C.S.	Computer Science
Jonathan	Howell	M.Engr.	Engineering Management
Shannon	Hurley	M.S.	Computer Science
Nikki	Imanaka	B.S.M.E.	Mechanical Engineering
Daniel	Imholte	M.S.	Mechanical Engineering
Dakota	Jackson	B.S.C.S.	Computer Science
Brandon	Jank	B.S.C.S.	Computer Science
Cara	Jernigan	B.S.C.E.	Civil Engineering
Maxwell	Johnson	B.S.M.E.	Mechanical Engineering
Hailey	Johnson	B.S.Comp.E.	Computer Engineering
Seema	Kamod	M.S.	Computer Science
Hunter	Kanniainen	B.S.M.E.	Mechanical Engineering
Jared	Kellerer	B.S.M.E.	Mechanical Engineering
David	Kennedy	B.S.M.E.	Mechanical Engineering
Morgan	Kerby	B.S.M.E.	Mechanical Engineering

Bethany	Kersten	B.S.Ch.E.	Chemical Engineering
Chaeun	Kim	B.S.C.S.	Computer Science
Kevin	King	B.S.E.E.	Electrical Engineering
Christopher	Kingsley	B.S.Ch.E.	Chemical Engineering
Braxton	Klas	B.S.C.E.	Civil Engineering
Emily	Kliewer	B.S.M.E.	Mechanical Engineering
Corey	Knapp	B.S.E.E.	Electrical Engineering
Meghann	Kolb	B.S.C.E.	Civil Engineering
Josh	Krause	B.S.C.E.	Civil Engineering
Trevin	Kretz	B.S.M.E.	Mechanical Engineering
Arnab	Kundu	Ph.D.	Materials Science & Engr
Dylan	Lamberton	B.S.C.E.	Civil Engineering
David	Lee	M.S.	Technology Management
Mark	Leitner	B.S.M.E.	Mechanical Engineering
Hayden	Lepla	B.S.C.S.	Computer Science
Cameron	Leslie	M.Engr.	Electrical Engineering
Bailey	Lind-Trefts	B.S.M.E.	Mechanical Engineering
Liwei	Liu	B.S.E.E.	Electrical Engineering
Jiajia	Liu	B.S.E.E.	Electrical Engineering
Meng	Liu	B.S.E.E.	Electrical Engineering
Xiao	Liu	B.S.E.E.	Electrical Engineering
Bryce	Logerwell	B.S.C.E.	Civil Engineering
Oscar	Lopez	B.S.M.E.	Mechanical Engineering
John	Lyons	B.S.Ch.E.	Chemical Engineering
Hui	Ma	B.S.E.E.	Electrical Engineering
Emily	MacCoy	B.S.C.E.	Civil Engineering
Emily	Mariner	M.S.	Chemical Engineering
Agustin	Martinez Campos	M.Engr.	Mechanical Engineering
John	McAlpine	B.S.Ch.E.	Chemical Engineering
Joshua	McCain	B.S.C.E.	Civil Engineering
Fan	Meng	B.S.E.E.	Electrical Engineering
Maged	Mohamed	Ph.D.	Civil Engineering
Ahmed	Momen	Ph.D.	Electrical Engineering
Matthew	Morrow	B.S.Ch.E.	Chemical Engineering
Xin	Mou	Ph.D.	Computer Science
Walker	Noe	B.S.C.E.	Civil Engineering
Beau	Nuxoll	B.S.M.E.	Mechanical Engineering
Michael	Odell	B.S.M.E.	Mechanical Engineering
Jorge	Olivas	B.S.C.S.	Computer Science
Tori	Overholtzer	B.S.C.S.	Computer Science
Alexander	Parenti	B.S.C.S.	Computer Science
Dustan	Paul	B.S.M.E.	Mechanical Engineering
Kasey	Peach	B.S.Ch.E.	Chemical Engineering
Jeremy	Perhac	B.S.E.E.	Electrical Engineering
Jarod	Perko	B.S.Ch.E.	Chemical Engineering
Andrew	Petrehn	B.S.M.E.	Mechanical Engineering
David	Pick	M.S.	Mechanical Engineering
Dustin	Pierce	B.S.C.S.	Computer Science
Kiana	Pitman	B.S.E.E.	Electrical Engineering
Jonathan	Preheim	B.S.E.E.	Electrical Engineering
YiXun	Qian	B.S.E.E.	Electrical Engineering
Liyu	Rao	B.S.E.E.	Electrical Engineering

Sam	Rasmussen	B.S.Ch.E.	Chemical Engineering
Abigail	Raveling	B.S.	Biological Engineering
Julia	Reese	B.S.C.E.	Civil Engineering
Philip	Richardson	M.S.	Electrical Engineering
Jessica	Richeri	M.Engr.	Electrical Engineering
Jeremiah	Rodgers	B.S.E.E.	Electrical Engineering
Joshua	Ropp	B.S.E.E.	Electrical Engineering
David	Rutherford	B.S.E.E.	Electrical Engineering
Alexandria	Schlotterbeck	B.S.Ch.E.	Chemical Engineering
Don	Scoffield	M.S.	Electrical Engineering
Nicholas	Sentieri	B.S.M.E.	Mechanical Engineering
David	Severud	B.S.M.E.	Mechanical Engineering
Elliott	Sher	B.S.E.E.	Electrical Engineering
Nathan	Sherwood	B.S.M.E.	Mechanical Engineering
Prashant Jagan	Shinde	M.Engr.	Engineering Management
Simon	Shindler	B.S.Ch.E.	Chemical Engineering
Nikunja	Shrestha	M.S.	Materials Science & Engr
Matthew	Shryock	B.S.E.E.	Electrical Engineering
Jeffrey	Silvera	B.S.C.E.	Civil Engineering
Adhar Partap	Singh	M.S.	Computer Science
Eric	Smead	B.S.M.E.	Mechanical Engineering
Caleb	Smith	B.S.M.E.	Mechanical Engineering
Chadd	Smith	M.Engr.	Engineering Management
Matthew	Springer	B.S.E.E.	Electrical Engineering
Christopher	Standley	B.S.M.E.	Mechanical Engineering
Russell	Stein	B.S.M.E.	Mechanical Engineering
Preston	Stephens	B.S.Comp.E.	Computer Engineering
Jesse	Strange	B.S.E.E.	Electrical Engineering
Evangelos	Stratigakes	B.S.C.S.	Computer Science
Ian	Sullivan	B.S.M.E.	Mechanical Engineering
Austyn	Sullivan-Watson	B.S.M.E.	Mechanical Engineering
Zhenyu	Tang	B.S.E.E.	Electrical Engineering
Jamie	Tatko	B.S.Ch.E.	Chemical Engineering
Conal	Thie	B.S.M.E.	Mechanical Engineering
Maxwell	Thornburg	B.S.C.S.	Computer Science
Yikai	Tian	B.S.E.E.	Electrical Engineering
Elena	Tipton	B.S.M.E.	Mechanical Engineering
Nicole	Tompkins	B.S.C.E.	Civil Engineering
Anders	Tvedt	B.S.C.E.	Civil Engineering
Camaree	Uljua	M.Engr.	Civil Engineering
Chancler	Vander Woude	B.S.M.S.E.	Materials Science & Engr
Kendra	Wallace	B.S.M.S.E.	Materials Science & Engr
McKenzie	Walquist	B.S.	Biological Engineering
Weihang	Wang	B.S.E.E.	Electrical Engineering
Zhihui	Wang	B.S.M.E.	Mechanical Engineering
Courtney	Wanke	B.S.M.E.	Mechanical Engineering
Lise	Welch	B.S.C.S.	Computer Science
Carter	West	B.S.Ch.E.	Chemical Engineering
Thomas	White	B.S.M.E.	Mechanical Engineering
Timothy	White	B.S.M.E.	Mechanical Engineering
Mitchell	Williams	B.S.M.E.	Mechanical Engineering
Sarah	Willis	M.S.	Mechanical Engineering

Dakota	Wilson	B.S.C.E.	Civil Engineering
Geoffrey	Wood	B.S.M.E.	Mechanical Engineering
Chaney	Wood	B.S.C.E.	Civil Engineering
ZhenWei	Wu	B.S.E.E.	Electrical Engineering
Renjie	Xia	B.S.E.E.	Electrical Engineering
Hui	Xie	B.S.E.E.	Electrical Engineering
Peiyang	Xu	B.S.E.E.	Electrical Engineering
Ziang	Xu	B.S.E.E.	Electrical Engineering
Rohit Kumar	Yadav	M.S.	Computer Science
Yi	Yang	B.S.E.E.	Electrical Engineering
Chen	Yang	B.S.E.E.	Electrical Engineering
Yizhou	Ye	B.S.E.E.	Electrical Engineering
Nathan	Yergenson	M.S.	Chemical Engineering
Atticus	Zborowski	B.S.M.E.	Mechanical Engineering
Shuhan	Zhang	B.S.E.E.	Electrical Engineering
Dan	Zhang	B.S.E.E.	Electrical Engineering
Jun	Zhang	Ph.D.	Biological Engineering
ZiQi	Zhang	B.S.E.E.	Electrical Engineering
Wei	Zhao	B.S.C.S.	Computer Science

College of Law

Alexander	Amsler	J.D.	Law
Thomas	Anderson	J.D.	Law-Bus Law & Entreprnshp Emph
Dylan	Asbury	J.D.	Law
Jagbir	Atwal	J.D.	Law
Darrel	Aubrey	J.D.	Law-Native American Law Emph
Alexander	Baca	J.D.	Law
Caitlyn	Becker	J.D.	Law
Aaron	Bell	J.D.	Law
Kacie	Bitzenburg	J.D.	Law
Matthew	Blanksma	J.D.	Law
Heather	Bonner	J.D.	Law
Jessica	Boone	J.D.	Law-Native American Law Emph
Doyle	Bradford	J.D.	Law
Mary	Briggs	J.D.	Law
Alexander	Calaway	J.D.	Law
Taima	Carden	J.D.	Law
David	Cook	J.D.	Law
Hannah	Davis	J.D.	Law
Sheala	DeMartini	J.D.	Law
Naomi	Doraisamy	J.D.	Law
Hannah	Drabinski	J.D.	Law
John	Epperson	J.D.	Law
Thomas	Everson	J.D.	Law
Nicole	Ferreira	J.D.	Law
Colin	FitzMaurice	J.D.	Law
Abigail	French	J.D.	Law
Joel	Fromm	J.D.	Law
Jenny	Gallegos	J.D.	Law
Matthew	Glover	J.D.	Law
Nicholas	Gourley	J.D.	Law-Bus Law & Entreprnshp Emph

Samuel	Hahn	J.D.	Law
Joseph	Harrington	J.D.	Law
Hayes	Hartman	J.D.	Law
Kiley	Heffner	J.D.	Law
Lukas	Hiner	J.D.	Law
Stetson	Holman	J.D.	Law-Bus Law & Entreprnshp Emph
Jacob	Hoshino	J.D.	Law
Orlandis	Jackson	J.D.	Law
Skyler	Johns	J.D.	Law
Sarah	Johnson	J.D.	Law
Douglas	Kenyon	J.D.	Law
Kellen	Kinder	J.D.	Law
Corey	Kleer-Larson	J.D.	Law
Nolan	Knuth	J.D.	Law
Douglas	Kouffie	J.D.	Law
Zoie	Laggis	J.D.	Law
Omar	Larios Ramirez	J.D.	Law
Clay	Leland	J.D.	Law
Lindsi	Lipinski	J.D.	Law
Hilary	Livingston	J.D.	Law
Scott	Madson	J.D.	Law
James	Mason	J.D.	Law
Abigail	McCleery	J.D.	Law
Franchell	Mcclendon	J.D.	Law
Matthew	Meacham	J.D.	Law
Jonathan	Meier	J.D.	Law-Bus Law & Entreprnshp Emph
Paul	Merrill	J.D.	Law
Serena	Minasian	J.D.	Law
Jason	Moore	J.D.	Law-Bus Law & Entreprnshp Emph
Rowan	Murdock	J.D.	Law
Christopher	Murray	J.D.	Law-Native American Law Emph
Monica	Ontiveros	J.D.	Law
Bronson	Pace	J.D.	Law-Natural Res & Env Law Emph
Samuel	Parry	J.D.	Law
KateLyn	Price	J.D.	Law
Mallam	Prior	J.D.	Law-Bus Law & Entreprnshp Emph
Brianna	Revis	J.D.	Law-Native American Law Emph
John	Revis	J.D.	Law-Natural Res & Env Law Emph
Jacob	Romero	J.D.	Law
Ryon	Sirucek	J.D.	Law
Christopher	Slette	J.D.	Law
Joshua	Smith	J.D.	Law
Sarah	St. John	J.D.	Law
Kelly	Stevenson	J.D.	Law
Tracy	Stoff	J.D.	Law
Matthew	Sturzen	J.D.	Law
Jonathan	Tapp	J.D.	Law-Bus Law & Entreprnshp Emph
Stephanie	Tapp	J.D.	Law
Patricia	Taylor	J.D.	Law
Ryan	Thomas	J.D.	Law
Spencer	Tolson	J.D.	Law
Katie	Vandenberg	J.D.	Law

Savannah	Ward	J.D.	Law
Michael	Wells	J.D.	Law-Natural Res & Env Law Emph
Taryn	Wheeler Wilson	J.D.	Law
Nathaniel	Whitaker	J.D.	Law
Max	Williams	J.D.	Law
Katharine	Wongmankitkan	J.D.	Law-Bus Law & Entreprnshp Emph
Cooper	Wright	J.D.	Law
Damian	Zimmer	J.D.	Law
Alexander	Zollinger	J.D.	Law

College of Letters, Arts & Social Sciences

Danyal	Ahmadi Ramhormozi	B.A.	Political Science
Megan	Alexander	B.S.	Psychology
Abdullah	Alqarni	B.A.	Political Science
Eric	Ambriz	B.S.	Sociology-Criminology Emph
Michaela	Amon	B.A.	English-Creative Writing Emph
Li	An	M.A.	Tchg Engl-Second Language
Julien	Arias	B.S.	Sociology-Ineql & Glblztn Emph
John Bosco	Ariola	B.G.S.	General Studies
Dishonna	Arnett	B.A.	International Studies
Christen	Bailey	B.A.	English-Creative Writing Emph
Sierra	Bansemer	B.S.	Psychology
Sharleen	Beck	B.A.	English-Literature Emph
Kate	Behrmann	B.A.	Economics
Alena	Belland	B.S.	Psychology
Christopher	Beltran	B.S.	Advertising
Sierra	Benner	B.S.	Advertising
Julia	Bennett	B.S.	Journalism
Ryan	Benson	B.S.	Broadcasting & Digital Media
Kristen	Bertoloni	B.A.	English-Professional Wrtg Emph
Christopher	Bishop	B.A.	English-Creative Writing Emph
Michael	Bivens	B.S.	Philosophy
Avian	Blumhorst	B.S.	Political Science
Duncan	Brain	B.S.	Political Science
Renee	Brochier	B.A.	Spanish
Renee	Brochier	B.S.	Psychology
Waylon	Brooks	B.S.	History
Edmund	Brown	B.Mus.	Music: Performance-Vocal Opt
Orrin	Brown	B.A.	English-Creative Writing Emph
Pearl	Brown	B.S.	Philosophy
Bradley	Bruce	B.S.	Philosophy
Logun	Buchanan	B.S.	Advertising
Eve	Buck	B.A.	Spanish
Eve	Buck	B.S.	Psychology
David	Buford	B.A.	English-Professional Wrtg Emph
Sarajane	Bumpass	B.S.	Psychology
Rory	Butcher	B.S.	Public Relations
Elizabeth	Buxton	B.A.	International Studies
Eric	Buyers	B.A.	International Studies
Braedon	Cain	B.S.	Broadcasting & Digital Media
David	Calderon	B.G.S.	General Studies

Tegan	Campbell	B.S.	Organizational Sciences
Kaitlyn	Campbell	B.S.	Psychology
Anna	Campbell	B.S.	Advertising
Jarrid	Cantway	B.S.	Psychology
Selina	Caren	B.G.S.	General Studies
Roman	Carlson	B.A.	Modern Language Business
Katie	Carter	B.S.	Psychology
Kody	Carter	B.S.	Sociology-Criminology Emph
Marisa	Casella	B.A.	Journalism
Ismael	Casiano	B.A.	Psychology
Andra	Cates	M.S.	Psychology
Andre	Cavazos	B.S.	Psychology
Eric	Chamberlain	B.S.	Organizational Sciences
Deven	Chandler	B.S.	Psychology
Laura	Chapin	B.A.	English-Ling & Literacy Emph
Kelsey	Chapman	B.F.A.	Theatre Arts
Christian	Clark	B.Mus.	Music: Performance-Instrmt Opt
Nekane	Colburn Arrubarrena	B.A.	Latin-American Studies
Nekane	Colburn Arrubarrena	B.A.	International Studies
Courteney	Coleman	B.S.	Public Relations
Sean	Collins	B.S.	History
Chase	Collins	B.A.	International Studies
Olivia	Comstock	B.A.	Philosophy
Danica	Corkern	B.A.	English-Teaching Emph
Hunter	Cornia	B.Mus.	Music Ed-Instrumental Emph
Gilberto	Corona	B.A.	International Studies
Matthew	Couch	B.S.	Organizational Sciences
Zenna	Crawford	M.A.	Anthropology
Briana	Crotinger	B.S.	Psychology
Allison	Cruser	B.S.	Psychology
Caitlyn	Curran	M.F.A.	Creative Writing
Madison	Dahlquist	B.G.S.	General Studies
Peter	Daniel	B.Mus.	Music:Composition
Traes	Daniels-Brown	B.S.	Psychology
Ada	Davenport	B.G.S.	General Studies
Joseph	Day	B.S.	Psychology
Cassandra	Dehlbom	B.S.	Psychology
Brittany	Deitz	B.S.	Psychology
Richard	Diehl	B.S.	History
Ezra	Dolezal	B.S.	Philosophy
Shane	Dominguez	M.F.A.	Creative Writing
Jamie	Doyle	B.S.	Psychology
Katie	Drum	B.S.	Advertising
Gilda	Duarte	B.S.	Advertising
Kody	Duclos	B.A.	Spanish
Kya-Xe'	Dudney	B.A.	International Studies
Cori	Duncan	B.S.	Psychology
Robert	Duncan	M.F.A.	Theatre Arts
Veronica	Dunham	B.A.	Theatre Arts
Abigail	Dunn	B.A.	English-Literature Emph
Erin	Dutton	B.S.	Organizational Sciences
Megan	Edwards	B.S.	Public Relations

Jaime	Ellis	B.S.	Journalism
Jessica	Ellis	B.S.	Music-Applied Emph
Willow	Elsom	B.A.	History-General Emph
Paige	Erbele	B.F.A.	Theatre Arts
Irma	Esquivel	B.A.	Spanish
Irma	Esquivel	B.S.	Sociology-Criminology Emph
Faith	Evans	B.S.	Broadcasting & Digital Media
Lynsey	Fenter	B.S.	Psychology
Alisa	Fischer	B.S.	Psychology
Leah	Fisk	B.S.	Psychology
MariAnn	Flynn	M.Mus.	Music
Samuel	Fortis	B.G.S.	General Studies
Kelli	Foutch	B.G.S.	General Studies
Gregory	Frazier	B.G.S.	General Studies
Nolan	Freeman	B.S.	Psychology
Molly	Freeney	B.A.	Advertising
Michael	Friedman	B.G.S.	General Studies
Courtney	Fudala	B.S.	Psychology
Cindy	Fuhrman	M.F.A.	Creative Writing
Thea	Fuhs	B.S.	Psychology
Hunter	Funk	B.A.	Political Science
Alisandro	Garcia	B.A.	Psychology
Orrin	Gardner	B.S.	Sociology-Criminology Emph
Emily	Gatchell	B.S.	Psychology
Alexander	Gibson	B.S.	Political Science
Alexander	Gibson	B.S.	Psychology
Saskia	Gillenwater	B.S.	Psychology
Ashlee	Gillespie	B.S.	Public Relations
Sydney	Glaser	B.Mus.	Music:Business-Entrepren Emph
Elli	Goldman Hilbert	B.A.	English-Literature Emph
Erin	Gorman	B.G.S.	General Studies
Annalisa	Gorringe	B.S.	Advertising
Kathryn	Graham	B.S.	Psychology
Calvin	Graham	B.S.	Organizational Sciences
Garrett	Greitzer	B.S.	Psychology
Michael	Grittner	M.F.A.	Theatre Arts
Hannah	Gropp	B.S.	Organizational Sciences
Sarah	Hagler	B.S.	Sociology-Criminology Emph
Micah	Hamilton	B.S.	Broadcasting & Digital Media
Kasey	Hamilton	B.S.	Psychology
Mariah	Hardin	B.A.	English-Creative Writing Emph
Samuel	Harrich	B.S.	Political Science
Savannah	Harrod	B.S.	Psychology
Katherine	Havens	B.S.	Public Relations
David	Head	B.S.	Political Science
Olivia	Heersink	B.S.	Journalism
Lindsey	Heflin	B.S.	Advertising
Amber	Helmer	B.S.	Psychology
DeJuan	Henderson	B.G.S.	General Studies
Karly	Hill	B.S.	Sociology-Criminology Emph
John	Hill	M.F.A.	Creative Writing
Caitlin	Hill	M.F.A.	Creative Writing

Aubrey	Hobson	B.S.	Psychology
Berina	Hodzic	B.G.S.	General Studies
McKenna	Hoff	B.S.	Broadcasting & Digital Media
Kailee	Hudson	B.S.	Political Science
Casey	Humrickhouse	B.S.	Psychology
Kira	Hunter	B.A.	English-Professional Wrtg Emph
Olivia	Hynote	B.S.	Psychology
Madison	Jackson	B.A.	International Studies
Paloma	Jaraz	B.A.	Sociology-Criminology Emph
Stephen	John	M.F.A.	Theatre Arts
Terry	Johnson	B.S.	History
Scott	Jones	B.S.	Anthropology
Hayley	Jordan	B.S.	Psychology
Jorge	Jordan	B.G.S.	General Studies
Emilija	Jovanovska	M.A.	Tchg Engl-Second Language
Mihaela	Karst	B.S.	Sociology-Gen Sociology Emph
Nicholas	Katsarelis	B.S.	Sociology-Criminology Emph
Ayomipo	Kayode-Popoola	B.A.	International Studies
Cole	Keehner	B.A.	International Studies
Arianna	Keever	B.F.A.	Theatre Arts
Katie	Kingsley	B.S.	Advertising
Mariann	Kinkle	B.S.	Psychology
Helena	Kirkland	B.A.	Interdisciplinary Studies
Karlee	Kirschner	B.S.	Political Science
Rachael	Knight	B.S.	Public Relations
Nathan	Kofmehl	B.A.	International Studies
Jin Hoay	Kong	M.Mus.	Music
Jin Xin	Kong	M.Mus.	Music
Lauryn	Kopp	B.A.	English-Professional Wrtg Emph
Lindsey	LaPrath	B.A.	Political Science
Alex	Lardie	B.Mus.	Music Ed-Instrumental Emph
Mackenzie	Lawrence	B.S.	Political Science
Devin	Leatham	B.S.	Sociology-Criminology Emph
Jemma	Leavitt	B.S.	Sociology-Ineql & Glblztn Emph
Austin	Lee	B.A.	English-Creative Writing Emph
Austin	Lee	B.S.	Broadcasting & Digital Media
Jade	Lee	B.S.	Public Relations
Alyson	Lenon	B.S.	Public Relations
Yosele	Leon-Perez	B.A.	International Studies
Weston	Liimakka	B.G.S.	General Studies
Ryan	Lindig	B.S.	Public Relations
Gerardo	Lopez	M.S.	Psychology
Marlen	Lopez	B.S.	Sociology-Criminology Emph
Janelle	Lucas	B.S.	Psychology
Tylee	Lydon	B.A.	Theatre Arts
Jessica	Lyman	B.S.	Advertising
Junmei	Lyu	M.P.A.	Public Administration
Austin	Maas	B.A.	English-Creative Writing Emph
Alisha	Machado-Murray	B.S.	Psychology
Robert	Macke	M.F.A.	Theatre Arts
John	MacPhereson	M.A.	English
Carolina	Madrid	B.S.	Advertising

Jennifer	Magana	B.S.	Psychology
Makenzie	Mahoney	B.S.	Psychology
Brian	Malone	M.A.	English
James	Marshall	B.S.	Psychology
Jacob	Martinez	B.S.	Psychology
Gilberto	Martinez Jr.	M.F.A.	Theatre Arts
Megan	McCain	B.G.S.	General Studies
Clyde	McCaw	B.S.	Public Relations
Larry	McCune	M.A.	History
Cheyenna	McCurry	B.S.	Broadcasting & Digital Media
Robert	Meador	M.Mus.	Music
Martha	Mendez	B.S.	Organizational Sciences
Summer	Merrick	B.S.	Sociology-Criminology Emph
Isaac	Mikel	B.S.	Advertising
Stacy	Miller	M.F.A.	Creative Writing
Ashton	Mitchell	B.A.	International Studies
Jonathan	Moon	M.A.	Anthropology
McKenzie	Moore	M.P.A.	Public Administration
Teresa	Moote	B.S.	Psychology
Tatiana	Morales	B.A.	International Studies
Zakary	Moreno	B.A.	English-Creative Writing Emph
Brandon	Morrison	B.S.	Psychology
Torrey	Mortenson	M.S.	Psychology
Gunnar	Mullins	B.A.	English-Teaching Emph
Morgan	Nash	B.S.	Psychology
Vanessa	Negrete	B.A.	Spanish
Kyle	Nye	B.F.A.	Theatre Arts
Ryan	O'Callaghan Kish	B.A.	English-Creative Writing Emph
Lyndsi	Odenborg	B.S.	Psychology
Marianne	Ohran	M.F.A.	Theatre Arts
Diana	Olmos	B.A.	Spanish
Diana	Olmos	B.S.	Psychology
Kaylee	Olson	B.S.	Psychology
Nathaniel	Owen	B.Mus.	Music: Performance-Vocal Opt
Christine	Packer	B.S.	Public Relations
Marshall	Palmer	B.A.	English-Professional Wrtg Emph
Caitlin	Palmer	M.F.A.	Creative Writing
Travis	Parker	B.A.	English-Literature Emph
Vitoria	Payne	B.Mus.	Music: Performance-Vocal Opt
Katelyn	Pearson	B.S.	Anthropology
Tyra	Peone	B.S.	Psychology
Christina	Perez	B.S.	Organizational Sciences
Celso	Peruyera	M.F.A.	Theatre Arts
Laura	Peterson	B.G.S.	General Studies
Jill	Peterson	B.G.S.	General Studies
Richard	Phillips	B.G.S.	General Studies
Allison	Pierce	B.S.	Sociology-Criminology Emph
Emily	Pinkney	B.S.	Public Relations
Cindy	Pitkin	B.S.	Organizational Sciences
Nathaniel	Pleskoff	B.S.	Advertising
Kelly	Puryear	B.S.	Psychology
Annarose	Qualls	B.A.	International Studies

Annarose	Qualls	B.A.	Latin-American Studies
Aleena	Quenzer	B.Mus.	Music:Composition
Riane	Ravalin-Willoughby	B.S.	Psychology
Ramyaa	Ravichandra	M.S.	Psychology
Jade	Rawlins	B.A.	Sociology-Criminology Emph
Ana	Recendiz	B.S.	Psychology
Lucas	Rencher	B.S.	Organizational Sciences
Megan	Rich	M.Mus.	Music
Lauren	Rickards	B.S.	Public Relations
Mackenzie	Rieman	M.S.	Psychology
Andrew	Rinaldi	B.G.S.	General Studies
Irina	Riverman	B.S.	Psychology
Reagan	Rockholm	B.S.	Psychology
Denessy	Rodriguez	B.S.	Sociology-Ineql & Glblztn Emph
Garrett	Romero	M.Mus.	Music
Maxwell	Rothenberg	B.S.	Journalism
Emily	Runge	B.S.	Broadcasting & Digital Media
Wesley	Russell	B.G.S.	General Studies
Caleb	Ryan	B.F.A.	Theatre Arts
Nina	Rydalch	B.S.	Broadcasting & Digital Media
Nicholas	Sanchez	B.S.	Psychology
DaNeil	Sasser	B.S.	Organizational Sciences
Heather	Schaefer	B.S.	Psychology
Allison	Schultner	B.A.	Modern Language Business
Tia Maree	Scott	B.S.	Public Relations
Janire	Sebastian Garcia	M.A.	English
Joshua	Shaw	B.S.	Psychology
Jessica	Shehan	B.S.	Theatre Arts
Fredrick	Shema	B.A.	International Studies
Daniel	Sicilia	B.A.	Spanish
Mikayla	Sievers	M.A.	Tchg Engl-Second Language
Isaac	Simon	B.Mus.	Music:Composition
Hannah	Skinner	B.A.	Political Science
Riley	Skoric	B.S.	Advertising
Brie	Slavens	B.S.	Public Relations
Josselyn	Smith	B.S.	Psychology
Ariel	Sobczuk	B.S.	Psychology
Skylar	Soelberg	B.S.	Psychology
Ricky	St Martin	B.G.S.	General Studies
Justin	Stachofsky	B.S.	Economics
Morgan	Stewart	B.S.	Sociology-Criminology Emph
Hailey	Stewart	B.S.	Journalism
Kara	Story	B.S.	Psychology
Dillon	Stovern	B.G.S.	General Studies
Franklin	Sturgeon	B.S.	Psychology
Aspen	Sullivan-Gray	B.S.	Psychology
Emma	Takatori	B.S.	Journalism
Benjamin	Taliulu	B.G.S.	General Studies
Kylee	Teal	B.F.A.	Theatre Arts
Nova	Tebbe	B.S.	Philosophy
Josh	Thacker	B.S.	Sociology-Ineql & Glblztn Emph
Paige	Thomas	B.A.	English-Creative Writing Emph

Paige	Thomas	B.S.	Organizational Sciences
Christopher	Tidd	B.G.S.	General Studies
Anne	Timberlake	B.S.	Advertising
Mariah	Todd	B.S.	Advertising
Danyelle	Tolan	B.S.	Advertising
Nicole	Torres	B.S.	Psychology
Cristo	Torres	B.G.S.	General Studies
Hailee	Tracy	B.S.	Sociology-Criminology Emph
Kayla	Trantham	B.S.	Sociology-Criminology Emph
Sergio	Trejo	B.S.	Broadcasting & Digital Media
Jeremy	Trent	B.A.	Political Science
Sara Ann	Trillhaase	B.S.	Advertising
Brandon	Troyer	B.G.S.	General Studies
Matthew	Trudeau	B.S.	Sociology-Criminology Emph
Ali	Trumbo	B.S.	Organizational Sciences
Jonathan	Trusty	B.A.	International Studies
Natalie	Tucker	B.A.	English-Professional Wrtg Emph
David	Ungerer	B.S.	Organizational Sciences
Olivia	Vedder	M.A.	Tchg Engl-Second Language
Brenda	Vega Vega	B.A.	Spanish
Michelle	Waldner	B.G.S.	General Studies
Joseph	Walker	M.A.	Anthropology
Jasper	Wallen	B.A.	English-Ling & Literacy Emph
Ana	Walters	B.S.	Organizational Sciences
Brandi	Warner	B.S.	Sociology-Criminology Emph
Adreanna	Waterman	B.S.	Psychology
Ashley	Webb	B.S.	Sociology-Gen Sociology Emph
Isabella	Weiand	B.F.A.	Theatre Arts
Dylan	Wesseling	B.A.	International Studies
Jaquelyn	Westfall	B.S.	Psychology
Kaleb	Wetzel	B.A.	International Studies
Taryn	Wheeler Wilson	M.P.A.	Public Administration
Rachel	Whitehead	B.A.	Modern Language Business
Scott	Widener	B.S.	Psychology
Gerrit	Wilford	M.F.A.	Theatre Arts
Sarah	Williams	B.A.	English-Professional Wrtg Emph
Jordan	Willson	B.A.	Journalism
Jacob	Wilson	M.F.A.	Creative Writing
Devin	Wirick	B.S.	Advertising
McKenna	Woodvine	B.S.	Advertising
Shelby	Worley	B.S.	Psychology
Lauren	Yarnall	M.F.A.	Creative Writing
Alanna	Yeend	B.F.A.	Theatre Arts
Wenjun	Zhi	B.S.	Psychology
Joshua	Zilimwabagabo	B.S.	Psychology
Caila	Zimmerman	B.A.	History-General Emph

College of Natural Resources

Kole	Akre	B.S.Forestry	Forestry
Jessica	Alexander	B.S.For.Res.	Forest Resources
Jessica	Alexander	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management

Roscoe	Alley	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Erika	Alvarado	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-Cons Biol Opt
Eric	Anderson	M.N.R.	Natural Res-Integrated Nat Res
Larry	Andrus	B.S.Rangeland.Consv.	Rangeland Conservation
Heather	Arndt	M.S.	Environmental Science
Chloe	Arthaud	B.S.Env.S.	Env Sc-Social Science Opt
Taylor	Azizeh	B.S.Wildl.Res.	Wildlife Resources
Taylor	Azizeh	B.S.Env.S.	Env Sc-Biological Science Opt
Devin	Baker	B.S.Wildl.Res.	Wildlife Resources
Kaleala	Bass	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-Cons Biol Opt
Sarah	Battease	P.S.M.	Nat Res & Envr Science
Michelle	Benedum	M.S.	Natural Resources
Eric	Best	M.S.	Environmental Science
Ramona	Bicandi	B.S.Wildl.Res.	Wildlife Resources
Kevyn	Boothe	B.S.Nat.Resc.Conserv.	Nat Resc Cons-CnsvPln&Mgt Emph
Jeremy	Brudie	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Kelsey	Bullock	B.S.Wildl.Res.	Wildlife Resources
John	Campbell	B.S.Wildl.Res.	Wildlife Resources
Claire	Cantrell	B.S.Env.S.	Env Sc-Biological Science Opt
Richard	Carmichael	M.S.	Environmental Science
Jamie	Carmon	M.S.	Environmental Science
Spencer	Colvin	B.S.Wildl.Res.	Wildlife Resources
Charles	Cupp	B.S.Forestry	Forestry
Kyle	Davies	B.S.Rangeland.Consv.	Rangeland Conservation
Jared	Deatherage	B.S.For.Res.	Forest Resources
Kiley	Denison	B.S.Nat.Resc.Conserv.	Nat Resc Cons-Cnsv Sci Emph
Victoria	DePalma	Ph.D.	Environmental Science
Bryce	Dinger	B.S.Renew.Mat.	Renewable Materials
Jessie	Dodge	M.S.	Natural Resources
Ryan	Dunbeck	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-N Rs Ecol Opt
Kassadie	Dunham	B.S.Rangeland.Consv.	Rangeland Conservation
Aaron	Eckrote	B.S.Env.S.	Env Sc-Biological Science Opt
Marcia	Edwards	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-N Rs Ecol Opt
Laura	Ehlen	M.S.	Natural Resources
Jack	England	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Stephanie	Estell	M.S.	Natural Resources
Joleen	Evans	B.S.Env.S.	Env Sc-Social Science Opt
Jacob	Fackrell	B.S.Wildl.Res.	Wildlife Resources
Jon	Flechsenhaar	M.N.R.	Natural Res-Integrated Nat Res
Justin	Forgensi	M.N.R.	Natural Res-Integrated Nat Res
Hailey	Frank	B.S.Forestry	Forestry
Jesus	Garcia	B.S.For.Res.	Forest Resources
Lisa	Garrigues	M.N.R.	Natural Res-Fire Ecol & Mgmt
William	Gentry	M.S.	Natural Resources
Katherine	Gillies-Rector	M.S.	Natural Resources
Timothy	Gittelsohn	B.S.Forestry	Forestry
Dallas	Gordon	B.S.Forestry	Forestry
Kelsie	Grover	M.S.	Natural Resources
Bethany	Guzman	B.S.Env.S.	Env Sc-Biological Science Opt
Abigail	Hale	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-N Rs Ecol Opt
Sarah	Hall	B.S.Env.S.	Env Sc-Social Science Opt
Darcy	Hammond	Ph.D.	Natural Resources

Jacob	Hansen	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Jacob	Hansen	B.S.Forestry	Forestry
Gabrielle	Harden	B.S.Forestry	Forestry
Brendon	Harker	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-Cons Biol Opt
Audrey	Harris	M.S.	Environmental Science
Eamon	Harrity	M.S.	Natural Resources
John	Heckel	M.S.	Natural Resources
Alexis	Hengel	B.S.Wildl.Res.	Wildlife Resources
Colton	Hill	B.S.For.Res.	Forest Resources
Nicholas	Hoffman	B.S.Fish.Res.	Fishery Resources
Jace	Hogg	B.S.Env.S.	Env Sc-Social Science Opt
Konner	Hunt	B.S.Wildl.Res.	Wildlife Resources
Jessica	Hunter	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Sebastian	Ianora	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Nathan	Jero	B.S.Rangeland Ecol.-Mgt.	Rangeland Ecology & Management
Keegan	Jones	B.S.Forestry	Forestry
Cole	Julson	M.S.	Natural Resources
Avery	King	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-N Rs Ecol Opt
Zach	Klein	Ph.D.	Natural Resources
Jamie	Landon	M.S.	Environmental Science
Karson	Leggett	B.S.For.Res.	Forest Resources
Jennifer	Locke	B.S.Env.S.	Env Sc-Physical Science 2 Opt
Kary	Maddox	M.S.	Environmental Science
Maria	Marlin	M.S.	Natural Resources
Carter	Marten	B.S.For.Res.	Forest Resources
Anthony	Martinez	M.S.	Natural Resources
Jonathan	Masingale	B.S.Fish.Res.	Fishery Resources
Michaelyn	McDonnell	M.N.R.	Natural Res-Integrated Nat Res
Brenna	McGown	M.S.	Natural Resources
Jesse	McIntosh	B.S.Env.S.	Env Sc-Social Science Opt
Jason	McLaughlin	B.S.Fish.Res.	Fishery Resources
Sierra	McQuay	B.S.Wildl.Res.	Wildlife Resources
Joel	Medrano	B.S.Fish.Res.	Fishery Resources
Ethan	Morris	B.S.Env.S.	Env Sc-Social Science Opt
Megean	Myers	B.S.Wildl.Res.	Wildlife Resources
Lauren	Nancarrow	B.S.Wildl.Res.	Wildlife Resources
D'laney	Nimnicht	B.S.Env.S.	Env Sc-Physical Science Opt
Peter	Noble	M.S.	Natural Resources
Carson	Norlen	B.S.Env.S.	Env Sc-Physical Science 2 Opt
Randi	Notte	M.S.	Environmental Science
Ryan	Olenick	B.S.Wildl.Res.	Wildlife Resources
Aaron	Olson	B.S.Env.S.	Env Sc-Physical Science Opt
Conner	Ormond	B.S.Forestry	Forestry
Paul	Page	B.S.Wildl.Res.	Wildlife Resources
Seth	Parker	B.S.Forestry	Forestry
Samuel	Price	M.S.	Natural Resources
Amber	Richardson	B.S.Nat.Resc.Conserv.	Nat Resc Cons-CnsvPln&Mgt Emph
Brianna	Riggins	B.S.Wildl.Res.	Wildlife Resources
Ian	Riley	M.S.	Natural Resources
Sierra	Robatcek	M.S.	Natural Resources
Dustin	Rose	B.S.Wildl.Res.	Wildlife Resources
Terrance	Scott	M.N.R.	Natural Res-Integrated Nat Res

McKenna	Sell	B.S.Forestry	Forestry
Mark	Shepard	B.S.Wildl.Res.	Wildlife Resources
Sandis	Simchuk	B.S.Env.S.	Env Sc-Biological Science Opt
Wade	Skovgard	B.S.Fish.Res.	Fishery Resources
Brianna	Slothower	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Emi	Smith	B.S.Env.S.	Env Sc-Physical Science Opt
Kristopher	Sneve	B.S.Wildl.Res.	Wildlife Resources
Cecilia	Spangler	B.S.Fish.Res.	Fishery Resources
Sienna	Templeman	B.S.Env.S.	Env Sc-Social Science Opt
Janelle	Turner	M.S.	Environmental Science
Eric	Walsh	Ph.D.	Natural Resources
Denver	Ward	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Cecilia	Watkins	B.S.Forestry	Forestry
Tifani	Watson	B.S.Wildl.Res.	Wildlife Resources
Silas	Whitley	M.S.	Natural Resources

College of Science

Alberto	Aguilar	B.S.	Biology
Tristan	Amaral	M.S.	Geology
Cody	Appa	B.S.	Biology
Casey	Beard	B.S.	Physics-General Emph
Reese	Beard	B.S.Biochem.	Biochemistry
Madison	Bergeman	B.S.	Biology
Zachary	Blume	B.S.Microbiol.	Microbiology
Taylor	Bowles	B.S.	Statistics-Actuarial Sci & Fin
Dominic	Branz	B.S.Biochem.	Biochemistry
Bill	Bridges	B.S.	Physics-General Emph
Sarah	Brooker	Ph.D.	Bioinformatics & Comptnl Biol
Michaela	Brown	B.S.	Chemistry-Professional Opt
Michaela	Brown	B.S.Biochem.	Biochemistry
Danny	Bugingo	B.S.	Mathematics-App Computatn Opt
Dylan	Burger	B.A.	Physics
Andrew	Canada	Ph.D.	Geology
Rosebella	Capio	M.S.	Statistical Science
Camden	Clark	B.S.	Mathematics-General Opt
Heather	Clendenin	M.S.	Bioinformatics & Comptnl Biol
Khiana	Coles	B.S.	Biology
Khiana	Coles	B.S.Microbiol.	Microbiology
Matthew	De Kruyf	B.S.Biochem.	Biochemistry
Rajani	Dhingra	Ph.D.	Physics
Seth	Dixon	B.S.Microbiol.	Microbiology
Kelly	Dopke	B.S.	Medical Sciences
Jamie	Doyle	B.S.	Biology
Kyle	Duckett	M.S.	Geology
Mkcade	Eilmann	B.S.Microbiol.	Microbiology
Hannah	Elfering	B.S.Microbiol.	Microbiology
Hannah	Elfering	B.S.	Biology
Amber	Evans	B.S.Microbiol.	Microbiology
Amber	Evans	B.S.M.B.B.	Molecular Biol & Biotechnology
Lucas	Everham	M.S.	Mathematics
Mikayla	Ferenz	B.S.	Mathematics-App ActSci&Fin Opt

Tatiana	Ford	B.S.	Mathematics-App Sci Model Opt
Jordan	Forsmann	B.S.	Mathematics-App ActSci&Fin Opt
Gillian	Freitas	B.S.	Biology
Harrison	Funk	B.S.Microbiol.	Microbiology
Tawny	Gonzalez	B.S.	Chemistry-Pre-Medical Opt
Tawny	Gonzalez	B.S.Biochem.	Biochemistry
Tareyn	Green	B.S.Microbiol.	Microbiology
Kaylaa	Gutman	B.S.	Chemistry-Professional Opt
Kailash	Hamal	M.S.	Chemistry
Tara	Hazeltine	B.S.	Mathematics-App ActSci&Fin Opt
Sarah	Hendricks	Ph.D.	Bioinformatics & Comptnl Biol
Kimberly	Herbst	B.S.	Chemistry-General Opt
Morgan	Hill	B.S.	Chemistry-General Opt
Matthew	Holman	B.S.	Mathematics-App Computatn Opt
Beau	Horenberger	B.S.	Mathematics-General Opt
Samuel	Howell	B.S.Biochem.	Biochemistry
Ahmer	Iqbal	B.S.	Chemistry-General Opt
Elizabeth	Isakson	B.S.	Biology
Vignesh	Jayaraman Muralidharan	M.S.	Statistical Science
Taylor	Jones	B.S.Microbiol.	Microbiology
Noah	Jones	B.S.	Mathematics-General Opt
Jennifer	Kendall	B.S.	Geography
Courtney	Kennedy	B.S.M.B.B.	Molecular Biol & Biotechnology
Samir	Kharbush	B.S.Biochem.	Biochemistry
Savannah	Kollasch	M.S.	Bioinformatics & Comptnl Biol
Cody	Kopp	B.S.	Mathematics-General Opt
Sydney	Kuther	B.S.Microbiol.	Microbiology
Jared	Lambert	B.S.	Biology
Garrett	Larson	B.S.	Biology
Aaron	Law	B.S.M.B.B.	Molecular Biol & Biotechnology
Mark	Lee	B.S.M.B.B.	Molecular Biol & Biotechnology
Diana	Litvinenko	B.S.Biochem.	Biochemistry
Shilah	Loosle	B.S.Biochem.	Biochemistry
Ricardo	Lopez	B.S.	Chemistry-Professional Opt
John	Lyons	B.S.	Mathematics-App Statistics Opt
Joseph	Marsh	B.S.	Biology
Tanner	Mauseth	B.S.	Physics-Applied Physics Emph
John	McAlpine	B.S.	Chemistry-General Opt
Lacey	McCormick	B.S.	Biology
Robert	Miles	B.S.Microbiol.	Microbiology
Robert	Miles	B.S.M.B.B.	Molecular Biol & Biotechnology
Stephanie	Miller	B.S.	Chemistry-General Opt
Ryan	Miller	B.S.	Biology
Niels	Mitchell	B.S.Microbiol.	Microbiology
Niels	Mitchell	B.S.	Biology
Joseph	Mitchell	B.S.Biochem.	Biochemistry
Rachel	Mitchem	B.S.	Chemistry-Professional Opt
Ataullah	Mohammed Zawad	B.S.	Chemistry-General Opt
Sebastian	Mortimer	M.S.	Biology
Justice	Nii-Ayitey	M.S.	Statistical Science
Okechukwu	Nwamba	Ph.D.	Chemistry
Brenna	Peever	B.A.	Physics

Brenna	Peever	B.S.	Mathematics-General Opt
Sydney	Pulsipher	B.S.Microbiol.	Microbiology
Cesar	Resendiz	B.S.	Biology
Silvia	Reyes Hernandez	B.S.M.B.B.	Molecular Biol & Biotechnology
Nathan	Reynolds	B.S.Microbiol.	Microbiology
Isabel	Ridder	B.S.Microbiol.	Microbiology
Garren	Riggers	B.S.Microbiol.	Microbiology
Savanha	Rodriguez	B.S.	Biology
Andres	Rodriguez	B.S.Microbiol.	Microbiology
David	Russell	M.S.	Geography
Guadalupe	Saldana	B.S.	Chemistry-General Opt
Nicholas	Sanchez	B.S.	Biology
Alexandria	Schlotterbeck	B.S.	Chemistry-General Opt
Megan	Schlussler	B.S.	Medical Sciences
Alyra	Schoen	B.S.	Biology
Frances	Scholz	B.S.Microbiol.	Microbiology
Carly	Scott	B.S.	Biology
Sandis	Simchuk	B.S.	Geography
Allison	Simmons	B.S.	Biology
Peng	Song	M.S.	Statistical Science
Olivia	Speare	B.S.Biochem.	Biochemistry
Franklin	Sturgeon	B.S.	Statistics-General
James	Styer	B.S.Microbiol.	Microbiology
William	Tai	B.S.	Mathematics-App Computatn Opt
Nova	Tebbe	B.S.Microbiol.	Microbiology
Steven	Trantham	B.S.	Chemistry-General Opt
Luz	Villagomez	B.S.	Mathematics-App Computatn Opt
Deanna	Vining	M.S.	Mathematics
John	Waters	B.S.Microbiol.	Microbiology
JaeCie	Wilson	B.S.	Mathematics-General Opt
Susanna	Winger	B.S.Microbiol.	Microbiology
Susanna	Winger	B.S.	Medical Sciences
Shelby	Worley	B.S.	Biology

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #27

3:30-5:00 p.m. - Tuesday, April 23, 2019
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.
- Minutes of the 2018-19 Faculty Senate Meeting #26, April 16, 2019 (vote)

III. Consent Agenda.

IV. Chair's Report.

V. Provost's Report.

VI. Unfinished Business and General Orders.

VII. Other Announcements and Communications.

VIII. Committee Reports.

Tenure & Promotion Policies (introduction)(Brandt/Lawrence)

IX. Special Orders.

X. New Business.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments: Minutes of 2018-2019 FS Meeting #26
Tenure & Promotion Policies

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #25, Tuesday, April 9, 2019

Present: Benedum, Brandt (w/o vote), Bridges, Caplan, Chopin, DeAngelis, Dezzani, Ellison, Grieb (Vice Chair), Jeffery, Johnson (Chair), Keim, Kendell (for Laggis w/o vote), Kern, King, Kirchmeier, Lambeth, Lawrence (for Wiencek w/o vote), Lee, Lee-Painter, Luckhart, McKellar (Idaho Falls), Morgan, Raja, Tenuto (for Cannon w/o vote), Tibbals, Seamon, Vella. **Absent**: Cannon (Boise), Laggis, Schwarzlaender, Wiencek, Wiest. **Guests:** 9

Call to Order and Minutes. The chair called the meeting to order at 3:31 pm. A motion to approve the minutes (Lee-Painter/Tibbals) passed unanimously.

Chair's Report.

- Senators should remind faculty and staff in their areas that the dependent eligibility verification audit for UI's health insurance benefits is underway. Human Recourses has prepared an FAQ regarding the audit.
- The Faculty Secretary search is underway. The chair encouraged senators to talk to colleagues about the position. Questions should be directed to Vice Chair Terry Grieb who is chairing the search committee and to senators Morgan, Seamon and Jeffrey, members of the committee.
- The University Faculty Meeting is scheduled for May 1 at 3:00 pm PDT. The chair emphasized that a quorum is required for two important matters on the meeting agenda and urged senators to encourage colleagues to attend the meeting.
- General Policy Report #68 is currently being circulated. Petitions are due to Aaron Johnson, aaronj@uidaho.edu, by April 19.
- The chair encouraged senators to take advantage of opportunities to learn more about the breadth of research being conducted at UI. Two specific events were offered:
  - Senator Chantal Vella is conducting research on the "Effects of Sitting on Vascular Function." Those interested in participating should contact exphys@uidaho.edu or 208-885-2007 for more information.
  - The Biodiesel Lab is sponsoring a tour at 3:00 pm April 19 in JML Bay 72.

Provost Report. The provost was unable to attend due to conflicts with the State Board of Education (SBOE) Meeting. Vice Provost for Faculty Torrey Lawrence gave the report in his absence.

- The provost and deans met recently to discuss the faculty strategic hiring plan and consider the many requests to fill empty positions and/or create new positions. Given the current budget situation, hard decisions must be made. The provost's decisions will be communicated to the deans next week.
- The plan for FY20 Change in Employee Compensation (CEC) is currently being formulated. The final plan will not be announced until after the SBOE has voted on tuition increases for the coming year. It appears that the university will have approximately $1.6 million for faculty salary increases. The emerging proposal is to allocate CEC as follows: 50% for market compensation and 50% to discretionary increases determined within the colleges for performance, and to address equity and compression. The goal is to address target salaries, but also to give the deans latitude to address the needs of the various colleges and departments. Lawrence stressed that the approach to faculty salaries is different in scope than the staff salary system.

Committee on Committees.

- **FS-19-076rev.:** FSH 1640.28 - Committee on Committees. Chair Johnson explained that the proposal in the senate packet contained an error. Section B of the proposal should read "B. STRUCTURE. Six faculty members, vice chair of the Faculty Senate (chair), Faculty Secretary (w/o vote) and the following or their designees: ~~vice provost for faculty,~~ a representative of staff council and ASUI president." Vice Chair Grieb, Chair of the Committee on Committees, explained that the change is part of the revision of the Faculty Secretary's responsibilities. The proposal passed unanimously.

- **FS-19-088:** FSH 1640.12 – Institutional Animal Care and Use Committee and
  FS-19-089: APM 45.01 – Animal Care and Use (FYI). Craig McGowan and Blair Ehlert presented the proposal. Ehlert explained that the revisions better align UI's policies to external policies and reduces administrative burden.

  A senator asked why some of the detail regarding the requirements for membership on the committee had been deleted. He pointed out that it would not be possible to know for certain whether an individual was eligible to serve based on the abbreviated information in the new policy. McGowan and Ehlert explained that UI is attempting to utilize one committee to meet several regulatory needs. The description of the committee is being simplified so that it is consistent with several different requirements. The faculty secretary explained that she normally would have asked that all the requirements for service be included in the committee structure. However, if the more detailed regulatory requirements are included, then UI policy must be revised anytime the regulations changed. Moreover, the committee is appointed by the research office which is responsible for regulatory compliance in this area. The revision is a compromise to meet the regularity needs, but minimize future changes and revisions.

  A senator asked whether the regulations on which the committee structure is based should be cited in the UI policy. The faculty secretary explained that the policy for the *Faculty-Staff Handbook* is to avoid such references as they frequently become out of date. Audrey Harris, Director of Research Assurances, who was in attendance at the meeting, pointed out that *Administrative Procedures Manual* 45.01, provided for information along with the proposed change in committee structure, references the regulations.

  The proposal passed unanimously.

Faculty Affairs.

- **FS-19-087:** FSH 4700 – General Responsibilities of Instructors. Vice Provost Lawrence presented the change. The proposal adds a requirement that faculty have a syllabus for their classes, provide the syllabus to their unit office at the beginning of the term, and ensure that the syllabus includes learning outcomes for the class. Lawrence explained that this provision was formerly part of the position description form. When the position description policy (FSH 3050) was revised, the requirement was eliminated because the whole approach to position descriptions was changed and the assessment language was deleted from UI policy. Lawrence noted that the policy is needed to comply with accreditation expectations. The proposal adds the required language to the general policy on the responsibilities of instructors (faculty included). The proposal passed unanimously.

President Athletics Advisory Council. Professor Richard Seamon, the faculty senate representative on the President's Athletics Advisory Council and Prof. Brian Wolf, chair of the council and faculty athletics advisor, gave a report to senate. Wolf explained that NCAA rules required faculty participation in athletics policy. He serves as a liaison between the athletics department and the university's academic programs. He fulfils three major responsibilities: reviewing policy to ensure that academic matters are dealt with appropriately, working to insure the academic integrity of athletics programs and looking out for the well-being of the student athletes. He commented that athletics can seem siloed within the larger university. He works to bridge the gap between athletics and academics. The role of the council is to advise the president on matters related to athletics. The group meets 3-4 times a year. In the past, it has been more of a "listening group" and less of an "advisory group." However, last year the group became more engaged given the major issues arising at the time. Wolf believes that now is an ideal time for the council to evaluate its role as the UI goes through a transition in leadership.

A senator asked how the council transitioned from listening to advising. Wolf responded that the engagement of the council was a natural response to the emergence of issues regarding athletics. He reminded senators that these issues included placing the athletic director on leave and subsequently terminating his contract, as well as the announcement of plans to cut some sports such as women's swim and dive, women's soccer and women and men's tennis. Members of the council were concerned that they had not been informed of and consulted on these issues in advance. Seamon added that another issue was the impact of the changes in sports on student sports scholarships. Wolf indicated that the administration listened to advice and comments from the council.

A senator asked what the major challenge will be for this group in the future. Wolf responded that the UI still faces challenges in athletic administration. We have an Interim Athletic Director and we are currently spending more than the SBOE cap on athletic expenditures. The move from Sunbelt Conference to the Big Sky Conference resulted in a loss of revenue. In his view, the biggest challenge is how to "right size" athletics for UI's interests.

A senator asked what kind of incentives are used to encourage high academic performance by student athletes. Wolf responded that commitment by the department and individual coaches is crucial. He noted that the football coach came into a program that was on NCAA probation because of its academic performance. The coach made a commitment to turn the situation around. With the move to the Big Sky Conference, fewer football scholarships are available. Football has had to look into whether recruits can qualify for academic scholarships in order to supplement sports scholarships. Wolf pointed out that at UI the overall graduation rate for student athletes is higher than the student body as a whole. He noted that UI coaches use the quality of UI's educational experience as a recruitment tool for athletes.

A senator thanked Wolf and Seamon for their service. He stated that he had previously served on the advisory council. He believes that faculty involvement is crucial particularly during difficult times.

A senator asked if Wolf knew the status of plans to search for a permanent athletics director. Wolf responded that this would be a priority for the new president. The senator commented that he hoped there would be faculty representation on the search committee for the new athletics director.

Benefits Advisory Group (BAG) Professor Mike McKellar, the senate representative on BAG, gave the report. BAG has been working on how to better communicate with faculty and staff both about annual enrollment and about the scope of UI benefits. HR is working to ensure that all employees participate in annual enrollment. They are also trying to make sure employees understand the full range of UI benefits. McKellar noted that he was interested in the fact that UI has a higher than average occurrence of cancer in our population of covered employees which has slightly increased the cost of our plan. He also indicated that the increased costs of the various health insurance options differ, but are spread evenly over all the plans so that employees have a choice of coverage options. Finally, he indicated that the employee payroll deduction for health care will be increasing. UI has been able to cover increases in the cost of our plans through the appropriation received from the state for health insurance. The cost of our plan is catching up and the buffer must be rebuilt. McKellar also indicated that BAG has discussed the dependent eligibility verification process. He pointed out that ineligible participants not only increase the cost of UI's plan, but also jeopardize the tax status of the plan.

Extension Conference. McKellar also reported on the annual UI Extension Conference. He agreed to attend the conference on behalf of Faculty Senate as part of our efforts to reach out to faculty beyond the Moscow Campus. McKellar reported that he had many great interactions with Extension faculty at the conference. He emphasized the commitment of extension to building foundations for partnerships across the institution and throughout Idaho.

Campus Planning & Advisory Committee. Professors David Lee-Painter and Penny Morgan, the senate representatives on the committee gave the report. Both reported that service on the committee is very fascinating. The committee met twice each semester. In addition to participating in strategic discussions about future campus planning initiatives, committee members were able to tour new facilities such as the president's house and the new WWAMI facilities on Sweet Ave. and at Gritman Hospital.

Term-Tenure Track Task Force Update. Secretary Brandt gave the report for the committee. Also attending the meeting was Prof. Dan Eveleth, Chair of the taskforce and member of FAC, and VP Lawrence who has actively participated in taskforce discussions and also is an ex officio member of FAC. Brandt reported that FAC is continuing to gather and consider input from across campus on the draft proposal that was circulated to senate at Meeting #24 on April 2, 2019. Once a new draft is developed considering campus input, it will be circulated over the summer for input from deans, unit administrators and other administrative staff. The goal is to present a final proposal to senate during the fall semester of 2019.

The agenda having been completed, a motion (Morgan/McKellar) to adjourn passed unanimously. The meeting was adjourned at 4:29 p.m.

Respectfully Submitted,

Liz Brandt,
Faculty Secretary & Secretary to the Faculty Senate

White Paper
Revised Tenure and Promotion Procedures
Spring 2019

What is the scope of the proposed policy? The proposed policy applies to the *procedure* for tenure and/or promotion. It does not apply to the substantive criteria for tenure and promotion. The proposed policy creates a single, unified process for tenure and promotion. If adopted, this procedure will apply at all levels (unit, college and university). It will supersede all provisions in college and department/program bylaws regarding the process for tenure and promotion. The policy brings together provisions that were spread out over four or five policies regarding the timing of tenure and promotion, extensions for promotion and tenure and the procedure (such as the required documents that must be submitted and the composition of committees).

Why do we need a revised tenure and promotion procedure policy? UI has developed a complex web of overlapping and inconsistent policies regarding the process for promotion and tenure. Not only have our policies on tenure (FSH 3520) and promotion (FSH 3560) become very complex, they also have subtly diverged from each other and become inconsistent with other UI policies such as the ranks and responsibilities policy (1565), the position description policy (3050), and the annual evaluation policy (3320). The complexity in the process makes it difficult for us to follow our own policies. We make mistakes on basic issues such as the composition and role of committees, and the timing of submissions.

The complexity also creates problems for faculty members seeking tenure and promotion. They often find the process daunting, off-putting and unnecessarily duplicative. It is too easy for candidates to make mistakes in their packets or to be victimized by unwitting mistakes made at their departments and colleges. The process gets in the way of candidates putting forth their strongest case for tenure and/or promotion.

The process is also unnecessarily time consuming and stressful for candidates and for faculty involved in reviewing candidates. It often requires an inefficient investment of faculty time in service on review committees and to mentor candidates by trying to figure out exactly what must be submitted, when, and by whom. Hours are wasted and delays occur, trying to reconcile policies and seeking clarification from department chairs, deans, the faculty secretary's office, the provost's office and general counsel.

The complexity of the process makes it difficult for the faculty secretary's office, provost's office, and general counsel to support faculty, departments and colleges as they work to advance candidates. The provost's office is also placed in the confrontational position of having to "police" an overly complex and ambiguous process. Provost office staff must be familiar with every set of unit and college bylaws. The provost's office often ends up intervening in the process after the fact, where bylaws are inconsistent with the FSH and/or unit and college bylaws are inconsistent with each other. This can upend a candidate's application. Because of the complexity and diversity of college and unit procedures, the provost is unable to develop a single, coherent set of guidelines for candidates, departments and colleges to support tenure and promotion. It is also impossible for the provost's office to provide effective training and support to unit and college administrators and staff. The result is that many mistakes are made every year.

The problems become the most severe when disputes arise. It is true that many faculty navigate the tenure and promotion process successfully. Other faculty present such strong cases for tenure and promotion that any mistakes in the process are harmless. The biggest problems with our process arise

when an application for tenure and promotion is perceived to be weak (legitimate or not). Then, mistakes and ambiguities in the process can become surrogate reasons to deny promotion and tenure, distracting from the substance of the application. The flip side of the problem is also true. Mistakes in the process can become the basis by which an un-meritorious candidate leverages additional time or opportunities to present a successful application.

The complexity of the process also undermines our internal faculty appeals process and creates problems for both faculty and the university when litigation erupts. Ambiguities and complex nuances in the system create increased numbers of cases in which the various review committees and administrators disagree with each other. Each party to such a dispute relies on different nuances in the policy, often resulting in impasse. The FAHB is placed in a difficult position as it tries to apply the various conflicting rules and procedures. It is often left with no clear way to interpret the web of policy implicated in a case. This can mean that the FAHB's recommendation can appear to be unprincipled or capricious – just one more conflicting take along side all the other committees and administrators. As a result, in such cases, the president is more likely to decline the guidance of the FAHB and undertake his or her own independent evaluation. These problems are magnified, if litigation follows.

What policy changes are included in the proposal? The proposal includes many small changes in procedure. However, it also includes several relatively significant changes in UI policy and procedure regarding the tenure and promotion process.

1. Promotion & Tenure Linked. The new policy explicitly links promotion and tenure. Our current policy does not directly make this link, although, for the most part, our practice has been to link promotion and tenure. The goal of linking tenure and promotion in this policy is to reduce extra reviews, committees, and administrative overhead. The linkage will also resolve unusual situations that can arise such as what happens when an assistant professor is tenured but not promoted to associate professor.

2. Promotion and Contract Renewal for Term Faculty Linked. The proposed policy links contract renewal of term faculty with promotion – i.e. the policy provides that the university can't renew the contract of a term faculty member who is not promoted from assistant to associate or from instructor to senior instructor. Again, a value judgment is involved. Promotion signals success at the responsibilities in a faculty member's position description. If a faculty member is not successful in performing PD responsibilities, it is not in the institution's interest to continue to renew that person's contract. One argument against this approach is that such term faculty do not have time to go up for promotion. This argument opens the door to imposing unreasonable and unworkable responsibilities on a term faculty member.

3. Review Committees Limited to UI Employees. The proposed policy excludes students and individuals from outside the university from service on promotion and tenure committees. This exclusion is not a statement that student and/or external input is not important. Rather it is an attempt to respect the confidentiality of the personnel process. Individuals who are not UI employees are not bound by confidentiality rules and other UI employment responsibilities. We need to secure their input to the process through other methods such as student evaluation of teaching and external peer review of scholarship rather than through service on confidential personnel committees.

4. Uniform committee structure across all units and colleges. Each candidate will have the same committee structure, votes, and evaluation from the department level through the college and at the university level. This uniform process should minimize mistakes. It will allow the faculty secretary's office, provost's office, and general counsel to provide better support to departments and colleges.

5. Uniform Tenure and Promotion Dossier. The policy provides for one comprehensive tenure and promotion dossier containing all the documents/files/data needs to support third year reviews, tenure and promotion. Committees/reviewers at all levels of the university will have access to the entire dossier. The practice of making copies of publications and other evidence available as "supplemental materials" in the unit office has been eliminated. This practice was most likely a relic of paper T & P files and no longer serves an important purpose. Once a dossier is submitted, it cannot be changed except under limited circumstances.

6. Extensions Clarified. The proposal clarifies the process for obtaining extensions. It makes clear that the process applies to both tenure and to promotions. It clarifies that when an extension is granted for third year review, tenure/promotion are synced with the extended time-frame.

7. Special Circumstances Clarified. The processes are clarified for awarding credit toward tenure and/or promotion, making appointments with tenure or at rank, the impact of leaves of absence, time spent at another institution, breaks in service and transfers between departments and colleges.

Draft Promotion and Tenure Process

I. Provost Responsibilities

- This section combines and clarifies current policy.
- The only new provision in this section is part I.C. Under current policy it has sometimes been difficult to fill committees with appropriate required members. Where the Unit Administrator and/or Dean are unable to fill a committee position, this provision allows the provost to fill the opening.

II. Schedule for Tenure and Promotion

- This section unifies all UI provisions for the timing of promotion, tenure, special circumstances and extensions in one place.
- The revision removes ambiguity:
  - Tenure
    - during the 6th year
  - Promotion
    - Instructor to Senior Instructor: during the 6th year
    - Assistant to Associate: either at same time as tenure (which is during the 6th year) or during 6th full year of service
      - Failure to be promoted from assistant to associate for a term faculty member is treated the same as failure to be granted tenure.
    - Associate to Full during 6th full year in rank; if not promoted reconsideration in 5th full year after
- Early consideration for promotion requires permission of provost
- Special Circumstances. Generally, the impact on promotion and tenure of transfers between UI departments, appointment as an administrator, initial appointment with credit, and appointment with tenure require that the details be determined at the time of the transfer or appointment and be approved in writing by the provost.
- Extensions. Clarifies that the extension policy applies both to tenure and to promotion, clarifies that an extension in 3rd year review automatically extends the time for tenure.

III. Tenure & Promotion Dossier

- Replaces what was commonly called the Tenure or Promotion packet.
- ALL evidence supporting tenure & promotion must be part of the dossier – no supplemental files in unit office. Each review level has access to the entire file.
  - Faculty Member's Responsibility
    - CV on required form
    - Personal Context statement
    - Personal Philosophy Statement
    - Evidence of accomplishment in each area of responsibility in PD (e.g. articles, recordings, photographs, teaching materials, evidence of excellent teaching, outreach materials and/or description of service as appropriate)
  - Unit Administrator's Responsibility
    - Unit Bylaw provisions regarding annual review process and unit criteria
    - PDs, Annual Evals and Student Evals of Teaching
    - External Peer Reviews (can be submitted late but must be submitted before evaluation begins)
    - Prior Reports (e.g. 3rd year review, report for promotion from assistant to associate, periodic reviews, etc.)
- **Dossier must be submitted either prior to semester under which review is scheduled or prior to submission of materials to external reviewers. Dossier is final when submitted and may not be supplemented or altered after submission. Must have permission of provost to withdraw the dossier. Faculty member is not "considered" until a final decision of the president.**

IV. Third Year Review

- Every faculty member must have a 3rd year review (this includes instructors and other term faculty).
- The review is formative
- 3rd Year Review committee: 3 faculty members
  - For tenure track = must be at least 2 tenured members
  - For term = must be at least two higher-ranked members
- Based on T & P Dossier

V.A Tenure and/or Promotion Review: Unit Level

- Standing committee appointed by Unit Administrator,
  - Chair appointed by unit administrator
  - 5 members,
  - 1 year term.
  - Three members must be tenured members of the unit.
- No third parties such as students or professionals on T & P committees
- Based on T & P Dossier
- Committee writes a report with recommendations for each candidate
- Tenured and/or Promoted Faculty in unit are polled and may submit evaluative comments
- The Candidate may provide a written response
- Transmission of all reports, responses and polling info to Dean

V.B College Level

- College Standing committee (in college with more than one unit)
  - Dean appoints chair,
  - 1 year terms,
  - Representatives of each unit.
- Based on T & P Dossier
- College Committee writes a report and makes recommendations
- Dean writes a report and makes recommendations
- Candidate may respond in writing
- All reports, polling information and responses are forwarded to provost

V.C University Level

- University committee composition and selection method are not changed.
- The committee considers both promotion and tenure. In the case of a candidate with unanimous prior recommendations, the university committee shall defer to them unless new facts have emerged or unless prior recommendations were not made with due regard to university level requirements.
- Provost Recommendation: Provost writes a report and includes a rationale for each recommendation. This is what has happened in recent years in practice, but was not previously included in policy.

New Policy re Tenure & Promotion Process

I. Provost Office.

A. Delegation. The provost may delegate any of the responsibilities in this policy to a designee.

B. Provost Administrative Guidance. The process of tenure and promotion is administered by the provost. The provost shall, from time to time, publish guidance necessary for the administration of the tenure and promotion system that is not inconsistent with the *Faculty Staff Handbook* or the *Regents of the University of Idaho Governing Policies and Procedures (RGP).* This guidance shall be mandatory. The provost's administrative guidance shall include:

1. Deadlines for tenure and promotion;
2. Requirements for curriculum vitae;
3. Requirements regarding the submission of tenure and/or promotion dossiers including format, order of evidence, page limits for evidence, etc.;
4. Requirements for the selection of external reviews for scholarly work;
5. The timing of appointments and relative representation of faculty from the various colleges on the University-level Promotion & Tenure Committee pursuant to section IV.C of this policy; and
6. Such other matters necessary to ensure the appropriate administration of the tenure and promotion process.

C. Committee Problem Resolution. If the unit administrator and/or the college dean is not able to fill membership on a committee required under this policy, the provost may appoint an appropriate faculty member(s) 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.

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

II. Schedule for Tenure and Promotion.

A. Tenure.

1. Timing of Tenure. A faculty member is considered for tenure during the sixth full year of probationary service. Consideration at that time is mandatory. When the appointment begins after the start of the academic year (for academic year appointments) or after the start of the fiscal year (for fiscal year appointments) then the timeline for tenure consideration begins the following year. Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed. (RGP IIG6).

2. Denial of Tenure. A faculty member who is not awarded tenure shall be given written notice of denial of tenure. Such a denial of tenure constitutes a decision to not renew the faculty member's contract of employment with the UI subject to FSH 3900. *[rev. 7-98, 7-02, 7-05, ren. & rev. 1-10]*

3. Presidential Discretion. The president may in his or her sole discretion offer successive years of employment following a denial of tenure pursuant to RGP IIG6j.

B. Promotion.

1. Timing of Promotion. Consideration of a faculty member for promotion is required according to the following schedule. When the appointment begins after the start of the academic year (for academic year appointments) or after the start of the fiscal year (for fiscal year appointments) then the timeline for promotion consideration begins the following year.

a. Instructors. Full-time instructors may be considered for promotion to senior instructor during their sixth year of continuous, full-time service as an instructor or thereafter with the approval of the dean and unit administrator. Part-time instructors are not eligible for promotion.

b. Assistant Professors.

i. Assistant professors who are on a tenure track shall be considered for promotion at the same time they are considered for tenure and shall be promoted if they receive tenure. (See Section II. A above).

ii. Assistant professors who are not on a tenure track shall be considered for promotion during their sixth full year as an assistant professor.

(1) A denial of promotion of an assistant professor constitutes a decision to not renew the faculty member's contract of employment with the UI subject to FSH 3900.

(2) The president may in his or her sole discretion offer successive years of employment following a denial of promotion.

c. Associate Professors. Associate professors may be considered for promotion during their sixth full year of service as an associate professor. When an associate professor has been considered for promotion and not promoted, he or she may be considered again during their fifth full year of service after denial of promotion.

2. 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 Provost.

C. Special Circumstances.

1. Transfer between Units.

a. Approval process. When a nontenured 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).

b. Impact on time to tenure and promotion. The extent to which service in the first unit counts toward tenure and/or promotion in the new unit must be communicated to the faculty member in writing by the provost at the time of the transfer. (RGP IIG6lii-regarding transfer of non-tenured faculty).

c. Tenure Status not changed. Tenure status is not changed when a tenured faculty member transfers from one unit to another within UI.

2. Impact of Administrative Appointment on Tenure and/or Promotion. A faculty member who serves as an administrator, retains membership in his or her academic department and his or her academic rank and tenure. The faculty member may resume duties in his or her academic department when the administrative responsibilities end.

3. Credit toward Tenure and/or Promotion at Time of Appointment. Credit toward tenure and/or promotion may be granted at the time of appointment, with the approval of the provost. Such credit must be documented in the letter offering the faculty candidate employment at UI. Credit toward tenure and promotion may be granted under the following circumstances:

a. After review of the faculty candidate's qualifications, the faculty in the unit affirm that the candidate meets UI criteria for the rank to be offered and/or is very likely to be awarded tenure and/or promotion at the appropriate time given the credit to be awarded; and

b. 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 have made substantial contributions to their field of specialization.

4. Appointment with Tenure. A faculty candidate may be initially appointed as an associate or full professor with tenure with the approval of the provost. Appointment with tenure may be offered under the following circumstances:

a. The faculty candidate has attained tenure at another college or university;

b. After review of the faculty candidate's qualifications, the faculty in the unit affirm that the candidate meets UI criteria for tenure and the rank to be offered. If the candidate is appointed as an associate

professor, the faculty of the unit must also affirm that the candidate is very likely to be promoted to full professor in a timely fashion; and

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

D. Extensions.

1. **Childbirth/Adoption:** A faculty member who becomes the parent of a child by birth or adoption, may request an automatic one-year extension of the timeline for tenure and/or promotion. Childbirth or adoption shall be considered an exceptional case justifying an extension. (RGP IIG.(6)(d)(iv)2).
2. **Other Circumstances:** An extension of the timeline for tenure and/or promotion may be granted in other exceptional circumstances, (RGP IIG.(6)(d)(iv)(2), that may impede a faculty member's progress toward achieving tenure and/or promotion, including but not limited to significant responsibilities with respect to elder/dependent care or disability/chronic illness. *[rev. 7-11, ed. 7-17]*
3. **Third Year Review**. In the event that the extension is requested and granted before the third year review, the review is also automatically delayed for one year.
4. **Length of Extension**. In most cases, extension of the time to tenure and/or promotion shall be for one year. However, longer extensions may be granted upon a showing of need by the faculty member. Multiple extension requests may be granted. *[rev. & ren. 7-17]*
5. **Procedure for Requesting an Extension:**

   a. The faculty member must request the extension from the Provost in writing by March 15th of the year before the review process begins. The written request must include appropriate documentation of the childbirth, adoption, or other exceptional circumstance. *[rev. 7-17]*

   b. Except to obtain necessary consultative assistance on medical or legal issues, only the Provost shall have access to documentation pertaining to a request related to disability or chronic illness. The provost shall, in his or her discretion, determine if consultation with the dean and/or department is appropriate. The provost shall notify the faculty member, department chair, and dean of the action taken. *[ren. 7-17]*

III. Tenure and Promotion Dossier. All evidence provided by the faculty member ("candidate") and by the unit administrator shall be compiled together into a single dossier in the manner required by the provost. This dossier is the basis for all reviews required by this policy.

A. Evidence to be provided by the Faculty Member. The candidate shall submit the following evidence as provided in the provost guidance:

1. **Current Curriculum Vitae**. The curriculum vitae in the form required by the provost.
2. **Personal Context Statement**. A Personal Context Statement, written by the candidate, describing the candidate's responsibilities within his or her academic unit as established in the position description. The personal 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. *[rev. 1-10]*
3. **Personal Philosophy Statement.** A Personal Philosophy Statement regarding the candidate's professional activities relevant to his/her position description.
4. **Evidence of Accomplishment**. Evidence of accomplishment in each area of responsibility in the position description.

B. Evidence Provided by the Unit Administrator. The unit administrator shall submit the following as provided by the provost guidelines:

1. **Bylaw Sections**. Bylaw sections that cover the following areas:

   a. Annual review process and annual performance criteria.

   b. Unit/College criteria for tenure and promotion.

2. Position Descriptions, Annual Evaluations and Student Evaluations of Teaching. Copies of the candidate's position description(s), annual evaluations, and student evaluations of teaching results. These documents shall be provided to the candidate at least five business days before the candidate's evidence in support of tenure and/or promotion is due.

3. External Peer Reviews. Three to five External Reviews, except in the case of third year review, post promotion review, or faculty without responsibility for scholarship or creative activity as defined by FSH 1565 and pursuant to the faculty member's position description. The unit administrator shall obtain evaluations of the candidate's performance in the area of scholarly and creative activity as follows:

a. 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 should be at, or above, the rank the candidate is seeking.

b. Selection. The list of the reviewers to be solicited shall be developed in collaboration by the unit administration and the candidate. The unit administrator shall make the final selection of external reviewers, at least one review shall come from the candidate's list.

c. Request Letter. The letter of request shall be based on a template provided by the provost.

d. Review Criteria.

1) The review shall be limited to the candidate's scholarly accomplishment in relation to the UI tenure and/or promotion standards and the faculty member's position description(s).

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

3) The unit administrator shall make every effort to keep the names of the reviewers confidential from the candidate.

4. Prior Reports. Copies of the third year review committee, periodic review reports, unit administrator and dean's reports (as applicable) and any response(s) by the faculty member to the reports.

C. Submission and Supplementation of Dossier.

1. Deadline for Submission. A candidate's dossier in support of tenure and/or promotion, containing all of the evidence described in section A and B above, must be submitted as provided by the provost's guidelines 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.

a. External peer reviews do not have to be submitted as part of the dossier prior to the deadline, but must be submitted, if required, prior to any consideration of the dossier.

b. The dossier may be supplemented with actions taken after submission by external entities regarding scholarship or creative activity. Such scholarship must have been under review by the external entity prior to the submission deadline for tenure and/or promotion dossier and supplementation must be made pursuant to the provost guidelines.

2. Finalization of Dossier. Other than supplementation provided for in section 1(a) and (b) above, the dossier is final when submitted and may not be supplemented or altered after submission.

3. Withdrawal of Dossier. Except in extraordinary circumstances and with the approval of the provost, a dossier submitted for tenure and/or promotion consideration may not be withdrawn after submission.

4. Consideration of Dossier. A faculty member's application for tenure or promotion does not qualify as being considered until the final decision of the president on the application.

IV. Third Year Review. In addition to the annual evaluation of faculty by the unit administrator, each faculty member who is not tenured shall be reviewed by a committee of colleagues during the 24 to 36 month period after beginning employment at UI. The purpose of this review is to provide the faculty member with detailed information regarding the faculty member's progress toward tenure and/or promotion. The review is formative in nature.

A. Third Year Review Committee. The third year review committee is appointed by the unit administrator.

1. Each committee shall consist of three faculty members.

2. In the case of a review of a tenure-track faculty member, at least two of the three members of the committee must be tenured members of the faculty member's academic unit. The committee shall be chaired by a tenured faculty member from the unit who shall be appointed by the unit administrator. If there are not two tenured faculty members in the unit available to serve on the third year review committee, the unit administrator shall appoint, as necessary, one or two tenured faculty members from other units whose areas of expertise are most closely related to the area of expertise of the faculty member under review. If necessary, a tenured faculty member from another unit may chair the third year review committee.

3. In the case of a review of non-tenure-track faculty member, at least two of the three members of the committee must be faculty members holding a rank higher than the faculty member under review in the faculty member's unit. The committee shall be chaired by a higher ranked faculty member from the unit who shall be appointed by the unit administrator. If there are no faculty members holding a higher rank in the unit available to serve on the third year review committee, the unit administrator shall appoint, as necessary, one or two other faculty members from the unit who are most familiar with the non-tenure-track faculty member's area of expertise. If necessary, a higher ranked faculty member from another unit may chair the third year review committee.

B. Dossier and Basis for Third Year Review. The unit administrator shall provide the completed tenure and/or promotion dossier except external peer reviews to the chair of the committee. The review shall be based on the tenure and/or promotion dossier as well as on direct interactions of the committee members with the faculty member.

C. Third Year Review Report and Candidate Response. The committee shall write a report addressing the faculty member's progress toward tenure and/or promotion in each of the faculty member's responsibility areas. The report shall provide direction to the faculty member regarding the steps necessary to continue making progress toward tenure and/or promotion. The faculty member may provide a written response to the report within five business days after receiving the report.

D. Unit Administrator Review. The chair of the committee shall forward the report and any response from the candidate to the unit administrator. The unit administrator shall provide a written review regarding the candidate's progress toward tenure and/or promotion. The unit administrator shall provide the review to the candidate who shall have five business days to respond.

E. Forwarding Materials and Record-Keeping. The committee report, the unit administrator's review, the candidate's response(s), if any, and the tenure and/or promotion dossier shall be forwarded to the dean. The dean shall acknowledge receipt and shall forward the materials to the faculty member and to the provost's office for recordkeeping.

V. Tenure and/or Promotion Review.

A. Unit Level

1. Unit Tenure and Promotion Committee. Each unit shall have a standing tenure and promotion committee appointed by the unit administrator. The unit administrator shall also appoint one of the committee members to serve as chair. The committee shall be composed of five members who serve for one year. At least three of the committee members must be tenured faculty members in the unit. If there are not three tenured faculty members available to serve on the committee, the unit administrator, in consultation with the dean, shall designate tenured faculty members from other units whose areas of expertise are most closely related to the work of faculty in the unit. One such member may chair the

committee if there is not a tenured member from the unit available to serve as chair of the committee. Because the tenure and promotion committee is a personnel committee, students and non-university employees shall not serve on the committee. Neither the unit administrator nor the dean may serve as a member of the unit tenure and promotion committee.

2. Dossier. The unit administrator shall submit the completed tenure and/or promotion dossier to the chair of the unit tenure and promotion committee. The dossier must be made available to all committee members and faculty eligible to participate in polling at the unit level as set forth in sub-sections 4 and 5 below at least two weeks prior to the unit tenure and promotion committee meeting.

3. Unit Tenure and Promotion Committee Recommendations. The committee shall meet and provide the candidate with the opportunity to present the evidence in support of his or her application for tenure and/or promotion. The committee shall evaluate the tenure and promotion dossier in light of the unit, college and university criteria for tenure and/or promotion. The committee shall write a report presenting its evaluation of the evidence and the candidate's strengths and weaknesses. The report shall also include the committee's recommendation of whether the candidate should be tenured and/or promoted and shall include a record of the committee's vote for and against tenure and/or promotion. 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 unit or college tenure and promotion committees.

4. Polling of Tenured Faculty. In the case of tenure, based solely on the dossier, the unit administrator shall poll all tenured faculty members of the candidate's unit regarding whether the candidate should be granted tenure. Such tenured faculty members may submit evaluative comments to the unit administrator.

5. Polling of Promoted Faculty. In the case of promotion, based solely on the dossier, the unit administrator shall poll all faculty members of the candidate's unit at the rank to which the faculty member seeks promotion or a higher rank regarding whether the candidate should be promoted. Such faculty members may submit evaluative comments to the unit administrator.

6. Unit Administrator's Report. The unit administrator shall prepare a written report after considering the tenure and/or promotion dossier, the unit tenure and promotion committee report, and the unit polling results. The unit administrator's report shall include the administrator's recommendation for or against tenure and/or promotion in light of the university, college and unit criteria. In the event that the administrator submitting the recommendation has not had at least one year to evaluate the candidate, he or she will, except for reasons clearly stated in writing, rely on the evaluations and recommendations of the tenure-recommending committee when submitting his or her own recommendation.

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

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

B. College Level.

1. College Standing Committee. Each college having more than one unit shall have a standing committee on tenure and promotion. The members shall serve for one year terms and may serve consecutive terms. The members of the committee shall be appointed by the dean in consultation with the unit administrators within the college and shall represent each unit within the college. The dean shall appoint the chair of the committee.

2. College Standing Committee Recommendations. The committee shall review the completed tenure and/or promotion dossier including all reports, responses and polling information in light of the applicable

unit, college and university criteria. The committee shall write a report making recommendations to the dean regarding whether each candidate should be promoted and/or tenured. For each candidate, the report shall include a brief rationale for the committee's recommendations and a record of the committee's vote for or against tenure and/or promotion of each candidate. The chair shall deliver the report to the dean.

3. Dean's Recommendations. The dean shall make a written recommendation as to whether each candidate should be promoted and/or tenured after considering the evidence presented in the tenure and/or promotion dossier (including all reports, responses and polling information), and advice of any college committee. The dean may also confer either individually or collectively with the unit administrators about the qualifications of the candidates.

4. Transmission of Reports to Candidate and Written Response. The report of the college committee and the dean's recommendation shall be provided to the candidate. The candidate has five business days from receipt of the report and recommendation to provide a written response to the dean.

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

C. University Level.

1. Composition of University Tenure and Promotion Committee. A University Promotion and Tenure Committee of faculty members, chaired by the provost, is appointed each year.

a. Nominations. One-third of the committee's membership shall be randomly 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. If senators do not submit nominations by the deadline announced by the provost, the provost shall appoint appropriate members of the committee. The delegation representing the College of Letters, Arts and Social Sciences on Faculty Senate nominates four faculty members who should be representative of the breadth of the disciplines within the college. The delegation representing the College of Agricultural & Life Sciences on Faculty Senate nominates four faculty members from the college--two each from (a) faculty with greater than 50% teaching and research appointments and (b) faculty with greater than 50% University of Idaho Extension appointments. The delegations from each of the other colleges and the Faculty-at-Large each nominate two faculty members from their constituencies.
b. Membership. The membership of the committee shall be as follows: the vice president with responsibility for research, the dean of the college of graduate studies and the provost's designee with primary responsibility for faculty tenure and promotion shall serve on the committee *ex officio* (without vote). In addition, the final committee shall consist of 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.

2. University Tenure and Promotion Committee Recommendations. The committee shall make recommendations to the provost regarding the tenure and/or promotion of each candidate with specific reference to the university criteria for tenure and/or promotion and to the criteria established by the unit and college of the candidate. If the recommendations of the unit and college committees, the unit administrator and the college dean are in agreement, the University Tenure and Promotion Committee (UTPC) shall defer to the recommendation unless new facts have emerged at the university-level review that were not considered in the unit or college reviews or unless the committee concludes that the prior recommendations were made without due regard to the university criteria for tenure and/or promotion. The chair will conduct voting on candidates by closed ballots.

D. Provost Recommendation. The provost shall write a report to the president making a recommendation regarding tenure and/or promotion of each candidate. The report to the president shall include a rationale for each recommendation and the results of polling from the University Tenure and promotion Committee.

E. Presidential Approval. The president shall confer with the provost and make the decision regarding tenure and/or promotion for each candidate. The awarding of tenure and/or promotion to an eligible faculty member is made only by a positive action of approval by the president.

F. Notice to the Candidate. The president shall give notice in writing to the faculty member of the granting or denial of tenure and/or promotion by May 1 of the academic year during in which the decision is made. (RGP IIG6c). 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. No faculty member may construe the lack of notice of denial of tenure as signifying the awarding of tenure. If the president has not given notice to the faculty member as provided herein, it is the duty of the faculty member to make inquiry to ascertain the decisions of the president. *[rev. 7-02, ren. & ed. 1-10]*

3520

FACULTY TENURE

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

CONTENTS:

A. General
B. Criteria for Tenure
C. Tenurable Ranks

A. GENERAL. Tenure is intended to protect academic freedom in order to maintain a free and open intellectual atmosphere. The justification for tenure lies in the character of scholarly activity, which requires protection from improper influences from either outside or inside the university. Tenure strengthens the UI's ability to attract and retain superior teachers and scholars as members of the faculty. A majority of the faculty in each unit excluding adjuncts shall be tenure-track/tenured faculty unless the provost has authorized otherwise. *[ed. 7-98, ed. & ren. 1-10]*

B. CRITERIA FOR TENURE. Tenure is granted only to faculty members who demonstrate that they have made and will continue to make significant contributions in their disciplines through effective performance in the responsibility areas (FSH 1565 C) as specified in their position description and consistent with university, college and unit criteria. The faculty of each college and unit shall establish specific criteria for tenure consistent with the university requirements for tenure. The criteria shall include a statement regarding the role of interdisciplinary activity and shall be included in college and unit bylaws. *[rev. 7-98, rev. & ren. 1-10]*.

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

3560

FACULTY PROMOTIONS

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

CONTENTS:

A. General
B. Criteria for Promotion

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

B. CRITERIA FOR PROMOTION. Promotion is awarded only to faculty members who demonstrate effective performance in the responsibility areas (FSH 1565 C) consistent with university, college and unit criteria. Promotion in rank is granted only when there is reasonable assurance, based on performance that the faculty member will continue to meet the criteria for promotion. Each faculty member shall be evaluated based on the faculty ember's individual position description. The faculty of each college and unit shall establish specific criteria for promotion consistent with the university requirements. The criteria shall include a statement regarding the role of interdisciplinary activity and shall be included in college and unit bylaws.

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #26

3:30-5:00 p.m. - Tuesday, April 16, 2019
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.
- Minutes of the 2018-19 Faculty Senate Meeting #25, April 9, 2019 (vote)

III. Consent Agenda.

IV. Chair's Report.

V. Provost's Report.

VI. Unfinished Business and General Orders.

VII. Other Announcements and Communications.

VIII. Committee Reports.

Committee on Committees
- **FS-19-076rev.:** FSH 1640.28 - Committee on Committees (Grieb) (vote)
- **FS-19-088:** FSH 1640.12 – Institutional Animal Care and Use Committee (Craig McGowan, Audrey Harris, Blair Ehlert)(vote)
  - **FS-19-089:** APM 45.01 – Animal Care and Use (FYI)

Faculty Affairs (Marty Ytreberg)
- **FS-19-087:** FSH 4700 – General Responsibilities of Instructors (Torrey Lawrence)(vote)

President Athletics Advisory Council (Rich Seamon)(FYI)
Benefits Advisory Board (BAG) & Extension Conference (Mike McKellar)(FYI)
Campus Planning & Advisory Committee (David Lee-Painter/Penny Morgan)(FYI)
Term-Tenure Track Task Force Update (Brandt, Lawrence, Eveleth)(FYI)

IX. Special Orders.

X. New Business.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments: Minutes of 2018-2019 FS Meeting #25
FS-19-076rev, FS-19-087, FS-19-088, FS-19-089

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #25, Tuesday, April 9, 2019

Present: Benedum, Brandt (w/o vote), Bridges, Cannon (Boise), Caplan, Chopin, DeAngelis, Dezzani, Ellison, Grieb (Vice Chair), Jeffery, Johnson (Chair), Keim, Matthews (for Kern w/o vote, Coeur d'Alene), Kirchmeier, King, Lee, Lee-Painter, McKellar (Idaho Falls), Tibbals, Vella, Wilson (for Morgan w/o vote). **Absent**: Kern, Lambeth, Laggis, Luckhart, Morgan, Raja, Schwarzlaender, Seamon, Wiencek, Wiest. **Guests:** 9

Call to Order and Minutes. The chair called the meeting to order at 3:31 pm. A motion to approve the minutes (Lee-Painter/Vella) passed unanimously.

Consent Agenda. After inquiry, no senator moved to remove items from the consent agenda. The following items were deemed approved:

Committee Appointments beginning Fall 2019
FS-19-075: FSH 1640.41 – Faculty/Staff Policy Group (revisions necessitated by changes in the faculty secretary position)
FS-19-076: FSH 1640.28 – Committee on Committees (revisions necessitated by changes in the faculty secretary position)
FS-19-077: FSH 1640.42 – Faculty Affairs (revisions necessitated by changes in the faculty secretary position)

Chair's Report.

- The new UI President will be announced on Thursday April 11 at 10:30 a.m. PDT in the Administration Auditorium. Faculty, staff and students are invited to attend. The new president will be introduced and will make remarks at that time. The event will be livestreamed at: uidaho.edu/live.
- NWCCU is revising their standards for accreditation. The proposed revisions were circulated to Senate Leadership. We have decided to wait for the second round of revisions and reviews to make any comments because of the short lead time and because there are already substantive changes planned by NWCCU to respond to prior comments. We are working with Dale Pietrzak to make sure we don't miss the next round.
- Senate Leadership has been asked to nominate 3-4 senators to fill a position on UI's 7 Year Institutional Regional Accreditation Steering Committee. We have begun contacting senators who might be interested. Please let us know if you would like to be considered.
- The Faculty Secretary search is underway. Terry Grieb is chairing the search committee. Senators are encouraged to nominate prospective candidates. In addition to Vice Chair Grieb, the members of the search committee are Senators Morgan, Seamon, and Jeffery, and Vice Provost for Faculty Torrey Lawrence.
- Faculty judges are still needed for the Innovation showcase. In addition there also are still openings for student participants.
- The library's review of journals is ongoing. Faculty can provide feedback at www.lib.uidaho.edu/review.
- Senators are encouraged to participate in the Great Colleges Survey.
- Results of elections for open senate seats are due April 15.

Provost Report. The provost noted that Boise State University's new president will be announced on Tuesday, April 16. The provost then addressed questions asked by Senator Morgan regarding the growth in administrative expenditures at the central university level compared to the growth of expenditures at the college level. He pointed out that what is categorized or counted as central administration isn't necessarily the administration that is at the heart of the question by Senator Morgan. He provided an

example, saying Student Services falls under administration but its function is more institutional support. He is working to benchmark UI's administrative expenditures based on national data available from the National Association of College and University Business Officers (NACUBO). He hopes to report more detailed information by the end of April.

The provost noted that the attendance at the recent two UIdaho Bound events was greater than the total attendance at all UIdaho Bound events last year. The number of admitted students is up and there are indications that our yield rate (admitted to enrolled students) will increase this year. Based on these factors, the provost is cautiously optimistic about the possibility of enrollment growth next year. He cautioned that it is early in the process and that we cannot relax our recruitment efforts.

The provost will be holding an evening meeting with the deans to discuss the strategic hiring plan. He reminded senators that he is re-instituting the practice of developing a central faculty hiring plan, used by prior UI administrations, to better coordinate and strategically plan for hiring. Through this process, decisions about whether and how to fill open positions will be made through a university-wide process rather than a college process. This will allow the institution to allocate its resources to the highest and best use. The process will include all available unallocated resources within the division of academic affairs. He stressed that all funds would stay within academic affairs.

When this hiring plan process was first announced, the provost stated that most positions would likely stay in the same college although they might be re-structured to accommodate interdisciplinary priorities and/or program needs. Adjustments to base budgets were based on performance as well as contribution to the strategic plan. There are approximately 50 open positions this year. That represents approximately $3 million in salary funding. However, much of those salary savings have been allocated for budget reductions. The result is that funds are available to fill only half of the open positions. For this reason, the provost is not adhering to his original statement that positions would likely stay within the colleges. He is working with deans to develop a plan for allocating the available positions. The provost will make the final decision about how to handle the reallocation of positions.

The open positions fall into three general categories: 1) positions that need to be re-structured; 2) positions that need to be filled as structured; and 3) positions needed for innovation. Part of the process regarding the positions that need to be re-structured, the provost focused on the fact that UI has funded many faculty positions using non-permanent funding in the past. Although we have stopped this practice, existing permanent positions funded in this unstable manner, need to be re-structured and placed on permanent funding. Progress has been made in addressing this issue already, but additional steps are needed. The provost stressed that these positions are not at risk, but that the funding issues must be rectified.

A senator commented that in his college, approaches have been developed to prioritize faculty positions needed to cover core responsibilities compared to positions that have other purposes. He asked whether the hiring plan would make similar prioritizations. The provost responded that priorities such as those mentioned by the senator will still be made at the college level. The provost is focused on more institution-wide priorities such as does UI have the resources to restructure positions on non-permanent funding and are there innovative collaborations across units and colleges that could be fostered. He indicated that he is not going to make decisions without conferring with the deans. He also indicated that he believes a key consideration is that every college should get something to meet its needs.

A senator commented that the provost had also asked the deans to prioritize their own hiring requests.

A senator asked whether the hiring plan process was a separate mechanism from the University Budget and Finance Committee (UBFC) process for requesting new positions. Vice Provost Lawrence responded that UBFC is forwarding any requests for new positions that come through its process over to the faculty hiring process so they can coordinate. He clarified that new program requests that involve faculty positions still go to UBFC.

FS-19-082: FSH 1640.22 Campus Planning Advisory Committee and FS-19-083: FSH 1640.40 – Instructional Space Committee. Assistant Vice President for Facilities Brian Johnson presented the changes. Both proposals are part of an effort to restructure UI's approach to space issues. Minor adjustments are being proposed to the Campus Planning Advisory Committee to add a faculty member and a student representative to the committee. The new Instructional Space Committee will formalize a taskforce that has existed for several years and that is focused on instructional spaces. The revisions to the Campus Planning Advisory Committee passed unanimously. The proposal to create the new Instructional Space Committee passed unanimously.

FS-19-084: FSH 1640.90 – General Education Assessment Committee. Director of General Education Dean Panttaja presented the change. The proposal is to add two faculty positions to the committee and require that the members be from the SBOE GEM areas. This will facilitate coordination of institutional and SBOE required assessment.

A senator pointed out that the number of committee members, 12, was not consistent with the number of specified members. An editorial change was proposed to substitute the phrase "up to 13" for the word "twelve" in proposed 1640.90.B.

The proposal including the editorial change, passed unanimously.

FS-19-085: APM 30.15 – Password Policy and FS-19-086: APM 30.07 – User Provided Software. Liz Brandt and IT's Chief Security Officer Mitch Parks presented the updated policy. The change relaxes the rules for passwords in light of the implementation of the Duo Multi-Factor Authentication system. A senator asked how UI will enforce the rule that passwords should not be saved in web browsers. Parks responded that this has been part of UI policy for some time. He indicated that there are no plans at present to increase enforcement. He is hopeful that in the future, web browsers may include a way for institutional users to turn off the password save feature and that UI will be able to launch a password vault software available to all employees.

Aaron Johnson introduced the new University Registrar, Lindsey Brown. Brown thanked senators for the welcome. She indicated that the Registrar's Office was continuing to move existing projects forward. She will be looking at how to implement the pending move to +/- grading, for example.

Arena Financing. Vice President Brian Foisy discussed proposed financing arrangements for the arena project. He explained that the arena project is funded through a revenue stream that will come to UI over a period of time. This includes gift commitments and student fees. However, the full amount of the project is needed up front so that construction can progress to completion.

The revenue stream for the project comes from several sources. First, students have committed $18 million to the project through student fees that will be paid over the next 35 years. Second, the university has received gifts, donations and sponsorships totaling $26 million. Some of these commitments have already been transferred to the university while others will be paid over time or are end-of-life commitments. The UI already has $16 million of the gift commitments in hand. For example, in exchange for a 35 year contract on naming rights, Idaho Central Credit Union (ICCU) has already transferred their

substantial gift to the university. Together, the student fee commitment and the gift sponsorships total just under $44 million. As has been indicated, the university is working to raise the remaining $3 million for the project.

The university has two options to respond to this financing gap. It can borrow the money from itself, or it can borrow the money from third parties. The more traditional approach is to borrow the money from third parties by issuing bonds and then paying them off using the revenue stream. The disadvantage of borrowing from third parties is that the university must pay interest. For the arena project, the interest could be $15-$20 million. These interest charges increase the cost of the project to $66 million.

The alternative is for the university to borrow from itself. Foisy acknowledged that in light of the current $5 million budget reallocation, financing a $29 million bridge loan might appear inappropriate. He explained that the bridge loan is not a loan against university reserves. He defined "reserves" as institutional funds that are not committed, that are managed centrally and that UI is free to spend and not replenish. The problem leading to the current budget issues is the depletion of university reserves. In December we failed to meet the board's requirement for how much reserves we need to have on hand.

If UI borrows the bridge funding from itself, the loan would be from UI cash balances. Rather, he has analyzed UI cash balances. UI has consistently had a cash balance of $100 million for the past 15 years. The cash balances do not include restricted funds such as federal funds. He compared the university's cash balances to deposits at a bank. The money on deposit does not belong to the bank. However, the bank pools those deposits and manages them. Banks extend loans from their cash balance created by these deposits. He also compared the bridge funding to the Vandal Strategic Loan Fund. Given UI's long term, consistent cash balance, Foisy believes it could be appropriate for the UI to borrow the amount of bridge funding needs from the cash balance. Under state law, UI must have a very high level of assurance that we will get the money back. The risk is very low as the commitments for the stream of income to repay the balances are in place. Only the $3 million yet to be raised would be at risk.

The university has not decided which approach (borrowing from itself or from third parties) would be best. Borrowing from ourselves appears inappropriate given the university's current budget situation. Also, questions about the university's liquidity might arise if the university borrows from itself. The arena project can begin before these questions are answered because the university already has $16 million on hand. Also, if UI decides to borrow from itself initially, it could change course and issue bonds at a later date.

A senator asked about the university's current bond rating. Foisy responded that UI has an AA3 rating. AAA is the highest rating. The AA3 rating is an investment grade rating. Foisy believes that if UI assumes additional debt or degrades our liquidity, it could cost us a notch on our bond rating reducing it to an A1 rating. This is still investment grade. The reduction in the rating has not happened yet and many factors could impact whether it happens. If the bond rating is lower, it could mean the UI would have marginally higher costs of borrowing. Foisy believes the risk is minimal.

Faculty Compensation. Vice Provost for Faculty Torrey Lawrence, Professor Patrick Hrdlicka, and Academic Budget Officer Kim Salisbury presented an update on the faculty compensation system. Lawrence explained that the university is launching a new dashboard in VandalWeb by which faculty will be able to see how their target salaries are calculated. The new dashboard will launch on Friday, April 12.

In preparation for the launch of the dashboard and for the upcoming compensation cycle, Hrdlicka reviewed the steps that have led to the current compensation approach. He explained that the data for the compensation is based on the CUPA-HR salary survey which includes all US public and private PhD-

granting institutions ranked as R-1, R-2, or R-3 schools. The database is comprehensive and is broken down by discipline, rank and tenure status. In some cases, alternative data sources such as the Oklahoma State Salary Survey and the Bureau of Labor Statistics are used where there were not enough data points in the CUPA-HR database. The CUPA-HR databased is updated annually in February. Market salaries are available on the Provost's website.

Part of the challenge of developing the compensation system was to make the CUPA HR salary database work for UI. In some, situations the database does not contain enough data points for certain ranks (instructors and senior instructors). In these instances, market rates are determined by tracking the market rates of associate professors in the same discipline. Similarly, there are insufficient number of data points in the databases for non-tenure track faculty in specific disciplines. A preliminary analysis of internal practices suggested that non-tenure track salaries track at approximately 85% of tenure-track salaries. Analysis of CUPA-HR data has indicated that market rates for non-tenure track faculty members likely are more appropriately tracked as 90% of tenure-track salaries.

Each faculty member was assigned a four digit Classification of Instructional Programs (CIP) code. CIP Codes are developed by the US Department of Education and are used to categorize higher education instructional programs. The UI formula is based on this market rate plus rank, longevity, tenure, academic vs fiscal year status, and full-time vs part-time status. The market rate adjusted after considering these factors is the faculty member's target rate. The calculation of a faculty member's target rate does not include consideration of performance. The target rate for each faculty member is based on fixed longevity tables that never exceed 100%. This approach means that some resources are set aside for performance compensation.

Referring to the FY 18-19 longevity table, Hrdlicka explained that the approach assumes that Instructors' compensation should be calculated at 100% of market in order to be able to recruit faculty at that rank. Assistant professor salaries start at 90% of market. Again, the rationale for this is that salaries must be relatively close to market to recruit faculty at this rank. After three (3) years and a successful third year review, assistant professor target salaries move up to 100% of market. The longevity table also builds in salary jumps from assistant to associate professor, and from associate to full professor. The starting percentages for associate and full professors were chosen to approximate UI's current promotion increases. Some criticism was received regarding the decision to require 17 years before a full professor progresses to 100% of market. An accelerated timeline will be used for FY20 that moves full professors to 100% in 11 years.

Lawrence demonstrated how the compensation system would work using several examples and using the new dashboard.

Salisbury next reviewed the approach that had been taken to compensation changes during the last academic year. 559 faculty received a mid-year compensation increase in January 2018. This increase was based solely on target salaries. Performance was not considered because new evaluations had not taken place prior to the increases. A sliding scale was used to calculate the amount of the increase. The further behind target a faculty member was, the bigger the salary increase was (as a percentage of their compensation). Faculty whose salaries were already at or above their target rate did not receive a salary increase. In April 2018 (FY19), 728 faculty received additional increases as part of the annual Change in Employee Compensation. These compensation changes were calculated to keep up in changes in the market rates from FY18 to FY19. The university also brought all faculty who had satisfactory performance evaluations to a minimum of 80% of target salaries. Finally, resources were dedicated to performance increases. Deans were not authorized to give performance increases to more than 1/3 of faculty in a unit. In addition, deans were authorized to use 50% of the performance resources allocated to them to address

equity and compression or to move faculty further toward their appropriate market rate. The effect of these increases moved salaries from 89.6% of market to 90.6% of market.

Professor Hrdlicka has developed a detailed FAQ that will be linked to the Faculty Compensation Dashboard and is available on Provost's website.

For FY20, the longevity table for full professors will be accelerated to 11 years and the market rate for non-tenure track faculty will be determined as 90% of the market rate for the specific rank/discipline combination. Market rates will be determined as 3-year averages in order to smooth out sudden market changes. Once the portal is available, it will reflect FY19 information. New FY20 faculty targets will not be loaded until July 1 in order to avoid confusion.

A senator asked how faculty should report discrepancies or mistakes in their compensation calculation. Lawrence recommended calling the issue to the attention of the college or department. If the problem cannot be addressed at that level, then faculty should bring the issue to the attention of the Vice Provost for Faculty.

The faculty secretary asked how the allocation between market compensation and performance compensation will be determined for FY 20. The provost responded that he is currently discussing the allocation with the deans. The allocation may also be affected by a legislative goal to give every state employee a $550 raise. This will likely be incorporated into the allocation discussion. He advised faculty to monitor the situation.

A senator thanked Lawrence, Hrdlicka and Salisbury for providing information in the FAQ on how close each college is to market.

A senator asked how promotion increases would be handled. Lawrence responded that a proposal from a group that has been looking at promotion increases is currently under consideration. These increases are not being decreased or cut. The pending proposal is to expand promotion increases. Hrdlicka clarified that even if a faculty member's market and target salaries drops, no one will see decreases in actual salary. Lawrence concluded by reminding senators of the upcoming open fora on compensation to be held later in the week.

The agenda having been completed, a motion (Lee-Painter/Dezzani) to adjourn passed unanimously. The meeting was adjourned at 5:04 p.m.

Respectfully Submitted,
Liz Brandt,
Faculty Secretary & Secretary to the Faculty Senate

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. [ed. 7-09, rev. 1-15]

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. [ed. 7-09]

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)~~ and the following or their designees: vice provost for faculty, a representative of staff council, ~~and executive vice president~~ and ASUI president. [rev. 7-05, ed. 7-06, 7-09]

The below is what should have been proposed rather than the above structure:

B. STRUCTURE. Six faculty members, vice chair of the Faculty Senate (chair), Faculty Secretary (w/o vote), ~~and the following or their designees: provost and executive vice president and~~ a representative of staff council and ASUI president, or designee. [rev. 7-05, ed. 7-06, 7-09]

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] ☐ Addition ☒ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: 1640.12 *INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC)*

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

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

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

Originator(s): **Blair M. Ehlert** **03/18/2019**
(Please see FSH 1460 C) Name Date
Telephone & Email: **208-885-7258 bmehlert@uidaho.edu**

Policy Sponsor: (If different than originator.) **Janet E. Nelson** **03/21/2019**
Name Date
Telephone & Email: **208-885-6689 vpresearch@uidaho.edu**

Reviewed by General Counsel _X_Yes ____No Name & Date: __Casey Inge 03/06/19_____

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.
Revised FSH to coincide with federal regulations

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

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.
APM 45.01 -- *Animal Care and Use*

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)

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

B. STRUCTURE. *[rewritten 7-10]*

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 ~~seven~~ five voting members including a chairperson, the ~~Campus~~ 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 ~~uint~~unit. ~~the Manager of the Laboratory Animal Research Facility; a public member who is not employed by the UI, is not a laboratory animal user, is not an immediate family member of an individual affiliated with the UI, and is not a practicing scientist experienced in research involving animals; one member of the faculty or staff with responsibilities involving the utilization of animals in teaching or research from each of the following – the College of Agriculture and Life Sciences, the College of Natural Resources, the College of Science, and one member at large. The public member/non-scientist position may be fulfilled by two individuals at the discretion of the IO. (See Guide for the Care and Use of Laboratory Animals on the National Academies of Science website.)~~

B-3. Alternates that meet the criteria for each of the specified positions may be appointed by the IO.

B-4. The ~~Chief Research Compliance Officer~~Office of Research Assurances Director serves as a non-voting, ex-officio member~~a standing member without vote~~.

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.

University of Idaho

POLICY COVER SHEET

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[3/09]

Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: _____

Administrative Procedures Manual [APM] ☐ Addition ☒ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **APM 45.01 -- *Animal Care and Use***

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Reviewed by General Counsel _X_Yes ____No Name & Date: __Casey Inge 03/06/19_____

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Revised APM to coincide with federal regulations.

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

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.
1640.12 *INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE (IACUC)*

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:
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APM
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FSH
Appr. _____
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Track # _____
Date Rec.: _____
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Chapter 45.01 -- Animal Care and Use

January 25, 2018

Preamble: *This policy sets forth the policy and procedures for the University of Idaho to ensure compliance with federal and state laws, statutes and regulations regarding the care and use of animals in research, teaching, demonstrations, and testing.*

Contents:

A. Definitions
B. Authority
C. Components
D. Animal Procurement and Care
E. Occupational Health
F. Exceptions
G. Contact Information

A. Definitions.

A-1. Animal. An animal is any vertebrate creature.

A-2. Animal Activity. Animal activity means teaching, research, demonstration or testing procedures using live or dead animals that are performed on University owned property or engaged in by University personnel. University Owned Property excludes land and facilities leased to third parties for commercial enterprise purposes.

A-3. Personnel. Personnel includes all University employees, students, and volunteers working on University sanctioned activities (see E-2 and E-3). *[ed. 1-18]*

A-4. Animal Housing Facility. Any facility or location that has been approved by the IACUC where animals being used for Animal Activity are held for longer than 12 hours.

B. Authority.

B-1. The University maintains policies and procedures to ensure compliance with the Animal Welfare Act (Title 7 CFR, Chapter 54), the Health Research Extension Act of 1985 (Public Law 99-158), the U.S. Government Principles for the Utilization and Care of Vertebrate Animals in Testing, Research and Training, the Public Health Service Policy on Humane Care and Use of Laboratory Animals, and Title 25 (Animals) of the Idaho Statutes. *[ed. 1-18]*

B-2. All personnel engaged in animal activities must comply with this policy.

C. Components.

C-1. Institutional Official. The Institutional Official is appointed in writing by the President. The Institutional Official is authorized on behalf of the President to ensure that all programmatic and regulatory requirements of animal activities are met.

C-2. Institutional Animal Care and Use Committee (see FSH 1640.12).

a. The University's Institutional Animal Care and Use Committee (IACUC) is granted all rights and responsibilities as defined under federal, state and local law by the President.

b. The IACUC's responsibilities include, but are not limited to:

(1) ~~(1)~~ Reviewing, at least ~~once every six months~~biannually, the University's program for the humane care and use of animals.

~~(1)~~(2) ~~and the status of the~~Inspecting, at least biannually~~once every six months~~, all approved Animal~~animal~~ H~~h~~ousing F~~f~~acilities and locations where surgery is performed. ~~institution's animal facilities, including satellite facilities, laboratories and areas where survival surgery is conducted.~~

~~(2)~~(3) ~~(2)~~ Reviewing and approving, requiring modifications to secure approval, or withholding approval of proposed animal activities.

~~(3)~~(4) ~~(3)~~ Development of procedures and guidelines based on Federal, State, and University policies.

~~(4)~~(5) ~~(4)~~ Investigating reported concerns regarding the care and use of animals within the University.

~~(5)~~(6) ~~(5)~~ Advising the Institutional Official regarding all aspects of the University of Idaho animal care and use program.

c. Only procedures reviewed and approved by the IACUC may be conducted. IACUC approved activities may be subject to further review and approval by university officials; however, those officials may not approve any animal activity if it has not been approved by the IACUC.

C-3. Attending Veterinarian

a. The Attending Veterinarian (AV) has direct or delegated authority for animal activities in the University. The AV is responsible for oversight of animal disease control and prevention, euthanasia, the appropriate use of pain-relieving drugs, and other aspects of veterinary care.

b. The AV is an ex officio member of the IACUC.

c. The AV has appropriate authority to ensure the provision of adequate veterinary care and oversee the adequacy of other aspects of animal care and use.

D. Animal Procurement, Care and Disposition.

D-1. Procurement.

a. Animals may not be procured for, or transferred to, personnel who do not have IACUC approval.

b. Animal procurement and disposition must be in accordance with Purchasing Services (APM 60.44) and IACUC policies and procedures.

D-2. Housing, Care and Disposition.

a. The housing and care of animals must be in accordance with IACUC policies and procedures.

b. Animals must be disposed of in accordance with federal, state and IACUC policies and procedures.

E. Occupational Health

E-1. The University Animal Care and Use Occupational Health Program is provided through the Safety Office, in coordination with the Office of Research Assurances. The program consists of three elements: 1) submission of a completed consent form 2) submission of a completed medical history screening form and satisfaction of any other requirements of a University approved medical professional, and 3) completion of training deemed appropriate for the risks to which individuals may be exposed as part of their animal work, which will include, at a minimum provision of information about zoonotic diseases, physical hazards, and other hazards associated with an individual's animal care responsibilities. *[rev. 1-18]*

E-2. For purposes of compliance with applicable federal law and University's Public Health Service-approved assurance, the University considers the following to be personnel who must participate in all three of the above-described elements of the University Animal Care and Use Occupational Health Program: *[rev. 1-18]*

a. All University employees or individuals (including faculty, staff, and students) who are listed as internal personnel on active IACUC protocols and who come into contact with live or dead animals, animal tissues, or animal excrement as a result of their normal duties.

b. Animal facility staff who come into contact with live or dead animals, animal tissues, or animal excrement as a result of their normal duties, even if not listed on an active IACUC protocol.

E-3. The University considers the following categories to be individuals who must participate in the training element of the University Animal Care and Use Occupational Health Program but may choose to voluntarily participate in the other elements of the program: *[rev. 1-18]*

a. Students enrolled in courses with animal exposure, volunteers, and other individuals not described in section E-2 who have significant animal contact for their University related duties (*e.g*. facilities personnel working in animal facilities and contractors with long-term projects remodeling animal facilities). As necessary, these individuals are provided appropriate personal protective equipment, such as equipment provided to those individuals described in E-3 to mitigate risks associated with their animal work.

b. Individuals listed on active University IACUC protocols, who are neither University employees nor individuals listed as internal personnel on a University IACUC protocol. Such individuals may provide documentation, or allow the IACUC office to request documentation of, participation in their home institution's occupational health program and its provision of appropriate training, in satisfaction of the requirements under this section. If no such program exists or no documentation is available, such individuals are treated as described in E-3.a. *[rev. 1-18]*

F. Exceptions.

F-1. Veterinary Care. Standard veterinary care performed by the campus veterinarian or another veterinarian listed on an approved IACUC protocol does not constitute teaching, research, demonstration or testing procedures. These activities are part of the veterinary care program, and as such not regulated by this policy. *[rev. 1-18]*

F-2. Authority to Grant Exceptions. Exceptions to this policy may only be granted by the Institutional Official for Animal Care and Use.

G. Contact Information. For further information regarding implementation of this policy see the Institutional Animal Care and Use Committee website or contact the committee (IACUC@uidaho.edu or 208-885-7258). *[ed. 1-18]*

University of Idaho

POLICY COVER SHEET

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[3/09]

Faculty/Staff Handbook [FSH] ☐ Addition ☐X Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: 4700 GENERAL RESPONSIBILITIES OF INSTRUCTORS

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Originator(s): **Torrey Lawrence April 10, 2019**
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Policy Sponsor: (If different than originator.)
Name Date
Telephone & Email:

Reviewed by General Counsel ___Yes __X__No Name & Date: __NA_____

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.
NWCCU stipulates "The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students." (Regulation 2-C-2) This requirement was previously addressed through similar text in the annual position description form. The text was removed during recent revisions to that form. It must return to policy for accreditation reasons. This is a more appropriate location than the PD form.

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)

4700
GENERAL RESPONSIBILITIES OF INSTRUCTORS

PREAMBLE: This section outlines certain general responsibilities of all UI instructors in their classes. This material is mostly unchanged from the 1979 Handbook; *subsection A was added in May of 1984 and much changed again in July of 1990. Unless otherwise noted, the text is as of July 1996. Further information may be obtained from the Registrar's Office (208-885-6731) or the Provost's Office (208-885-6448).* [ed. 7-00]

CONTENTS:
A. Registration Duties
B. Course Objectives and Grading System
C. Proscribed Subjects
D. Academic Dishonesty
E. Warnings for Unsatisfactory Academic Performance
F. Administration of Classes

A. REGISTRATION DUTIES. In 4310, which concerns academic advising and counseling, it is stated that the responsibility of faculty members to perform those functions is second only to that for teaching. At the time of preregistration and registration, the volume of student advising and of other steps in the process is very great and very concentrated. All faculty members, and many staff members, may be called on and should be available to assist during this period. Some may have duties assigned by their deans or departmental administrators; others may assist with the central registration under the registrar's supervision. Performance of some of the routine steps in preregistration and registration should be delegated to adequately instructed and supervised nonfaculty personnel so that faculty members can be primarily concerned with the curricular guidance of individual students.

B. COURSE OBJECTIVES AND GRADING SYSTEM. Instructors are expected to take some time in the first or second class session to discuss course objectives and to explain the grading system that is to be used. In particular, the extent to which grades are affected by attendance should be made clear at the beginning of the course.

C. PROSCRIBED SUBJECTS. Under the UI's charter, "no instruction either sectarian in religion or partisan in politics shall ever be allowed in any department of the university."

D. ACADEMIC DISHONESTY. Instructors should proctor examinations diligently and should investigate all cases of suspected or alleged dishonesty in their classes. [See 2300 II. Also see regulation O-2 in the catalog.]

E. WARNINGS FOR UNSATISFACTORY ACADEMIC PERFORMANCE.

E-1. It is an instructor's responsibility to send a "Warning" notice whenever repeated absence or inadequate work on the part of a student is noted. They should not hesitate to issue warnings; the purpose is to benefit the student--not to harass or cause additional difficulty. Each notice should indicate "warn" or "counsel," as appropriate.

E-2. The number of absences may be considered excessive when it exceeds the number of credits assigned to the course. Notices reporting absence should show the date of each absence during the period covered by the notice. (A student who is absent because of illness may explain the absence to the instructor, and the instructor will decide whether the explanation justifies excusing the absence. An instructor may verify a student's report that he or she was at the Student Health Service for treatment by calling the director. The Student Health Service does not provide written excuses. See regulation M in the catalog for procedures applicable to absences that are officially sanctioned.)

E-3. A supply of official "Warning" notice forms (pink slips) is available in departmental and college offices. When an instructor has filled out one of these, it is sent to the Registrar's Office where it is duplicated and then sent on, usually within 24 hours, to the student's academic dean. In this way, these officers are enabled to make early investigations and take appropriate corrective action.

E-4. The student's dean and the administrative officers concerned have the responsibility to act promptly on each warning submitted by instructors. Whenever "counsel" has been indicated, a report of the disposition of the case

should be sent to the instructor. One valuable result of prompt follow-up is the early detection of cases of informal (unofficial) withdrawal, in which a student has ceased to attend classes and possibly left UI without anyone's knowledge. Discouraged, homesick, or bewildered students can often be assisted, frantic calls from relatives can be avoided, and vocationally misdirected students can be referred to the Counseling & Testing Center. *[ed. 6-09]*

F. ADMINISTRATION OF CLASSES.

F-1. Priority of Enrollment in Oversubscribed Courses or Sections. If the number of students who preregister for a given course section exceeds the enrollment limitation, the students are given preference for admission in the following order: (1) those who expect to graduate before the course is offered again, (2) those who show evidence of extraordinary circumstances, subject to the judgment of the unit, and (3) those who have completed the greater numbers of credits (i.e., other factors being equal, the more credits completed, the higher the student's priority). Order of preregistration is irrelevant. This provisional placement of students in classes on completion of preregistration is made known to them before the end of the semester. This provisional placement is validated by the student's formal registration at the beginning of the succeeding semester.

F-2. Admission to Class. Instructors admit to class only those students whose names appear on the class roster or for whom the instructor has signed an "add" card; instructors have the authority, however, to grant or deny access to classes by visitors. Instructors are not authorized to make any change in a student's study list. [See regulation C in the catalog for procedures that are to be followed for changes in registration and regulation O-6 for changes in section.] *[ed. 7-00, rev. 1-14]*

F-3. Class Rosters.

a. Immediately following registration, class rosters are sent by the registrar to all instructors via departmental administrators. Prompt checking of the students attending a class against the roster is important; students cannot receive credit for a course in which they are not registered--even though they may attend regularly and complete the requirements. After the first four weeks of classes, students can register for a course only by petition through the dean and with the instructor's permission. A student who is attending a class and for whom the instructor has no evidence of enrollment should be referred to the Registrar's Office.

b. Rosters for courses or sections that are not being given should be marked "course not offered," signed by the instructor and departmental administrator, and returned to the registrar.

c. After the two-week registration period, corrected rosters are sent to instructors via departmental administrators.

F-4. Syllabi. Faculty shall provide syllabi to registered students and to their unit offices at the beginning of each term for courses for which they are responsible. Each syllabus shall include expected learning outcomes for the course and describe an example of how at least one learning outcome will be assessed. *[add. 7-19]*

F-5~~4~~. Grade Reports. The academic calendar specifies dates near the middle and at the end of each semester on which grade reports are due (at midsemester, for undergraduate courses only). Shortly before these dates, the registrar sends class lists, with instructions for their use in reporting grades, to instructors via departmental administrators. As a general rule, at the end of a term, the final grades for a course should be filed within 72 hours after the time scheduled for the final examination in the course. *[ren. 7-19]*

F-6~~5~~. Disclosure of Grades on Class Work. [See 2200 V and 2600 for policies concerning student records and improper disclosure.] The posting of individual students' midsemester or final grades or the grades they receive on daily assignments, quizzes, projects, term papers, examinations, or any other academic work is a violation of the rights guaranteed to students. The same is true of leaving graded papers (for students to search through and find their own) in hallways, offices, etc. Instructors may post, or otherwise release, statistical summaries of grades when individual students are neither identified nor identifiable. *[ren. 7-19]*

F-7~~6~~. Grade-Record Books. Grade-record books that are issued to instructors become their personal property upon receipt and need not be turned in when an instructor leaves the employ of UI. *[ren. 7-19]*

F-8~~7~~. Recording of Lectures. Students may electronically record lectures only with the consent of the instructor or as an approved ADA accommodation and with appropriate notification to the instructor. *[rev. 8-18, ren. 7-19]*

CAMPUS PLANNING ADVISORY COMMITTEE
Highlights

Committee Members:

Jeff Langman (Chair)	Geology	jlangman@uidaho.edu
Bob Stone	Business	rstone@uidaho.edu
Penny Morgan	Forest Rangeland & Fire	pmorgan@uidaho.edu
Chloe Wardropper	Natural Resources and Society	cwardropper@uidaho.edu
Christopher Cook	Career Service	chrisco@uidaho.edu
Amy Taylor	Director of DSS	amyet@uidaho.edu
Daniel Ewart	VP Infrastructure	dewart@uidaho.edu
Brian Johnson	Assist VP Facilities	johnsonb@uidaho.edu
Brian Foisy	VP Finance	brianfoisy@uidaho.edu
David Lee-Painter	Theatre Arts	davidlp@uidaho.edu
Ray Pankopf	Director AES	rayp@uidaho.edu

1) **Current Capital priorities**: submitted in August, finalized in Legislature in April/May

- Permanent Building Fund
- FY20 request book forwarded with major requests for Tribal and Diversity Center and Engineering/STEM/classroom facility
  - Site for Tribal building not chosen, possibly by Ed, architectural review
  - STEM building site not chosen, possibly by Physics
- Potato Seed and Vandal Meats buildings need sites, priority: CPAC suggested the site next to Facilities, which were the approved selections

2) **Current A&R priorities**: greatest priority is upkeep

- UBFC is a new variable in project list
- Idaho Avenue prioritizes with another project and integrated with larger projects such as construction of new arena
- New Engineering and Water System Plan added to interact with IDEQ
- ADA priorities: access to building (outdoor ramps/sidewalks, movement within building (elevators), access to room resources
  - ADA funding: limited $800,000 per year for all agencies

3) **Reorganization of the "space" committees**: Space Advisory Council, Classroom Committee, and CPAC

- No negative impact to CPAC perceived for reorganization
- Support for greater integration of the three committees
- Incorporation of language into FSH to indicate the reporting of CPAC to the Space Advisory Committee

4) **New plan for pedestrian mall behind Pittman up to McClure**

- Multi-stage A&R project
- Goal is pedestrian mall connecting Pittman to center of campus
- Substantial CPAC support and feedback for initial phase at Pittman and continuation of phases to McClure

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #25

3:30-5:00 p.m. - Tuesday, April 9, 2019
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.
- Minutes of the 2018-19 Faculty Senate Meeting #24, April 2, 2019 (vote)

III. Consent Agenda.
- Committee Appointments beginning Fall 2019
- FS-19-075: FSH 1640.41 – Faculty/Staff Policy Group
- FS-19-076: FSH 1640.28 – Committee on Committees
- FS-19-077: FSH 1640.42 – Faculty Affairs

IV. Chair's Report.

V. Provost's Report.

VI. Unfinished Business and General Orders.

VII. Committee Reports.

Committee on Committees:
FS-19-082: FSH 1640.22 – Campus Planning
FS-19-083: FSH 1640.40 – Instructional Space Committee
FS-19-084: FSH 1640.90 – General Education Assessment Committee

VIII. Other Announcements and Communications.

- FS-19-085: APM 30.15 - Password Policy and FS-19-086: APM 30.07 – User Provided Software (FYI)(Brandt/George/Parks)
- Registrar (Lindsey Brown)
- Arena Financing (Brian Foisy)(FYI)
- Faculty Market Based Compensation (Torrey Lawrence/Patrick Hrdlicka/Kim Salisbury)(FYI)

IX. Special Orders.

X. New Business.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments: Minutes of 2018-2019 FS Meeting #24
Handouts

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #24, Tuesday, April 2, 2019

Present: Brandt (w/o vote), Benedum, Bridges, Cannon (Boise), Caplan, Chopin, DeAngelis, Dezzani, Grieb (Vice Chair), Jeffery, Johnson (Chair), Keim, Kern (Coeur d'Alene), Kirchmeier, Lawrence (for Wiencek w/o vote), Lee, Lee-Painter, Luckhart, McKellar (Idaho Falls), Morgan, Schwarzlaender, Seamon, Tibbals, Vella, Wiest. **Absent**: Ellison, King, Lambeth, Laggis, Raja, Wiencek. **Guests:** 7

Call to Order and Minutes. The chair called the meeting to order at 3:31 pm. A motion to approve the minutes (Lee-Painter/Vella) passed unanimously.

Chair's Report.

- Proposals for Honors Seminars for spring and fall of 2020 due by April 17.
- College of Graduate Studies (COGS) Innovation Showcase will be held on April 18 in the Commons. Presentations ***due immediately*** – decisions will be made on April 10. Faculty Judges are also needed. Contact cogs-innshowcase@uidaho.edu for more information.
- The library is reviewing and making renewal decisions for journal and database subscriptions. Faculty can provide feedback by going to the following link: www.lib.uidaho.edu/review for feedback.
- The Great Colleges to Work for Survey has been circulated. All employees are encouraged to respond.
- Senators are reminded that Senate Elections must be completed and reported to the faculty secretary (facsec@uidaho.edu) by April 15.

Provost Report. In the provost's absence, the provost report was given by Vice Provost for Faculty Torrey Lawrence.

- Lawrence updated senators on the status of the Faculty Strategic Hiring Plan. The university is holding positions funded through general education funds so they can be filled more strategically. The deadline to submit hiring requests was March 31. The deans and provost will be discussing the requests and the provost will make a decision by May 1. Lawrence reminded senators that there is transitional funding in place for next year. He also indicated that the plan includes opportunities to request new positions when the funds are available to support such requests.
- The provost office is launching a portal in VandalWeb that will enable faculty to see how their target and actual salaries are calculated. Lawrence, Prof. Patrick Hrdlicka, the provost's special assistant for faculty compensation, and Kim Salisbury, the budget officer in the provost's office will present the portal at next week's senate meeting. They are currently working with unit chairs. In addition, several open fora for faculty including Zoom access will be scheduled soon.
- The search for a new library dean is reaching conclusion. Feedback on the candidates is due by Thursday, April 4 at 5:00 p.m.
- The Confucius Institute is beginning a faculty fellows program. The institute has operated primarily within the College of Letters, Arts and Social Sciences (CLASS). Now the Institute will be reporting directly to the president and is working to broaden its focus. This change presents various opportunities for faculty across campus with interests relating to China. Lawrence expects that, in the future, financial support for faculty opportunities will be available through the Institute.
- The Confucius Institute's China on the Palouse program is featuring Dr. Thomas Talheim: "The Rice Theory of Culture: Evidence that Wheat Farming Made the West and Northern China More Individualistic than the East," April 4 at 3:30 PDT in TLC 047.
- The College of Education, Health and Human Services (CEHHS) is sponsoring Prof. Katerina Bodovski, "Burnout in Academia and Work/Life Balance, " April 12, 1:30 PDT, Renfrew 111.

A senator raised questions about recent changes in the use of purchasing cards (p-cards) for travel and other matters. The new rules for travel are very burdensome for faculty who travel often. New restrictions on the use of department p-cards are also problematic. Some colleges and units discourage or disallow faculty from having individual p-cards. Under the new system, these faculty must now pay for travel personally and seek reimbursement. Often reimbursement can be quite slow. One senator indicated that a recent reimbursement

claim took 16 weeks to resolve issues before the reimbursement funds were received. Lawrence indicated that he would look into the reasons for the changes in the use of p-cards. He asked senators how wide-spread the problem is. Senators from three colleges indicated that they were either not permitted to obtain, or were discouraged from obtaining personal p-cards. Other senators pointed out that the new processes involve a significant increase in paperwork. Several senators pointed out that the p-card travel restrictions present several different issues. Departments now do not have an efficient way of paying for travel by students. Covering travel for individuals visiting for departmental programs and interviews is now difficult. Last minute travel also is impacted.

FS-19-063rev2: FSH 3320 C– Administrator Evaluation (substitute FS-19-001). Professor Marty Ytreberg Chair of the Faculty Affairs Committee (FAC) presented the proposed revision. The chair reminded senators that the body voted to postpone consideration of this matter at meeting #23 March 26, 2019. At that meeting, before the postponement, the body had passed an amendment to add language to the proposal permitting staff to sign a petition seeking review of an administrator (the "Tibbals Amendment"). At the time of the amendment, there was a seconded motion on the floor to require 50% of the faculty or 40% of the faculty and staff to sign a petition seeking review of an administrator (the "Grieb Amendment"). The issue leading to the postponement was how to define staff for purposes of signing a petition seeking review of an administrator. The faculty secretary reported back with suggested language which was included in the meeting materials. The chair stated that the first order of business was to resolve the pending motion to amend the policy.

Addressing the Grieb Amendment, Ytreberg explained that FAC did not support the amendment because under some circumstances it would reduce the number of faculty needed to petition for review. He gave the example of a department with 10 faculty and 2 staff. In such a department a review could be triggered by a petition signed by 3 faculty and 2 staff. After discussion the amendment was withdrawn by the mover and seconder (Grieb/Lee-Painter).

It was moved (Tibbals/Lee-Painter) that section C-4 of the proposal be amended as follows (text in italics reflects the earlier Tibbals Amendment):

> **C-4.** Review Initiated by Faculty *and Staff*. An administrator review may be initiated through a petition signed by at least 50% of the faculty <u>members or 50% of the faculty *and staff*</u> members in the unit and delivered to the provost. The names and percentages of faculty *and staff* signing the petition shall be maintained in confidence by the provost.
>
> > <u>1. For purposes of this policy only, the voting faculty members in the unit may sign a petition seeking administrator review. Full-time, board-appointed classified and exempt staff who report directly to the administrator under review, or whose supervisor reports directly to the administrator under review may sign a petition seeking administrator review.</u>

The faculty secretary stated that while she believed the proposed language was workable, she did not support the amendment. She stated that staff can seek review of an administrator through other UI policies such as the staff grievance policies in FSH 3880 and 3890. The review under C-4 of the pending policy is a peer review by faculty and faculty-administrators, focused on academic issues and leadership, and should be triggered by faculty. She pointed out that staff input in the review must be considered and that other sections of the proposed policy provide for extensive and confidential staff and faculty participation in the feedback process for annual review of an administrator.

A senator asked whether the Tibbals amendment could be reconsidered if the pending amendment fails. The faculty secretary indicated that it could be reconsidered.

Ytreberg clarified that the addition of the words "and staff" added to subpart C-6 of the pending proposal, were not part of the present motion and had been previously accepted by him on behalf of FAC as a friendly amendment.

A senator pointed out the policy does not specifically provide that the C-4 review is limited to academic matters; other matters of interest to staff could be the subject of a C-4 review. A senator commented that faculty administrators make a sacrifice by taking on administrative roles. He questioned the appropriateness of the C-4 review and stated that taking the step of including staff in the petition process makes the problem worse. It could turn the review into a no-confidence process that will inevitably undermine faculty governance.

A senator raised questions about how the provision for "50% of faculty or 50% of faculty and staff" will work. He asked what would happen in a department with 4 faculty and 2 staff. Could a review be triggered if only 1 faculty member signed the petition? He suggested that this provision has the same problems as the withdrawn Grieb Amendment and that it would weaken faculty participation in the process. Another senator pointed out that the provision only applies to administrators with faculty appointments.

At the request of a senator, the chair read the pending motion. It was defeated 5-15.

It was moved (Seamon/Vella) that the Tibbals amendment be reconsidered. The motion to reconsider passed 17-3. On reconsideration of the Tibbals Amendment, a senator asked for information about whether groups of staff could pursue a grievance under the staff grievance policies. The faculty secretary responded that groups of staff could pursue a grievance. The Tibbals Amendment was defeated on reconsideration, 4-16.

The original motion including the friendly amendment to section C-4(5) passed 18-0.

FS-19-080: FSH 3420 – Faculty Salaries. Ytreberg presented the proposal on behalf of FAC. He explained that the existing policy is hopelessly out of date. FAC proposes that it should be replaced by two primary provisions. Part A requires that faculty compensation be determined through a market compensation system. Part B provides guidelines for making determinations of performance compensation. Ytreberg explained that the provost office asked FAC to look at the process for determining performance compensation. Last year, in the absence of a uniform approach, college deans went in many different directions. Ytreberg noted that the deans have reviewed the proposed revisions and are supportive of them, in principle.

A senator asked what the comparison institutions are for determining market. Patrick Hrdlicka, the provost's special assistant for faculty compensation, who was a guest at the meeting, responded that they were all R-1, R-2 and R-3 doctoral-granting institutions. A senator clarified that the comparison would also be based on CIP codes. Hrdlicka affirmed this.

A senator expressed concern that reference to promotion in the original policy was being deleted. She believes that the university's practice of providing compensation increases upon promotion (promotion increments) should be in policy. The faculty secretary responded that the market compensation system developed over the past two years takes into account promotion in rank. The senator responded that, in her view, the market compensation system will not adequately compensate faculty. She stated that some faculty had negotiated their compensation at the time of appointment in reliance on the promotion increment. She believes that the UI must continue to recognize a promotion bump that is standard across the board for existing faculty who have relied on the system. Hrdlicka stated that he is working with VP Lawrence and a sub-group of the Faculty Compensation Taskforce to develop an FAQ document regarding compensation. That document provides that promotion increments will continue. He does not believe our current administration is interested in removing promotion-based raises. The senator asked why FAC deleted the promotion language. Ytreberg pointed out that although the original policy referred to promotions, the language did not refer to or guarantee promotion increments.

Lawrence suggested that senate pass the policy proposal presented at the meeting and ask FAC to consider whether policy should be created regarding promotion increments. Ytreberg agreed with this approach. The faculty secretary reminded senators that if the policy is not passed at this meeting, there would not be enough time this academic year for further consideration. This will result in UI having no up-to-date compensation policy. The proposal passed unanimously.

FS-19-081: FSH 1565 – Faculty Ranks & Responsibilities. Professor Dan Eveleth introduced the proposal. Eveleth explained that the Term/Tenure-Track Task Force (QTT) was formed last spring to examine inconsistencies, overlaps and inequities in UI's faculty ranks. The proposal being introduced is currently being considered by the Faculty Affairs Committee. It is being introduced at senate so that senators can circulate the draft proposal among colleagues and provide feedback to FAC. Eveleth briefly summarized five major changes in the proposal. First, QTT recommends that FSH 1565 be revised to remove all provisions that do not directly relate to faculty ranks and responsibilities. Most of the removed provisions have been transferred to new or more appropriate sections of the FSH. For example, QTT recommends moving language in FSH 1565 relating to tenure to FSH 3520 regarding Tenure. QTT recommends that sections of FSH 1565 relating to extension, officer education, emeriti, university distinguished professors and graduate students be moved to new sections of FSH. Second, QTT recommends that specialized ranks for research professors, extension faculty, librarians, psychologists and clinical faculty be folded into three ranks: professor (assistant, associate and full). Instructor (instructor and senior instructor), and adjunct faculty (part-time faculty). Third, QTT recommends changing the definition of "adjunct faculty" to those faculty holding less than 50% appointments. Fourth, QTT recommends creating two new honorary designations as part of a new section of FSH for visiting faculty and distinguished scholars. Finally, QTT recommends that written guidelines developed by extension and the provost's office become a permanent part of policy in a new section of FSH. The faculty secretary noted a sixth important change recommending a clear definition for distinguishing between positions that must be tenurable and positions that can be term faculty.

FS-19-025 (UCC-19-054): Family & Consumer Science Discontinue Food Option, Coeur d'Alene. Professor Hydee Becker presented the change. The proposal is a cleanup provision that aligns the curriculum with the area of dietetics with accreditation expectations. The proposal passed unanimously.

FS-19-079 (UCC-19-055&55a): New Criminology Major B.S. Professor Brian Wolf presented the proposal. The new major is being added to respond to student demand and to fill the gap created by the unfortunate elimination of the Justice Studies program. It constitutes an expansion of an existing emphasis program. The change will make the growing program easier to market and will assist students in finding employment or pursuing graduate education in the field. A senator pointed out that the following language should be added to the proposal:

> At the top of page 1 of the proposal add: "Required course work includes the university requirements (see Regulation J-3), the general requirements of the B.S. degree and the following course:". At the bottom of page 1 of the proposal add "Courses to total 120 credits for this degree." Wolf accepted the proposal as a friendly amendment. The amended proposal passed unanimously.

Considering the lateness of the hour the chair indicated that Vice President Brian Foisy would return to discuss financing for the new arena at a future meeting. The time for the meeting having expired, a motion (Lee-Painter/Dezzani) to adjourn passed unanimously. The meeting was adjourned at 4:54 p.m.

Respectfully Submitted,

Liz Brandt,
Faculty Secretary & Secretary to the Faculty Senate

CoC Appointed by Faculty

				Alternate
Allen, Peter B.	Chem 2343	5-5807	pballen@uidaho.edu	
University Budget & Finance Committee				☐
Anthony-Stevens, Van	Curriculum & Instruction/308	5-0178	vstevens@uidaho.edu	
Administrative Hearing Board				☐
Aston, David E	Chemical & Materials Engr/1	0	aston@uidaho.edu	
Intellectual Property Committee				☐
Awwad-Rafferty, Rula	Architecture/2451	885-6832	rulaa@uidaho.edu	
University Committee for General Education				☐
University Budget & Finance Committee				☐
Baker, Leslie	Geological Sciences/3022	885-7625	lbaker@uidaho.edu	
Classified Position Appeal Board				☐
Ball, Katie	Law/Boise		ktball@uidaho.edu	
Faculty Appeals Hearing Board				☑
Bauscher, Rich	Education/Boise	459-1730	rbauscher@uidaho.edu	
Safety and Loss-Control Committee				☐
Becker, Devin	Library/2350	5-7040	dbecker@uidaho.edu	
Honors Program Committee				☐
Brown, Ann F	Movement Sciences/2401	208-885-79	afbrown@uidaho.edu	
Grievance Committee for Student Employee				☐
Brown, Katie	Fam.Cons.Sci./3183	5-7664	katieb@uidaho.edu	
Faculty Affairs				☐
Celaya, Lori	Modern Language/3174	5-6670	lcelaya@uidaho.edu	
Faculty Appeals Hearing Board				☑
Cleveley, Brian	Virtual Tech&Design/2491	885-0236	cbc@uidaho.edu	
Information Technology Committee				☐
Coats, Erik R.	Civil Engr./1022	5-7559	ecoats@uidaho.edu	
Scientific Misconduct Committee				☐
Cohen, Rajal	Psychology/3043	885-4102	rcohen@uidaho.edu	
Borah Foundation Committee				☐
Connors, James	Ag Ext. Educ./2040	885-6358	jconnors@uidaho.edu	
University Curriculum Committee				☐
Copeland, Shawn	LHSOM 4015	5-7412	scopeland@uidaho.edu	
Arts Committee				☐
Crepeau, John	Mech.Engr/0902	885-5228	crepeau@uidaho.edu	
Honors Program Committee				☐
Egan, Catherine Anne	Movement Sci	885-1053	eganca@uidaho.edu	
University Curriculum Committee				☐
Eigenbrode, Sanford	PSES/2339	885-2972	sanforde@uidaho.edu	
Dismissal Hearings Committee Panels				☐

CoC Appointed by Faculty

				Alternate
Gathercoal, Paul	Curriculum & Inst/3082	885-5707	gatherco@uidaho.edu	
University Mutli-Campus Communications Committee				☐
Heimgartner, Candi K.	Biological Sciences/3051	208-885-74	cheim@uidaho.edu	
Student Conduct Board				☐
Henderson, Bracken	Eastern District Extension	208 852 10	brackenh@uidaho.edu	
University Mutli-Campus Communications Committee				☐
Hickman, Daniel	Business 3161	5-6704	dhickman@uidaho.edu	
Sabbatical Leave Evaluation Committee				☐
Jeffery, Clinton	Computer Sci./1010	885-4789	jeffery@uidaho.edu	
Campus Planning Advisory Committee				☐
Jensen, Jennifer	Extension Bonners Ferry	267-3235	jenjensen@uidaho.edu	
Information Technology Committee				☐
Jensen, Kirstin D	Family and Consumer Scienc	208.983-26	kdjensen@uidaho.edu	
Student Conduct Board				☐
Johnson, Aaron	AERS/2334	885-5489	aaronj@uidaho.edu	
Teaching & Advising Committee				☐
Johnson, Robin S	Journalism & Mass Media/31	43597	rsjohnson@uidaho.edu	
Americans with Disabilities Act Advisory Committee				☐
Kern, Anne L.	C&I, Coeur d'Alene	292-1402	akern@uidaho.edu	
Dismissal Hearings Committee Panels				☑
Kolok, Alan	Idaho Water Res. Dir./Fishwil	885-5771	akolok@uidaho.edu	
Dismissal Hearings Committee Panels				☐
Kraut, Marla M.	Accounting/3161	885-7116	marlam@uidaho.edu	
Faculty Appeals Hearing Board				☐
University Committee for General Education				☐
Langman, Jeffrey	Geology/3022	5-0310	jlangman@uidaho.edu	
University Mutli-Campus Communications Committee				☑
Larson, Erick J.	Business/3161	885-7150	erickl@uidaho.edu	
Academic Petitions Committee				☐
LIANG, XI	Plant Sciences	208-397-41	xliang@uidaho.edu	
Admissions Committee				☐
Lincoln, Ryan S	Law		rlincoln@uidaho.edu	
Ubuntu				☐
Long, Ryan	Fish & Wildlife	5-7225	ralong@uidaho.edu	
University Budget & Finance Committee				☐
Ma, Xiaogang	Computer Science/1010	208 885 15	max@uidaho.edu	
Library Affairs Committee				☐
Manker, Gretchen L	Agricultural & Ext Education		gretchenm@uidaho.edu	
Student Financial Aid Committee				☐

CoC Appointed by Faculty

				Alternate
Miner, Katie	FCS/3183	885-7747	kminer@uidaho.edu	
Parking Committee				☐
Minnich, Scott A	UI/WSU Bistate School Food	208-310-24	sminnich@uidaho.edu	
Scientific Misconduct Committee				☐
Moreno, Perri M	Library/2350	208885634	pmoreno@uidhao.edu	
Commencement Committee				☐
Newcombe, George	Forest Res./1133	885-5289	georgen@uidaho.edu	
Intellectual Property Committee				☐
Nicotra, Jodie	English/1102	885-5945	jnicotra@uidaho.edu	
Teaching & Advising Committee				☐
Olsen, Nora	Plant Sciences	208423663	Norao@uidaho.edu	
University Security & Compliance Committee				☐
Painter, Kathleen	N. Dist. Ext. Bonners Ferry	267-3235	kpainter@uidaho.edu	
Administrative Hearing Board				☐
Perry, Joel	ME 0902	5-2144	jperry@uidaho.edu	
Safety and Loss-Control Committee				☐
Rader, Erika	Geological Sciences		erader@uidaho.edu	
Dismissal Hearings Committee Panels				☑
Ramirez, Stephanie	Business & Econ	5-0104	sramirez@uidaho.edu	
Committee on Committees				☐
Rashed, Arash	PSES Aberdeen	208397700	arashed@uidaho.edu	
Faculty Appeals Hearing Board				☑
Reid, James E	Music/4015	208-885-62	jreid@uidaho.edu	
Faculty Appeals Hearing Board				☐
Rezki, Zouheir	Electrical & Computer Engr	208885154	zrezki@uidaho.edu	
Academic Petitions Committee				☐
Rodriguez, Javier	Music/4015	885-6665	jrodriguez@uidaho.edu	
Committee on Committees				☐
Rounds, Mark	Business/3161	885-4199	mrounds@uidaho.edu	
Officer Education Committee				☐
Saxman, Bruce P	Movement Sciences/2401		bsaxman@uidaho.edu	
Academic Hearing Board				☐
Schab, Aaron C	English/1102	208885615	aschab@uidaho.edu	
Parking Committee				☐
Seamon, Richard	Law/2321	885-7061	richard@uidaho.edu	
Faculty Affairs				☐
Seiferle-Valencia, Mar	Library/2350		marcosv@uidaho.edu	
Library Affairs Committee				☐

CoC Appointed by Faculty

				Alternate
Shook, Steven R.	Forest Products/1132	885-6802	shook@uidaho.edu	
University Curriculum Committee				☐
Shrestha, Dev	BAE/2060	885-7545	devs@uidaho.edu	
Information Technology Committee				☐
Sielert, Vern	Music/4015	885-4955	verns@uidaho.edu	
Arts Committee				☐
Sisodiya, Sanjay	Business/3161	5-0267	sisodiya@uidaho.edu	
University Curriculum Committee				☐
Sonnichsen, Mike	Art & Design 2471	919926530	msonic@uidaho.edu	
Arts Committee				☐
Stephens, Bob R	Mechanical Engineering/0902		bstephen@uidaho.edu	
University Committee for General Education				☐
Stoian, Sebastian	Chemistry/2343	208 885 09	sstoian@uidaho.edu	
Radiation Safety Committee				☐
Strickland, Michael	Soil & Water Systems	5-0960	mstrickland@uidaho.edu	
Borah Foundation Committee				☐
Stuen, Eric	Business/3161	885-9023	estuen@uidaho.edu	
Faculty Affairs				☐
Telesetsky, Anastasia	Law/2321	885-7510	atelesetsky@uidaho.edu	
Borah Foundation Committee				☐
Vella, Chantal	HPERD/2401	885-2189	cvella@uidaho.edu	
Faculty Affairs				☐
Woods, Lindsay D	Art and Architecture	208364462	dwoods@uidaho.edu	
Honors Program Committee				☐
Woolley, Darryl	Acct./3161	885-7300	dwoolley@uidaho.edu	
Academic Petitions Committee				☑
Xian, Min	Computer Science/1010	208757542	mxian@uidaho.edu	
Student Financial Aid Committee				☐
Zhao, Haiyan	Chem Engg 83401	331425560	haiyanz@uidaho.edu	
Faculty and Staff Policy Group				☐

Appointed by Committees

						Alternate
2	**Academic Hearing Board**					
	915	Saxman, Bruce P	Movement Sciences/2401		bsaxman@uidaho.edu	☐
4	**Academic Petitions Committee**					
	909	Rezki, Zouheir	Electrical & Computer Engr	208885154	zrezki@uidaho.edu	☐
	818	Larson, Erick J.	Business/3161	885-7150	erickl@uidaho.edu	☐
	458	Woolley, Darryl	Acct./3161	885-7300	dwoolley@uidaho.edu	☑
6	**Administrative Hearing Board**					
	845	Anthony-Stevens, Vanessa	Curriculum & Instruction/3080	5-0178	vstevens@uidaho.edu	☐
	825	Painter, Kathleen	N. Dist. Ext. Bonners Ferry	267-3235	kpainter@uidaho.edu	☐
8	**Admissions Committee**					
	887	LIANG, XI	Plant Sciences	208-397-41	xliang@uidaho.edu	☐
10	**Americans with Disabilities Act Advisory Committee**					
	878	Johnson, Robin S	Journalism & Mass Media/3178	43597	rsjohnson@uidaho.edu	☐
46	**Arts Committee**					
	688	Sonnichsen, Mike	Art & Design 2471	919926530	msonic@uidaho.edu	☐
	698	Copeland, Shawn	LHSOM 4015	5-7412	scopeland@uidaho.edu	☐
	530	Sielert, Vern	Music/4015	885-4955	verns@uidaho.edu	☐
18	**Borah Foundation Committee**					
	929	Strickland, Michael	Soil & Water Systems	5-0960	mstrickland@uidaho.edu	☐
	582	Cohen, Rajal	Psychology/3043	885-4102	rcohen@uidaho.edu	☐
	532	Telesetsky, Anastasia	Law/2321	885-7510	atelesetsky@uidaho.edu	☐
22	**Campus Planning Advisory Committee**					
	412	Jeffery, Clinton	Computer Sci./1010	885-4789	jeffery@uidaho.edu	☐
24	**Classified Position Appeal Board**					
	793	Baker, Leslie	Geological Sciences/3022	885-7625	lbaker@uidaho.edu	☐
26	**Commencement Committee**					
	902	Moreno, Perri M	Library/2350	208885634	pmoreno@uidhao.edu	☐
28	**Committee on Committees**					
	682	Ramirez, Stephanie	Business & Econ	5-0104	sramirez@uidaho.edu	☐
	827	Rodriguez, Javier	Music/4015	885-6665	jrodriguez@uidaho.edu	☐
36	**Dismissal Hearings Committee Panels**					
	201	Eigenbrode, Sanford	PSES/2339	885-2972	sanforde@uidaho.edu	☐
	814	Kolok, Alan	Idaho Water Res. Dir./Fishwild	885-5771	akolok@uidaho.edu	☐
	564	Kern, Anne L.	C&I, Coeur d'Alene	292-1402	akern@uidaho.edu	☑
	907	Rader, Erika	Geological Sciences		erader@uidaho.edu	☑
42	**Faculty Affairs**					
	306	Seamon, Richard	Law/2321	885-7061	richard@uidaho.edu	☐
	531	Stuen, Eric	Business/3161	885-9023	estuen@uidaho.edu	☐
	533	Vella, Chantal	HPERD/2401	885-2189	cvella@uidaho.edu	☐
	712	Brown, Katie	Fam.Cons.Sci./3183	5-7664	katieb@uidaho.edu	☐

Appointed by Committees

						Alternate
41	Faculty and Staff Policy Group					
	694	Zhao, Haiyan	Chem Engg 83401	331425560	haiyanz@uidaho.edu	☐
43	Faculty Appeals Hearing Board					
	243	Kraut, Marla M.	Accounting/3161	885-7116	marlam@uidaho.edu	☐
	908	Reid, James E	Music/4015	208-885-62	jreid@uidaho.edu	☐
	683	Rashed, Arash	PSES Aberdeen	208397700	arashed@uidaho.edu	☑
	624	Celaya, Lori	Modern Language/3174	5-6670	lcelaya@uidaho.edu	☑
	788	Ball, Katie	Law/Boise		ktball@uidaho.edu	☑
51	Grievance Committee for Student Employee					
	852	Brown, Ann F	Movement Sciences/2401	208-885-79	afbrown@uidaho.edu	☐
53	Honors Program Committee					
	505	Becker, Devin	Library/2350	5-7040	dbecker@uidaho.edu	☐
	938	Woods, Lindsay D	Art and Architecture	208364462	dwoods@uidaho.edu	☐
	570	Crepeau, John	Mech.Engr/0902	885-5228	crepeau@uidaho.edu	☐
55	Information Technology Committee					
	294	Shrestha, Dev	BAE/2060	885-7545	devs@uidaho.edu	☐
	625	Cleveley, Brian	Virtual Tech&Design/2491	885-0236	cbc@uidaho.edu	☐
	639	Jensen, Jennifer	Extension Bonners Ferry	267-3235	jenjensen@uidaho.edu	☐
56	Intellectual Property Committee					
	849	Aston, David E	Chemical & Materials Engr/102	0	aston@uidaho.edu	☐
	380	Newcombe, George	Forest Res./1133	885-5289	georgen@uidaho.edu	☐
60	Library Affairs Committee					
	889	Ma, Xiaogang	Computer Science/1010	208 885 15	max@uidaho.edu	☐
	921	Seiferle-Valencia, Marco R	Library/2350		marcosv@uidaho.edu	☐
64	Officer Education Committee					
	572	Rounds, Mark	Business/3161	885-4199	mrounds@uidaho.edu	☐
66	Parking Committee					
	916	Schab, Aaron C	English/1102	208885615	aschab@uidaho.edu	☐
	379	Miner, Katie	FCS/3183	885-7747	kminer@uidaho.edu	☐
71	Radiation Safety Committee					
	928	Stoian, Sebastian	Chemistry/2343	208 885 09	sstoian@uidaho.edu	☐
74	Sabbatical Leave Evaluation Committee					
	667	Hickman, Daniel	Business 3161	5-6704	dhickman@uidaho.edu	☐
76	Safety and Loss-Control Committee					
	760	Bauscher, Rich	Education/Boise	459-1730	rbauscher@uidaho.edu	☐
	679	Perry, Joel	ME 0902	5-2144	jperry@uidaho.edu	☐
77	Scientific Misconduct Committee					
	901	Minnich, Scott A	UI/WSU Bistate School Food S	208-310-24	sminnich@uidaho.edu	☐
	626	Coats, Erik R.	Civil Engr./1022	5-7559	ecoats@uidaho.edu	☐

Appointed by Committees

						Alternate
83	Student Conduct Board					
	872	Heimgartner, Candi K.	Biological Sciences/3051	208-885-74	cheim@uidaho.edu	☐
	876	Jensen, Kirstin D	Family and Consumer Sciences	208.983-26	kdjensen@uidaho.edu	☐
84	Student Financial Aid Committee					
	892	Manker, Gretchen L	Agricultural & Ext Education		gretchenm@uidaho.edu	☐
	939	Xian, Min	Computer Science/1010	208757542	mxian@uidaho.edu	☐
87	Teaching & Advising Committee					
	418	Nicotra, Jodie	English/1102	885-5945	jnicotra@uidaho.edu	☐
	608	Johnson, Aaron	AERS/2334	885-5489	aaronj@uidaho.edu	☐
58	Ubuntu					
	888	Lincoln, Ryan S	Law		rlincoln@uidaho.edu	☐
20	University Budget & Finance Committee					
	672	Long, Ryan	Fish & Wildlife	5-7225	ralong@uidaho.edu	☐
	10	Awwad-Rafferty, Rula	Architecture/2451	885-6832	rulaa@uidaho.edu	☐
	718	Allen, Peter B.	Chem 2343	5-5807	pballen@uidaho.edu	☐
89	University Committee for General Education					
	243	Kraut, Marla M.	Accounting/3161	885-7116	marlam@uidaho.edu	☐
	927	Stephens, Bob R	Mechanical Engineering/0902		bstephen@uidaho.edu	☐
	10	Awwad-Rafferty, Rula	Architecture/2451	885-6832	rulaa@uidaho.edu	☐
91	University Curriculum Committee					
	803	Egan, Catherine Anne	Movement Sci	885-1053	eganca@uidaho.edu	☐
	445	Connors, James	Ag Ext. Educ./2040	885-6358	jconnors@uidaho.edu	☐
	500	Sisodiya, Sanjay	Business/3161	5-0267	sisodiya@uidaho.edu	☐
	158	Shook, Steven R.	Forest Products/1132	885-6802	shook@uidaho.edu	☐
94	University Mutli-Campus Communications Committee					
	756	Gathercoal, Paul	Curriculum & Inst/3082	885-5707	gatherco@uidaho.edu	☐
	706	Langman, Jeffrey	Geology/3022	5-0310	jlangman@uidaho.edu	☑
	873	Henderson, Bracken M	Eastern District Extension	208 852 10	brackenh@uidaho.edu	☐
95	University Security & Compliance Committee					
	904	Olsen, Nora	Plant Sciences	208423663	Norao@uidaho.edu	☐

University of Idaho

POLICY COVER SHEET

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

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

Chapter & Title: FSH 1570 – Secretary of the Faculty

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

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

Originator(s): **Senate Leadership, Chair Johnson & Liz Brandt, Faculty Secretary**
(Please see FSH 1460 C) Name Date
Telephone & Email: **aaronj@uidaho.edu & ebrandt@uidaho.edu**

Policy Sponsor: (If different than originator.)
Name Date
Telephone & Email:

Reviewed by General Counsel ___Yes ____No Name & Date: _____

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

This policy is being revised to reflect restructuring of the faculty secretary position. Policy responsibilities will be covered by a new policy Coordinator in the future and not by the faculty secretary.

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. FSH 1520, 1580, 1460, 1640.28, 1640.41, 1640.42, 1640.91

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)

FSH 1640.41
FACULTY AND STAFF POLICY GROUP (FSPG)
[created July 2017]

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 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~~ and the following as ex officio: Faculty Secretary, and the ~~/~~official responsible for coordinating policy, ~~Policy Coordinator,~~ or ~~his/her~~ 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~~the Faculty Secretary/Policy Coordinator (w/o vote)~~. *[rev. 1-18]*

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. [ed. 7-09, rev. 1-15]

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. [ed. 7-09]

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)~~ and the following or their designees: vice provost for faculty, a representative of staff council, ~~and executive vice president~~ and ASUI president. [rev. 7-05, ed. 7-06, 7-09]

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. *[ed. 7-09]*

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. *[rev. 7-17]*

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 serves as ~~an~~ ex officio members ~~of the committee~~ without vote. *[rev. 7-08, 1-19, 7-19]*

	Space Advisory Council (SAC)		
		Classroom Committee	Campus Planning Advisory Committee
Membership	VPR, VPFA, Faculty (2), Facilities (2), IEA (1), Exec Dir Admin Ops, Registrar (1), Students (2), Gen Ed Director ex officio	Registrar (2), Facilities (2), Faculty (3), Students (2) ITS (1), CETL (1), Purchsg (1), Gen Ed Director ex officio	VPFA, AVP Facilities, Faculty (5), CIO, Staff (1) DSS (1)
Charter/Purview	Space Allocation Space Utilization Input to Campus Capital Plans Conflict resolution	Classroom and class Lab utilization Dept classroom/lab access Dept classroom/lab reassignment recommendations Classroom and Teaching Lab renovation priorities, design and technical standards Support implementation of curriculum (core facultly role) Continuous Classroom Impvmt	Advise President/SAC/Senate on planning issues Consider project implications Consider linkages between campus and community planning issues Recommend/review projects
Reports to	President	Space Advisory Council	Space Advisory Council
Chartered by	APM	FSH	FSH
Selection/Term	President/ 3 year terms	Committee on Committees/3 yr	Committee on Committees/3 yr

University of Idaho

POLICY COVER SHEET

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

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

Chapter & Title: **FSH 1640.22/1640.40 – Campus Planning & Campus Classroom**

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

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

Originator(s): Brian Johnson — 14 Mar 2019
(Please see FSH 1460 C) Name — Date
Telephone & Email 5-6246 — johnsonb@uidaho.edu

Policy Sponsor: (If different than originator.) Brian Foisy — 14 Mar 2019
Name — Date
Telephone & Email: 5-6174 — brianfoisy@uidaho.edu

3/20/19

Reviewed by General Counsel ___Yes ____No Name & Date: _____

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual. Only minor editorial updates to 1640.22. Major rewrite of 1640.40 abolishes the old Facilities Scheduling Policy Committee and newly establishes the Classroom Committee, clarifying roles and participants.

II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
No fiscal impacts result from these policy changes.

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.
FSH 1640.22; 1640.40 (rewrite/new); APM 40.10

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

If not a minor amendment forward to: _____

Policy Coordinator Appr. & Date: _____ *[Office Use Only]*	*FSH* Appr. _____ FC _____ GFM _____ Pres./Prov. _____ *[Office Use Only]*	Track # _____ Date Rec.: _____ Posted: t-sheet _____ h/c _____ web _____ Register: _____ *(Office Use Only)*
APM *F&A Appr.:* _____ *[Office Use Only]*		

1640.22

CAMPUS PLANNING ADVISORY COMMITTEE

A. FUNCTION.

A-1. To advise the Faculty Senate, Space Advisory Council, and the president concerning campus planning, including such areas as the following: *[ed. 7-09]*

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 infrastructure~~ 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. *[ed. 7-09, 1-17]*

B. STRUCTURE. ~~Five~~ Six faculty members, two of whom are elected by ~~and from~~ Faculty Senate. The committee's chair will be selected from one of these ~~five~~six. The other members of the committee will include one student elected by ASUI, the Vice President for ~~Infrastructure~~ Finance and Administration (or designee), the Assistant Vice President for Facilities, the CIO of Information Technology, one staff member, and the Coordinator ~~of Disabled Student~~for Student Disability Services (or designee). *[rev. 7-99, 7-06, 7-08, 7-10, ed. 7-04, 7-09, 9-15, 1-17]*

Commented [AT1]: ConC 4-4-19

Commented [AT2]: ConC 4/4/19

UI FACULTY-STAFF HANDBOOK
CHAPTER ONE:
HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE January 2018

1640.40
~~CAMPUS CLASSROOM FACILITIES SCHEDULING POLICY~~ INSTRUCTIONAL SPACE COMMITTEE
[*Substantially revised in 20~~07~~19. See also APM 40.~~35~~10.35*]

Commented [AT1]: Title change by ConC 4/4/19

A. FUNCTION.

A-1: To develop and oversee a systematic approach for evaluating, building, and maintaining modern learning spaces on an ongoing basis.~~, implement, and manage scheduling policies and procedures to ensure the impartial and principled use of university facilities, both buildings and grounds, consistent with accreditation standards.~~

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.
~~advise the president or the president's designee on the operational use of UI facilities and to advise him/her and the vice president for finance concerning appropriate fees to charge. *[ed. 9-15]*~~

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.~~manage the impact of events, programs, and multiple events on daily University operations.~~

A-4: To evaluate and recommend changes current scheduling policy to ensure flexibility in meeting the needs of modern active learning spaces.~~ensure the effective resolution of scheduling conflicts~~

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.~~communicate information to the campus and community concerning facility use, policy, and procedures.~~

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; ~~(co-chair), assistant vice president for auxiliary services (co-chair), vice provost for academic affairs, dean of students, assistant vice president for facilities, faculty secretary,~~ three~~wo~~ faculty members;~~,~~ ~~the chair of the Department of Health, Physical Education, Recreation & Dance, the chair of Lionel Hampton School of Music, the chair of Theatre Arts and Film, the risk management officer, the director of Commons and Union/Campus Recreation, the director of Conference Services, the associate registrar, the manager of KIBBIE/Memorial Gym/Pool Center, the associate director of Athletics, the facilities planner,~~ 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. ~~(one from the Student Recreation Center Board and one from the Student Union-Commons Board).~~

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. ~~UI Facilities are used by multiple programs, including: academic programs, intercollegiate athletics, campus recreation programs, and by multiple constituencies including students, faculty, staff, retirees, alumni, and visitors. As demand for university facilities increases, there will be increasing potential for scheduling and scheduling policy conflicts. Policies and procedures for ensuring the impartial and principled resolution of those scheduling conflicts will be critical.~~

~~**D. MAJOR OBJECTIVES:**~~

~~**D 1.** To analyze the issues associated with scheduling and resolving facilities scheduling conflicts.~~

~~**D 2.** To develop effective policies and procedures for University facility use that:~~

- ~~**a.** support the general educational mission of the University;~~
- ~~**b.** maximize opportunity to provide a revenue stream from facilities when such uses do not conflict with the mission of the University;~~
- ~~**c.** minimize risk of loss associated with the goals, finances, operations, compliance ;~~
- ~~**d.** provide for the impartial, principled scheduling of facilities and for resolving scheduling conflicts, while ensuring both efficient use of the facilities and an efficient scheduling process.~~

~~**D 3.** To develop systematic assessment methods and procedures (when needed) which demonstrate the effectiveness and impartiality of the scheduling process.~~

~~**D 4.** To provide those with programs or activities in these facilities with an on-going opportunity for representative participation in the scheduling process.~~

University of Idaho

POLICY COVER SHEET

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

[3/09]

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

Chapter & Title: FSH 1640.90 – General Education Assessment Committee

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

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

Originator(s): **Dean Panttaja 3/29/19**
(Please see FSH 1460 C) Name Date
Telephone & Email: **panttaja@uidaho.edu**

Policy Sponsor: (If different than originator.)
Name Date
Telephone & Email:

Reviewed by General Counsel ____Yes ____No Name & Date: _____n/a _____

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.

New Mandates from SBOE & NWCCU on system wide assessment dictate a committee composition that is more faculty centric, assessment knowledgeable, and representative of the SBOE GEM areas (which include the 5 Colleges engaged in general education). The committee composition should utilize institutionally recognized faculty, appointed as Statewide General Education representatives, who are familiar with General Education and its assessment to maximize the committee's effectiveness. Student composition also requires revision as students seldom attend and lack the advanced understanding of assessment needed to be done. The curricular complexities of general education and the annual re-appointment of students complicates the forward momentum of the committee.

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]*	*FSH* Appr. _____ FC _____ GFM _____ Pres./Prov. _____ *[Office Use Only]*	Track # _____ Date Rec.: _____ Posted: t-sheet _____ h/c _____ web_____ Register: _____ *(Office Use Only)*
APM *F&A Appr.:* _____ *[Office Use Only]*		

1640.90
GENERAL EDUCATION ASSESSMENT COMMITTEE
[created July 2015]

A. FUNCTION.

A-1. General Education Assessment Committee (GEAC) serves as the body for oversight of general education assessment. The Director of General Education and the Director of Institutional Effectiveness and Accreditation, or designee, will provide coordination and leadership. *[ed. 7-17]*

A-2. The GEAC is charged with coordinating assessment of General Education. *[rev. 7-17]*

A-3. GEAC will have primary responsibility for assessing the Integrative Studies segment of the General Education curriculum and the Senior Experience through direct, indirect and face-to-face measures. *[add. 7-17]*

A-4. Working with University of Idaho members of the State Board of Education's General Education Task Force, GEAC will annually assess a representative sample of General Education Matriculation (GEM) courses. *[add. 7-17]*

A-5. The committee will review assessment findings, report regularly to UCGE, and make recommendations based on its findings to UCGE as well as to instructors who teach General Education courses. *[rev. 7-17]*

[Information on general education assessment can be accessed at the general education website: http://www.uidaho.edu/class/general-education]

B. STRUCTURE AND MEMBERSHIP. The committee is composed of ~~ten~~ twelve members as follows: Director of General Education as Chair, Director of Institutional Effectiveness and Accreditation, or designee, one UCGE member, ~~two~~ two undergraduate students, and ~~five~~ six faculty members to include one from each of the SBOE GEM areas who are serving as the institution's representative to statewide general education, and two staff members associated with assessment practice and procedures. ~~(faculty/staff, the majority of the members must be faculty) to include one with interdisciplinary experience and the remaining four selected to ensure a broad representation across the eight colleges that offer baccalaureate programs. All members, except students, serve on three year staggered terms.~~ In consultation with the chair of UCGE, the Director of General Education is responsible for the selection of committee members. *[rev. 7-16, 7-17]*

University of Idaho

POLICY COVER SHEET

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

[3/09]

Administrative Procedures Manual [APM] ☐ Addition X Revision* ☐ Deletion* ☐ Emergency *Minor Amendment* ☐

Chapter & Title: APM 30.15 UI Password/Pass-phrase Policy

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

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

Originator(s): **Mitch Parks, Mary George** **3/26/19**
(Please see FSH 1460 C) Name Date

Telephone & Email **mitch@uidaho.edu; maryg@uidaho.edu**
5-2522 5-5222

Policy Sponsor: (If different than originator.) Dan Ewart
Name Date

Telephone & Email: **dewart@uidaho.edu**

Reviewed by General Counsel __X_Yes ____No Name & Date: _ ***Casey Inge 3/26/19***
Also UI Technology Security Advisory Council, ITS Directors & Managers, local university IT support, and Liz Brandt

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.

Current policy was old and outdated. It also contained a lot of specifics that have since changed. We made the policy more general and encompassing, without specifics. We will publish the specifics info (ITS standards) on the ITS web site.

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

We anticipate no fiscal impact from these changes.

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

All IT policies are related, probably the most related would be the Identity and Access Management policy APM 30.10. We tried to make sure that they were unique, but complementary.

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)

30.15—Password and Authentication Policy
Created/updated date: 02/07/2019 (rewrite)

Preamble: Authentication of users and applications, accessing or processing data is a fundamental requirement of information security to ensure confidentiality and integrity of data. This policy establishes authentication requirements for the use of University of Idaho technology resources.

Contents:

A. Definitions
B. Policy
C. Scope
D. Exceptions to the Policy
E. Contact Information
F. References

A. Definitions – Types of Authentication. Below are the most common types of authentication used at the university.

A-1. **Password:** a combination of letters, numbers, symbols, and special characters that can be used to authenticate a person to an account accessing a technology resource. Long forms of passwords are sometimes called a passphrase.

A-2. **Biometric**: unique physical or behavioral characteristics of a person that can be analyzed to uniquely identify and authenticate a person to an account for accessing a technology resource.

A-3. **Token:** a hardware or software device that can be cryptographically verified as unique.

A-4. **Geolocation:** for purposes of this policy, geolocation refers to the process of identifying the locations of a user based upon the known locations of their Internet Protocol (IP) addresses, or from data collected from their authenticated devices with built-in location detection.

A-5. **API Token**: for purposes of this policy, an application program interface (API) token is a unique, long, token or key that may provide authentication for an application to access another service or application.

A-6. **Personal Identification Number (PIN):** a short number or password used locally on a device as a convenient authentication alternative to typing a full password.

A-7. **Multi Factor Authentication (MFA):** Using two or more authentication factors: typically passwords, biometrics, or tokens, to achieve authentication.

B. Policy. Consistent with the university's requirements for identity and access management, users must protect the integrity of their authentication methods, for all UI technology resources requiring their authentication. All authentication types must be secured as appropriate for the level of risk.

B-1. **Responsibility of Users:**

a. Users are responsible for keeping passwords and all other types of authentication secure and confidential, including not sharing or storing passwords in an insecure manner. Passwords should not be written down and/or left in an easily accessible location.
b. Passwords are confidential university information and should never be stored electronically without strong encryption.
c. All passwords must be changed at first issuance or use.
d. Passwords must not be shared for any individual accounts, including with IT support professionals, and only shared for other account types as defined in UI Identity and Access Management (APM 30.10) to the minimum extent required. If anyone asks a user for their password, they are obligated to report this to ITS Security as a security incident.
e. For any shared passwords, whenever any person with knowledge of the password changes to a role where they no longer require knowledge of the password (i.e., leaves the university or changes positions), the password must be changed.
f. Passwords for UI systems must be unique. Users should never use their UI password for any third-party systems, even if used for UI business purposes. Users should never use the same password for privileged and non-privileged accounts.
g. Users must not store passwords with applications or use the "remember password" functions built into web browsers. Using a third-party password manager is highly encouraged to create strong

passwords and store them securely. (Contact ITS for a list of currently recommended password managers.)

h. Always log out of applications or lock computers when leaving a computer to prevent unauthorized use.
i. Users must not attempt to circumvent UI established authentication processes.
j. Users must follow ITS standards for authentication and password specifications. (See ITS Standards http://www.uidaho.edu/its/standards/)

B-2. **Remediation and Compliance.** Noncompliance with this policy shall be considered a violation of UI Acceptable Use (APM 30.12) and will be addressed and remediated accordingly.

C. Scope. This policy applies to all account holders regardless of affiliation with access to university data or information systems.

D. Exceptions to the Policy. Exceptions to this policy may be submitted in writing to the UI Information Security Officer who will assess the risk and make a recommendation to the UI Chief Information Officer. Exceptions must be reviewed for reauthorization on no less than an annual basis.

E. Contact Information. The ITS Information Security Office (its-security@uidaho.edu) can assist with questions regarding this policy and related standards.

F. References.

APM 30.10 – Identity and Access Management Policy
APM 30.11 – Data Classifications and Standards
APM 30.12 – Acceptable Use of Technology Resources
NIST SP800-53r4
NIST SP800-171
HIPAA Security Rule 164.312(d)

University of Idaho

POLICY COVER SHEET

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

[3/09]

Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: _____

Administrative Procedures Manual [APM] ☐ Addition ☐ Revision* X Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **APM 30.07 – User Provided Software on ITS Systems**

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

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

Originator(s): **Mary George** **3/26/19**
(Please see FSH 1460 C) Name Date
Telephone & Email: **885-5222** **maryg@uidaho.edu**

Policy Sponsor: (If different than originator.) Dan Ewart 3/26/19
Name Date
Telephone & Email: **885-2271** **dewart@uidaho.edu**

Reviewed by General Counsel ___Yes _X___No Name & Date: _____

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

This is an old, obsolete process/informational item for faculty to request ITS to put class software on ITS-managed lab computers. This has been replaced with a service request form on ITS' work management system. See https://support.uidaho.edu/TDClient/KB/ArticleDet?ID=175. This article provides the forms and information for faculty to request software for lab machines.

II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
There is no anticipated fiscal impact with this deletion

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.
None that we are aware of

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

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

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

30.07 -- User Provided Software on ITS Systems (Information Technology Services)

January 11, 2010

A. **General**. Software, both data files or programs, may be placed on various systems under ITS control for purposes of instruction or research. To place software on one of the following systems, software is brought to ITS (Admin 140) a minimum of one week prior to needed access (two weeks requested). The software is given to the appropriate personnel for prompt installation.

A-1. **File Servers for Student Computer PC and Macintosh Labs and Classrooms**. ITS operates many open access computer labs and classrooms across campus. In addition, several lecture rooms with PCs, Macs and large display units for viewing the screen are available for teaching. All of these computers are connected to a file server containing a variety of software for student use. Most of the funding for this equipment comes from the annual student computer fee established during the fall of 1993. *[ed. 1-10]*

A-2. **Available Student Computer Lab Software**. For a listing of software available from the student computer menu, please look on the following Web page: Support Site

B. **Information**. For further information or questions on user provided software applications on Customer Support controlled systems, call ITS Help Desk at (208) 885-4357 (dial 5-HELP). *[ed. 1-10]*

Arena Construction Analysis	
AES Support	23,238
Professional Fees	3,732,462
Construction + Contingency	38,725,581
Owner Support	544,469
FF&E Costs	2,724,250
Contingencies	250,000
CASH/GIK REQUIRED	46,000,000

Fundraising Revenue Analysis	
Gifts Received (via UIF)	10,874,828
Bequests and Annuities (via UIF)	3,010,000
Gifts in Process (via UIF)	1,515,000
SUBTOTAL	15,399,828
5% Gift Fee	(769,991)
SUBTOTAL	14,629,837
10% FM Endow	(1,462,984)
SUBTOTAL	13,166,853
ICCU Sponsorship	10,000,000
Facility Fee (Pre-Construction)	750,000
Facility Fee (Post-Construction A)	8,750,000
Facility Fee (Post-Construction B)	8,750,000
Learfield	600,000
Albertsons	420,000
Wood Innovations Grant	200,000
TOTAL PROJECT REVENUE	42,636,853

Fundraising Cash Analysis	
Gifts Received (via UIF)	6,646,737
Bequests and Annuities (via UIF)	-
Gifts in Process (via UIF)	-
SUBTOTAL	6,646,737
5% Gift Fee	(332,337)
SUBTOTAL	6,314,400
10% FM Endow	(631,440)
SUBTOTAL	5,682,960
ICCU Sponsorship	10,000,000
Facility Fee (Pre-Construction)	750,000
Facility Fee (Post-Construction A)	-
Facility Fee (Post-Construction B)	-
Learfield	-
Albertsons	100,000
Wood Innovations Grant	200,000
AVAILABLE CASH	16,732,960

* Worst-case scenario analysis, assumes no GIK for project materials ($1.3M est)

** Facility fees at $250K per year, for 35 years

ARENA BUDGET ANALYSIS	
Arena total cost	46,000,000
Budgeted revenue from donations and sponsorships	(28,000,000)
Budgeted revenue from student facility fees	(18,000,000)
Unfunded amount	-

ARENA COMMITMENTS ANALYSIS	
Arena total cost	46,000,000
Existing commitments from donations and sponsorships	(25,000,000)
Existing commitments from student facility fees	(18,000,000)
Unfunded amount	3,000,000

ARENA CASH ANALYSIS	
Arena total cost	46,000,000
Cash from Foundation gift activity	(5,700,000)
Cash from ICCU Sponsorship	(10,000,000)
Cash from other misc revenues	(300,000)
Cash from student facility fees	(750,000)
Unfunded amount	29,250,000

University of Idaho

MARKET-BASED COMPENSATION FOR FACULTY

APRIL 2019

PATRICK HRDLICKA
TORREY LAWRENCE
KIM SALISBURY

PRESENTATION OVERVIEW

- Salary model history
- How the salary model works
- Salary model philosophy
- Salary calculation examples
- FY18 and FY19 raises
- Vandalweb
- Upcoming changes for FY20
- Questions?

GOAL AND TIMELINE

- Fall 2015: President Staben announced the goal to **increase employee salaries to 100% of market (on average) by 2025**, accompanied by a charge to develop and deploy a data-driven, objective, and transparent market-based compensation system
- Feb. 2016: Faculty Senate established the **Staff Compensation Task Force**
- Oct. 2016: Faculty Senate established the **Faculty Compensation Task Force**
- 2016-2017: F-CTF met ~15 times to define UI's institutional peer group (i.e., market), select salary databases, and draft guiding principles

GOAL AND TIMELINE

- January 2018: Mid-year salary adjustments
- July 2018: FY19 CEC salary increases deployed
- 2018-2019: Further system development including:
  - Refinement of compensation model
  - Guidelines for awarding performance raises (FAC project)
  - Evaluation of promotion raise practices
  - Development of Vandalweb portal to view personal salary data

THE MODEL - MARKET SALARY

- Based on data from CUPA-HR salary survey for all U.S. public and private doctorate-granting institutions (R1, R2, and R3)
- Alternative data sources are used in isolated cases (e.g., Oklahoma State University survey; Bureau of Labor Statistics)
- CUPA-HR lists salary data by CIP code, academic rank, and TT/NTT
- Based on tenure-track, academic year appointments

THE MODEL - MARKET SALARY

- CUPA-HR dataset updated annually in February for next fiscal year
- Market salaries are available from the Provost's website (Faculty Processes -- Salary Information)
- Adjustments to CUPA-HR salaries:
  - Instructor market rates are 65% of Associate Professor
  - Senior Instructor market rates are 70% of Associate Professor
  - Non-tenure track professors are 85% of the market rate for TT professors in the same CIP and rank (will increase to 90% for FY20)

FY19 Market Salaries (selected)

4 DIGIT CIP	CIP CODE	CIP DISCIPLINE	Instructor	Senior Instructor	Assistant Professor	Associate Professor	Professor	Distinguished Professor
0101	010100	Agricultural Business and Management	65,064.35	70,069.30	85,078.00	100,099.00	121,047.00	121,047.00
0102	010200	Agricultural Mechanization						
0103	010300	Agricultural Production Operations	54,563.60	58,760.80		83,944.00	101,511.20	101,511.20
0108	010800	Agricultural Public Services	43,884.46	47,260.19	65,742.87	67,514.56	100,300.64	100,300.64
0109	010900	Animal Sciences	57,854.55	62,304.90	75,716.00	89,007.00	109,525.00	109,525.00
0110	011000	Food Science and Technology	56,930.90	61,310.20	79,272.00	87,586.00	123,892.00	123,892.00
0111	011100	Plant Sciences	53,994.85	58,148.30	73,439.00	83,069.00	105,421.00	105,421.00
0112	011200	Soil Sciences	54,980.90	59,210.20	72,784.00	84,586.00	107,198.00	107,198.00
0301	030100	Natural Resources Conservation and Research	57,894.20	62,347.60	76,602.00	89,068.00	120,297.00	120,297.00
0302	030200	Natural Resources Management and Policy	56,794.40	61,163.20	79,183.00	87,376.00	107,520.00	107,520.00
0303	030300	Fishing and Fisheries Sciences and Management	51,401.64	55,355.62	74,848.05	79,079.45	115,942.87	115,942.87
0305	030500	Forestry	56,290.65	60,620.70	72,805.00	86,601.00	108,919.00	108,919.00
0306	030600	Wildlife and Wildlands Science and Management	50,994.45	54,917.10	71,104.00	78,453.00	99,826.00	99,826.00
0402	040200	Architecture	57,674.50	62,111.00	72,392.00	88,730.00	115,398.00	115,398.00
0403	040300	City/Urban, Community and Regional Planning	57,829.85	62,278.30	72,062.00	88,969.00	114,990.00	114,990.00
0406	040600	Landscape Architecture	55,943.55	60,246.90	71,738.00	86,067.00	113,134.00	113,134.00
0501	050100	Area Studies	54,759.25	58,971.50	71,839.00	84,245.00	124,831.00	124,831.00
0904	090400	Journalism	55,506.75	59,776.50	69,172.00	85,395.00	110,510.00	110,510.00
0907	090700	Radio, Television, and Digital Communication	51,679.55	55,654.90	66,506.00	79,507.00	116,829.00	116,829.00
0909	090900	Public Relations, Advertising, and Applied Communication	55,287.05	59,539.90	73,938.00	85,057.00	106,988.00	106,988.00
1003	100300	Graphic Communications	53,948.05	58,097.90	68,070.22	82,997.00	111,410.21	111,410.21
1107	110700	Computer Science	70,773.95	76,218.10	94,016.00	108,883.00	134,886.00	134,886.00
1301	130100	Education, General	55,127.15	59,367.70	69,122.00	84,811.00	111,447.00	111,447.00
1303	130300	Curriculum and Instruction	51,347.40	55,297.20	66,845.00	78,996.00	102,832.00	102,832.00
1304	130400	Educational Administration and Supervision	53,898.65	58,044.70	69,094.00	82,921.00	114,016.00	114,016.00
1310	131000	Special Education and Teaching	49,565.75	53,378.50	65,627.00	76,255.00	99,396.00	99,396.00
1311	131100	Student Counseling and Personnel Services	51,324.00	55,272.00	66,203.00	78,960.00	98,274.00	98,274.00
1312	131200	Teacher Education and Professional Development, Specific Levels and Methods	50,128.65	53,984.70	64,771.00	77,121.00	95,092.00	95,092.00
1313	131300	Teacher Education and Professional Development, Specific Subject Areas	51,552.15	55,517.70	67,104.00	79,311.00	106,160.00	106,160.00
1314	131400	Teach English, French as Second/Foreign Lang	46,175.35	49,727.30	61,461.00	71,039.00	105,125.00	105,125.00
1407	140700	Chemical Engineering	69,069.00	74,382.00	92,196.00	106,260.00	148,883.00	148,883.00

THE MODEL – TARGET SALARY

- **Target Salaries** are based on:
  - Market salary for a specific CIP
  - Rank
  - Longevity (completed years of satisfactory performance in rank)
  - Tenure/Non-Tenure Track
  - Academic Year/Fiscal Year
  - Full-time/Part-time
- Target salaries do not include a performance component

FY19 Longevity Table

Rank Years Completed	Instructor	Senior Instructor	Assistant Professor	Associate Professor	Professor	Distinguished Professor
0	100.00%	100.00%	**90.00%**	**95.00%**	**83.00%**	**83.00%**
1	100.00%	100.00%	**90.00%**	**96.00%**	**84.00%**	**84.00%**
2	100.00%	100.00%	**90.00%**	**97.00%**	**85.00%**	**85.00%**
3	100.00%	100.00%	100.00%	**98.00%**	**86.00%**	**86.00%**
4	100.00%	100.00%	100.00%	**99.00%**	**87.00%**	**87.00%**
5	100.00%	100.00%	100.00%	100.00%	**88.00%**	**88.00%**
6	100.00%	100.00%	100.00%	100.00%	**89.00%**	**89.00%**
7	100.00%	100.00%	100.00%	100.00%	**90.00%**	**90.00%**
8	100.00%	100.00%	100.00%	100.00%	**91.00%**	**91.00%**
9	100.00%	100.00%	100.00%	100.00%	**92.00%**	**92.00%**
10	100.00%	100.00%	100.00%	100.00%	**93.00%**	**93.00%**
11	100.00%	100.00%	100.00%	100.00%	**94.00%**	**94.00%**
12	100.00%	100.00%	100.00%	100.00%	**95.00%**	**95.00%**
13	100.00%	100.00%	100.00%	100.00%	**96.00%**	**96.00%**
14	100.00%	100.00%	100.00%	100.00%	**97.00%**	**97.00%**
15	100.00%	100.00%	100.00%	100.00%	**98.00%**	**98.00%**
16	100.00%	100.00%	100.00%	100.00%	**99.00%**	**99.00%**
17	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

LONGEVITY PHILOSOPHY

- **Recruit faculty:** Maximize ability to recruit talent with target salaries that are close to market rate for new assistant professors
- **Retain faculty:** Reward timely career progression:
  - Assistant professors target salaries reach 100% after successful 3rd year review
  - Associate professors target salaries reach 100% after five years of satisfactory performance in rank, coinciding with the first opportunity for consideration for promotion
  - Reward institutional loyalty with steeper longevity progression for full professors until they reach 100% (improved for FY20)
- **Promote faculty:**
  - Mimic salary increases in our current promotion policy
  - Minimize salary compression between ranks

SALARY CALCULATION EXAMPLES

EXAMPLE #1

4 DIGIT CIP	CIP DISCIPLINE	Instructor	Senior Instructor	Assistant Professor	Associate Professor	Professor	Distinguished Professor
5100	General Health	58,500.00	63,000.00	80,000.00	90,000.00	120,000.00	120,000.00

CIP 5100 "General Health"		
Market salary for this rank	Instructor	$58,500
Longevity	5 years	100%
Tenure-track (TT) or NTT	*Not applicable*	-
Academic Year (AY) or Fiscal Year (FY)	AY	100%
Full-time (FT) or Part-time (PT)	FT	100%
TARGET SALARY:		**$58,500**

EXAMPLE #2

4 DIGIT CIP	CIP DISCIPLINE	Instructor	Senior Instructor	Assistant Professor	Associate Professor	Professor	Distinguished Professor
5100	General Health	58,500.00	63,000.00	80,000.00	90,000.00	120,000.00	120,000.00

CIP 5100 "General Health"		
Market salary for this rank	Assistant Professor	$80,000
Longevity	2 years	90%
Tenure-track or NTT	Tenure-track	100%
Academic Year (AY) or Fiscal Year (FY)	AY	100%
Full-time (FT) or Part-time (PT)	FT	100%
TARGET SALARY:		**$72,000**

EXAMPLE #3

4 DIGIT CIP	CIP DISCIPLINE	Instructor	Senior Instructor	Assistant Professor	Associate Professor	Professor	Distinguished Professor
5100	General Health	58,500.00	63,000.00	80,000.00	90,000.00	120,000.00	120,000.00

CIP 5100 "General Health"		
Market salary for this rank	Associate Professor	$90,000
Longevity	6 years	100%
Tenure-track or NTT	Tenure-track	100%
Academic Year (AY) or Fiscal Year (FY)	FY	*(11/9)
Full-time (FT) or Part-time (PT)	FT	100%
TARGET SALARY:		**$110,000**

EXAMPLE #4

4 DIGIT CIP	CIP DISCIPLINE	Instructor	Senior Instructor	Assistant Professor	Associate Professor	Professor	Distinguished Professor
5100	General Health	58,500.00	63,000.00	80,000.00	90,000.00	120,000.00	120,000.00

CIP 5100 "General Health"		
Market salary for this rank	Professor	$120,000
Longevity	14 years	97%
Tenure-track or NTT	Tenure-track	100%
Academic Year (AY) or Fiscal Year (FY)	AY	100%
Full-time (FT) or Part-time (PT)	FT	100%
TARGET SALARY:		**$116,400**

EXAMPLE #5

4 DIGIT CIP	CIP DISCIPLINE	Instructor	Senior Instructor	Assistant Professor	Associate Professor	Professor	Distinguished Professor
5100	General Health	58,500.00	63,000.00	80,000.00	90,000.00	120,000.00	120,000.00

CIP 5100 "General Health"		
Market salary for this rank	Senior Instructor	$63,000
Longevity	4 years	100%
Tenure-track or NTT	*Not applicable*	-
Academic Year (AY) or Fiscal Year (FY)	AY	100%
Full-time (FT) or Part-time (PT)	PT (.80 FTE)	80%
TARGET SALARY:		**$50,400**

EXAMPLE #6

4 DIGIT CIP	CIP DISCIPLINE	Instructor	Senior Instructor	Assistant Professor	Associate Professor	Professor	Distinguished Professor
5100	General Health	58,500.00	63,000.00	80,000.00	90,000.00	120,000.00	120,000.00

CIP 5100 "General Health"		
Market salary for this rank	Assoc. Research Prof.	$90,000
Longevity	3 years	98%
Tenure-track or NTT	NTT	85%
Academic Year (AY) or Fiscal Year (FY)	FY	*(11/9)
Full-time (FT) or Part-time (PT)	PT (.75 FTE)	75%
TARGET SALARY:		**$68,722.50**

RAISES DURING 2017-2019

2017-2018 MID-YEAR SALARY INCREASES

- Based solely on **target salaries**
- Increases were given on a sliding scale with larger relative increases going to those furthest behind their target salaries
- No increases were given to faculty at or above their target salary

FY19 CEC SALARY INCREASES

- Increases reflected changes in market rates from FY18 to FY19
- Bring faculty members to a minimum of 80% of their target salary
- College/Unit decisions:
  a. Up to 50% was used for performance-based increases for no more than 1/3rd of faculty
  b. At least 50% was used to address equity/inversion/ compression/keeping up with changes in market rates

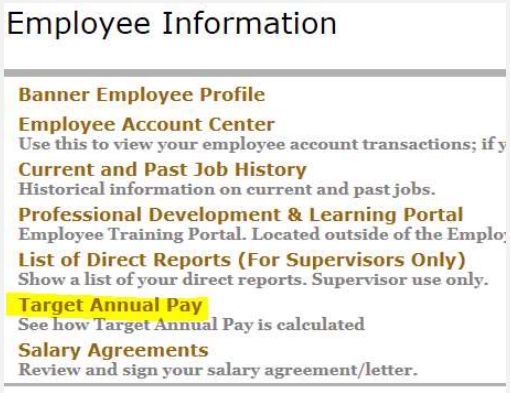
IMPACT

- 2017-18 Mid-Year Salary Increases (FY18)
  - On aggregate, the mid-year salary adjustment moved salaries from **89.6%** to **90.8%** of FY18 market rates
  - **559** faculty (**65.7%**) received mid-year salary increases
- 2018-19 CEC Increases (FY19)
  - On aggregate, the CEC increases moved salaries from **90.0%** to **93.3%** of FY19 market rates
  - **728** faculty (**87.1%** of faculty) received CEC salary increases

VANDALWEB SALARY INFORMATION

SALARY INFO IN VANDALWEB

- Scheduled to launch **Friday, April 12**
- VandalWeb > Employees > Employee Information > Target Annual Pay



IMPROVEMENTS FOR FY20

- The longevity table will improve for full professors so they reach 100% in 11 years rather than 17 years
- NTT faculty market rates will increase from 85% to 90% of TT rank
- Market rates will be based on three-year average (plus inflation factor) to smooth out large changes
- Vandalweb portal will be updated with FY20 data in July 2019

University of Idaho

QUESTIONS?

208-885-7941
PROVOST@UIDAHO.EDU

University of Idaho
Office of the Provost and
Executive Vice President

Faculty Market-Based Compensation – Frequently Asked Questions
(rev. April 3, 2019)

History and Overall Goal

Q1: Why are we implementing a market-based compensation model for faculty?
A: In the fall of 2015, President Staben announced the goal to increase employee salaries to 100% of market (on average) by 2025. This goal was accompanied with a charge to develop and deploy a market-based compensation system, which is data-driven, objective, and transparent.

Q2: What is UI's salary goal?
A: The goal is to increase salaries to 100% of market (on average) by 2025.

Q3: Does this mean that every faculty member will be paid the market rate in their discipline?
A: No. Some faculty members will command salaries above market rates, while the salaries of other faculty members will be below market rates.

Q4: Where will the funds to support salary increases come from?
A: Increases for positions permanently budgeted on general education sources will be supported by general education funds (i.e. state support, tuition revenue, etc.). When other sources provide whole or partial funding of a faculty position, then those other sources must provide additional funding to support salary increases.

Faculty Governance

Q5: How have faculty been involved in the development of the compensation model?
A: Faculty have actively engaged throughout this process:

1) Faculty Senate established the Faculty Compensation Task Force (F-CTF) in October 2016. The F-CTF consisted of 16 members, 13 voting and 3 ex officio members: one faculty member from each academic college and one from faculty-at-large (10), the Faculty Secretary, the Vice President of Finance and Administration, the Executive Director of Human Resources, the Vice Provost for Faculty (ex officio), the Director of Institutional Effectiveness and Accreditation (ex officio), and a representative from the Provost's office (ex officio). The F-CTF was co-chaired by Patrick Hrdlicka (professor of chemistry) and Wesley Matthews (Executive Director of Human Resources). The F-CTF met thirteen times during FY17 to define UI's institutional peer group (i.e., market), select suitable salary databases, and draft guiding principles. A F-CTF website was developed where meeting minutes were posted and faculty were given an opportunity for feedback. In addition, F-CTF co-chair Hrdlicka gave periodic updates to Faculty Senate.
2) The F-CTF met twice with Provost Wiencek during the fall of 2017 to discuss adjustments to - and deployment of - a preliminary version of the compensation model in connection with the FY18 mid-year salary adjustments.
3) In March of 2018, the F-CTF co-chairs provided Provost's Council with input regarding distribution of forthcoming CEC (Change in Employee Compensation) funds.

4) A subgroup of deans and F-CTF members met periodically between April 2018 and April 2019 to review and compare UI's promotion raise practices relative to peer institutions. Recommendations to adjust current practices, were forwarded to the provost and vice provost for faculty.
5) Throughout FY19, the Faculty Affairs Committee (FAC) worked with the vice provost for faculty on developing guidelines for determining performance-based salary increases and clarifying salary policies in the Faculty-Staff Handbook.
6) Throughout FY19, F-CTF co-chair Hrdlicka worked with the Provost's Office on further refining, analyzing, and implementing the faculty compensation model.

Market (institutional salary comparison group)

Q6: What is UI's institutional salary comparison group?

A: UI's institutional salary comparison group, henceforth also referred to as 'the market', encompasses all U.S. public and private doctorate-granting institutions. It includes R1, R2, and R3 institutions as defined by the Carnegie classification framework.

Q7: UI is an R2 institution. Why does UI's institutional salary comparison group include R3 institutions?

A: Inclusion of R1 and R3 institutions in the institutional salary comparison group provides a more robust salary dataset than using only salary data from R2-institutions. A preliminary analysis revealed that market salaries, on average, were similar for the R1/R2/R3 vs R2-only datasets.

Q8: UI aspires to become an R1 institution. Should UI's institutional salary comparison group reflect this?

A: UI is currently an R2 institution. Using an R1 or R1/R2 salary comparison group was not deemed a politically or financially viable option at the time. However, the F-CTF recommended that the institutional salary comparison group and/or UI's overall salary goal be reevaluated and adjusted as the institution moves closer towards realizing its aspirational R1 goal and/or overall salary goal.

Salary Databases

Q9: Which salary databases are used?

A: CUPA-HR (College and University Professional Association for Human Resources) serves as the primary data source for faculty salaries. Alternative data sources (e.g., the Oklahoma State University survey; Bureau of Labor Statistics) are used with appropriate scaling factors in isolated cases (e.g., if CUPA-HR does not provide a sufficiently robust dataset for a given discipline/rank combination). CUPA-HR offers a large dataset (more than 100 universities participate), is updated annually, can be tailored according to our needs, and has a user-friendly interface amenable to institution-scale applications. Market salaries – expressed as averages, medians, or percentiles – are available for most discipline/rank combinations.

Q10: Can I access the CUPA-HR database?

A: The full CUPA-HR dataset is only available via subscription. However, tables with market rates for relevant CIP/rank combinations are posted on the Provost's website.

Q11: Why do we not use salary surveys conducted by discipline-specific national organizations (e.g., American Chemical Society for chemists and chemical engineers)?
A: Salary surveys conducted by discipline-specific national organizations use different methodologies, which precludes a direct comparison between disciplines. In contrast, CUPA-HR is a one-stop comprehensive database which uses one sampling methodology across most disciplines.

Q12: What are CIP codes?
A: CIP (Classification of Instructional Programs) codes are a taxonomy of academic disciplines at institutions of higher education in the United States. The CUPA-HR and OSU datasets list salary data by CIP code and academic rank. A list of UI's active CIP codes is available on the Provost's website.

Q13: What are the differences between two-, four-, and six-digit CIP codes, and why are four-digit CIP codes used?
A: The two-digit series represent the most general groupings of related programs. The four-digit series represent intermediate groupings of programs that have comparable content and objectives. The six-digit series represent specific instructional programs. For example, "40" denotes Physical Sciences, "40.05" denotes Chemistry, and "40.0504" denotes Organic Chemistry. Four-digit CIP codes are generally used for determination of market rates as a compromise between sufficient disciplinary granularity and an adequate number of datapoints.

Q14: How are CIP codes determined for faculty in academic units?
A: Faculty members, unit leaders, and deans collaborated to identify an appropriate four-digit CIP code. Units must offer an academic program within the particular CIP code family and be directly related to the position.

Q15: How are market rates determined for faculty who are not in traditional academic units (e.g. library staff, extension faculty)?
A: Market rates for these faculty have been determined through other data sources such as the Bureau of Labor Statistics in partnership with the appropriate leadership (usually deans or directors) from that area.

Q16: I have a joint appointment. How is my CIP code determined?
A: Joint appointments have not been consistently documented or delineated in the past. Most appointments are actually "buy-outs" of time from a home department, but a handful of cases involve appointments intended to be joint appointments. We have used the market-based salary of the faculty member's primary department's CIP code.

Compensation Model

Q17: What is the difference between market rate, target salary, and actual salary?
A: The market rate is the average salary reported in the reference database for a specific CIP/rank combination within UI's institutional salary comparison group. The target salary is calculated taking several fixed measures into account (see below). A faculty member's actual salary may be below, equal to, or exceed their target salary.

Q18: How is a faculty member's target salary calculated?
A: The target salary calculation takes the following factors into account:

- The faculty member's academic rank, CIP code, and tenure status (tenured, tenure-track, or non-tenure-track)
- The market rate for a specific CIP/rank combination
- Academic year vs fiscal year appointment
- Full-time vs part-time appointment
- A longevity factor, which takes into account years of satisfactory performance in rank. Longevity tables are available on the Provost's website.

Q19: Does the compensation model consider performance? And, if so, why is a performance factor not included in the target salary calculation?

A: The overall market-based compensation model for faculty also includes a significant performance component that is reflective of a faculty member's performance relative to other faculty in their unit. Since performance requires an annual assessment, it is not included as a parameterized factor in the target salary calculation. Unit leaders and deans are given latitude to make recommendations on performance-based raises following the annual evaluation process, as part of the annual CEC (Change in Employee Compensation) process.

Q20: Who is eligible for performance raises?
A: Faculty members who have met or exceeded expectations in their annual evaluation may be eligible for a performance-based increase as part of the annual CEC process.

Q21: What is the underlying philosophy behind the longevity tables?
A: The longevity tables were designed to:

- maximize our ability to recruit talent (e.g., the longevity scale starts at 90% for new assistant professors, i.e., target salaries will be close to market rates)
- reward timely career progression (e.g., the longevity factor for assistant professors reaches its maximum following a successful 3rd-year review; the longevity factor for associate professors reaches a maximum following five years of satisfactory performance in rank, coinciding with the first opportunity for an associate professor to be considered for promotion to full professor).
- mimic the salary increases observed under our current promotion policy
- minimize salary compression between ranks
- reward institutional loyalty of productive employees (e.g., steep longevity progression for full professors, until a maximum is reached approximately mid-way through a typical career)

Q22: Why does the longevity component not extend beyond 100% of the market rate for a given CIP/rank combination?
A: By capping the longevity component at 100% of the market rate for specific CIP/rank combinations, funds become available for performance-based salary increases.

Q23: Why does the longevity scale start at 83% for full/distinguished professors?
A: Calculating the target salary of a fifth-year associate professor as 100% of the market rate for associate professors within a specific CIP and the target salary of a newly promoted full professor as 83% of the market rate for full professors within a specific CIP code, most closely mimics our current promotion policy.

Q24: Why does it take so many years of satisfactory performance for full/distinguished professors to reach a longevity factor of 100%?
A: The market dataset for full professors includes faculty with a very broad range of "years in rank", from newly promoted professors to professors who have been in that rank for 30 or more years. When the compensation model was initially deployed, 17 years of satisfactory performance in rank was deemed an appropriate timeframe to reach a longevity factor of 100%. Further analysis suggested that the longevity progression should be accelerated (11 years of satisfactory performance in rank to reach a longevity factor of 100%).

Q25: Why are non-tenure track faculty assigned market rates that are a percentage of the market rate for like-rank tenure-track faculty within that CIP code?
A: The databases do not provide sufficiently robust discipline-specific datasets for non-tenure track faculty. When the compensation model was initially deployed, internal data supported defining the market rate of non-tenure track faculty as ~85% of the market rate of like-rank tenure-track faculty. Subsequent analysis of CUPA-HR data has provided support for calculating the market rates of non-tenure track faculty as 90% of the market rate for like-rank tenure-track faculty in the same CIP code.

Q26: Why are market rates of instructors and senior instructors linked to tenure-track associate professors in the same CIP code?
A: The databases do not provide enough discipline-specific responses for instructors and senior instructors. When the compensation model was initially deployed, internal data supported defining the market rates of instructors and senior instructors as ~65% and ~70% of the market rates for associate professors in the same CIP. Subsequent analysis of CUPA-HR data has provided support for this approach.

Q27: Why are instructors and senior instructors hired at 100% of their discipline-specific market rates, and why is there no longevity progression for these employees?
A: Offering starting salaries below the discipline-specific market rates would render the institution at a competitive disadvantage when hiring new instructors. Hence, the longevity schedule starts instructors and senior instructors at 100% of their market salary. While there is no longevity progression, these faculty are eligible for additional performance-based salary increases.

Q28: Does the compensation model reward mediocre performance?
A: No. Longevity progression is based on years of satisfactory performance, i.e., receiving a "3" or "meets or exceeds expectations" according to the previous and current annual evaluation process, respectively. In addition, faculty members meeting or exceeding expectations, may be eligible for performance-based salary increases as part of the annual CEC process.

Future Salary Distributions

Q29: How will future CEC funds be distributed?

A: The methodology for distribution of available CEC funds will be established annually by the Provost in consultation with the Provost's Council and input from faculty. Funds may be used to cover promotion and retention raises, bring salaries to a minimum level relative to target salaries, keep up with market and moving targets, reward exceptional performance, etc.

Q30: Will there be across-the-board cost of living adjustments in the future?

A: No, unless required by the state. In principle, inflation and other cost of living adjustments should be reflected in a market-based compensation model (i.e., steadily increasing market rates).

Q31: Will there be across-the-board salary increases in the future?

A: Most likely not unless required by the state. The switch to a market-based compensation system enables us to deploy salary increases in a more data/market-informed manner.

Q32: Will promotion raises remain in place?

A: Yes, promotion raises will remain in place. Current promotion increases are:

	Academic Year (AY)	Fiscal Year (FY)
Instructor to Senior Instructor	$2,500	$3,050
Assistant Professor to Associate Professor	$6,000	$7,300
Associate Professor to Professor	$8,500	$10,300

Q33: Are faculty at risk of a salary decrease if their market rate decreases from one year to another?

A: No, faculty members will not witness a decrease in their actual salary even if dictated by changes in market rates. However, the calculated target salaries might decrease, which may impact future salary decisions. To minimize spurious year-to-year fluctuations, three-year rolling averages of market rates will be used.

Q34: Is there a difference between a "merit-based salary increase" and "performance-based pay increase"

A: "Merit-based pay increase" is a term associated with the former compensation system, in which there was an implicit expectation that an overall annual evaluation score of "3" or above automatically would result in a merit-based pay increase. This is no longer the case. Presently, faculty members who have met or exceeded expectations, may be eligible for a performance-based pay increase.

Mid-Year Salary Adjustments during 2017-2018

Q35: How were mid-year salary increases determined?

A: The mid-year salary adjustments were based solely on market rates and salary targets. Each faculty member's target salary was calculated, and mid-year increases were distributed on a sliding scale with the largest relative increases going to those furthest behind their salary targets and the smallest relative increases going to those closest to their targets. No increases were given to faculty commanding salaries above their salary target. Provost Wiencek sent out an explanatory memo to Provost's Council detailing the process.

Q36: What effect did the mid-year salary adjustments have on the overall salary goal?
A: On aggregate, the mid-year salary adjustment moved faculty salaries from 89.6% to 90.8% of FY18 market rates. 535 of 794 faculty (67.4%) received salary increases.

CEC Salary Increases for 2018-19 Contracts

Q37: How were salary increases distributed during the CEC process?
A: Salary recommendations for eligible faculty were based on the following:

1) Increases were recommended to adjust for changes in market rates. For positions experiencing increases in market rates from FY18 to FY19, salary increases were recommended to stay as close as fiscally possible to the prior percentage of market rate. For positions experiencing decreases in market rates, the recommendation was to leave salaries unchanged, unless the faculty member qualified for one of the increases listed below.
2) For faculty with salaries below 80 percent of their target salaries, an adjustment was recommended to bring them to 80 percent of their target salary, irrespective of the change in market rate for the position. Colleges and units were given the option to not accept the recommended adjustment if the faculty member had received poor performance evaluations within the last five years.
3) In addition to the above steps, a pool of funds was made available to each college to be used as follows:
    a) Up to 50% was to be used for performance-based increases for no more than one-third of the faculty in the unit,
    b) At least 50% was to be used to bring faculty closer to market salaries or to address equity/compression/inversion issues within units.

The process governing FY19 CEC salary adjustments was described in a May 2, 2018, memo from Vice President for Finance and Administration, Brian Foisy, and Provost and Executive Vice President, John Wiencek, which is available on the Budget Office website, Salary Guidelines page. Additional clarification was provided by Provost and Executive Vice President, John Wiencek, in a May 23, 2018, memo to the faculty, which is available on the Provost's website, Market-Based Compensation page.

Q38: What effect did these CEC salary adjustments have on the overall salary goal?
A: On aggregate, the CEC process moved faculty salaries from 90.0% to 93.3% of FY19 market rates. 682 of 779 faculty (87.5%) received salary increases.

Vandalweb Portal

Q39: Can I see my salary calculations on Vandalweb?
A: Yes. Login to Vandalweb (www.vandalweb.uidaho.edu) then select "Employees", "Employee Information", and "Target Annual Pay."

Analysis

Q40: Have you conducted a salary comparison for different groups of faculty following the implementation of the compensation model?
A: Yes, we have analyzed the dataset, asking ""On average, how close is group X to their calculated salary target" and "is this value statistically significant different from the value observed for the UI faculty population" (P = 0.05; marked with *).

Overall: All faculty: 96.0 % of target

By gender:
Female: 96.0 % of target
Male: 96.0 % of target

By college:
College of Engineering: 103.2 % of target*
College of Natural Resources: 101.4 % of target*
College of Education, Health, and Human Sciences: 97.2 % of target
College of Agricultural and Life Sciences: 96.3 % of target
College or Letters, Arts and Social Sciences: 94.3% of target
College of Arts and Architecture: 93.5 % of target
College of Science: 91.8 % of target*
Library: 86.9 % of target*
College of Law: 85.1 % of target*
College of Business and Economics: 83.8 % of target*

By rank:
Instructors: 94.5 % of target
Senior Instructors: 89.9 % of target*
Assistant Professors: 103.4 % of target*
Associate Professors: 91.0 % of target*
Professors: 91.3 % of target*

By rank/type (select):
Assistant, Clinical: 114.7 % of target*
Assistant, Extension: 100.5 % of target*
Assistant, Regular: 101.6 % of target*
Assistant, Research: 102.6 % of target*

Associate, Clinical: 98.5 % of target
Associate, Extension: 92.8 % of target
Associate, Regular: 90.9 % of target*
Associate, Research: 90.1 % of target*

Professor, Extension: 94.2 % of target
Professor, Regular: 88.3 % of target*
Professor, Research: 91.1 % of target

Questions

Q41: Who should I contact with questions about my CIP code, market salary, target salary, etc.?
A: Please begin by talking with your supervisor and college leadership. Unresolved questions are welcome in the Provost's Office (208-885-7941 or provost@uidaho.edu).

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #24

3:30-5:00 p.m. - Tuesday, April 2, 2019
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.
- Minutes of the 2018-19 Faculty Senate Meeting #23, March 26, 2019 (vote)

III. Consent Agenda.

IV. Chair's Report.

V. Provost's Report.

VI. Unfinished Business and General Orders.

VII. Committee Reports.

Faculty Affairs (Marty Ytreberg)
- **FS-19-063rev2:** FSH 3320 C– Administrator Evaluation (substitute FS-19-001)(vote)
- **FS-19-080:** FSH 3420 – Faculty Salaries (vote)
- **FS-19-081:** FSH 1565 – Faculty Ranks & Responsibilities (Dan Eveleth) (introduction)

University Curriculum Committee (vote)
- **FS-19-025** (UCC-19-054): Family & Consumer Science Discontinue Food Option, Coeur d'Alene (Michelle McGuire)
- **FS-19-079** (UCC-19-055&55a): New Criminology major B.S. (Joseph De Angelis/Brian Wolf)

VIII. Other Announcements and Communications.

- Arena Financing (Brian Foisy)(FYI)

IX. Special Orders.

X. New Business.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments: Minutes of 2018-2019 FS Meeting #23
FS-19-025; FS-19-063rev2; FS-19-079; FS-19-080; FS-19-081 (White paper and summary sheet)

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #23, Tuesday, March 26, 2019

Present: Brandt (w/o vote), Benedum, Bridges, Cannon (Boise), Caplan, Chopin, DeAngelis, Ellison, Grieb (Vice Chair), Jeffery, Johnson (Chair), Keim, Kern (Coeur d'Alene), King, Kirchmeier, Laggis, Lawrence (for Wiencek w/o vote), Lee, Lee-Painter, McKellar (Idaho Falls), Morgan, Raja, Schwarzlaender, Seamon, Tibbals, Vella, Wiest. **Absent**: Dezzani, Lambeth, Luckhart, Wiencek. **Guests:** 5

Call to Order and Minutes. The chair called the meeting to order at 3:32 pm. A motion to approve the minutes (Lee-Painter/Seamon) passed unanimously.

Chair's Report.

- The second Uidaho Bound event will be held this weekend, March 30. The chair encouraged faculty to participate and engage with incoming students.
- The 20th Annual Tutxinmepu Powwow will be held on April 6-7, 2019 at the UI Kibbie Dome. The Native American Student Center, in conjunction with the Native American Student Association and the University of Idaho, hosts the powwow each year.
- The U of I Undergraduate Research Symposium will be held on April 29, 2019 at the Pitman Center from 11:30-1:30 PDT.
- *There There* by Tommy Orange has been selected as the 2019-20 U of I Common Read.

Provost Report. Vice Provost for Faculty Torrey Lawrence attended the meeting in the provost's absence. He did not have a specific report.

FS-19-063rev: FSH 3320 C. - Administrator Evaluation (substitute FS-19-001). Professor Marty Ytreberg, Chair of the Faculty Affairs Committee (FAC), presented the proposal. Consideration of this proposal was postponed at Meeting #21 on March 5, 2019 so that Faculty Affairs could consider questions that arose during the senate discussion. The proposal under debate is the amended proposal presented as a seconded motion from FAC. The changes made by the committee clarify the procedure for maintaining the confidentiality of faculty and staff feedback.

A senator asked why staff had not been included in the process for triggering a review under sub-section C in response to discussion at the March 5th meeting. He stated that staff are often more directly involved with an administrator than are faculty because they work in close proximity to the administrator and may be privy to information not generally available to faculty. Ytreberg responded that the sense of FAC was that including staff in the petition process for a review would place many staff in a precarious position. He pointed out that many units have only one or two staff. He also pointed out that staff feedback is included in the feedback process and that no distinction is made between staff and faculty feedback. The senator responded that he believes many staff would participate in the petition process if they felt strongly that the administrator needed to be reviewed.

The faculty secretary pointed out that in some units with large numbers of staff, the inclusion of staff in the petition process would make it very difficult if not impossible to trigger a review if staff did not feel comfortable participating in the process. In addition she commented that staff do not have the protection of academic freedom which could be important depending on the situation. While UI policy is to protect the confidentiality of petitioners, under state law, if the petition is deemed to be part of a personnel record, the administrator may have access to the petition.

It was moved (Tibbals/De Angelis) to add staff to the process by amending two subsections of the proposal. Subsection C-4 would be amended as follows: "C-4. Review initiated by Faculty and Staff. An administrator review may be initiated through a petition signed by at least 50% of the faculty and staff members in the unit and delivered to the provost. The names and percentages of faculty and staff signing the petition shall be maintained in confidence by the provost." Subsection C-4. 5 would be amended as follows: "5. Upon completion, the supervisor or provost shall notify the faculty and staff in the unit of the review."

Ytreberg stated that on behalf of FAC, he would accept the proposed amendment of subsection C-4.5 as a friendly amendment to the proposal.

A senator asked whether the participation of staff would be required, or optional. The faculty secretary explained that unit staff would be counted in the number of individuals necessary to constitute 50% of the faculty and staff, but that the decision of whether to sign a petition would be up to the individual staff member.

A senator asked for clarification regarding the confidentiality of the petitioners. The faculty secretary explained that if the proposal passes, UI policy would be to protect the confidentiality of the petitioners. However, she noted that it is possible that the petition could be considered a personnel record and might, therefore, have to be provided to the administrator upon request under the Idaho Public Records Law. The senator followed up and asked whether staff and faculty could be retaliated against for signing such a petition. The faculty secretary responded that UI policy provides protection to faculty and staff against retaliation. [NB: Faculty-Staff Handbook (FSH) 3810 regarding retaliation applies to retaliatory conduct "which includes conduct that intimidates, threatens, coerces, or retaliates against any individual because that individual reports a perceived wrongdoing, inequity, or violation of law or UI policy, files a complaint alleging illegal or prohibited discrimination, participates in a grievance or appeals procedure, or participates in a dispute resolution through Human Resources or the Office of the Ombuds."]

The motion passed with 12 votes in favor and 10 against.

The faculty secretary raised the possibility that, in light of the amendment, the percentage required to trigger a review under subsection C should be reconsidered because the large number of staff in some units might make it impossible to undertake such a review. A senator suggested that further collaboration between FAC and staff leadership might be able to resolve this issue. Ytreberg stated that FAC would be open to such collaboration, but emphasized that FAC believes the bar for triggering a review under subsection C should be high and that the committee would be reluctant to lower the percentage. He emphasized that staff have full participation in the annual review process and that staff input must be considered as part of a review under subsection C.

It was moved (Grieb/Lee-Painter) that amended subsection C-4 be further amended to provide as follows "C-4. Review Initiated by Faculty. An administrator review may be initiated through a petition signed by at least 40% ~~50%~~ of the faculty and staff members in the unit or 50% of the faculty members and delivered to the provost. The names and percentages of the faculty and staff signing the petition shall be maintained in confidence by the provost."

A senator expressed concern that faculty members were governing staff participation in the evaluation process. She asked if the policy applied to staff reviews of staff? The faculty secretary explained that the faculty senate is the governing body that establishes policy in the FSH. The FSH applies to the entire institution – faculty and staff. She stated that slow steps were being made to foster further inclusion of

staff in the governance process. Finally, she pointed out that the policy under consideration applies only to administrators who have a faculty appointment.

A senator asked how staff would be defined? Would staff include custodians, teaching assistants, post docs, or shared staff such as those from University Marketing and Communications or from Information Technology? Ytreberg also explained that the term unit is broadly defined at UI and includes not just academic departments, but also large units such as colleges.

A senator stated that he had concerns about expanding the petitioning process in a review under subsection C to include staff. He stated that most faculty who take on administrative responsibilities do so out of a sense of institutional commitment and often at the expense of activities that would be more professionally rewarding. Including staff in the petition process would undermine faculty control of the academic mission. He explained that he could envision situations in which staff and faculty perspectives on an administrator's performance might vary greatly. He pointed out that with the growth of administrators, an expanded petition process would include the growing number of staff.

A motion (Schwarzlaender/Chopin) was made to again postpone further consideration so that the question of which staff could participate in the petition process could be addressed. A senator asked whether it would be possible to revisit the question of including staff in the petitioning process upon further consideration after the postponement. The faculty secretary stated that because additional information would be made available regarding which staff would participate, the question could be re-considered after the postponement. The motion passed unanimously.

FS-19-025 (UCC-19-054): Family & Consumer Science, Discontinue Food Option. Consideration of this proposal was postponed because no representative of the unit was available to explain the proposal.

Faculty Secretary. The chair explained that he would invite discussion of the next four proposals, all of which related to the restructure of the Faculty Secretary position, together. He indicated that he would undertake individual votes on each proposal. The faculty secretary reminded senators that consideration of a motion to amend FSH 1570 was postponed at Meeting #22, March 19, 2019 after discussion at senate revealed the need to consider several issues. She explained that the proposal currently being presented addresses the issues. It includes a clearer advocacy role for the faculty secretary, provides that the faculty secretary shall serve as the secretary of the faculty senate and establishes clear lines of collaboration and communication between the faculty secretary and the policy coordinator.

FS-19-071rev: FSH 1570 - Secretary of the Faculty. It was moved (Tibbals/Morgan) that the pending motion regarding FSH 1570 be amended as presented. The motion to amend passed unanimously. The pending motion regarding FSH 1570 then passed unanimously.

FS-19-072: FSH 1520 – Constitution of the University Faculty (requires quorum at UFM). A motion (Lee-Painter/Wiest) to amend the constitution as presented passed unanimously.

FS-19-073: FSH 1580 – Bylaws of Faculty Senate (requires quorum at UFM). A motion (Tibbals/Morgan) to amend the bylaws passed unanimously

FS-19-078: FSH 1460 – University-wide Policy Development Statement and Process. A motion (Lee-Painter/Seamon) to amend FSH 1460 as presented passed unanimously.

Chair Johnson next explained that four editorial changes implementing the changed position responsibilities of the faculty secretary were presented for senators' information.

FS-19-074: FSH 1640.91 – UCC (FYI)

FS-19-075: FSH 1640.41 – Faculty/Staff Policy Group (FYI)

FS-19-076: FSH 1640.28 – Committee on Committees (FYI)

FS-19-077: FSH 1640.42 – Faculty Affairs (FYI)

Parking Update. Rebecca Couch the Director of Parking and Transportation Services (PTS) presented upcoming changes in the parking and transportation system. These changes are part of the PTS strategic plan. The changes align with PTS efforts to enhance the campus alternative transportation network, address customer priorities regarding space availability and permit affordability, and further the PTS goals of utilizing improved parking technology, improving parking lot maintenance, and improving overall quality of parking.

As part of its process PTS has consulted many stakeholders including the City of Moscow, students, faculty and staff. Ten proposed changes are detailed on the PTS website. PTS has already begun implementing the first four changes as a result of previous input from stakeholders. They are seeking input at this time on the last six changes.

Couch first reviewed the four changes currently being implemented.

1. The Gotcha Mobility Bike Share program will be launched in early August in partnership with the City of Moscow. This program will include 50 pedal-assist 3-bikes. They can be used community-wide for up to 30 minutes per day at no cost.

   A senator questioned choice of offering bikes to help reduce vehicles on campus. She believes people would be more likely to use a zip car than a bike so they can travel to buy groceries, etc. Couch responded that the bikes are one step in the overall plan. At present, the funds for the bike share program are available. The bikes will support on-campus trips as well as off-campus travel. While PTS realizes that many people will not use bikes to replace cars, offering the use of bikes may provide a good alternative.

2. Lot 35 north of the Student Health Center will be converted from a gold lot to an hourly pay lot. As part of this plan, the lot will be paved. Currently the lot is a sloped, gravel lot that creates difficulty during the winter and is unsightly. The goal of the change is to increase short term parking in the campus core –23 hourly pay spaces will be added. PTS will provide coupon codes for guests and is hoping to implement a mobile pay option that will allow users to add time electronically.

3. The metered parking in Lot 53 will be converted to "access permit required" spaces. In addition, the campus walkway entry from University Ave. at Pine Street will be moved to University Avenue and Ash Street (one block east). The meters in the area resulted in traffic jams in the campus core as users hunted for spaces or drove into the area to drop off or pick up riders. The changed configuration will limit traffic and discourage drop offs.

A senator commented that art and architecture students are often required to transport bulky projects to and from the campus core. She expressed concern that the elimination of the metered parking and ability to make drop offs will create problems for these students. Couch responded that temporary delivery permits are available free online to UI affiliates. The permit must be printed in advance.

4. A major traffic and parking realignment in the areas of University and Idaho Streets will be undertaken. Purple permit on-street parking will be converted to gold parking. The direction of University Avenue, Ash and Idaho Streets, which are all one-way streets, will be reversed. The purpose of the street direction reversal is to reduce traffic on the campus walkway. The change will make it clearer that the walkway is not accessible to cars. A loading zone will be provided. The street reversal also opens the possibility of a future transit stop in the area. Changing parking on streets from purple to gold permits will increase safety and aesthetics. Because of the switch to gold permits, overnight parking will not be allowed. This will facilitate better snow removal and street cleaning. The change will happen this summer. Temporary signage and flashing warnings will be in place by August 1st.

   A senator asked whether there is a parking option for those who only occasionally drive cars to campus. Couch responded that 10 day parking permits are available.

   A senator expressed concern about the elimination of the purple permits for students. As a result of the proposed changes, 100 fewer purple will be available. Couch responded that some of the changes contemplated for the future will add more useable student parking options.

Couch next addressed the remaining six changes on which PTS is currently seeking stakeholder input.

5. Orange Lot 6 between College Avenue and Narrow Street will be converted from an orange commuter lot to a purple lot. Currently the lot is underused by orange permit holders. As a result of converting the lot, 28 additional purple spaces will be gained over and above those lost in other proposals.

6. Free and unregulated street parking on Railroad Street and College Avenue will be converted to red commuter permit parking. At present, these street parking spots are being used for vehicle storage and by students in nearby apartments. By converting the lots, safety will be enhanced. Currently, because parking on these streets is not part of the UI parking plan, services such as assisting with dead batteries cannot be provided in these areas. In addition, aesthetics will be improved. The change will add 32 commuter spaces to replace the loss of Lot 6 (see proposal 5).

7. Blue Lot 60 (the Sweet Avenue lot behind the Transit Center) will be converted to a red lot. Demand for blue permit parking on the east side of campus is increasing. Demand on the west side of campus is quite low. East side commuter lots are full, while west side commuter lots have many open spaces. PTS is converting the lot to provide a disincentive for blue parking on the east side of campus and an incentive to use the available spaces on the west side of campus.

8. Lot 104 near the WWAMI Building on Sweet Avenue will be reopened as a red permit lot. The rationale for making this a red lot instead of a blue lot is the same rationale as applied to the conversion of Lot 60 (see proposal 7 above). This change will add 41 red permit spaces on the east side of campus.

9. Lot 107 (on the east side of the Student Recreation Center (SRC)) is being converted from a free lot to an hourly pay lot with a 2.5 hour time limit. Currently the lot is very full with cars often waiting in line to park. Students are using the lot as free parking to attend class. Enforcement of the time limit for using the lot is erratic. Meanwhile, the pay lot on the west side of the SRC is empty much of the time. PTS has been working with SRC management on how to manage this parking situation. Once the change is implemented, PTS will monitor the situation and can adjust the rates for parking and the time limits.

   A senator asked whether permit holders could park in the lot without paying. Couch responded that this has been considered but would be very difficult to enforce and may increase illegal parking as a person might buy one of the less expensive permits and then park all day in the SRC lot closer to the campus core.

   A senator asked whether Lot 1 could be shifted to a red permit lot. This lot is close to the SRC and might provide an option. Couch responded that PTS could consider this change. Couch indicated her willingness to consider creative solutions that would allow faculty, staff and students to park close to the SRC, but not facilitate illegal or unsafe parking. She stressed that safety and access are her biggest concerns with this problem and that she is not concerned about revenues.

10. Couch provided a schedule of parking permit price increases.

    A senator expressed concern that, as a whole, the changes will most impact working students who must commute to and from campus. Couch appreciated her concern and expressed her thought that increasing alternative transportation such as bus services would help such students.

    A senator noted that parking in Moscow is easier and less expensive than in Boise. Couch pointed out that demand is less in Moscow than in Boise and that Boise has more public transportation options for students and employees. A senator expressed the view that parking in Moscow is relatively affordable and plentiful. Couch responded that in the long run there will be a need for more parking on the periphery of campus. PTS plans to increase the number of new parking lots, but does not have a plan for adding a parking structure due to funding limitations. If such a structure is built, permit prices will need to increase. Current rates provide only enough funds to maintain our parking facilities. PTS is also trying to promote options for getting to and from Moscow that will alleviate the need for students to drive cars to campus.

    A senator commented that revenues from parking will increase by $500,000 over the next five years. She asked what this increased funding will be used for? Couch explained that the increased funding will be used to meet current PTS maintenance needs. She pointed out that re-surfacing the Kibbie Dome lot last year cost $300,000. She also stated that PTS is investing some of the money in alternative transportation such as the bike share program. They are working to develop a scooter program, ride share services, and other smart transit services. Finally, PTS is taking over Vandal Access Program for people with disabilities and is taking on more snow removal.

Couch concluded by thanking senators and encouraging them to continue to provide feedback.

The agenda having been completed, a motion (Keim/Lee-Painter) to adjourn passed unanimously. The meeting was adjourned at 4:54 p.m.

Respectfully Submitted, Liz Brandt, Faculty Secretary & Secretary to the Faculty Senate

Pending proposal including Tibbals amendment and proposed Grieb amendment AND Definition of staff for purposes of participating in a petition

FS-19-063 (FS-19-001-Substitute) - FSH 3320 C. – Administrator Evaluation

C. ANNUAL PERFORMANCE EVALUATION AND REVIEW OF ADMINISTRATORS HOLDING FACULTY APPOINTMENTS. This policy applies to all administrators holding faculty appointments including, but not limited to, those reporting directly to the provost and deans.

C-1. Annual Performance Evaluation of Administrators. Each administrator holding an appointment as a faculty member shall complete a position description pursuant to FSH 3050, and shall complete the annual performance evaluation process described above. The performance evaluation shall be conducted by the person to whom the administrator directly reports. The evaluator shall seek input from the unit administrator of the unit in which the administrator holds a faculty appointment regarding the evaluation of Teaching and Advising, Scholarship and Creative Activities and Outreach and Extension to the extent the administrator's position description includes expectations in these areas. The evaluator shall also review the administrator's performance in the area of University Service and Leadership. An administrator's annual performance evaluation shall be completed using the Faculty Annual Performance Evaluation form appended to this policy. The review shall state whether the administrator met or did not meet expectations.

C-2. This annual evaluation of administrators in the area of University Service and Leadership shall focus on the responsibilities set forth in FSH 1420, if applicable, the responsibilities set forth in the unit bylaws, if applicable, and the expectations set forth in the administrator's position description. The evaluator shall ensure that faculty and staff interacting with the administrator have the opportunity to provide confidential feedback regarding the administrator's performance to the evaluator. ~~The Evaluator may use Form 2 (linked at the bottom of this policy) or other mechanisms to gather such feedback~~All feedback will be collected by Institutional Effectiveness and Accreditation (IEA) to maintain confidentiality. Identifying information will be redacted from the feedback by IEA before the feedback is provided to the evaluator.

C-3. No Expectation of Continued Service. Administrators do not have an expectation of continued service in their administrative appointments. The President, Provost and/or Dean may determine at any time that it is not in the best interest of the university, college or unit that the administrator continue to serve in his or her administrative capacity.

C-4. Review Initiated by Faculty and Staff. An administrator review may be initiated through a petition signed by at least 50% of the faculty members or 40% of the faculty and staff members in the unit and delivered to the provost. The names and percentages of faculty and staff signing the petition shall be maintained in confidence by the provost.

1. For purposes of this policy only, the voting faculty members in the unit may sign a petition seeking administrator review. Full-time, board-appointed classified and exempt staff who

Commented [AT1]: FAC revised 3/15/19 per Senate's suggestion on 3/5/19

Commented [BE(2]: Tibbals Amendment shown in Neon Green Highlighting. *This amendment passed by a 12-10 vote at the 3-26-19 Senate meeting.*

Grieb Amendment shown in Aqua Highlighting. *This amendment was under debate at the time consideration of the proposal was postponed.*

Commented [AT3]: FAC revised 3/15/19 per Senate's suggestion on 3/5/19

report directly to the administrator under review, or whose supervisor reports directly to the administrator under review may sign a petition seeking administrator review.

~~1~~2. A review under this sub-section shall be conducted by a three person committee appointed by the provost or dean composed of at least one individual in similar positions to the administrator as well as at least one tenured faculty member from the unit. The review shall focus on the administrator's performance of the responsibilities.

~~2~~3. The committee shall consider the following information:

a. Any report submitted by the administrator regarding their performance;
b. Input from the administrator's supervisor regarding their performance;
c. Input from the faculty and staff in the unit;
d. Input from other constituencies that engage with the administrator.

~~3~~4. The committee shall prepare a written report summarizing its findings and recommendations regarding the administrator's performance. This report shall be provided to the administrator. The administrator shall have the opportunity to respond to the committee report. The committee report, and any response, shall be forwarded to administrator's supervisor and the provost.

~~4~~5. The supervisor and provost may provide further feedback and performance recommendations to the administrator based on the report.

~~5~~6. Upon completion, the supervisor or provost shall notify the faculty and staff in the unit of the review.

Commented [BE(4]: Language proposed by the faculty secretary to define staff who may participate in the petition process. *This language must be moved and seconded at the upcoming 4/2/19 Senate Meeting if it is to become part of the policy.*

Commented [BE(5]: This was part of the Tibbals Amendment, but was accepted as a friendly amendment on behalf of the Faculty Affairs Committee by the chair Marty Ytreberg.

University of Idaho

POLICY COVER SHEET

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

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

Chapter & Title: FSH 3420 – Faculty Salaries

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

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

Originator(s): Marty Ytreberg 2/8/19
(Please see FSH 1460 C) Name Date
Telephone & Email:

Policy Sponsor: (If different than originator.)
Name Date
Telephone & Email:

Reviewed by General Counsel ___Yes ____No Name & Date: _____

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

The policy was updated to reflect the current practices used for salary decisions and to ensure uniformity of these practices across all units.

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.

FSH 3120 and FSH 4250 – references to 3420 are in these two policies, these two policies appear to be outdated as well.

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)

UI FACULTY-STAFF HANDBOOK
CHAPTER THREE:
EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF July 20~~01~~19

3420

FACULTY SALARIES

PREAMBLE: This section describes the procedures used to determine faculty salaries~~, including salaries for summer session, salaries for other teaching activities not covered by the basic appointment, and additional compensation for administrative appointments~~. Cf. RGP II.G.

~~*NOTE: It is the Regents' policy to define "faculty" for purposes of salary and other reporting purposes as follows: `"Faculty" includes all persons whose specific assignments are made for the purpose of conducting instruction, research, or public service as a principal activity (or activities), and who hold the academic rank/titles of professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks. This category also includes deans, assistant deans, and executive officers of academic departments (chairpersons, heads, or the equivalent) if their principal activity is instructional. Not included are teaching or research assistants or medical interns or residents. The material in this section was all an original part of the 1979* Handbook. *Revisions since that time have varied from major (2002) to minor (1988); with regard to subsection B-2 it is worth noting that the caveat that UI's salary-adjustment guidelines are constrained by legislative and regents' actions was added in June 1988, while F-1 was modified slightly at the same time so as to clarify the regents' intentions concerning payments for work done above and beyond regular duties. In 2009 it was discovered that language in 3320 A-2 a-f was identical to B-1 through B-6 of this policy. Thus, FSH 3320 A-2 a-f was removed and FSH 3320 A-2 g became B-7 in this policy. Unless otherwise noted, the text is as of July 1996. Further information may be obtained from the Provost's Office (208-885-6448) or the Office of the Faculty Secretary (208-885-6151).* [ed. 7-00, 7-02, rev. 7-09]~~

~~CONTENTS:~~

~~A. Salary Adjustment Guidelines~~
~~B. Salary Determination~~

A. ~~FACULTY SALARY~~Market Compensation. ~~ADJUSTMENT GUIDELINES.~~

~~*NOTE: When the faculty established these guidelines in the late 1960s, it intended that the salary-adjustment process (see 3420) be implemented using these principles as guidelines within constraints that may be imposed by the legislature or the regents.* [ed. 7-02]~~

~~A-1. SALARY ADJUSTMENTS.~~ Salaries shall be determined with reference to nationally validated market salary rates~~.~~ pursuant to a model developed in consultation with the faculty 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 faculty member's position description. Faculty members must meet expectations in all areas of responsibility; excellence in any category of responsibility can be the basis for a performance increase.

Process: The Provost and Faculty Senate Leadership shall develop and annually review guidelines on how performance compensation will be determined. Such guidelines will reside on the provost website.

B-2. Recommendations: The relative number of faculty within units in a college 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 recommending faculty for performance increases.

a) The report shall briefly state the reasons for each recommendation and prioritize the recommendations.

Commented [AT1]: There are references to this policy in FSH 3120 and FSH 4250 that need to be addressed.

FSH 3120 I believe the reference to 3420 can simply be removed, or at least the E-4 as that no longer applies. However, it might be good for Provost Office to look into whether this policy is up-to-date. Summer Session used to have a formula (prorated piece) that resided in 3420 E-4 (reference as noted) but that went away a long time ago. There may be another place that summer salary resides that could be referenced but not sure perhaps provost, HR or payroll website.

FSH 4250 is similar to above, seems out of date and the specific reference to E,D,F-1 no longer apply with these changes to 3420. Perhaps there is another place that speaks specifically to continuing ed etc.

~~**UI FACULTY-STAFF HANDBOOK**~~
~~Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF~~
~~Section 3420: Faculty Salaries~~

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. College Administrative Consultation: The dean shall confer with the unit administrators and other relevant faculty administrators regarding how to best allocate performance increases within the college to advance the strategic objectives of the units, college and university.

B-5. College Recommendation: Based on the unit administrators' reports and the college administrative consultation, the dean shall recommend performance increases to the provost.

B-6. Future Performance: Unit administrators and deans shall meet with any faculty member who wants to discuss their salary to encourage conversation about future performance.

~~Factors to be considered in recommending salary adjustments are:~~

~~**a. Cost of Living.** First consideration is given to cost-of-living adjustments for all faculty members. This adjustment should be a uniform percentage of the salary of each faculty member at a given salary level, but need not be the same percentage at all salary levels.~~
~~**b. Promotions, Inequities, and Special Situations.** Second consideration is given to: (a) adjustment of inequities, and (b) providing for special situations.~~
~~**c. Incentive.** Third consideration is given to providing an increment, in addition to the authorized cost-of-living adjustment, as an encouragement to those whose service has been sufficiently deserving. Unit administrators and deans, in consultation with their faculties, may establish criteria for this level of salary increase and may establish two subcategories within it. *[ed. 7-09]*~~
~~**d. Outstanding Performance.** Final consideration is given to rewarding those whose performance is recognized by virtually all observers as exceptional. Subject to budgetary constraints and applicable presidential directives, unit administrators and deans may determine the size of such increments. *[ed. 7-09]*~~

~~**A-2. SALARY MODEL.** Each year the budget office issues Salary Guidelines, which provide information on how to apply the University's Salary Model given the fiscal issues relevant to the upcoming fiscal year. The Salary Model is maintained by institutional research & assessment and can be read at http://www.uihome.uidaho.edu/default.aspx?pid=99819 *[ed. 7-07, 7-09]*~~

~~**A-3. CONSULTATION PROCEDURES.**~~

~~**a.** In matters of salary adjustments, the primary role of the Faculty Senate's University Budget & Finance Committee is to participate in the determination of the total amount of money to be made available for these adjustments. In applying these guidelines, the provost should work closely with the Faculty Affairs Committee and Provost Council. *[7-05, 7-09]*~~
~~**b.** The Faculty Senate is keenly interested in salary-adjustment matters and expects that, when they are being considered by the Faculty Affairs Committee, the chair of that committee will keep the council informed of the committee's recommendations so that the University Budget & Finance Committee may, in turn, be informed of the manner in which the guidelines are being applied. *[ed. 7-09]*~~
~~**c.** A faculty member who believes that his or her salary is not equitable may grieve the salary recommendation through the Faculty Appeals Hearing Board, 3840.~~

~~**B. SALARY DETERMINATION.** This process is carried out at the unit and higher levels of academic administration. Each year the provost specifies the definitions of the salary-increment categories to be used and prescribes their proportionate distribution. A "Salary Recommendation" form is completed for each faculty member according to the schedule established by the provost. [See also 3380 E and 3420.] *[ed. 7-09]*~~

UI FACULTY STAFF HANDBOOK
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
Section 3420: Faculty Salaries

B-1. Unit Action. The unit administrator enters a recommended salary increment category in the space provided on each salary form. This recommendation will reflect the performance evaluation described in A, relative salary position, and other relevant factors. Special considerations should be noted in the "Comments" section at the bottom of the form or by an accompanying written statement. The unit administrator will submit written justification if his or her assignment of specified salary increment categories departs substantially from the prescribed distribution. Such justifications are taken into consideration by the dean in arriving at an equitable college-wide distribution among the categories. The unit administrator forwards the salary form for each faculty member to the dean, together with a listing of all members of the unit. *[ed. 7-09]*

B-2. College Action. Deans, at their discretion, may require administrative officers under their jurisdiction to supplement their salary increment recommendations by such means as copies of the evaluation forms, written statements, or personal conference. The dean enters a recommended salary increment category in the space provided on each salary form. The dean's distribution of faculty members among the salary categories is guided by the recommended proportions and takes into account possible differences in qualifications and merit among departments; e.g., it may be that the average members of an outstanding department are given consideration equal to that accorded the top members of an average department. When this stage has been completed, the dean meets individually with each unit administrator for review of the dean's recommendations. The dean forwards the salary form for each faculty member to the provost. *[ed. 7-09]*

B-3. Presidential Action. Review and action by the provost consists primarily of making adjustments necessary to arrive at an equitable distribution of faculty members among salary increment categories for UI as a whole. After a recommended salary increment category has been established at the unit, college, and presidential levels, a copy is sent to the faculty member. The president determines, on the basis of funds available, the salary increment range applicable to each category.

B-4. Budget Office Action. The Budget Office provides computer printouts showing current salary and tentative salary for the coming year and sends the appropriate list to each dean.

B-5. Review and Adjustment. The dean, in consultation with each unit administrator in the college, makes corrections and minor adjustments as necessary to place each faculty member on the proper salary basis within the department. The aggregate of final salary recommendations must fall within the total salary-increase budget established for the college. *[ed. 7-09]*

B-6. Final Approval. The provost, after consultation with the deans, approves the corrected lists. When they have been approved by the president and the regents, faculty members are officially notified of their salaries for the coming year and "Salary Agreement" forms [see 3080 E-2] are sent to them for completion.

B-7. Merit-based Salary Increases Not Funded. If, in any year or consecutive preceding years, funding is not provided for merit-based salary increases or funding is only provided for cost-of-living increases, the annual review reports will be retained at the unit level. At such time as merit-based salary increases are available, the recommendation for merit increases shall be based upon the average scores of the current period and any preceding consecutive periods for which merit-based funding was not provided. *[7-09 moved from FSH 3320 A-2 g]*

Term/Tenure-Track Task Force (QTT)
Explanation of Changes

The Term/Tenure-Track Taskforce (QTT) was formed during the spring of 2018 to address policy issues that have emerged as units and colleges have implemented the various faculty ranks in FSH 1565 differently. The charge to the Taskforce is attached to this document. After identifying issues and studying the approach of various universities around the country, the QTT is proposing changes to UI policy to simplify and clarify faculty ranks.

1. Fewer Ranks. The first change is to amend FSH 1565 to provide for three faculty ranks: Professor (including assistant, associate and full), Instructor (including instructor and senior instructor) and Adjunct (for all appointments of 49% or less).

This change eliminates the following ranks: lecturer, clinical professor (assistant, associate and full), research professor (assistant, associate and full), extension faculty with the rank of instructor and senior instructor, extension faculty with the rank of professor (assistant, associate and full), librarian with the rank of instructor, librarian with the rank of professor (assistant, associate and full), psychologist with the rank of instructor, psychologist or licensed psychologist with the rank of assistant professor and licensed psychologist with the rank of professor (associate and full).These ranks have been folded into the three ranks above or moved into their own specific section (see #4 below).

Rather than delineating so many different ranks, each faculty members' specific assignment and responsibilities will be set forth in the position description. To facilitate this process, slight tweaks to the four areas of faculty responsibility (teaching, scholarship and creative activities, outreach and university service and leadership) have been made to ensure that the work of faculty in very specialized fields such as psychologists and librarians is adequately reflected in the four areas of responsibility.

2. Clear lines between ranks. Revisions to the descriptions of the three ranks have been made to provide clear lines between ranks.

> **Adjunct Faculty**. All part time faculty will have the rank of adjunct faculty. This is true whether the part time faculty member has an appointment for one semester to teach a single class or whether a part time faculty member has a continuing part time appointment. Adjunct faculty may include faculty whose primary employment is elsewhere but who perform limited services for UI, faculty whose sole employment is as part time faculty at UI, and faculty who have a staff appointment at UI but who assume some faculty responsibilities. Adjunct faculty do not have voting rights except as provided in FSH 1520. Responsibilities of adjunct faculty are governed by their employment contracts and may include responsibilities within any of the four areas of faculty responsibility.
>
> **Instructors**. Instructors are not required to have a terminal degree. Instructors have responsibilities only in the areas of teaching and university service and leadership. Required university service and leadership may not exceed 10% of an instructor's level of effort. An instructor may, from time to time, with the approval of their unit administrator, assume additional responsibilities. However, an instructor cannot be required to assume such additional responsibilities. Instructors are promotable to Senior Instructor. Note, as explained later, senior instructor is no longer a tenurable rank.
>
> **Professors**. Professors are required to have a terminal degree. Professors have responsibilities in the four areas of faculty responsibilities. All professors must have responsibilities in the area of University Service and Leadership. Responsibilities would be dictated by the individual

professor's position description and could focus substantial amounts of effort in one area over others – for example in research or in outreach.

The goal of this simplification is to address the problems of inconsistency and inequity that currently exist. UI currently has faculty in the clinical faculty rank who have the identical responsibilities of faculty in the professor rank. We have research professors who are tenure-track and who are not tenure-track – their position descriptions are identical. Instructors and clinical professors often share very similar position descriptions.

3. Clear requirements for Tenurable ranks. Professor is the only tenurable rank. Professors may be term professors or tenured (tenurable) professors. To be tenurable, a position must have responsibilities in all four areas of faculty responsibility. Tenure is a privilege that imposes responsibilities across the range of faculty responsibilities. Still, each tenure-track and tenured faculty member's position description will be specific and may emphasize some areas of responsibility over others. For example, a faculty member heavily engaged in research may report 10% Service and leadership, 5% outreach, 10% teaching (supervising graduate students, giving periodic lectures, etc.) and 75% research. Another faculty member focus on teaching may have a position description that includes 75% teaching, 10% university service and leadership, 10% scholarship and 5% outreach.

The goal of this revision is to provide clear guidance on whether a position must be a tenure-track position. The sense of the committee is that tenure must require scholarship, but also that the privilege of tenure imposes upon faculty the full range of responsibility for shared governance and for the university's external mission.

4. **Clear lines between faculty positions that do not fit the four areas of responsibility or are not truly ranks.**

a. **Extension. New FSH 1566**. New FSH 1566 provides further specialized requirements for extension faculty. No specialized extension faculty rank will exist anymore. Extension faculty will have the rank of Instructor or Professor. For some time now, extension has worked under a set of guidelines that provide a link to UI policy in the FSH. These guidelines are not formalized in the FSH but are the result of collaboration between extension and the provost's office. Under the QTT proposal, the guidelines would now become part of policy.

b. **Officer Education**. **New FSH 1568**. Faculty in the officer education program are UI faculty pursuant to agreements between UI and the military. The responsibilities of these faculty are set forth in these agreements and are not always consistent with the four areas of faculty responsibility in 1565. For this reason, the provisions of 1565 relating to officer education have been moved, without revision, to new FSH 1568. The stature and role of faculty in the officer education program will not change.

c. **Honorary Faculty Titles – University Distinguished Professor and Emeritus. New FSH 1569**. University Distinguished Professor and Emeritus professor are honorary designations and not faculty ranks. The responsibilities of a University Distinguished Professor do not change upon obtaining the designation. Emeritus professors do not have any responsibilities and are not employees of the UI. However, they may be hired as adjunct faculty at less than 49% time. For this reason, these two honorary designations have been moved, with only minor edits, to a new section – FSH 1569.

d. **Affiliate Faculty. New FSH 1572**. The definition of affiliate faculty is being changed (again). This change is required, in part, because of the change in the definition of adjunct faculty. The new rank of adjunct faculty includes *all* part time faculty with appointments of .49 or less

whether they are staff of the university, employed elsewhere or simply part time UI faculty. The new affiliate faculty designation allows interdisciplinary faculty who do not have a formal joint appointment, but who provide support and services to more than one department to be designated as affiliate faculty in their non-primary department. The provision has been moved from 1565, because designation as affiliate generally does not carry unique responsibilities or change the faculty member's existing responsibilities.

e. **Distinguished Scholars and Visiting Faculty**. **New FSH 1573.** New 1573 creates a new designation of distinguished scholar and tightens up the definition of visiting faculty.
    a. Distinguished scholars are individuals who are not UI employees but who are affiliated with UI for various purposes. The College of Law, for example, might wish to designate an Idaho Judge spending time in residence at the college as a distinguished scholar. Likewise, the College of Education, Health, and Human Services might wish to designate a leading education reform specialist who supports the college in an ongoing basis as a distinguished scholar. The designation might also be used for faculty from another institution who are spending sabbatical time at UI conducting research or engaging in other collaborative activities on campus. Distinguished scholars may be appointed as adjunct faculty under appropriate circumstances.
    b. Visiting faculty are temporary, full time employees who are at the institution for one to two years. Typically, such faculty are filling a temporary vacancy created by a sabbatical or leave of absence. These faculty do not fit the definition of adjunct faculty because they are full time. However, from an HR perspective they are only temporary employees.

f. **Graduate Students and Post Docs. New Policy 1701.** The provisions of 1565 relating to graduate students and post docs have been moved to new FSH 1701. These people are not faculty and for this reason should not be included in the FSH provision regarding faculty ranks and responsibilities. If the decision is made to treat post docs as faculty at some time in the future, revisions can be undertaken at that time to effectuate the change.

5. Elimination of Outdated Provisions. Two provisions of the FSH are being deleted because of these changes. Old 1566 which merely documented the creation of the faculty-at-large has already been deleted by senate. The documentation has been moved to a historical footnote in the University Faculty Constitution – FSH 1520. In addition, FSH 3530 regarding Non-Tenure Track Faculty is being deleted. This provision was outdated. The tenure policy now requires that a majority of the faculty in a department be tenured or tenure-track. The ranks and tenure policy delineate the difference between term and tenure track faculty. For these reasons this policy is no longer needed.

6. Phase-in of New Policy. If passed, the new policy will impact incoming faculty only. Existing faculty will remain in their ranks as set forth in the current version of 1565. The current version will be included as an appendix to the new version. In addition, the new policy provides that faculty members may voluntarily convert to a parallel rank in the new policy with the support of the unit administrator, dean and provost. Faculty cannot be forced to convert.

Term/Tenure-Track Task Force (formation/charge)

The Faculty Affairs Committee together with Faculty Senate Leadership and the Provost are forming a task force to examine issues related to non-tenure track faculty. The task force will be chaired by Prof. Dan Eveleth of the College of Business and Economics. We expect that the work of the task force will begin this spring and continue through the 2018-19 academic year.

The desired outcomes of the task force's work are to help the university community:

- Develop a shared understanding of (and commitment to) the roles and expectations of non-tenure track faculty.
- Increase fairness and consistency with respect to practices associated with recruiting, selecting, developing, rewarding, including, and managing non-tenure track faculty.

To achieve these goals the task force is charged with:

- Identifying the current, potentially disparate, beliefs about the roles and expectations of non-tenure-track faculty across the university.
- Developing a comprehensive understanding of the issues and concerns associated with the current state of affairs.
- Identifying sentiment about a future, aspirational state of affairs, and coalescing around a single view of the future that honors the identified sentiment.
- Making policy and practice-related recommendations to Faculty Affairs, Faculty Senate Leadership and the Provost that are designed to achieve the desired outcomes.

1565

FACULTY RANKS AND RESPONSIBILITIES

A. Introduction

~~B. Definitions~~ (**Deleted, some included in responsibility areas where applicable.**)

~~C~~ **B**. Responsibility Areas **(very little was changed, basically added language to ensure all ranks that were folded into one of the new ranks would be covered)**

1. Teaching and Advising
2. Scholarship and Creative Activities
3. Outreach and Extension
4. University Service and Leadership

~~D~~ **C**. University Faculty

C-1. ~~INSTRUCTOR~~ (**PROFESSOR**)

C-2. ~~FACULTY~~: (**INSTRUCTOR**)

~~D-3. RESEARCH FACULTY~~ (**folded into above**)

~~D-4. EXTENSION FACULTY~~ (**Moved, see 1566 below**)

~~D-5. LIBRARIAN:~~ (**folded into above**)

~~D-6. PSYCHOLOGIST OR LICENSED PSYCHOLOGIST:~~ (**folded into above**)

D-7. OFFICER-EDUCATION (**Moved to 1568**)

D-8. UNIVERSITY Distinguished Professor (**Moved to 1569 – honorary title**)

~~D-9. CLINICAL FACULTY~~ (**folded into above**)

E. Emeriti (**Moved to 1569 – honorary title**)

~~F. Associated Faculty~~

F-1. AFFILIATE FACULTY (**Moved to 1572**)

C-3. ADJUNCT FACULTY (**Moved to Section C**)

~~G. Temporary Faculty~~ (**Deleted**)

~~G-1. LECTURER~~ (**Deleted – those currently holding this position will keep it**)

G-2. VISITING FACULTY AND DISTINGUISHED SCHOLAR (**Moved to 1573**)

~~G-3. ACTING~~ (**Deleted – no longer used, was for faculty who had yet to finish their terminal paper**)

~~G-4. ASSOCIATE~~ (**Deleted – no longer used, to be hired as adjunct**)

~~H. Non-Faculty~~

H-1. POSTDOCTORAL FELLOW (**Moved to 1701**)

H-2. GRADUATE STUDENT APPOINTEES (**Moved to 1701**)

~~I. Qualification of Non-faculty Members for Teaching UI Courses~~ (**Deleted – no longer used**)

D. Implementation (new)

FSH Sections

1520: Constitution

1565: Ranks and Responsibilities

1566: Appointment to Faculty Status (**Moved to 1520**)

1566: Extension (**Created from Extension section**)

1568: Officer Education

1569: Honorary Titles – Distinguished Professor, Emeriti

1572: Affiliate Faculty

1573: Visiting Faculty and Distinguished Scholar 1701: Non-faculty

3520: Tenure

3530: Term

1565
FACULTY RANKS AND RESPONSIBILITIES

PREAMBLE: This section defines the various academic ranks, both faculty and non-faculty (e.g. graduate student appointees and postdoctoral fellows), and their responsibilities. Subsections A, C, D, E, F, and I should be read in conjunction with the policy and procedures concerning granting of tenure and promotions in rank which are contained in 3520 and 3560 (subsection I only in conjunction with 3560). Most of the material assembled in this section was a part of the original 1979 Handbook. *The material in section I was added July, 1987. The definitions of 'postdoctoral fellow' (J-5), 'graduate assistant' (K-3) and 'research fellow' (K-4) were revised in July 1996. Section J-1, voting rights for lecturers, was changed in July 2001. Section A was substantially revised in July 1994, so as to underline better the importance of both teaching and scholarship. At that time the so-called "Voxman Amendment" (the addition of 'in the classroom and laboratory' to the list of possible venues wherein the evaluation of scholarship might take place) made its first appearance. Section A underwent additional substantial revision in July 1998 and July 2006, always with the hope of creating greater clarity in a complex subject. Extensive revisions along those same lines were made to B (entirely new and in 2008 B was moved to 3570), C, D, and E, in July 1998. Further, less extensive revisions were made to C-1, D-1, and E-1 in July 2000. In July 2008, this section was reorganized to better reflect classifications as stated in FSH 1520 Article II, no substantive changes were made to policy. In 2009 changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy as of January 2010. Ranks for Associated Faculty in F were removed because the promotion process as detailed in 3560 for faculty ranks was deemed excessive for associated faculty. Those currently holding a specific rank in adjunct or affiliate will retain that privilege. In July 2010 the affiliate and adjunct terms were switched to conform to national norms and rank of Distinguished Professor was added. In July 2011 voting for associated faculty was clarified and Clinical Faculty under "G. Temporary Faculty" moved to "D. University Faculty" as D-9 and was revised. In July 2012 edits were made to the Distinguished Professor under D-8 and to the qualifications for Emeritus status and a search waiver under E. In July 2013 definitions for research and teaching assistants were more clearly defined. In January 2014 the time necessary to qualify for Emeritus status was redefined and in July 2014 the cap on non-tenure track faculty appointments in a unit was adjusted and promotion processes clarified and revised. In July 2018 a new category for graduate support assistants was added to address needs that are not covered under the role of a typical teaching or research assistant position. Further information may be obtained from the Provost's Office (208-885-6448).* [rev. 7-98, 7-00, 7-01, 7-06, 1-08, 7-08, 1-10, 7-10, 7-11, 7-12, 7-13, 7-14, 7-18]

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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. In order to carry out its functions and to serve most effectively its students and the public, the university recognizes the ranks and responsibilities set forth in this policy. An individual faculty member's specific rank and responsibilities are set forth in the faculty member's position description pursuant to FSH 3050. Each unit shall develop criteria for annual evaluation, promotion and/or tenure review of its faculty that are consistent with this policy and with other FSH provisions.

B. RESPONSIBILITY AREAS: The four general areas of faculty responsibility are defined in this section. Each unit and college shall adopt criteria for tenure and promotion that are consistent with these areas of responsibility in relation to their specific unit's criteria. Because of the unique context and roles of extension faculty, additional information regarding the responsibilities of such faculty may be found in FSH 1566. Each faculty member shall have a position description consistent with FSH 3050 detailing the faculty member's specific responsibilities.

B-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.

a. Teaching Generally. Teaching may take many different forms and any instruction must be judged according to its central purposes. Active participation in the assessment of learning outcomes is expected of all faculty at the course, program, and university-wide levels. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty. Evidence of effective teaching may include but is not limited to Student Evaluations of Teaching, peer evaluations, self-assessment, documentation of effective or innovative teaching, teaching recognition and awards, and teaching loads.

b. Advising and/or Mentoring Students Generally. Student advising includes but is not limited to: (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. Evidence of effective advising includes but is not limited to: (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.

B-2. SCHOLARSHIP AND CREATIVE ACTIVITIES. Scholarship is creative intellectual work that is communicated and validated. Scholarship and creative activities 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.

The role of a faculty member at the University of Idaho with responsibility for scholarship and creative activity 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. Demonstrated excellence that is focused in only one of these scholarship and creative activity areas is appropriate if it is validated and disseminated.

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 text books, laboratory manuals, or educational software; advancing educational technology; presentation in workshops related to teaching and learning; development and dissemination of new curricula and other teaching materials to peers; and individual and/or collective efforts in securing and carrying out education grants. Evidence of scholarship in the area of teaching and learning is based primarily 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. Evidence of scholarship in the area of artistic creativity is based primarily 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, but is not limited to: 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 wellbeing, 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.

B-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 activities are primarily directed at constituencies outside the university.

a. Outreach Generally. Outreach includes a wide variety of activities including, but not limited to, (a) extension (see 1566); (b) teaching, training, certification, and other dissemination of information to the general public, practitioner, and specialty audiences; (c) volunteer development and establishment/maintenance of relationships with private and public organizations; and (d) unpaid extramural consultation and other professional services to individuals, organizations, and communities.

Delivery mechanisms include distance education, service learning, cooperative and/or service education, technology transfer, noncredit courses, publications, service on boards and reviewing/refereeing scholarship. Evidence of effective outreach activities may include, but is 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.

B-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. Service to the University Generally, service to the university 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 must be a part of both the position description and annual performance review. Within the university, 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. Service can include engagement in advancement activities, admissions activities, 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. Librarians and Service. Librarians provide specialized service to the university by ensuring that the library's collections and services support the teaching and research mission of the institution. Librarians provide specialized bibliographic research assistance to faculty and students.

c. Administration:

(1) Unit Administration. includes assisting higher administration in the assignment [3240 A] and in the evaluation [3320 and 3340] of the services of each member of the unit's faculty and staff; promoting effective leadership of personnel and management of unit resources; providing leadership in the development and implementation of unit plans; providing for open communication with faculty and staff; fostering excellence in teaching, scholarship and outreach for faculty, students, and staff in the unit; effectively representing all constituents of the unit; and continuing personal professional development in areas of leadership. Unit administration is not normally considered in tenure and promotion deliberations; it is accounted for insofar as expectations are proportionally adjusted in the other sections of the position description. For faculty in nonacademic units (e.g. faculty at large), administration may be considered in tenure and promotion deliberations.

(2) Program Administration. Effective conduct of university programs requires administrative activities that support the university's mission. 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.

(3) Library Administration. Library Administration may include specialized public service or technical service responsibilities, 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; or effective supervision of an administrative unit.

(4) Evidence of Effective Administration. Demonstration of effective administration, may be documented by a variety of means. Examples include, but are not limited to: (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; (4) peer evaluation of librarianship. 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.

C. UNIVERSITY FACULTY RANKS. All faculty at the University of Idaho shall hold one of the following ranks. Because of the unique context and roles of extension faculty, qualifications and additional classifications for such faculty can be found in FSH 1566.

C-1. PROFESSOR. Professors shall have responsibilities in the four areas of faculty responsibility defined in B-1 through B-4 above. 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 missions of their respective discipline as defined in the unit's promotion and tenure criteria. All professors must have some university leadership and service responsibility.

a. Assistant Professor. Appointment to this rank requires a terminal degree or professional experience that demonstrates equivalence to a terminal degree. Persons in the final stages of completing doctoral dissertations may be appointed as assistant professors. Potential for success in each area of responsibility in the faculty member's position description is a prerequisite to appointment to the rank of assistant professor.

b. Associate Professor. Appointment or promotion to this rank requires the doctorate or appropriate terminal degree professional experience that demonstrates equivalence to a terminal degree. Associate professors must have fulfilled the requirements and expectations of their position description(s).

c. Professor. Appointment or promotion to this rank requires the doctorate or appropriate terminal degree or professional experience that demonstrates equivalence to a terminal degree. A professor should have intellectual and academic maturity in their areas of responsibilities. Professors are expected to play a major role in the development of academic policy and university service and leadership

C-2. INSTRUCTOR: Instructors only have responsibility for teaching and advising, and university service and leadership not to exceed 10% of their level of effort. Instructors may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. 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 unit administrator.

b. Senior Instructor. Appointment to this rank requires qualifications that correspond to those for the rank of instructor and evidence of outstanding teaching and/or advising ability. This rank does not lead to promotion to the professorial ranks.

C-3. ADJUNCT FACULTY:

a. General. A person who holds a faculty appointment pursuant to a limited contract of employment at UI of 49% or less is an adjunct faculty member. Adjunct faculty members may hold the titles of Adjunct Instructor, Adjunct Senior Instructor, Adjunct Assistant Professor, Adjunct Associate Professor or Adjunct Professor. The adjunct faculty may include UI staff holding a part-time faculty appointment.

b. Responsibilities/Rights. Members of the adjunct faculty have the same academic freedom as do members of the university faculty. Their right to vote in meetings of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. The responsibilities of adjunct faculty are defined by their contract with UI. The appointment of adjunct faculty members to graduate students' supervisory committees requires approval by the dean of the College of Graduate Studies. Adjunct faculty do not qualify for the faculty-staff educational privilege.

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. Units may require the support of a faculty member as a condition of employment.

D. IMPLEMENTATION. This policy shall apply to all faculty whose appointments begin after the effective date of the policy. Faculty appointed prior to the effective date of the policy shall retain the faculty rank of their original appointment (pursuant to former 1565 which is set forth in the appendix included with this policy). A faculty member's appointment may be converted to a rank authorized by this policy pursuant to the agreement of the faculty member, unit administrator, dean and provost. The agreement shall specify the exact rank, specific criteria and timeline for tenure and/or promotion, if applicable. No faculty member may be required to convert if such requirement is detrimental to the faculty member.

 Institutional Tracking No. UCC-19-054

Idaho State Board of Education

Proposal for Discontinuation

Date of Proposal Submission:	December 14, 2018
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 Discontinued Program:

Title:	Family and Consumer Sciences
Degree/Certificate:	BS FCS Major: Food and Nutrition: Nutrition Option at UI in Coeur d'Alene
Method of Delivery:	At UI Coeur d'Alene where instruction has been face-to-face, on-line, and hybrid
CIP code:	
Proposed Discontinuation Date:	Summer, 2019

Indicate whether this request is a <u>discontinuation</u> of either of the following:

- [X] Undergraduate Program
- [ ] Graduate Program
- [ ] Undergraduate Certificate
- [ ] Graduate Certificate
- [ ] Administrative/Instructional Unit
- [ ] Other
- [ ] **New Program (check all that apply)**
  - [ ] Basic Technical Certificate
  - [ ] Intermediate Technical Certificate
  - [ ] Advanced Technical Certificate
  - [ ] Associate of Applied Science Degree

College Dean (Institution)	Date	Vice President for Research **(as applicable)**	Date
Graduate Dean **(as applicable)**	Date	Academic Affairs Program Manager	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
Provost/VP for Instruction (Institution)	Date	SBOE/Executive Director Approval	Date
President	Date		

1. Provide rationale for the discontinuance.

We propose to discontinue the BS in Family and Consumer Sciences (BS FCS) Major in Food and Nutrition: Nutrition Option that is offered through the University of Idaho Coeur d'Alene campus. In 2018 the major in Food and Nutrition was restructured. The option for "nutrition" or "dietetics" was removed. Additional courses were added to the major Food and Nutrition. Yet, these additional courses are not structured to be offered on-line or hybrid. Furthermore, there are no food and nutrition faculty remaining in Coeur d'Alene to advise and teach students. Therefore, the major in Food and Nutrition with a catalog year 2018 or later may only be obtained at the Moscow campus.

2. Teach-out Plans/Options for currently enrolled students.

a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

Continuing students at the University of Idaho Coeur d'Alene campus currently working toward a BS FCS with a major in Food and Nutrition: Nutrition Option from the catalog year 2017-2018 or earlier, will be able to finish out their courses of study as originally planned. Currently there are three students enrolled with a catalog year of 2017 or earlier. All courses needed for the Nutrition Option of the Food and Nutrition major continue to be available on-line or hybrid to students in Coeur d'Alene. There are currently three additional students with a catalog year of 2018 (one of which is currently inactive). These students will be able to complete a degree in Food in Nutrition through appropriate degree audit substitutions, as determined by the academic advisor.

b. Is there an alternative program/major or field of study? If so, please describe.

There is currently no alternative program/major or field of study at the University of Idaho Coeur d'Alene. However, no student will be left behind without full academic support for finishing his/her degree.

c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

Continuing students will be able to complete their BS FCS with a major in Food and Nutrition in Coeur d'Alene. All of these students will be personally contacted by Trevor White, the FCS professional advisor, who will explain the situation and assist them in making any needed alterations to their coursework for degree completion. Prospective students from Coeur d'Alene inquiring about food and nutrition will be advised to transfer to the Moscow Campus. The University of Idaho Coeur d'Alene Home Page will no longer list food and nutrition as a major.

3. Identify similar programs offered by other public colleges/universities (Not applicable to PTE programs).

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**

Boise State University	Health Sciences, Bachelor of Science	Pre-professional studies degree. Prepares students to apply for an ACEND accredited didactic program in dietetics, an ACEND accredited coordinated program in dietetics at the BS or MS level.
Idaho State University	Dietetics, Bachelors of Science	ACEND accredited didactic program in dietetics. Prepares students to apply for ACEND accredited dietetic internship
Washington State University	Nutrition and Physiology, Bachelors of Science	With the BS NEP degree students are eligible to take a variety of certifications offered by the American College of Sports Medicine (ACSM). It also provides foundational coursework for application to graduate programs, such as dietetics, medicine, physical therapy, occupational therapy, or public health.

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

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	**Headcount Enrollment in Program**				**Number of Graduates From Program**			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU								
ISU					18	19	18	15

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

We anticipate that discontinuance of the BS FCS major in Food and Nutrition: Nutrition Option in Coeur d'Alene will not impact any other program at UI. Part of the University of Idaho's mission is that "educational programs continually strive for excellence." Without adequate faculty at University of Idaho Coeur d'Alene, excellence cannot be achieved. Therefore we will strive for excellence in the Food and Nutrition major offered at the University of Idaho Moscow campus where there are adequate resources for teaching and learning.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

This discontinuance of the Food and Nutrition Major: Nutrition option will not result in reductions or reassignments for current faculty and staff of the Margaret Ritchie School of Family and Consumer Sciences. Currently, there are no faculty in food and nutrition located In Coeur d'Alene.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

This discontinuance will not result in any redirection or reduction of budgets.

College of Letters, Arts and Social Sciences
Proposed Catalog Changes
Effective Summer 2020

SOCIOLOGY AND ANTHROPOLOGY

1. Create the following prefix (see #3 below for full list of SOC courses replaced with CRIM):

   CRIM (Criminology)

2. Create the following courses:

   CRIM 340 Sex Crimes
   3 credits
   This course explores various aspects of sexual crimes, offenders, and deviance. Topics may include, but are not limited to, historical and current perspectives of sex offender legislation, victimization issues, theoretical explanations, and processing offenders in the criminal justice system. Special focus on sexual offenses and sexual deviance in various locations and settings.
   Prereq: CRIM 101

   Available via distance: No
   Geographical Area: Moscow
   Rationale: This course will allow students to have more in depth knowledge on sexual deviance and crimes. In particular, many Criminology students may be working with either sexual assault victims or offenders upon graduation and it would be beneficial to have a greater understanding of the dynamics of the offense and the individuals involved.

   CRIM 434 Crime Prevention
   3 credits
   This course explores the contemporary field of crime prevention. Core elements include an examination of the social history of crime prevention practices, a review of modern crime prevention theories, an evaluation of modern approaches to crime prevention, such as environmental, situational, community, and criminal justice crime prevention strategies. Particular emphasis on the state of current research and relative effectiveness of different approaches to crime prevention.
   Prereq: CRIM 101

   Available via distance: Yes
   Geographical Area: Moscow
   Rationale: The proposed course will be designed to provide students with an in-depth evaluation of crime prevention practices in the United States. This course is designed to fill a gap in our current criminology curriculum by giving students the opportunity to develop a deeper understanding the state of current research and best practices in relation to modern community, situational, environmental, and criminal justice strategies for preventing crime and delinquency. This is particularly important for students who intend to seek employment in criminal justice professions (i.e., law enforcement), where they are likely to be tasked with developing, implementing and operating crime prevention programs.

3. Make the following prefix changes:

SOC classes to change to CRIM (with recommended number)

Note: * indicates a current approved gen ed. class. Would like to retain in gen ed.

SOC 130 (CRIM 101)	Introduction to Criminology*
SOC 331 (CRIM 301)	Criminological Theory
SOC 328 (CRIM 320)	Deviant Behavior
SOC 329 (CRIM 329)	Homicide
SOC 330 (CRIM 330)	Juvenile Delinquency
SOC 332 (CRIM 332)	Crime and Punishment
SOC 333 (CRIM 333)	Elite and White Collar Crime
SOC 334 (CRIM 334)	Police and Social Control
SOC 335 (CRIM 335)	Terrorism, Society and Justice
SOC 336 (CRIM 336)	Comparative Criminal Justice Systems*
SOC 337 (CRIM 337)	Violence and Society
SOC 338 (CRIM 338)	Vice Crimes
SOC 339 (CRIM 339)	Crime and the Media
SOC 415 (CRIM 415)	Citizen's Police Academy
SOC 421 (CRIM 421)	Gender and Crime
SOC 435 (CRIM 435)	Psychopathy and Crime
SOC 436 (CRIM 436)	Mental Health and Crime
SOC 439 (CRIM 439)	Inequalities in the Justice System*
SOC 440 (CRIM 440)	Inside Out Prison Exchange (approved this year)
SOC 442 (CRIM 420)	Substance Abuse
SOC 461 (CRIM 401)	Justice Policy Issues*
SOC 462 (CRIM 462)	Senior Practicum*
SOC 464 (CRIM 464)	Criminology Abroad*

Classes to add to the CRIM prefix, but keep in SOC prefix as well

SOC 404 (CRIM 404)	Special Topics
SOC 417 (CRIM 417)	Social Data Analysis
SOC 498 (CRIM 498)	Internship
SOC 499 (CRIM 499)	Directed Study

Institutional Tracking No.

UCC-19-055a

Proposal to create new major in Criminology (B.S.):

Criminology Core: 9 credits

SOC 101	Introduction to Sociology (offered every term)*
CRIM 101 (SOC 130)	Introduction to Criminology (offered every term)*
CRIM 301 (SOC 331)	Criminology Theory (seated fall, online spring)

Inequalities and Diversity (one of the following): 3 credits

CRIM 421 (SOC 421)	Gender and Crime (seated spring)
CRIM 439 (SOC 439)	Race and Crime (online fall)*

Research Methods (two of the following): 6 credits

STAT 251	Statistics*
SOC 309	Survey of Research Methods (online fall, seated spring)
SOC 416	Qualitative Research Methods (seated spring)
CRIM 417 (SOC 417)	Social Data Analysis (seated fall)

Capstone (one of the following) 3 credits*

CRIM 401 (SOC 461)	Justice Policy Issues (seated/online spring)
CRIM 462 (SOC 462)	Senior Practicum (every term)
CRIM 464 (SOC 464)	Criminology Abroad (seated/online spring)

Upper Division Electives: 15 Credits

ANTH 451	Forensic Anthropology
CRIM 329 (SOC 329)	Homicide
CRIM 330 (SOC 330)	Juvenile Delinquency
CRIM 332 (SOC 332)	Crime and Punishment
CRIM 333 (SOC 333)	Elite and White Collar Crime
CRIM 334 (SOC 334)	Police and Social Control
CRIM 335 (SOC 335)	Terrorism, Society and Justice
CRIM 336 (SOC 336)	Comparative Criminal Justice Systems*
CRIM 337 (SOC 337)	Violence and Society
CRIM 338 (SOC 338)	Vice Crimes
CRIM 339 (SOC 339)	Crime and the Media
CRIM 340	Sex Crimes
CRIM 404 (SOC 404)	Special Topics
CRIM 415 (SOC 415)	Citizen's Police Academy
CRIM 420 (SOC 442)	Substance Abuse
CRIM 421 (SOC 421)	Gender and Crime
CRIM 434	Crime Prevention
CRIM 435 (SOC 435)	Psychopathy and Crime
CRIM 436 (SOC 436)	Mental Health and Crime
CRIM 439 (SOC 439)	Inequalities in the Justice System*
CRIM 440 (SOC 440)	Inside Out Prison Exchange
CRIM 498 (SOC 498)	Internship
CRIM 499 (SOC 499)	Directed Study
SOC 328	Deviant Behavior
SOC 345	Extremism and American Society
SOC 346	Responding to Risk
SOC 420	Sociology of Law
SOC 465	Environment, Policy, and Justice

Related Fields (12 credits)

American Indian Studies, Anthropology, Economics, Environmental Science, Geography, History, Political Science, Psychology, Sociology, Statistics, and Women's and Gender Studies)

UCC-19-055a

Idaho State Board of Education

Proposal for **Undergraduate/Graduate Degree** Program

Date of Proposal Submission:	
Institution Submitting Proposal:	Idaho
Name of College, School, or Division:	CLASS
Name of Department(s) or Area(s):	Sociology-Anthropology

Program Identification for Proposed New or Modified Program:

Program Title:	Criminology					
Degree:		Degree Designation	X	Undergraduate		Graduate
Indicate if Online Program:	X	Seated and online				
CIP code (consult IR /Registrar):	45.0401					
Proposed Starting Date:	Summer 2020					
Geographical Delivery:	Location(s)	Moscow/Distance		Region(s)		
Indicate (X) if the program is/has:		Self-Support		Professional Fee	X	Online Program Fee
Indicate (X) if the program is:		Regional Responsibility		Statewide Responsibility		

Indicate whether this request is either of the following:

- [X] New Degree Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] Expansion of Existing Program
- [ ] Consolidation of Existing Program
- [ ] New Off-Campus Instructional Program
- [ ] Other (i.e., Contract Program/Collaborative

College Dean (Institution)	Date	Vice President for Research (Institution; as applicable)	Date
Graduate Dean or other official (Institution; as applicable)	Date	Academic Affairs Program Manager, OSBE	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
Provost/VP for Instruction (Institution)	Date	Chief Financial Officer, OSBE	Date
President	Date	SBOE/Executive Director Approval	Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation of each new program. 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.

   This program will replace our BA/BS sociology-criminology emphasis area with a new stand-alone Bachelor of Science (B.S) degree in criminology. This program proposal follows student assessment data and feedback that indicates a desire to have a separate degree in criminology or criminal justice (CCJ) to more accurately reflect coursework and learning outcomes. The sociology degree with criminology emphasis has approximately 120 students enrolled and is large enough to exist as a stand-alone program.

   As this degree program builds on existing course offerings in sociology and capacity identified in the sociology major, we anticipate minimal impact on other programs. Indeed, the Department of Sociology and Anthropology is a natural location for such as program. Besides our current department strength in criminology, for several decades the department hosted a degree program in Criminal Justice and later a more amorphous Justice Studies major. Prior enrollment data indicates that these programs enrolled between 150 and 200 students. In 2009, the Justice Studies program was discontinued, with the remnants folded in a criminology emphasis area in the sociology major. The emphasis in criminology quickly became the most popular in the field of sociology and the department built up the emphasis with the addition of a new faculty line. In 2017, an online degree program was rolled out to offer a quality criminological education to students throughout the state. Currently, five faculty directly service the criminology emphasis area with five other sociologists contributing several elective courses.

   As this dual modality degree (online and seated) can be provided with current resources, we anticipate negligible impact to the structure and resources of our department. However, we do believe that a degree in criminology will attract more majors than the current emphasis area.

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:

   The Bureau of Labor Statistics (BLS) estimates that protective services jobs (e.g., jobs in 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.[1] 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.[2] From our Emsi market analysis, employment data for Idaho indicates strong job

1 Bureau of Labor Statistics, *Employment by major occupational group, 2012 and projected 2022*. Retrieved from: http://www.bls.gov/emp/ep_data_occupational_data.htm

2 Idaho Department of Labor, *Idaho 2012-2022 Long Term Occupational Projections*. Retrieved from:

growth through 2028.

Idaho Jobs Outlook 2018-2028 (Emsi Market Analysis):

SOC	Description	2018 Jobs	2028 Jobs	2018 - 2028 Change	2018 - 2028 % Change
21-1092	Probation Officers and Correctional Treatment Specialists	652	702	50	8%
33-3012	Correctional Officers and Jailers	2,026	2,233	207	10%
33-3021	Detectives and Criminal Investigators	423	457	34	8%
33-3051	Police and Sheriff's Patrol Officers	2,477	2,827	350	14%
	Total	5,577	6,218	641	11%

List the job titles for which this degree is relevant:

Law enforcement: Police officer, state trooper, US marshal, fraud investigator, postal inspector, immigration and customs enforcement

Corrections: Probation and parole officer, juvenile services

Courts: bailiff, courtroom assistant, court clerk, criminal law supervisor, court manager, case administrator, court operations specialist, pretrial services officer and family law mediator, victim advocate

Military and counterterrorism: Various military and civilian service roles related to military justice, terrorism and homeland security.

Private sector: Security, private detective, loss management, insurance adjustor

Education: Law enforcement trainer, student resource officer

Social services: Various social and community advocacy

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	66		Emsi data is provided earlier in this section.
State	442		
Nation		96,000	

Federal							
SOC CODE	https://data.bls.gov/projections/	Employment 2016 (Thousands)	Employment 2026 (Thousands)	Change 2016-2026 (Thousands)	Percent Change 2016-2026	Opening 2016-2026 (thousands	Median Annual Wage
21-1092	Probation Officers and Correctional Treatment Specialists	91.3	96.5	5.2	8.30%	8.3	$ 51,410.00
33-3012	Correctional Officers and Jailers	450	415.5	-34.5	-7.70%	31.3	$ 43,540.00
33-3021	Detectives and Criminal Investigators	110.9	115.9	5	4.50%	7.5	$ 79,970.00
33-3051	Police and Sheriff's Patrol Officers	684.2	731.9	47.8	7%	49.5	$ 61,050.00

State of Idaho						
	https://lmi.idaho.gov/projections	Count	Projected Count	Change Count	Change Percent	Annual Openings
21-1092	Probation Officers and Correctional Treatment Specialists	723	785	62	8.60%	69
33-3012	Correctional Officers and Jailers	2,046	1,916	-130	-6.40%	146
33-3021	Detectives and Criminal Investigators	427	459	32	7.50%	31
33-3051	Police and Sheriff's Patrol Officers	2,567	2,822	255	9.90%	196

Northern Idaho 2016-2026						
	https://lmi.idaho.gov/projections	Count	Projected Count	Change Count	Change Percent	Annual Openings
21-1092	Probation Officers and Correctional Treatment Specialists	105	106	1	1%	9
33-3012	Correctional Officers and Jailers	286	302	16	5.60%	25
33-3021	Detectives and Criminal Investigators	61	65	4	6.60%	4
33-3051	Police and Sheriff's Patrol Officers	388	409	21	5.40%	28

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

Prior Employer Demand Survey for Online Degree

In order to estimate the level of demand for an online criminology degree program in 2015, the sociology-criminology faculty distributed a brief online survey to twenty police and correctional agencies in Idaho serving populations greater than 20,000 residents. Ten of the twenty agencies completed the survey (50% response rate).

The first section of the survey asked the respondents about their agency's education-related hiring requirements and support for higher education. Of the ten agencies that responded to the survey, 80% indicated that only a high school diploma or its equivalent is required for newly hired officers. Almost all of the agencies, however, reported that their department encourages its officers to complete additional education beyond the minimum standards (9 of 10). Half of the agencies provide direct financial benefits (e.g., tuition reimbursement) to officers who pursue education beyond the minimum requirements. In addition, several respondents from departments that do not offer direct financial incentives indicated that their agencies provide strong indirect incentives, such as giving officers with four-year degrees extra points on competitive promotional exams, which makes it more likely that they will achieve higher salaries through promotion.

The second section of the survey included several questions that were designed to allow us to generate rough estimates of the number of officers who might be interested taking online criminology courses. The first question in this section asked the respondents to estimate number of officers in their department who might be interested in taking online classes. The second question asked them to report the total number of officers working for their department. Altogether, the respondents reported that the ten agencies employed a total of 1,460 officers. Respondents estimated that 293 officers across the ten agencies would be interested in taking online classes in criminology, resulting in an estimated 20% of the officers working for the responding agencies who might be interested in enrolling in an online criminology program. If we project that percentage on to the Idaho's population of 12,958 individuals working in the State's protective services occupations, then we can estimate that approximately 2,592

individuals working in this field in Idaho may consider enrolling in an online program in criminology. Of course, that figure only represents a possible pool of officers who might be interested in enrolling in an online criminology program. However, if only 2% of that pool enrolls in the University of Idaho's criminology program on a yearly basis, then we would enroll fifty officers per year in the program.

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

We expect that this degree will enroll both traditional Moscow campus students and fully online students. Nationally, growth in online programs in this field have increased 22% in the past 5 years, according to our Emsi data.

Our department regularly conducts an assessment survey of graduating seniors. The most common complaint among our graduates is that we do not have a separate criminology degree. Other students interested in a CCJ field report not knowing or unable to find our emphasis area, or are confused about why they are earning a sociology degree. While it would be difficult to estimate precise numbers, the UI undoubtedly loses potential students due to lack of a degree in this area. Enrollment data at other colleges suggests an institution of our size could have between 200 and 300 students majoring in a CCJ field, possibly much more.

c. Economic Need: Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.
If all public and private criminal justice agencies were combined, the criminal justice system would be the single largest employer in the country. Spending for criminal justice are substantial outlays for most state and local governments. Currently, the state of Idaho spends 10% of the state budget, or over $300 million, on protective services and the judiciary. In addition, local law enforcement and protection account for roughly a third of the budget for city and county municipalities.

Idaho has lagged behind in developing programs that are known to cut costs and prevent crime. There is a large benefit in having a workforce that is skilled in understanding the causes and consequences of crime, including how to measure crime and assess prevention programs. Graduates of our program will possess knowledge and skills in these areas.

d. Societal Need:
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 in matters of diversity, cultural understanding, and social inequalities that impact the CJ system.*

e. If Associate's degree, transferability:

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

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
Boise State	**B.S.**	**Criminal Justice**
Lewis Clark State College	**B.S/B.A**	**Justice Studies**
Idaho State	**AA**	**Criminology**

Similar Programs offered <u>by other Idaho institutions and by institutions in nearby states</u>		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
Gonzaga	**B.A./B.S.**	**Criminal Justice**
Washington State	**B.A./B.S.**	**Criminal Justice**

4. Justification for Duplication with another institution listed above. 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.

While criminal justice is a popular mainstay at a majority of public institutions, criminology gives a slightly different scope of focus on issues of crime, law and justice. Like criminal justice, criminology is concerned with criminal justice institutions, but criminology is especially concerned with the causes and consequences of crime and the overall social context in which crime is considered. Given University of Idaho's unique research mission, criminology would build on our existing strengths as an institution. In addition, our department has a specialized emphasis in diversity and social inequalities, international and comparative insight, and social data analysis.

Lastly, as Idaho is host to the state's only law program, there are several synergies that can be developed with the Law School. This includes a 3+3 degree program that would allow criminology majors transfer into UI Law after three years of undergraduate study.

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

Innovate: *As the University of Idaho is the only research university in the state, and host to the only public law school in the state, having a viable, research driven department and faculty in criminology is vital to supporting this mission. Our current criminology faculty are active scholars, publishing in top criminology journals and engaging in grant seeking activity. A dedicated degree would further facilitate the research mission of these faculty.*

Engage: *The state of Idaho has a demonstrated need for active research that supports communities and the delivery of justice around the state. A dedicated degree in criminology would facilitate this vision by providing support, through a trained workforce and assistance in negotiating problems in delivering justice in a rural, but growing state.*

Transform: *A criminology degree will support the UI mission of increasing our educational impact by attracting and retaining more students to a social science degree. For various reasons, including vocational goals, criminology and criminal justice fields are attractive to many students, in particular first-generation college students or those who may not have considered attending the UI in the first place. The transformational goal of UI includes a desire for curricular innovation This degree provides for adaptability and multiple opportunities for students to participate in and out of the classroom. These opportunities include partnerships through state and local agencies, internships, study abroad and service learning.*

Cultivate: *As criminal justice has been both directly and indirectly impacted by societal inequalities, changing demographics, and diverse communities, a criminology degree directly engages with issues of race, class, gender and sexual orientation. Students who graduate from this program will have an understanding of multiculturalism and how the criminal justice system has historically failed underserved populations.*

6. Assurance of Quality. *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.*

7. In accordance with Board Policy III.G., an external peer review is required for any new

doctoral program. Attach the peer review report as **Appendix B**.

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

Will this program lead to certification?
Yes_____ No___X__

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

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

Yes X No _____

(The program was incorporated into the current 3-year plan)

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.

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

Criteria. As appropriate, discuss the following:

- **i.** How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
- **ii.** Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
- **iii.** Is there a contractual obligation or partnership opportunity to justify the program?
- **iv.** Is the program request or program change in response to accreditation requirements or recommendations?
- **v.** Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

Curriculum, Intended Learning Outcomes, and Assessment Plan

10. Curriculum for the proposed program and its delivery.

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

Credit hours in required courses offered by the department (s) offering the program.	36
Credit hours in required courses offered by other departments (related field):	12

Credit hours in institutional general education curriculum	48
Credit hours in free electives	24
Total credit hours required for degree program:	**120**

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

The program will be adapted, with some revision, from the current criminology emphasis area. The adaptions include a gateway course, as well as most electives from the criminology emphasis area. The revisions include a streamlining of the methods sequence and capstone options, along with the addition of new electives (noted below).

Note: * class currently in general education requirements

Criminology Core: 9 credits

SOC 101 Introduction to Sociology (offered every term)*

CRIM 101 (SOC 130) Introduction to Criminology (offered every term)*

CRIM 301 (SOC 331) Criminology Theory (seated fall, online spring)

Inequalities and Diversity (one of the following): 3 credits

CRIM 421 (SOC 421) Gender and Crime (seated spring)

CRIM 439 (SOC 439) Race and Crime (online fall)*

Research Methods (two of the following): 6 credits

STAT 251 Statistics*

SOC 309 Survey of Research Methods (online fall, seated spring)

SOC 416 Qualitative Research Methods (seated spring)

CRIM 417 (SOC 417) Social Data Analysis (seated fall)

Capstone (one of the following) 3 credits*

CRIM 401 (SOC 461) Justice Policy Issues (seated/online spring)

CRIM 462 (SOC 462) Senior Practicum (every term)

CRIM 464 (SOC 464) Criminology Abroad (seated/online spring)

Upper Division Electives: 15 Credits

ANTH 451 Forensic Anthropology

CRIM 329 (SOC 329) Homicide

CRIM 330 (SOC 330) Juvenile Delinquency

CRIM 332 (SOC 332) Crime and Punishment

CRIM 333 (SOC 333) Elite and White Collar Crime

CRIM 334 (SOC 334) Police and Social Control

CRIM 335 (SOC 335) Terrorism, Society and Justice

CRIM 336 (SOC 336) Comparative Criminal Justice Systems*

CRIM 337 (SOC 337) Violence and Society

CRIM 338 (SOC 338) Vice Crimes

CRIM 339 (SOC 339) Crime and the Media

CRIM 340	Sex Crimes
CRIM 404 (SOC 404)	Special Topics
CRIM 415 (SOC 415)	Citizen's Police Academy
CRIM 420 (SOC 442)	Substance Abuse
CRIM 421 (SOC 421)	Gender and Crime
CRIM 435 (SOC 435)	Psychopathy and Crime
CRIM 436 (SOC 436)	Mental Health and Crime
CRIM 439 (SOC 439)	Race and Crime*
CRIM 466	Inside Out Prison Exchange
CRIM 498 (SOC 498)	Internship
CRIM 499 (SOC 499)	Directed Study
SOC 328	Deviant Behavior
SOC 345	Extremism and American Society
SOC 346	Responding to Risk
SOC 420	Sociology of Law
SOC 465	Environment, Policy, and Justice

Related Fields (12 credits)

American Indian Studies, Anthropology, Economics, Environmental Science, Geography, History, Political Science, Psychology, Sociology, Statistics, and Women's and Gender Studies)

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.

Capstone requires one of the following (noted above)

CRIM 401 (SOC 461) Justice Policy Issues (Capstone)

CRIM 462 (SOC 462) Senior Practicum

CRIM 464 (SOC 464) Criminology Abroad

UCC-19-055a

Criminology, B.S.

Four-Year Degree Plan

Freshman Year			
First Semester	**Credits**	**Second Semester**	**Credits**
CRIM 101 – Introduction to Criminology	3	ISEM 101 – Integrated Seminar	3
Soc 101 – Introduction to Sociology	3	Stats 251 – Statistical Methods	3
English 101 - Introduction to College Writing	3	English 102 – College Writing and Rhetoric	3
Science with lab	4	Science class plus lab	4
COMM 101 – Fundamentals of Public Speaking	3	Anth 100 – Introduction to Anthropology	3
Total Credits	**16**	**Total Credits**	**16**

Sophomore Year			
First Semester	**Credits**	**Second Semester**	**Credits**
Criminology elective	3	Psyc 311 - Abnormal Psychology	3
Psyc 101 - Introduction to Psychology	3	Soc 309 - Social Science Research Methods	3
Science class plus lab	4	Criminology elective	3
Pols 101 – Intro to Political Science	3	Elective or minor	3
Elective or minor	3	Science class or minor	3
		ISEM 301 - Great Issues	1
Total Credits	**16**	**Total Credits**	**16**

Junior Year			
First Semester	**Credits**	**Second Semester**	**Credits**
CRIM 301 – Criminology Theory	3	Inequalities: CRM 421 or 439	3
Criminology electives	6	Criminology elective	3
Minor or other elective(300-400 level)	3	Minor or other elective (300- or 400-level)	3
Humanities class	3	Related field (e.g., psychology, political science)	3
		Elective (300- or 400-level)	3
Total Credits	**15**	**Total Credits**	**15**

Senior Year			
First Semester	**Credits**	**Second Semester**	**Credits**
Criminology elective	3	CRIM 461, (CJ policy) 462 (Intern), or 464 (Crim Abroad)	3
Criminology elective	3	Elective (300- or 400-level)	3
Minor or other elective (300- or 400-level)	3	Elective	3
Soc 417 – Social Data Analysis	3	Elective	3
Related field (e.g., psychology, political science)	3		
Total Credits	**15**	**Total Credits**	**12**

11. Program Intended Learning Outcomes and Connection to Curriculum.

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

Criminology Learning Outcomes

1. ***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).*

2. ***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).*

3. ***Justice and ethics****: Students will articulate the ethical and social justice implications of criminology and justice studies (communicate).*

4. ***Research Methods****: Students will demonstrate knowledge of methodological approaches used by social scientists to understand crime and crime control (think and create).*

12. Assessment plans

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

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. *A standardized pretest of incoming freshmen using an instrument that gauges knowledge in all four learning outcomes. Tested again at senior capstone*
2. *Written assignment from student that demonstrates and synthesizes knowledge in all four learning outcomes*
3. *Survey and focus groups of graduating seniors*

b. Closing the loop. How will you ensure that the assessment findings will be used to improve the program?

Departmental assessment committee will meet twice a year to discuss results and recommend curricular changes to address any deficiencies. The results will be reported through the assessment portal required by the university.

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

Direct measures: A standardized pretest of all freshmen who start the CRIM 101 gateway courses; written assignment completed by students in the capstone course (scored by assessment committee); student submitted artifact from practicum, study abroad, or service learning. This artifact will be a random sampling of student paper portfolios for a blinded assessment of strength in learning outcomes.
Indirect measures: Survey of graduating seniors, focus groups of graduating seniors based on current survey given to sociology-criminology emphasis majors.

d. Timing and frequency. When will assessment activities occur and at what frequency?

i. Pre-test of freshmen will occur at the beginning and end of each term in the gateway course. All other direct and indirect measures will be gathered at the conclusion of the senior capstone (usually in the spring term)
ii. Two learning outcomes will be assessed on a two-year rotating cycle beginning with the "human diversity" and "theory" learning outcome. The "ethics" and "methods" leaning outcome will be assessed in the second year.

Enrollments and Graduates

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

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	**Fall Headcount Enrollment in Program**				**Number of Graduates From Program (Summer, Fall, Spring)**			
	FY15	FY16	FY17	FY18 (most recent)	FY15	FY16	FY17	FY18 (most recent)
BSU	528	506	495	515	116	104	111	119
ISU	35	62	50	51	0	5	6	6
UI (criminology emphasis)	117	121	138	156	36	39	30	35
LCSC	93	90	89	84	19	27	16	20
CEI								
CSI								
CWI								
NIC								

14. Projections for proposed program: Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Criminology (online and Moscow campus)											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY_20_ (first year)	FY_21_	FY22_	FY_23_	FY_24_	FY_25_	FY_21_ (first year)	FY_22_	FY_23_	FY_24_	FY_25_	FY_26_
156	162	168	170	172	175	10	25	35	40	45	45

15. Describe the methodology for determining enrollment and graduation projections.
These numbers are based on our enrollments in the sociology-criminology emphasis area. Enrollment in this program has been between 117-156 students over the past five years.

We would expect immediate shifting enrollments as students migrate out of the emphasis area. In addition, we anticipate the name change, and online program will continue to draw additional students. We assumed about 3-4% growth over the first four years of the program. The graduate figures are estimates based on our current graduation and attrition rates and assume immediate graduates from the shift of enrollees from the sociology degree to the criminology degree.

16. Minimum Enrollments and Graduates.

a. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums?

We estimate that enrollments will be between 120 and 160 majors, possibly much more. These numbers are based on the numbers of students currently in the criminology emphasis area, and prior enrollments when Justice Studies was a separate program. As programs at similar sized universities would have twice these numbers, we figure these modest numbers are in line with our current resources.

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?

If the program fails to enroll more than 100 students in the first three years, the program will be discontinued. If the program is discontinued, it will revert back into the emphasis area in the sociology degree.

Resources Required for Implementation – fiscal impact and budget

Note: This degree proposal is not asking for additional resources in the form of space or faculty lines. Instead, it is assuming a continuance of existing lines and budget allocation. The Department of Sociology and Anthropology currently runs with an operating budget of $1.1 million and ran a surplus of $52,000 AY 2018. Incidental expenses from this program roll out could be paid from this

surplus. A meeting with a senior University of Idaho budget officer confirmed this. As such, there is no budget associated with this request.

17. Physical Resources.

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

This program will rely on office space, computers and resources currently afforded to the Department of Sociology and Anthropology. 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 restructuring of an existing program, the impact on physical resources will be negligible.

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.

18. Library resources

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

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.

19. Personnel resources

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

offer the necessary number of sections?

Currently 5.5 faculty lines service the criminology emphasis area. Based on a faculty ratio of 35:1, we should be able to service up to 240 majors with our current capacity. As the department chair is currently on an administrative buyout of three courses per annum which will need to be taught by irregular faculty when a criminology professor serves in the role of unit head.

Our current personnel resources are sufficient to staff a program with 158 students enrolled. If the program grows beyond 240 majors, we will need additional personnel.

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 17 faculty lines service two programs in the department. This new program will rely on 5.5 of these lines to service the criminology program. As the implementation of this program will result in the discontinuation of an emphasis area, this will free up sufficient resources to instruct up to 240 majors with current resources.

See spreadsheet below demonstrating how this program can teach 210-245 students with existing 5.5 faculty lines (one line shared with sociology).

Sample Fall Term	**5.5 FTE faculty teaching 5 courses per annum**				
course	**Sample topic**	**Modality**	**Requirement**	**Instructor**	**students**
Crim 101	intro	online	gateway core	Professor B	30
Crim 101	intro	seated	gateway core	Professor A	80
Crim 301	theory	seated	core	Professor D	50
Crim/Soc 309	methods	online	core	Professor E	30
Crim 421	gender and crime	seated	inequality core	Professor C	35
CRIM elective	homicide	seated	elective	Professor C	36
CRIM elective	delinquency	seated	elective	Professor E	36
CRIM elective	policing	seated	elective	Professor B	36
CRIM elective	psych and crime	online	elective	Professor D	30
CRIM elective	white collar	online	elective	Professor A	30
SOC prefix elective	risk	seated	elective	Professor S	36
SOC prefix elective	law	seated	elective	Professor S	36
CRIM 462	practicum	hybrid	signature core	Professor C	10
CRIM 466	inside out	seated	signature core	Professor D	15
			Fall Total Seats		490
			Major Capacity (@ 6 credits per term)		245
			Fac/Student Ratio		40.833

Sample Spring Term	**5.5 FTE faculty teaching 5 courses per annum**				
course	**Sample topic**	**Modality**	**Requirements**	**Instructor**	**students**
Crim 101	intro	online	gateway core	Professor B	30
Crim 101	intro	seated	gateway core	Professor A	60
Crim 301	theory	online	core	Professor D	30
Crim/Soc 309	methods	seated	core	Professor S	36
CRIM 417	data analysis	seated	core	Professor E	30
CRIM 439	race and crime	online	inequality core	Professor E	35
CRIM elective	violence	seated	elective	Professor C	36
CRIM elective	media and crime	seated	elective	Professor C	36
CRIM elective	punishment	online	elective	Professor B	36
CRIM elective	drugs	online	elective	Professor E	30
CRIM elective	comparative	seated	elective	Professor A	30
SOC prefix elective	deviance	online	elective	Professor S	36
CRIM 415	police academy	seated	signature experience	Professor B	15
CRIM 461	policy	hybrid	capstone	Professor D	25
CRIM 462	practicum	hybrid	signature experience	Professor C	10
CRIM 464	crim abroad	hybrid	signature experience	Professor A	15
			Spring total seats		490
		`	Major Capacity		245
			Fac/Student Ratio		40.833

Note: Current Faculty Rotation by Seniority. Lines will need to be retained in the event of faculty attrition

Professor A	Wolf
Professor B	Deangelis
Professor C	Levan
Professor D	Hodwitz
Professor E	Grindal
Professor S	Thorne (split w/soc)

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?

Non-criminology sociology courses would be utilized to maintain this degree, as is the case for the current emphasis area. In particular, introduction to sociology and possibly

a methods course depending on course rotations (see sample rotation chart). The quality of the sociology program will be maintained through the retention of 4.5 faculty in the program who exclusively serve sociology majors. These faculty are internationally recognized scholars who regularly receive teaching awards. This is not a change from the number of faculty currently serving the sociology emphasis area.

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.

Based on our projections and revised curriculum, we currently have the personnel and course capacity to service more than 200 majors (160 seated, 40 online). As the department chair requires a course reallocation, regular funding of an instructor to teach three online courses per annum will be needed as long as a criminologist serves in the role of department chair.

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?

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.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #23

3:30-5:00 p.m. - Tuesday, March 26, 2019
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2018-19 Faculty Senate Meeting #22, March 19, 2019 (vote)

III. Consent Agenda.

IV. Chair's Report.

V. Provost's Report.

VI. Committee Reports.

Faculty Affairs (vote)

- **FS-19-063rev – FSH 3320 C**– Administrator Evaluation (substitute FS-19-001) (Marty Ytreberg)

University Curriculum Committee (vote)

- **FS-19-025** (UCC-19-054): Family & Consumer Science Discontinue Food Option, Coeur d'Alene (Michelle McGuire)

VII. Unfinished Business and General Orders.

- **FS-19-071: FSH 1570** – Secretary of the Faculty (vote)
- **FS-19-072: FSH 1520** – Constitution of the University Faculty (requires quorum at UFM) (vote)
- **FS-19-073: FSH 1580** – Bylaws of Faculty Senate (requires quorum at UFM) (vote)
- **FS-19-078: FSH 1460** – University-wide Policy Development Statement and Process (vote)
- **FS-19-074: FSH 1640.91** – UCC (FYI)
- **FS-19-075: FSH 1640.41** – Faculty/Staff Policy Group (FYI)
- **FS-19-076: FSH 1640.28** – Committee on Committees (FYI)
- **FS-19-077: FSH 1640.42** – Faculty Affairs (FYI)

VIII. Other Announcements and Communications.

- **Parking** (Rebecca Couch)(FYI)

IX. Special Orders.

X. New Business.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate
Attachments: Minutes of 2018-2019 FS Meeting #22
FS-19-25; 063rev; 071 through 78

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #21, Tuesday, March 5, 2019

Present: Brandt (w/o vote), Benedum, Bridges, Cannon (Boise), Caplan, Chopin, Dezzani, DeAngelis, Ekins (for Kern, Coeur d'Alene, w/o vote), Ellison, Grieb (Vice Chair), Jeffery, Johnson (Chair), Keim, King, Kirchmeier, Laggis, Lee-Painter, Luckhart, McKellar (Idaho Falls), Morgan, Raja, Seamon, Tibbals, Vella, Morgan, Wiest, Wiencek. **Absent**: Kern (Coeur d'Alene), Lambeth, Lee, Schwarzlaender. **Guests: 6**

Call to Order and Minutes. The chair called the meeting to order at 3:32 pm. A motion to approve the minutes (Lee-Painter/Morgan) passed unanimously.

Chair's Report.

- The chair called for a moment of silence in memory of two recently deceased members of the UI faculty and staff:
    - Maxine (Max) Dakins was a professor in the College of Natural Resources in Idaho Falls. She was a founding member of, and the only faculty fully dedicated to, the interdisciplinary environmental science program. Max was actively engaged in campus life and was a past faculty senator.
    - Ricardo Lopez was a staff member in the soil chemistry lab in College of Agricultural and Life Sciences. Ricardo was planning to finish his degree in chemistry in fall 2019 and had been involved in the College Assistance Migrant Program (CAMP)
- Senators are reminded that Senate Elections must be completed and reported to the faculty secretary (facsec@uidaho.edu) by April 15.
- The chair reported that senate leadership followed up on questions raised at Senate Meeting #22 (March 5, 2019) regarding payment for disability insurance during sabbatical. He affirmed that because faculty are currently not eligible for disability insurance coverage during sabbatical they are not required to pay the premium. However, he reported that at least in some circumstances, disability insurance premiums were deducted from faculty compensation during sabbaticals. Senate leadership is working to obtain further clarification.
- The first UIdaho Bound event will be held on March 23 on the Moscow campus. Faculty and staff are encouraged to participate.
- Stephanie Hampton, division director for the National Science Foundation's Division of Environmental Biology, will give a talk entitled, "Ecology, Evolution, and Environmental Sciences – Opportunities at the National Science Foundation," from noon to 1 p.m. Friday, March 29, in IRIC 305.
- Open Forums with the final candidates for the position Dean of Library will be held March 20 – 28.
- 20th Annual Tutxinmepu Powwow on April 6-7, 2019 at the UI Kibbie Dome. The Native American Student Center, in conjunction with the Native American Student Association and the University of Idaho, hosts the Tutxinmepu Powwow each year.

Provost Report. The provost welcomed senators back to campus after Spring Break. He was able to enjoy some theater in New York City and commented that he is "not throwing away his shot!" The provost encouraged senators to attend the open forum for the library dean candidates. He also announced that the position announcement for the Idaho Falls Center Director position will be posted next week and that a search committee has been formed.

A senator asked the provost about UI's recent pattern of expanding positions in the central administration more rapidly than positions in the colleges. She prepared a short handout with statistics supporting the pattern. She pointed out that recently published information seems to confirm the sense of many faculty and staff that there is more growth in central administration than in the colleges. For example, she pointed

out that between 2014 and 2019 UI College budgets increased 15% but the central administration budget increased 46%. This pattern is also reflected in the grown of full time equivalent positions and total general education salaries. She asked how to evaluate whether this growth pattern is appropriate for UI.

The provost, who had not previously seen the handout provided by the senator, invited a productive conversation about the issue. He emphasized that both the colleges and the administration must be willing to fully and honestly participate in the dialog. The provost pointed out that he has been working to bench mark UI expenditures with nationally available data. In the recent budget process, he looked to the Delaware Cost Study for data regarding college budgets. He intends to continue this process in evaluating the budgets of non-academic units. The provost also suggested that the data is more complicated than it might appear because the divisions between college and central expenditures is not a bright line. Some centrally funded staff are located in and provide exclusive support for individual colleges. In addition, some expenses are shared. The senator responded that she was concerned that what is right for some institutions may not be right for UI. She stated that staffing shortages in the colleges are starting to hurt UI's ability to be effective.

FS-19-069 (UCC-19-053): Joint JD/MS Applied Economics. Chair Aaron Johnson presented the change for the College of Agriculture and Life Sciences (CALS) and the College of Law (Law). The proposal would allow student to complete the J.D and M.S. in Applied Economics concurrently. The proposal passed unanimously.

FS-19-070 (UCC-19-051): Plus/Minus Grading. Professor Sanjay Sisodiya, a member of the University Curriculum Committee (UCC), presented the proposal. Sisodiya explained the proposal was originally developed by the Teaching and Advising Committee (TeAC). It was forwarded to UCC because it involved revision of the academic regulations. The original TeAC proposal was to adopt a system containing the following gradations: A, A-, B+, B, B-, C+, C, C-, D+, D, F. UCC amended the proposal to add grades of D- and of A+. Pursuant to the UCC amendment, the D- grade would be passing. In addition, pursuant to the UCC amendment, the A+ grade would be worth the same quality points as the A grade – both would be 4.0 for purposes of calculating Grade Point Average (GPA). The D- grade was added by UCC because the committee believed this change would make the UIs proposed system consistent with that used at Boise State University (BSU) and Washington State University (WSU). The UCC did not believe the TeAC proposal contained a rationale for omitting the D- grade. The A+ grade was added as a way to designate outstanding students. The UCC believed that the A+ grade would assist students applying to graduate schools and in the job market.

A senator questioned whether faculty would be able to make the distinctions necessary to discriminate between grades in a +/- system. He admitted that he has never, either as a student or faculty member, been part of a system that used +/- grading. He believes that adopting the +/- system would be a mistake because faculty do not have the ability to make fine enough distinctions among so many grade levels. The proposed system would, in his view, create false discrimination points that exceed the precision of the measurements. The senator also stated that undergraduate students do not appear to support the change in the grading system.

The chair invited senator and ASUI representative Clayton King to address student support for the proposal. King indicated that students had discussed the proposal extensively and that, in his opinion, most students did not support the change. In particular, high-achieving students in difficult STEM fields believe the change will hurt their GPAs. However, even beyond this, most students view the change negatively.

A senator asked Sisodiya whether the UCC had considered any evidence that the proposed A+ grade would give an extra edge to students for graduate school admission? Sisodiya stated that while this was part of the UCC discussion, he was not aware of any such evidence. The senator commented that when he had previously examined this issue as a member of TeAC, the evidence at the time did not indicate that a +/- system impacted student performance.

A senator commented that he believes senate could take two possible approaches to the pending proposal, senate could consider the UCC proposal with the A+/D- grades, or senate could consider the original TeAC proposal that does not include A+/D- grades.

It was moved (Grieb/Seamon) to drop A+/D- grades from the proposal and move forward with the proposal as originally presented by TeAC.

A senator asked whether the +/- grades were related to a percentage scale. The chair responded that while many disciplines have practices regarding how letter grades correspond to percentage grades, UI has no formal policy.

The faculty secretary commented that she believes the A+ grade with the same quality point value as the A grade, will make UI transcripts misleading to graduate admissions officials and employers. Many of these individuals will not realize that the A and A+ are essentially the same grade as far as the grade point average is concerned. The provost commented that he had a conversation with the ASUI president about whether other schools treat the A and A+ grades as equal when calculating GPAs. He pointed out that some schools give 4.33 quality points for an A+ and 4 points for an A.

A senator commented that faculty in her college are concerned about the A+/D- grades. They believe using these grades will lead to grading conflicts involving students on the margin trying to raise their GPAs or salvage a potentially failing effort. The senator also added that BSU, WSU and many of the peer schools discussed in the documentation for the proposal do not utilize the A+ grade.

A senator pointed out that a past chair of TeAC, who prepared the committee's report, circulated the TeAC report to senators. The chair reminded senators that the TeAC report did not contain the A+ or D- grades proposed by UCC.

The motion to reject the UCC addition of the A+/D- grades and to return to the original TeAC proposal passed 20-1.

Regarding the TeAC proposal, a senator commented that even if the +/- system is adopted, faculty do not have to give +/- grades. He also asked about the impetus for the proposal given that students do not support it. He did not think that a broad group of faculty had been consulted. Another senator pointed out that two years ago faculty were surveyed regarding the proposal and overwhelmingly supported a move to +/- grades. In addition, the faculty secretary pointed out that the issue was presented to senate approximately 5 years ago (March 8, 2005 – 10y; 2 no; 1 abstention) and passed by a narrow vote. It was forwarded to the President after the University Faculty Meeting (UFM) (was May 4, 2005) failed to obtain a quorum. At the UFM, students spoke against the proposal. The president then vetoed the proposal.

A senator questioned whether faculty were really free to not implement +/- grades in their classes. The vice chair pointed out that faculty already have varying approaches to grades. He gave examples of the different ways faculty correlate letter grades to percentages. Some faculty treat 90% as the cut off for an A, while others might treat 87% or 93% as the cut off for an A.

A senator asked if King (one of the ASUI senators) could provide more explanation for student opposition to the use of +/- grades. King stated that while pockets of students support the proposal, the majority appear to oppose both versions (the original TeAC proposal and the UCC revision) of the proposal. He again emphasized that high achieving students, particularly in difficult fields, believe that the change will negatively impact their GPAs. Students are also concerned that with so many more grades, students will not have a clear idea of the distinctions between grades. The provost added that the proposed +/- system is likely not symmetric – GPAs at the top of the grading scale are likely to be lower while GPAs at the bottom of the scale are not as likely to be impacted.

A senator commented that faculty have the obligation to adopt a grading system that will best foster student engagement. This is best achieved when students perceive that they have the ability to improve their grades if they engage in class at a higher level. A +/- system would encourage this engagement because the step between each grade is smaller. He acknowledged that this could increase student stress, but believes that the proposed system would provide a tool that faculty can use to motivate students to improve. However, the senator also commented that faculty must be more accountable to students. He pointed out that TeAC is examining issues relating to timely reporting of grades by faculty. He believes that if the +/- proposal passes, faculty must respond by addressing timely grade reporting issues.

A senator commented that her "grading curve" is not usually bell shaped. Rather she has a few very good students and many students whose academic performance is mixed. She believes +/- grades will give her a greater ability to communicate to students regarding their performance by providing a finer degree of measurement for student performance.

A senator commented that when this proposal was considered previously, a past senator asked why the university doesn't abandon letter grades in favor of a percentage scoring system. If the concern is precision grading, such a system would permit very precise evaluations of student performance. He stated that this question was not answered then and he does not expect an answer now.

The +/- proposal as presented by TeAC and not including the revisions proposed by UCC passed 14-6.

FS-19-067: FSH 1566 – Appointment to Faculty Status and **FS-19-068: FSH 1520 – Constitution of the University Faculty**. Editorial changes in FSH 1566 and 1520 were explained by the faculty secretary. FSH 1566 was added at the time the faculty-at-large was created to document the decision. It is descriptive and does not include any policy directive. The section is being eliminated and placed in a footnote into FSH 1520.

FS-19-071: FSH 1570 – Secretary of the Faculty. The chair began the discussion by pointing out that regardless of the revisions, the search for a new faculty secretary must move forward under current FSH 1570. He asked for three senate volunteers to serve on a search committee along with himself and Vice Provost for Faculty Torrey Lawrence (the provost's designee). Senators Jeffery, Morgan and Seamon volunteered.

The chair next pointed out that because the proposed revisions to FSH 1570 are being presented by senate leadership, a motion to adopt them is needed to open the discussion. It was moved (Morgan/Lee-Painter) that the proposed changes be adopted.

The faculty secretary refreshed senators on the pending efforts to restructure the faculty secretary position. The pending proposal reduces the position to a 25% position and removes responsibilities as the policy coordinator. She reminded senators that major concerns have been expressed about whether a 25% position is enough to handle the responsibilities and whether separating the policy functions from

the faculty governance functions of the faculty secretary would lessen the opportunity for faculty participation in shared governance. Brandt indicated that she thought the 25% position as reconfigured position would be workable. She also pointed out that even though the faculty secretary would no longer perform the policy coordinator responsibilities, changes to the FSH still must be approved by senate. She pointed out that as a political matter, the new policy coordinator would be required to work with the faculty secretary and senate leadership to accomplish policy changes.

A senator commented that the proposal states that the secretary's position must be at least 25% time but could be more time, if necessary. Brandt agreed that the amount of time allocated to the faculty secretary position could be greater than 25% subject to negotiation with the provost.

A senator commented that the proposal does not make clear the faculty secretary's responsibility to take minutes for the senate meetings. Brandt explained that pursuant to an arcane provision in the faculty constitution (FSH 1520), the faculty secretary is not automatically the secretary to the faculty senate. Rather the constitution requires that the secretary to senate be appointed annually by the chair subject to confirmation by senate. If FSH 1570 is amended to provide that the faculty secretary has the responsibility to take minutes at senate meetings, the change would conflict with the constitution. In addition, in contrast to general provisions of the FSH which are deemed passed even in the absence of a quorum at the University Faculty Meeting, amendments to the faculty constitution cannot be finalized without a majority vote at a UFM. For this reason, she explained she did not propose to change the constitutional provisions out of concern that the FSH revision would pass, but the constitutional change would not pass. After discussion, Brandt suggested that the senate move forward with changes to both the constitution and FSH 1570 requiring that the faculty secretary also have the responsibility of serving as the secretary to faculty senate. If the constitutional change is not approved at the spring UFM, the senate would likely continue its long practice that the chair appoints the faculty secretary as the secretary of senate next year and move the constitutional change forward next fall.

A senator suggested that it might be appropriate to formalize the buyout for the faculty secretary. In particular, she asked whether the position would stay with the department. The provost responded that the funds would be transferred from his office to the college. A dean could conceivably sweep the funds to the college level and not leave them in the department, but he thinks this would be unlikely. Senator Chopin (Dean of the College of Business and Economics) agreed that such an action by a dean would be unlikely. Brandt also added that the buyout is often structured differently depending on the needs of the faculty member serving as secretary. While some faculty members might choose to be bought out of teaching responsibilities, others might choose to hire an additional teaching or research assistant or may choose additional research funding. Currently, the provost has worked creatively with faculty in leadership positions to make the buyout meaningful for each person. The chair explained that the provision in the FSH is intended to provide a backstop against a future administration that might wish to limit or omit the buyout while not limiting the options to structure it creatively.

A senator asked whether language should be included in the FSH detailing the responsibilities of the new policy coordinator position and formalizing the connection between the policy coordinator and the faculty secretary. Brandt responded that FSH 1460 regarding the university policy sets forth the process for policy changes and obliquely refers to the policy coordinator. She also pointed out that no other administrative positions are governed by descriptions in the FSH. The suggestion was made that the policy coordinator position be detailed in the Administrative Procedure Manual (APM). Brandt agreed to work with the provost to develop a clearer picture of the relationship between the policy coordinator and the faculty secretary in the new organization.

Finally, a senator pointed out that FSH 1570 does not contain any language regarding the faculty secretary's responsibility to serve as a resource for and advocate for faculty. Brandt agreed that such language was not part of the policy. She indicated that she viewed her role as including these responsibilities and that she believed prior faculty secretaries also viewed their role the same way. Brandt indicated she would propose language to incorporate these responsibilities in FSH 1570 more explicitly.

It was moved (Tibbals/Dezzani) that consideration of the pending proposal be postponed to a future meeting. A senator clarified that the motion to postpone related only to the policy and that the search committee could begin its job. The motion to postpone passed unanimous

Brandt noted that the faculty secretary is an important position. She stressed that working with faculty from across campus and working to preserve and support faculty governance were rewarding responsibilities. She also noted that she has enjoyed immensely her time as faculty secretary. She encouraged senators to recruit interested persons to apply for the position.

The agenda having been completed, a motion (Ellison/Dezzani) to adjourn passed unanimously. The meeting was adjourned at 4:54 p.m.

Respectfully Submitted,

Liz Brandt, Faculty Secretary & Secretary to the Faculty Senate

University of Idaho

POLICY COVER SHEET

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

[3/09]

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

Chapter & Title: FSH 3320 – Annual Evaluation policy

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.
*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s): **Marty Ytreberg** **Feb. 20, 2019**
(Please see FSH 1460 C) Name Date
Telephone & Email: **208-885-6908** **ytreberg@uidaho.edu**

Policy Sponsor: (If different than originator.)
Name Date
Telephone & Email:

Reviewed by General Counsel ___Yes __X__No Name & Date: _____

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

FAC approved new version of Admin Eval. to substitute earlier version passed Fall 2018. This revision includes language with regard to a faculty initiated review, and on how confidential feedback will be collected.

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)

FS-19-063 (FS-19-001-Substitute) - FSH 3320 C. – Administrator Evaluation

C. ANNUAL PERFORMANCE EVALUATION AND REVIEW OF ADMINISTRATORS HOLDING FACULTY APPOINTMENTS. This policy applies to all administrators holding faculty appointments including, but not limited to, those reporting directly to the provost and deans.

C-1. Annual Performance Evaluation of Administrators. Each administrator holding an appointment as a faculty member shall complete a position description pursuant to FSH 3050, and shall complete the annual performance evaluation process described above. The performance evaluation shall be conducted by the person to whom the administrator directly reports. The evaluator shall seek input from the unit administrator of the unit in which the administrator holds a faculty appointment regarding the evaluation of Teaching and Advising, Scholarship and Creative Activities and Outreach and Extension to the extent the administrator's position description includes expectations in these areas. The evaluator shall also review the administrator's performance in the area of University Service and Leadership. An administrator's annual performance evaluation shall be completed using the Faculty Annual Performance Evaluation form appended to this policy. The review shall state whether the administrator met or did not meet expectations.

C-2. This annual evaluation of administrators in the area of University Service and Leadership shall focus on the responsibilities set forth in FSH 1420, if applicable, the responsibilities set forth in the unit bylaws, if applicable, and the expectations set forth in the administrator's position description. The evaluator shall ensure that faculty and staff interacting with the administrator have the opportunity to provide confidential feedback regarding the administrator's performance to the evaluator. ~~The Evaluator may use Form 2 (linked at the bottom of this policy) or other mechanisms to gather such feedback~~All feedback will be collected by Institutional Effectiveness and Accreditation (IEA) to maintain confidentiality. Identifying information will be redacted from the feedback by IEA before the feedback is provided to the evaluator.

Commented [AT1]: FAC revised 3/15/19 per Senate's suggestion on 3/5/19

C-3. No Expectation of Continued Service. Administrators do not have an expectation of continued service in their administrative appointments. The President, Provost and/or Dean may determine at any time that it is not in the best interest of the university, college or unit that the administrator continue to serve in his or her administrative capacity.

C-4. Review Initiated by Faculty. An administrator review may be initiated through a petition signed by at least 50% of the faculty members in the unit and delivered to the provost. The names and percentages of faculty signing the petition shall be maintained in confidence by the provost.

Commented [AT2]: FAC revised 3/15/19 per Senate's suggestion on 3/5/19

1. A review under this sub-section shall be conducted by a three person committee appointed by the provost or dean composed of at least one individual in similar positions to the administrator as well as at least one tenured faculty member from the unit. The review shall focus on the administrator's performance of the responsibilities.

2. The committee shall consider the following information:

a. Any report submitted by the administrator regarding their performance;
b. Input from the administrator's supervisor regarding their performance;
c. Input from the faculty and staff in the unit;

d. Input from other constituencies that engage with the administrator.

3. The committee shall prepare a written report summarizing its findings and recommendations regarding the administrator's performance. This report shall be provided to the administrator. The administrator shall have the opportunity to respond to the committee report. The committee report, and any response, shall be forwarded to administrator's supervisor and the provost.

4. The supervisor and provost may provide further feedback and performance recommendations to the administrator based on the report.

5. Upon completion, the supervisor or provost shall notify the faculty in the unit of the review.

Idaho State Board of Education

Proposal for Discontinuation

Date of Proposal Submission:	December 14, 2018
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 Discontinued Program:

Title:	Family and Consumer Sciences
Degree/Certificate:	BS FCS Major: Food and Nutrition: Nutrition Option at UI in Coeur d'Alene
Method of Delivery:	At UI Coeur d'Alene where instruction has been face-to-face, on-line, and hybrid
CIP code:	
Proposed Discontinuation Date:	Summer, 2019

Indicate whether this request is a <u>discontinuation</u> of either of the following:

- [X] Undergraduate Program
- [ ] Graduate Program
- [ ] Undergraduate Certificate
- [ ] Graduate Certificate
- [ ] Administrative/Instructional Unit
- [ ] Other
- [ ] **New Program (check all that apply)**
  - [ ] Basic Technical Certificate
  - [ ] Intermediate Technical Certificate
  - [ ] Advanced Technical Certificate
  - [ ] Associate of Applied Science Degree

College Dean (Institution)	Date	Vice President for Research **(as applicable)**	Date
Graduate Dean **(as applicable)**	Date	Academic Affairs Program Manager	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
Provost/VP for Instruction (Institution)	Date	SBOE/Executive Director Approval	Date
President	Date		

1. **Provide rationale for the discontinuance**.

We propose to discontinue the BS in Family and Consumer Sciences (BS FCS) Major in Food and Nutrition: Nutrition Option that is offered through the University of Idaho Coeur d'Alene campus. In 2018 the major in Food and Nutrition was restructured. The option for "nutrition" or "dietetics" was removed. Additional courses were added to the major Food and Nutrition. Yet, these additional courses are not structured to be offered on-line or hybrid. Furthermore, there are no food and nutrition faculty remaining in Coeur d'Alene to advise and teach students. Therefore, the major in Food and Nutrition with a catalog year 2018 or later may only be obtained at the Moscow campus.

2. **Teach-out Plans/Options for currently enrolled students.**

   a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

   Continuing students at the University of Idaho Coeur d'Alene campus currently working toward a BS FCS with a major in Food and Nutrition: Nutrition Option from the catalog year 2017-2018 or earlier, will be able to finish out their courses of study as originally planned. Currently there are three students enrolled with a catalog year of 2017 or earlier. All courses needed for the Nutrition Option of the Food and Nutrition major continue to be available on-line or hybrid to students in Coeur d'Alene. There are currently three additional students with a catalog year of 2018 (one of which is currently inactive). These students will be able to complete a degree in Food in Nutrition through appropriate degree audit substitutions, as determined by the academic advisor.

   b. Is there an alternative program/major or field of study? If so, please describe.

   There is currently no alternative program/major or field of study at the University of Idaho Coeur d'Alene. However, no student will be left behind without full academic support for finishing his/her degree.

   c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

   Continuing students will be able to complete their BS FCS with a major in Food and Nutrition in Coeur d'Alene. All of these students will be personally contacted by Trevor White, the FCS professional advisor, who will explain the situation and assist them in making any needed alterations to their coursework for degree completion. Prospective students from Coeur d'Alene inquiring about food and nutrition will be advised to transfer to the Moscow Campus. The University of Idaho Coeur d'Alene Home Page will no longer list food and nutrition as a major.

3. **Identify similar programs offered by other public colleges/universities (Not applicable to PTE programs).**

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**

Boise State University	Health Sciences, Bachelor of Science	Pre-professional studies degree. Prepares students to apply for an ACEND accredited didactic program in dietetics, an ACEND accredited coordinated program in dietetics at the BS or MS level.
Idaho State University	Dietetics, Bachelors of Science	ACEND accredited didactic program in dietetics. Prepares students to apply for ACEND accredited dietetic internship
Washington State University	Nutrition and Physiology, Bachelors of Science	With the BS NEP degree students are eligible to take a variety of certifications offered by the American College of Sports Medicine (ACSM). It also provides foundational coursework for application to graduate programs, such as dietetics, medicine, physical therapy, occupational therapy, or public health.

4. **Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.**

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	**Headcount Enrollment in Program**				**Number of Graduates From Program**			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU								
ISU					18	19	18	15

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

   We anticipate that discontinuance of the BS FCS major in Food and Nutrition: Nutrition Option in Coeur d'Alene will not impact any other program at UI. Part of the University of Idaho's mission is that "educational programs continually strive for excellence." Without adequate faculty at University of Idaho Coeur d'Alene, excellence cannot be achieved. Therefore we will strive for excellence in the Food and Nutrition major offered at the University of Idaho Moscow campus where there are adequate resources for teaching and learning.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

   This discontinuance of the Food and Nutrition Major: Nutrition option will not result in reductions or reassignments for current faculty and staff of the Margaret Ritchie School of Family and Consumer Sciences. Currently, there are no faculty in food and nutrition located In Coeur d'Alene.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

   This discontinuance will not result in any redirection or reduction of budgets.

University of Idaho

POLICY COVER SHEET

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

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

Chapter & Title: FSH 1570 – Secretary of the Faculty

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

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

Originator(s): **Senate Leadership, Chair Johnson & Liz Brandt, Faculty Secretary**
(Please see FSH 1460 C) Name Date
Telephone & Email: **aaronj@uidaho.edu & ebrandt@uidaho.edu**

Policy Sponsor: (If different than originator.)
Name Date
Telephone & Email:

Reviewed by General Counsel ___Yes ____No Name & Date: _____

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

This policy is being revised to reflect restructuring of the faculty secretary position. Policy responsibilities will be covered by a new policy Coordinator in the future and not by the faculty secretary.

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. FSH 1520, 1580, 1460, 1640.28, 1640.41, 1640.42, 1640.91

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.: _____
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FSH
Appr. _____
FC _____
GFM _____
Pres./Prov. _____
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Track # _____
Date Rec.: _____
Posted: t-sheet _____
h/c _____
web_____
Register: _____
(Office Use Only)

1570
SECRETARY OF THE UNIVERSITY FACULTY

PREAMBLE: This section outlines the appointment, responsibilities, and duties of the Secretary of the Faculty. The faculty secretaryship is a position of long standing in the university and this section appeared first in the 1979 edition of the Handbook. *The first substantial revision was that of November, 1991, where the faculty secretaryship was redefined as a half-time position (allowing for the creation of a half-time ombudsman position) and the responsibilities of the office were substantially changed. The second substantial revision was done in 2003 to reflect current practice and responsibilities. In 2009 responsibility for vita preparation was removed from the Office of the Faculty Secretary and placed with the faculty. In 2018 section B was updated to reflect current roles and responsibilities of the Faculty Secretary, including oversight of policy. In July 2019 the Policy Coordinator position was removed from the Faculty Secretary as a responsibility. Except where noted, the text remains as it was in 1996. For further information, contact the Office of the Faculty Secretary (208-885-6151).* [ed. 7-00, 7-03, rev. 7-11, 7-18]

CONTENTS:
A. Appointment
B. Responsibilities and Duties
C. Nomination Process for Secretary of the Faculty

A. APPOINTMENT.

A-1. The Secretary of the University Faculty ~~(a.k.a. faculty secretary, policy coordinator see FSH 1460)~~ is appointed ~~on a fiscal-year basis~~ by the president from among the tenured members of the university faculty or faculty emeriti [see 1520 II-1 and III-2]. The president appoints the secretary ~~of the faculty~~ from a list of candidates recommended by a nominating committee and ratified by the Faculty Senate [see C below]. *[rev. 7-02, ed. 7-09]*

A-2. ~~Release time for t~~The ~~faculty~~ secretary position will be the equivalent of at least one-~~half~~ quarter time and may be greater, at the discretion of the president, depending on the circumstances, the needs of the Faculty Senate, and the needs of the faculty member appointed. *[ed. 7-09]*

A-3. The term of service is three years and is renewable. *[rev. 7-02]*

A-4. The ~~faculty~~ secretary serves at the pleasure of the president and reports to the chair of the Faculty Senate and to the provost. The provost, in consultation with the vice provost for faculty and the chair and vice chair of the Faculty Senate, conducts an annual review of the faculty secretary. Early in the third year of service, an in-depth evaluation is conducted by the provost and the chair of the Faculty Senate. Included are evaluations by the senate as a whole, by other appropriate administrators and faculty, and by the incumbent. A confidential evaluation report is given to the president for review and discussion with the incumbent by the first week in October in the third year of service. *[rev. 7-02, ed. 7-09]*

B. RESPONSIBILITIES AND DUTIES. The Secretary of the Faculty shall: *[rev. 7-02]*

B-1. Serve as a ~~significant source of information for UI administrators, faculty, staff and students concerning policies, regulations, and procedures; serve as a~~ channel of communication to the members of the university faculty concerning administrative and regents' actions~~;~~ and work with the administration and Faculty Senate in achieving positive outcomes to ensure faculty participation in the development of university policies and procedures through the faculty governance system~~; and serve as a liaison with the President's Office to facilitate maintenance and publication of the policy and procedures handbooks (see FSH 1460)~~. *[ren. & rev. 7-18]*

B-2. Serve as a~~n~~ resource for faculty regarding university policy and procedures and as a channel of communication to the administration regarding faculty interests and concerns.

Commented [BE(1]: Added by Liz on 3/20 to address senate concerns about the need for advocacy.

~~**B-2.B-2.** Serve as Policy Coordinator (FSH 1460 B-5) with oversight of the *Faculty-Staff Handbook* (FSH) and *Administrative Procedures Manual* (APM) to F~~facilitate the timely and orderly adoption of policies and procedures

~~including, but not limited to~~by: 1) consulting and collaborating with the administration to identify and address policy issues; 2) keeping ~~upper~~ administrative officials informed of policy proposals being developed by university committees and others;~~. 3) advising on the development and drafting of policy; 4) identifying policies in need of revision; 5) monitoring that institutional processes for the timely development of policies and procedures; and 6) keeping the university community informed of additions and changes to policy and procedures. See 1460 for a more detailed description on the university-wide policy process which includes students, Staff Council, Faculty Senate, University Faculty, the President and Regents.~~ *~~[ren. and rev. 7-02, 7-18, ed. 7-09]~~*

B-3. Propose the agenda and supporting documents for each meeting of the university faculty for approval by the president; ensure that the minutes of the meeting are recorded and published~~ the minutes of meetings~~; ensure that reports of actions of the university faculty are forwarded to the president, and the Department of Special Collections and Archives in the University Library. *[rev. 7-02, 7-11, rev. & ren. 7-18]*

~~**B-4.** Ensure the accurate and timely preparation and distribution of General Policy Reports for publication and for review and approval of university faculty. *[add 7-02, 7-11, rev. & ren. 7-18]*~~

B-~~5~~43. Serve as an ex-officio nonvoting member of the Faculty Senate and as the secretary, ensure that the agenda and supporting documents, ~~minutes~~ for each ~~of the~~ meeting are distributed ~~recorded~~ and published. Ensure that the inutes fo reach meeting are recorded and published.~~,~~ ~~W~~work closely with and advise the chair and vice chair of Faculty Senate on policy matters and on the conduct of senate business, provide services related to shared governance on request from the Faculty Senate, other faculty bodies, faculty, staff, students, and administration. *[ren. 7-02, ed. 7-09, ren. & rev. 7-18]*

B-~~6~~54. Serve as ~~an ex-officio nonvoting member of~~ a resource for the Committee on Committees. Oversee the process for solicitation of faculty members to serve on university-wide standing committees and maintain ~~enance of the publication of~~ committee ~~function statements and~~ membership lists. *[ren. and rev. 7-02, 7-18]*

~~B-7~~5~~. Serve as an ex-officio nonvoting member of the University Curriculum Committee, and work closely with UI officials to facilitate the accuracy of all published academic information. *[ren. and rev. 7-02, 7-18]*~~
B-6. Serve as an ex officio nonvoting member of the Faculty Affairs Committee. Provide consultation and advice regarding faculty governance and personnel issues affecting faculty.

B-~~8~~7. Serve as chair of the University Multi-campus Communications Committee, 1640.94. *[add. 1-10, ren. 7-18]*

B-~~9~~8. Oversee and ensure the accuracy of the Faculty Senate~~,~~ and Faculty Secretary, ~~*Faculty-Staff Handbook, Administrative Procedures Manual* and University Policy~~ websites. Oversee the placement of material on those websites ~~and historical records~~. *[add. 7-02, ed. 7-09, rev. 7-17, ren. 7-18]*

B-9. Perform such other duties related to faculty governance as may be assigned by the president or the president's designee or the university faculty. *[ren. 7-02, 7-18]*

C. NOMINATION PROCESS FOR SECRETARY OF THE FACULTY.

C-1. The chair of the Faculty Senate appoints a ~~five~~three-member nominating committee, with the approval of the Faculty Senate. The committee is composed of the vice provost for faculty ~~affairs~~ and ~~four~~ two other members of the senate, one of whom shall be the Faculty Senate Chair, or his/her designee, who shall serve as the committee chair. *[ed. 7-09, rev. 7-17]*

C-2. The nomination committee should seek out and give preference to nominees who have the following qualifications; (1) attained the rank of full professor or are faculty emeriti, (2) communication skills, ~~(3) supervisory experience,~~ (~~4~~3) extensive experience in university service, and (~~5~~4) excellent understanding and commitment to the role and mission of the University of Idaho and to shared governance thereof. ~~In particular, t~~The committee should seek nominations from, but are not limited to, faculty senate and from university-level committee members. *[add. 7-02, rev. 7-17]*

Commented [BE(2]: I assume this means the faculty secretary will be collaborating with the policy coordinator.

Commented [BE(3]: Again – through the policy coordinator see changes in 1460.

Commented [BE(4]: The GPR policy must be revised.

FSH 1540 C-2. And C-5.

Commented [BE(5]: This change was added by Liz on 3/20/19 to address the minutes issue

Commented [AT6]: Additional edits needed – policy coordinator will be responsible for publishing any changes to committee function statements. Fac. Sec. will be maintaining (overseeing committee changes to FSH 1640 through ConC as well as the Committee appointments and membership list posted online.)

Commented [AT7]: Liz B.: Five member committee seems cumbersome.

~~**C-3.** The committee advertises the position, solicits and accepts applications and nominations, and screens candidates. The committee functions in a confidential manner. *[ren. 7-02]*~~

C-43. The committee recommends a list of candidates for ratification by the Faculty Senate. The senate shall~~may~~ meet in executive session to discuss candidates recommended by the nominating committee. The senate may not add names to those recommended by the nominating committee but may choose to delete any of the candidates nominated by the committee. *[ren. and rev. 7-02]*

C-54. The Faculty Senate forwards the names of nominees ratified by the Faculty Senate to the president. The president selects the faculty secretary from that list or requests that a new group of nominees be selected following the procedures outlined in C-1 through C-43. *[ren. 7-02, ed. 7-09]*

Commented [BE(8]: This seems gratuitous – This is a hiring process like any other at UI – our general rules would apply.

1520
CONSTITUTION OF THE UNIVERSITY FACULTY

NOTE: *When the university was young, the faculty's business could be transacted quite satisfactorily in general meetings and through presidential committees. After the mid-20th century, however, the need for a representative form of government became obvious. Shortly after assuming the presidency in 1965, Ernest W. Hartung expressed great confidence in the faculty and urged it to assume the responsibilities entrusted to it by the territorial legislature and the state constitution [see 1120 A-3]. Accordingly, the Interim Committee of the Faculty, a body that performed limited academic functions for a time, recommended the establishment of a council having responsibilities and authority essentially as set forth in this constitution. The university faculty adopted the Interim Committee's recommendation on October 20, 1966, the regents approved it on November 18, 1966, and elections were held in the several colleges. The first Faculty Council assembled on February 23, 1967, with Professor Thomas R. Walenta (law) as chair; during the ensuing year, the council developed a proposed constitution of the university faculty. The document was amended and approved by the university faculty on March 20, 1968, and, with President Hartung's support, was ratified with minor amendments by the regents on September 5, 1968. The last major revision took place in 1986. In 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). In 2011 Clinical faculty rank was added and language with respect to associated faculty voting was clarified. In 2012 Faculty Senate Center Senator's role/responsibility was clarified, staff membership increased to two and the required annual venue determination removed. In July 2013 the Faculty Senate's membership was increased again by one member to represent the Student Bar Association. In 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. The text printed here includes all amendments to date (see also 1420 A-1-c). Unless otherwise noted, the text is of 1996. For more information, contact the Office of the Faculty Secretary (208-885-6151).* [ed. 7-00, rev. 7-09, 7-11, 7-12, 7-13, 7-15]

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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. [See 1120 A-2 and 1220 A-1.]

Section 2. President. The president of the university is both a member of and the president of the university faculty and is also the president of the other faculties referred to in section 4, below, and in article II. The president is the representative of the regents, the institution's chief executive officer, and the official leader and voice of the university. [See also 1420 A.] *[ed. 7-00]*

Section 3. Faculty Senate. This senate is empowered to act for the university faculty in all matters pertaining to the immediate government of the university. The senate is responsible to and reports to the university faculty and, through the president, to the regents. The university faculty, president, and regents retain the authority to review policy actions taken by the senate. [See III-3, V, and 1420 A-1-c.] *[ed. 7-00, 7-09]*

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). *[rev. 7-15]*

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. *[ed. 7-09]*

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. *[ed. 7-09]*

ARTICLE II--FACULTY CLASSIFICATIONS.

Section 1. University Faculty. The university faculty is comprised of the president, provost, vice presidents, deans, professors, associate professors, assistant professors, senior instructors, instructors (including those professors, associate professors, assistant professors, senior instructors, and instructors whose titles have distinguished, research, extension, clinical or visiting designations, e.g., "assistant research professor", "assistant clinical professor" and "visiting associate professor"), and lecturers who have served at least four semesters on more than half-time appointment [see 1565 G-1]. Those who qualify under this section have the privilege of participation with vote in meetings of the university faculty and the appropriate constituent faculties. *[ed. 7-99, 7-09, rev. 7-01, 7-11]*

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.] *[ed. 7-00, 7-09]*

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. *[ed. 7-00, 7-09]*

Clause B. Members of the adjunct faculty have the privilege of participation without vote in meetings of the university faculty. Members of the affiliate faculty may participate with vote in meetings of the university faculty if they have status as university faculty in their home unit. Both adjunct and affiliate faculty members have the privilege of participating in meetings of their respective constituencies of the university faculty, and may participate with vote if the bylaws of their constituent faculty so provide; however, if authorized to vote, they are not counted among the full-time-equivalent faculty members when determining the basis for the constituent faculty's representation on the Faculty Senate. *[ed. 7-09, rev. 7-11]*

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.

Section 1. Meetings. The university faculty meets at least once each semester. Meetings of the university faculty may be called at any time, with due notice, by the president. Meetings of the university faculty must be called with due notice by the president on the request of the Faculty Senate or on the written petition of 25 members of the university faculty. The president, or a member of the university faculty designated by the president, presides at meetings of the university faculty. *[ed. 7-09]*

Clause A. Venue. University faculty may participate and vote in faculty meetings by being physically present at the designated venue on the Moscow campus, or by being physically present at another designated venue (see FSH 1540 A-1) in the state that is connected via electronic video and audio link as outlined in Clause B. *[add. 7-09, rev. 7-12]*

Clause B. Participation. To be eligible for meeting participation, venues remote from the Moscow campus must be linked to the Moscow venue via compressed video link or other electronic means that conveys audio and visual signals in both directions between Moscow and the remote venue. In addition, an authorized delegate of the Secretary of the Faculty must be present at each site to facilitate meeting participation and counting and reporting of votes (see Section 3, Clause C, Secretary's delegates at remote sites). *[add. 7-09, ed. 7-12]*

Section 2. Secretary. The president appoints the secretary of the faculty from among the tenured members of the university faculty [see 1570]. The secretary is responsible for recording and distributing the minutes, tallying and recording of votes, and performs such other duties as may be assigned by the president or the university faculty. *[rev. 7-09]*

Section 3.

Clause A. Quorum, Recognition of Speakers, Recording of Votes and Delegates. A quorum consists of one-eighth of the membership of the university faculty, as defined in article II, section 1. If there is not a quorum at a faculty meeting, Faculty Senate actions reported in the agenda for that meeting have faculty approval and are forwarded to the president and regents. *[rev. 7-97, 7-09]*

Clause B. Recognition of Speakers. Participants wishing to speak at the Moscow site or at remote sites will be recognized by the presiding officer in Moscow and may obtain the floor with his/her approval. *[add. 7-09]*

Clause C. Recording of Votes. In determining the outcome of motions, the secretary will determine the number of votes for or against. The Secretary's delegate at each electronically linked site will convey votes for and against to the Secretary (see FSH 1540 A). *[add. 7-09, ed. 7-12]*

Clause D. Secretary's Delegates. Delegates at remote sites shall be members of the University Multi-Campus Communications Committee appointed by the Committee on Committees as outlined in 1640.94. *[add. 7-09]*

Section 4. Agenda. An agenda listing all subjects to be voted on, other than routine matters, must be issued to all members of the university faculty at least one week in advance of each meeting of the university faculty, except as provided in clause E. Faculty Senate actions that require approval by the university faculty must be published in full in the agenda. [See also 1420 A-1-c.] *[ed. 7-00, 7-09]*

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

direction.

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

Clause C. Resolutions Requiring Action. Ten or more members of the university faculty desiring to submit a resolution that requires action at the next meeting are to submit the signed resolution to the president at least twelve calendar days before the meeting. Such resolutions must be published in full with, and included in, the agenda. [But see 1540 B.] *[ed. 7-00]*

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

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

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

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

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

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

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

Section 5. Conduct of Students. The faculty's responsibility for approving student disciplinary regulations and the rights guaranteed to students during disciplinary hearings and proceedings are as provided in the "Statement of Student Rights," the "Student Code of Conduct," and the "University Disciplinary Process for Alleged Violations of Student Code of Conduct." [See 2200, 2300, and 2400.] *[ed. 7-14]*

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. *[ed. 7-09]*

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.] *[ed. 7-06, 7-09]*

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

Section 10. The Budget. Members of the university faculty participate in budgetary deliberations, and it is expected that the president will seek faculty advice and counsel on budgetary priorities that could significantly affect existing units of the university. [See 1640.20, University Budget and Finance Committee.] *[ed. 7-05]*

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] *[ed. 7-97, 7-09]*

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.] *[ed. 7-09]*

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.] *[ed. 7-09]*

Section 2. Structure. The senate is constituted as follows: *[ed. 7-09]*

Clause A. Elected Members. *[ed. 7-00]*

(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. *[ed. 7-09]*

(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. Those senators shall have the right to participate and vote in faculty senate meetings by means of available two-way video-audio technology located at the centers. If the available technology fails, telephone conferencing will be used. 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 and/or discipline specific. *[add. 7-09, rev. 7-12]*

(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. [See 1566.] *[ed. & ren. 7-09]*

(4) Dean. The academic deans elect one of their number to serve with vote in the senate. *[ed. & ren. 7-09]*

(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. *[ed. & ren. 7-09, rev. 7-12]*

(6) Students. Two undergraduate students, one graduate student, and one law student serve as voting members of the senate, and the senate provides regulations governing the qualifications, terms of office, and election of student members, and procedures for filling vacancies in the student membership. [See 1580 VI.] *[ed. & ren. 7-09, rev. 7-13]*

Clause B. Members *Ex Officiis*. The president or the president's designated representative and the secretary of the faculty are members *ex officiis* of the senate, with voice but without vote. *[ed. 7-09]*

Section 3. Officers. Each year the senate elects a chair and a vice chair from among the elected faculty members of the senate. ~~Also, each year a secretary is appointed by the chair, subject to confirmation by the senate, from among the members of the senate or from the membership of the university faculty. The appointment of a person who is not a member of the senate to serve as secretary does not carry with it membership on the senate.~~ *[ed. 7-09]*

Commented [BE(1]: I suggest deleting this information from the constitution. The Secretary of the Faculty is not a senator and 1570 defines the responsibility of the faculty secretary to support the officers of senate and to take minutes.

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]. *[ed. 7-09, rev. 7-12, 7-15]*

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. *[ed. 7-09]*

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. *[ed. 7-09]*

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.] *[ed. 7-09]*

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. *[ed. 7-09]*

Section 8. Recall. The recall of a member of the senate may be initiated by a petition bearing the signatures of at least 10 percent, or five members, whichever is greater, of the membership of the particular constituency represented. The petition must be delivered to the chair of the senate. On the receipt of a valid petition, the chair calls a meeting of the faculty of the college or other unit and appoints a chair. Charges against the member are presented in writing and the member is given adequate opportunity for his or her defense. A two-thirds majority vote by secret ballot of the members of the college or other unit present at the meeting is necessary for recall, providing the members present constitute a quorum as defined in the bylaws of the college or other unit. In the event that the vote is to recall the senator, the member may appeal the case to the senate within 10 days. If the case is appealed and the senate affirms the recall, or if the recall stands for 10 days without appeal, the members of the college or other unit elect another senator. Regular procedures are followed in replacing the recalled person, except that the chair of the senate appoints the chair of the election committee of the college or other unit. During the interval between recall and the election of a replacement, the candidate who received the next highest number of votes in the most recent election acts as the alternate in the senate with full vote. *[ed. 7-09]*

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. *[ed. 7-09]*

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.

1580

BYLAWS OF FACULTY SENATE

PREAMBLE: This section contains the bylaws of Faculty Senate which serve to expand on Article V of the Faculty Constitution (1520). This section first appeared in the 1979 edition of the Handbook and has remained substantially the same, minor title changes aside, ever since. In January 2010 the Faculty Council changed its name to Faculty Senate. In 2011 the requirements for publishing senate meeting minutes were revised to reflect changes in publishing processes across the university. In July 2012 the election process for the graduate student representative on Senate was clarified. In July 2013 the Faculty Senate's membership was increased again by one member to represent the Student Bar Association. In July 2015 Faculty Senate member's term was expanded allowing an additional term. For further information, contact the Office of the Faculty Secretary (208-885-6151). [ed. 7-00, rev. 7-10, 7-11, 7-12, 7-13, 7-15]

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Article II. Duties of Officers
Article III. Terms of Office
Article IV. Election of Officers
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ARTICLE I--FUNCTION AND MEMBERSHIP. The function and membership of the Faculty Senate are as provided in the constitution of the university faculty. [See 1520 I-3 and V.] *[ed. 7-10]*

ARTICLE II--DUTIES OF OFFICERS.

Section 1. Chair. The chair shall: preside at meetings of the senate; appoint the secretary, subject to confirmation by the senate; appoint special or *ad hoc* committees in consultation with the senate; maintain lines of communication between the senate and the president, between the senate and the university faculty, and between the senate and the Staff Affairs Committee; serve as a member ex officio without vote of all committees and similar bodies under the jurisdiction of the university faculty; and perform all other duties pertaining to the office of chair. Given the nature of leadership responsibilities and time requirements of this position, it is UI administrative policy that the chair is given the opportunity for release time of up to one course per semester, or equivalent. *[ed. 7-10]*

Section 2. Vice Chair. The vice chair shall: assume the duties and responsibilities of the chair in the temporary absence or disability of the chair; serve as chair of the Committee on Committees; and perform such other duties as may be assigned by the chair or by the senate. *[ed. 7-10]*

Section 3. Secretary. The faculty secretary shall be the secretary to the faculty senate and shall maintain minutes and assume other responsibilities set forth in FSH 1570.~~: maintain an accurate record of all meetings of the senate; publish the minutes or a summary thereof on the Faculty Senate website as soon as possible after they are approved; file official copies of the minutes, together with appropriate exhibits, and in the Department of Special Collections and Archives in the University Library for safekeeping; prepare reports of policy actions taken by the senate for review by the university faculty, president, and regents; maintain a file of the minutes of university-level standing committees; maintain a file of the current bylaws of the senate and of its standing committees; and perform such other duties as may be assigned by the chair or by the senate. *[ed. 7-97, 7-10, rev. 7-11]*~~

ARTICLE III--TERMS OF OFFICE.

Section 1. Members. The terms of office for members of the senate are as provided in the constitution of the university faculty [1520 V-4] and in accordance with these bylaws. *[ed. 7-10]*

Section 2. Officers. The term of office for officers of the senate is one year, beginning on September 1 or on the official opening date of the academic year, whichever is earlier. No member may serve as chair more than two consecutive one-year terms. *[ed. 7-10]*

Section 3. Members Completing Unexpired Terms. A member who has been elected or appointed to complete the unexpired term of another member and has served more than half of that term will be considered to have served one full term.[see FSH 1520 V-4 – Terms of Office. *[ed. 7-10, rev. 7-15]*

ARTICLE IV--ELECTION OF OFFICERS.

Section 1. Nomination. Each spring, as soon as practicable following the appointment and election of new members of the senate, the president of the university or the president's designated representative calls and presides at a meeting of those who will be members during the ensuing year for the purpose of nominating candidates for the offices of chair and vice chair. Nominations are by secret ballot, and no other official business is transacted at this meeting. *[ed. 7-10]*

Section 2. Election. Not less than three days following the nominating meeting referred to in section 1, above, the president or the president's designated representative calls and presides at a second meeting of the same group for the purpose of electing the chair and the vice chair for the ensuing term. No other official business is transacted at this meeting. The requirement that there be no less than three days between the two meetings may be suspended only by the unanimous consent of the members in attendance. The procedures for the election are as follows:

Clause A. Additional Nominations. Before balloting begins for each office, additional nominations may be made for that office.

Clause B. Procedure for Balloting. Elections for officers of the senate are by secret ballot, and a majority of all votes cast is necessary for election, a quorum being present [see V-3]. In the event that more than two candidates are nominated for either office and none receives a majority of the votes cast on the first ballot, balloting continues with the name of the candidate receiving the fewest votes being dropped from the ballot after each vote. In the event that there is no candidate with the fewest votes, balloting continues with all names included until such time as a candidate receives a majority of votes (in which case he or she is declared elected) or until a candidate receives the fewest votes (in which case his or her name is dropped from the ballot and the balloting continues). *[ed. 7-97, 7-10]*

ARTICLE V--MEETINGS.

Section 1. Regular Meetings. The senate determines the time and place for its regular meetings. *[ed. 7-10]*

Section 2. Special Meetings. Special meetings of the senate may be called at any time by the chair. Such meetings must be called upon the request of the president of the university or the president's designated representative. Meetings may be convened by 35 percent of the voting membership with a three-day written notice to all members. *[ed. 7-10]*

Section 3. Quorum. A quorum is half of the voting members of the senate, including half of the elected membership. *[ed. 7-10]*

Section 4. Agenda. The chair is responsible for the agenda and causes it to be issued at least one day before each regular meeting. Notice of special meetings may be given orally, provided each member so notified is informed of the

purpose of the special meeting.

Section 5. Order of Business. The usual order of business for regular meetings is: (a) approval of the minutes of the previous meeting; (b) communications; (c) committee reports; (d) special orders; (e) unfinished business and general orders; and (f) new business.

Section 6. Communications. Communications that require action by the senate should be furnished in sufficient quantity to provide one copy for each member of the senate and five copies for the secretary. *[ed. 7-10]*

Section 7. Alternates. Alternates participate in meetings of the senate only as permitted by the constitution of the university faculty [see 1520 V-7]. This rule does not preclude a member from having another person attend the meeting in his or her stead as an auditor. *[ed. 7-10]*

Section 8. Policy Actions. Before each regular meeting of the senate, the agenda for that meeting is to be published on the Faculty Senate website. The website shall include the number, if any, and the title of each agenda item involving the formulation or substantive change of policy and also a link to the proposed redline document. Final action may not be taken on any such item unless it has been included in an agenda previously published on the website and distributed electronically to all senators (preferably the Friday before the meeting, but no later than 24 hours prior to the meeting, see Section 4 above); this requirement for prior notice may be suspended only in emergencies and with approval by a two-thirds vote of the senate members in attendance at a meeting, a quorum being present. *[ed. 7-97, 7-10, rev. 7-11]*

Section 9. Motions. Motions involving the formulation or change of policy should be in writing and handed to the secretary. The minutes are to show the names of the person making a motion and of the seconder.

Section 10. Record of Attendance. The minutes are to show the names of members attending and of those absent from meetings.

Section 11. Voting. Voting on motions is by raising a hand. Proxy votes are not allowed. (According to a standing rule of the senate, the chair does not ask how many members abstained from voting on a particular motion, and abstentions are not recorded in the minutes unless a member requests that his or her abstention be recorded.) *[ed. 7-10]*

Section 12. Open Meetings. The university faculty's general regulations governing committee meetings, including meetings of the Faculty Senate, are contained in FSH 1620. *[ed. 7-10]*

Section 13. Publication of Minutes. The complete text or a summary of the approved minutes of meetings of the senate is published on the Faculty Senate website and sent electronically to senate members at least one day before the meeting at which they will be ratified. *[ed. 7-97, 7-10, rev. 7-11]*

ARTICLE VI--STUDENT MEMBERS.

Section 1. Qualifications. The two undergraduate-student representatives must have completed at least 26 credits at UI before taking office and must be full-time students as defined in the catalog (regulation O-1). The graduate-student representative must be regularly enrolled in a program leading to an advanced degree.

Section 2. Terms of Office. Student members are elected for one-year terms and are eligible for reelection for a second term.

Section 3. Election. The election of the two undergraduate-student representatives to serve on the senate is entrusted to the ASUI Senate. The election of one graduate-student representative is entrusted to the Graduate and Professional Student Association. The election of one law-student representative is entrusted to the Student Bar Association. *[ed. 7-10, rev. 7-12, 7-13]*

Section 4. Vacancies. Vacancies occurring in student positions are filled by the ASUI and GPSA as appropriate. *[rev. 7-12]*

ARTICLE VII--EXECUTIVE COMMITTEE.

Section 1. Function. The function of the Executive Committee is to act for the senate on emergency matters when the senate will not be in regular session for a period of more than two weeks and a quorum cannot easily be convened. The Executive Committee reports to and is subject to the orders of the senate, and the senate retains the authority to review actions of the Executive Committee. *[ed. 7-10]*

Section 2. Structure and Quorum. The Executive Committee is made up of such members of the senate as are present at a meeting called upon 36 hours' written or oral notice. Seven voting members of the senate constitute a quorum for meetings of the Executive Committee. *[ed. 7-10]*

Section 3. Officers. The officers of the senate also serve as the officers of the Executive Committee. In the absence or incapacity of both the chair and the vice chair, the members of the Executive Committee attending the meeting designate a chair *pro tempore*. *[ed. 7-10]*

Section 4. Call of Meetings. Meetings of the Executive Committee may be called on 36 hours' notice by the chair or vice chair or by the president of the university or the president's designee.

ARTICLE VIII--OTHER COMMITTEES.

Section 1. Authority of the Faculty Senate. Under the authority of the constitution of the university faculty, the senate has the responsibility to establish and maintain all university-wide and interdivisional standing and special committees, except those specifically reserved to the president. [See 1420 A-1-c and 1520 IV-11.] *[ed. 7-00, 7-10]*

Section 2. General Regulations. The general regulations governing committees, as adopted by the senate and the university faculty, are contained in 1620. *[ed. 7-10]*

ARTICLE IX--RULES OF ORDER. [See 1520 VI.]

ARTICLE X--AMENDMENTS. These bylaws may be amended by a majority vote of the university faculty, as defined in the constitution of the university faculty [see 1520 II-1], in attendance at a regular meeting, a quorum being present. Amendments that conflict with any provision of the constitution of the university faculty or with regents' policies are without effect. Proposed amendments must have been published in full in the agenda at least one week before the meeting of the university faculty or presented in writing at a meeting previous to the one at which the vote is to be taken.

1460

UNIVERSITY-WIDE POLICY DEVELOPMENT STATEMENT AND PROCESS

PREAMBLE: To promote consistency in the development, modification, and presentation of university-wide policies, this section was adopted in the fall of 2005. This section establishes a process for the creation and change of all university-wide policies; ~~there is a policy coordinator in the person of the faculty secretary,~~ a web-based tracking system for new and changing policies, and a web-based tool for offering comments on policies as they are developed at http://www.webs.uidaho.edu/uipolicy/. In July 2011 text from the removal of APM 35.31 was included in A; in addition, several processes were clarified and updated throughout the policy. [rev. 7-11]

A. General: The combined participation of students, faculty, and staff is essential in the formulation of policies for the University of Idaho to properly discharge its responsibilities to society; and only through deliberation in the democratic tradition can the best policy decisions be made. The constitution of the university faculty (FSH 1520) provides for a democratic form of governance, including essential means of communication among students, faculty, and staff for making policy changes. This section contains the process applicable to the adoption of new or amended university-wide policies and procedures. The university anticipates that the development and amendment of unit level policies will follow similar review processes for notice and coordination, as appropriate in each case. *[rev. 7-11]*

A-1. Adopting Policies: All university-wide policies are adopted in a common format and in the manner described below, in order to promote consistency amongst university-wide policies. This process also ensures that there is general knowledge within the campus community of how to adopt a concept into policy and how to access the policy-making and policy-amending process. *[ed. 7-11]*

A-2. Context of University Policies: All university policies fall within a hierarchy of laws, statutes and regulations. University policies are subject to compliance with laws and regulations instituted by higher governing authorities in the following order of hierarchy: *[ed. 7-11]*

1. Federal laws and regulations
2. State laws and regulations
3. Board of Regents/State Board of Education policies and procedures
4. University-wide policies and procedures
5. College policies and procedures (including centers/institutes) *[ed. 7-11]*
6. Unit policies and procedures *[ed. 7-11]*

B. Definitions:

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

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

B-3. Originator: a person(s) or group of person(s) with a proposed new or amended policy. *[add. 7-07]*

B-4. Policy: a governing principle that embraces general goals and mandates or constrains actions. All proposed policies should include any general procedures necessary for implementation. *[ren. 7-07]*

B-5. Policy Coordinator: the individual designated by the administration with responsibility ~~Faculty Secretary; he or she is responsible~~ for coordinating, assisting with, and tracking all university-wide policies. The policy coordinator shall~~faculty secretary may~~ work closely with ~~delegate policy coordinator duties as necessary within the~~ office of faculty secretary. *[ren. 7-07]*

B-6. Policy Sponsor: the responsible unit administrator having responsibility with the subject area of a proposed new or amended policy. *[add. 7-07]*

B-7. Procedure: a statement(s) that prescribes specific actions to be taken to implement established policies. *[ren. 7-07]*

B-8. Responsible unit: an office within the university with primary responsibility for a specific area of focus. An example of a responsible unit is the office of Human Resources, which has primary responsibility for employment, benefits, and training and development issues, except in relation to faculty promotion and tenure processes which resides in the provost office. *[ren. 7-07]*

B. 9. Reviewing Body: typically a university standing committee or ad hoc task force created to review a proposed new or amended policy. *[add. 7-07]*

B-10. University-wide Policy: a policy that has application across the institution. *[ren. 7-07]*

C. Creation or Amendment of University-wide Policy

C-1. Initial Policy Development or Amendment

i) A person(s) or group of persons (originator) with a new policy or policy amendment concept or proposal develops the concept into a draft policy format and discusses the policy with the responsible unit administrator, as applicable, having responsibility within the subject area of the proposed policy. This unit administrator becomes the policy sponsor with responsibility to work with the originator(s) to evaluate the concept or proposal, and to facilitate appropriate and timely action. *[ed. 7-07]*

ii) The policy originator in coordination with the sponsor is responsible for drafting the proposed policy. The ~~Faculty Secretary~~Policy Coordinator and General Counsel's offices are available at any time for advice in the initial drafting of a new policy and/or if the amendments are extensive or substantive. Upon its completion in approved format, the policy sponsor coordinates with the policy coordinator. *[rev. 7-11]*

C-2. Policy Review, Comment, and Approval

i) Policy Coordinator: Upon receipt of a proposed new or amended policy, the policy coordinator reviews the policy and decides whether (1) the necessary broad review has been completed, (2) the policy is in the proper format and, (3) if an amendment, the amendment is a minor amendment. As needed, the policy coordinator will confer with the faculty secretary, senate staff council leadership, general counsel, and/or the provost to decide on appropriate review steps. *[rev. 7-11]*

a) All proposed new policies and amendments, other than minor amendments, are referred to the appropriate reviewing bodies as identified by the policy sponsor, ~~and the~~ policy coordinator and faculty secretary. In particular, the policy coordinator shall ensure that senate and staff council leadership are consulted regarding p~~P~~olicies relating ~~within matters of~~ to shared~~faculty~~ governance ~~are referred to the Faculty Senate~~. Once near final form and/or submitted to the Faculty Senate, a university policy number will be assigned by the ~~Office of the Faculty Secretary~~ Policy Coordinator and the proposed policy posted to the university policy website. The review status of all proposed new policies and amendments is also posted and kept current on the policy web site. *[ed. 7-09, rev. 7-11]*

b) All minor amendments are approved by the policy coordinator once in final form and posted on the policy web site. *[ed. 7-11]*

ii) At a minimum, the review process includes general notice of the policy, and an opportunity for those interested in the policy to comment on the policy. The policy sponsor seeks to inform and

solicit comments from the appropriate individuals or groups/committees of the university community, including the groups and individuals most affected by the proposed policy within the faculty, staff, students and administration. A list of all changes is prepared, as needed (a minimum of once a ~~semester~~year), published on the policy website, announced in the ~~UI~~ Daily Register and sent out by mass email as requested by the Policy Coordinator ~~through Today@Idaho~~. *[rev. 7-11]*

iii) The policy sponsor and any designated review committee, reviews the comments, makes recommendations on the policy based on the review and the comments received, and incorporates any revisions into the draft policy *[ed. 7-11]*.

iv) The final revised policy is made generally available and, if within the purview of faculty governance, submitted to the Faculty Senate for review and recommendation through the faculty to the president. All other policies shall be submitted by the policy sponsor to the president for approval and signature. The President's Office forwards policies to the State Board of Education/Regents of the University of Idaho for notification and approval, as necessary. *[ed. 7-09, 7-11]*

v) Once the president takes final action on a university-wide policy or the policy coordinator takes final action on a minor amendment other than a permissible clerical or grammatical change, the results of the final action are published on the policy web site tracking sheet and in the Senate Annual Report presented each fall to incoming Senate of policy actions taken in the previous year. (See FSH 1420 for time periods for presidential action on Faculty Senate items). *[ed. 7-09, rev. 7-11]*

C-3. Temporary Emergency Policy

i) Notwithstanding subsections C-1 and C-2, the president may adopt, amend or suspend a policy without prior notice and comment, or upon any abbreviated notice and comment that is practicable, if it is established that a failure to act promptly will result in serious prejudice to the interests of the university or of the parties concerned.

ii) A policy adopted, amended or suspended under this subsection is temporary and may be effective for a period of not longer than 180 days. Action under this subsection does not preclude the subsequent adoption, amendment or suspension of an identical policy under subsections C-1 and C-2. *[ed. 7-06]*

D. Policy Implementation: All new and amended policies go into effect on July 1, or January 1, whichever arrives first after final approval, unless otherwise specified in the policy. The policy coordinator tracks all new and amended policies approved by the president and makes the new policy available on the web by the effective date.

1640.91
UNIVERSITY CURRICULUM COMMITTEE

A. FUNCTION. [See 1540 B and C and also 4110 and 4120.] [ed. 7-98]

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. [add. 7-08]

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. [rev. 7-98,7-06,7-08,1-09, 3-19, ed. 8-12]

FSH 1640.41
FACULTY AND STAFF POLICY GROUP (FSPG)
[created July 2017]

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 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~~ and the following as ex officio: Faculty Secretary, and the ~~/~~official responsible for coordinating policy, ~~Policy Coordinator,~~ or ~~his/her~~ 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~~the Faculty Secretary/Policy Coordinator (w/o vote)~~. *[rev. 1-18]*

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. [ed. 7-09, rev. 1-15]

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. [ed. 7-09]

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)~~ and the following or their designees: vice provost for faculty, a representative of staff council, ~~and executive vice president~~ and ASUI president. [rev. 7-05, ed. 7-06, 7-09]

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. *[ed. 7-09]*

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. *[rev. 7-17]*

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 serves as ~~an~~ ex officio members ~~of the committee~~ without vote. *[rev. 7-08, 1-19, 7-19]*

University of Idaho
Parking and Transportation Services

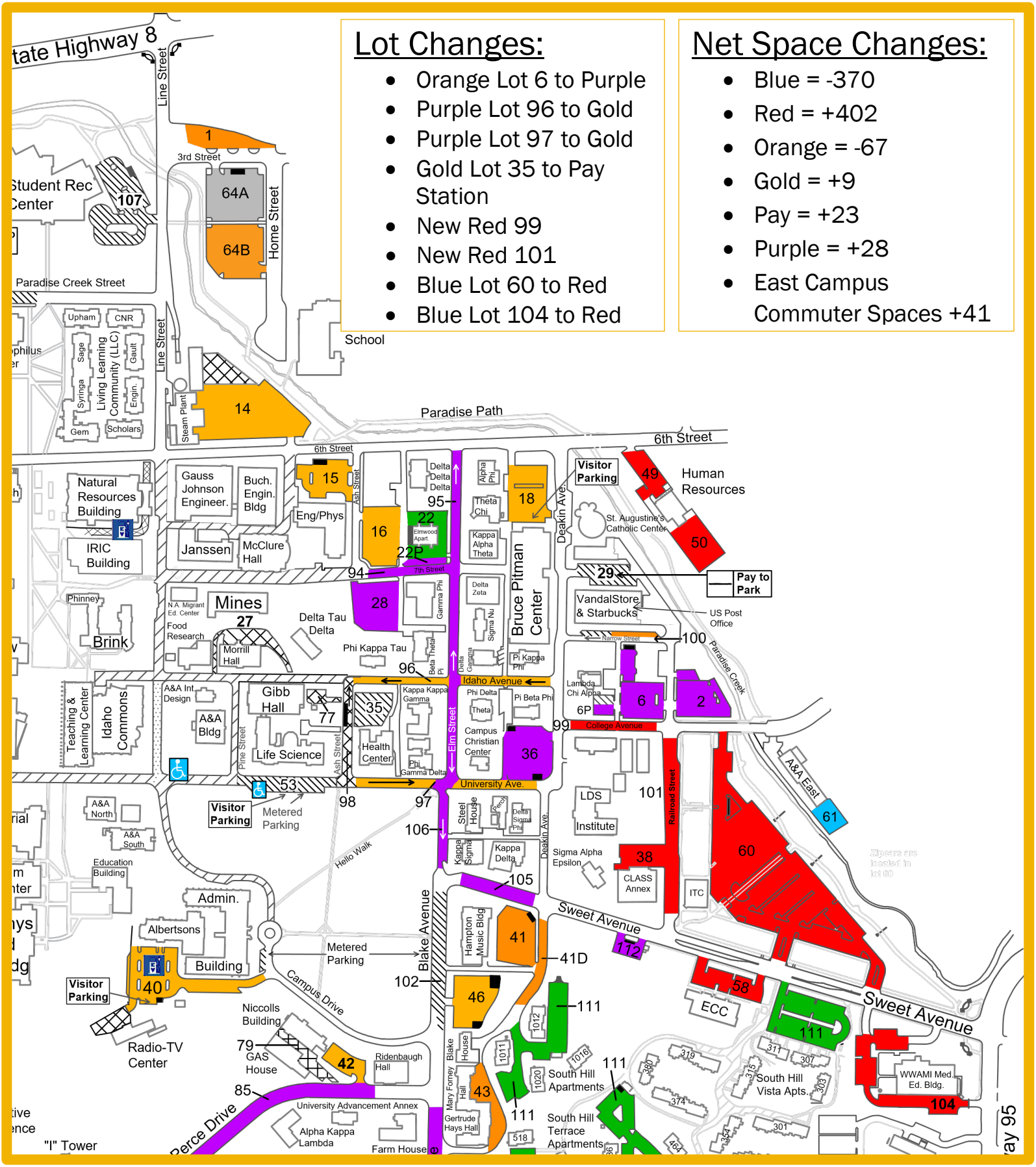
Proposed 2019-20 Parking Lot Changes

Lot Changes:

- Orange Lot 6 to Purple
- Purple Lot 96 to Gold
- Purple Lot 97 to Gold
- Gold Lot 35 to Pay Station
- New Red 99
- New Red 101
- Blue Lot 60 to Red
- Blue Lot 104 to Red

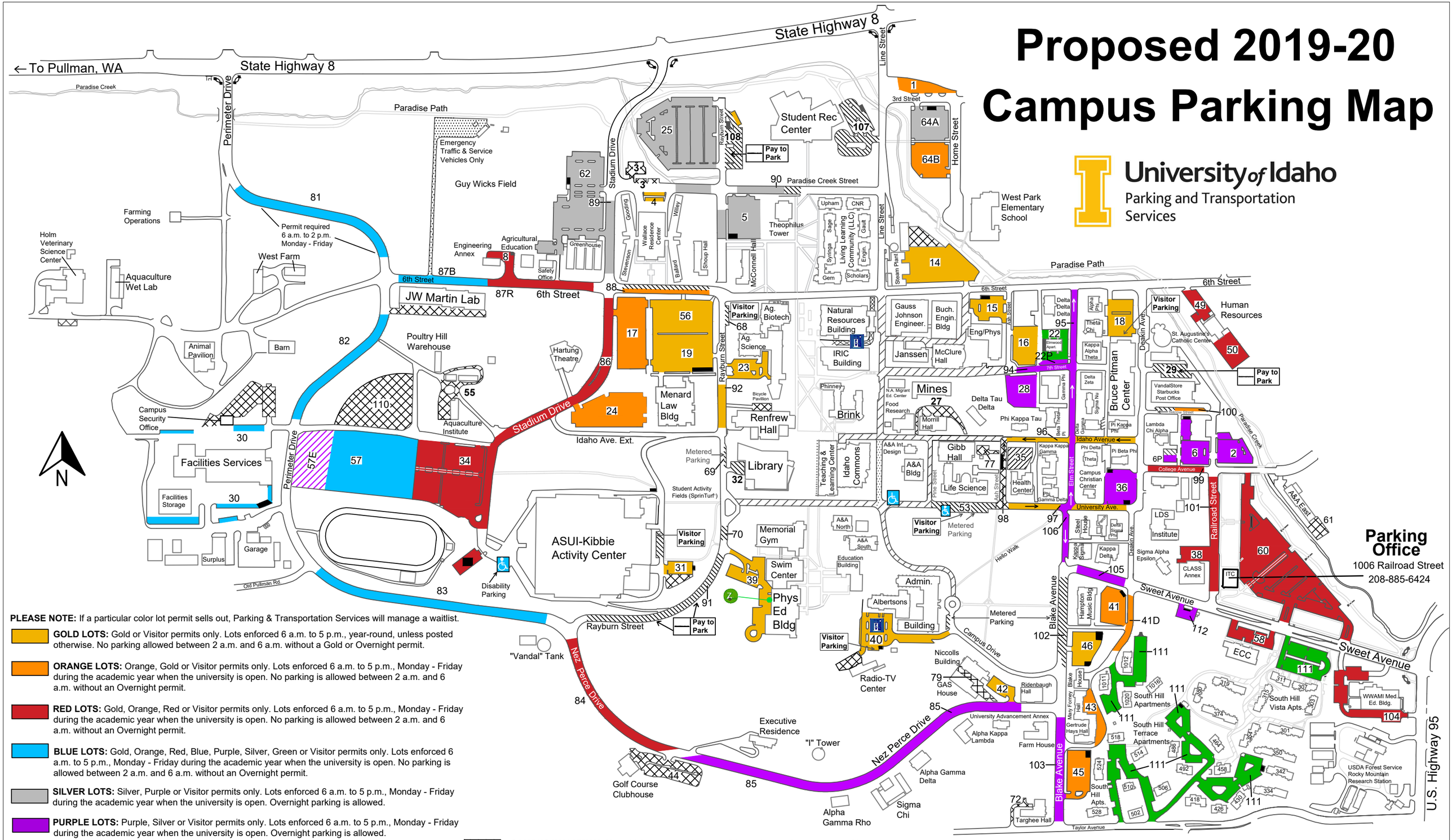
Net Space Changes:

- Blue = -370
- Red = +402
- Orange = -67
- Gold = +9
- Pay = +23
- Purple = +28
- East Campus Commuter Spaces +41



Proposed 2019-20 Campus Parking Map

University of Idaho
Parking and Transportation Services



PLEASE NOTE: If a particular color lot permit sells out, Parking & Transportation Services will manage a waitlist.

GOLD LOTS: Gold or Visitor permits only. Lots enforced 6 a.m. to 5 p.m., year-round, unless posted otherwise. No parking allowed between 2 a.m. and 6 a.m. without a Gold or Overnight permit.

ORANGE LOTS: Orange, Gold or Visitor permits only. Lots enforced 6 a.m. to 5 p.m., Monday - Friday during the academic year when the university is open. No parking is allowed between 2 a.m. and 6 a.m. without an Overnight permit.

RED LOTS: Gold, Orange, Red or Visitor permits only. Lots enforced 6 a.m. to 5 p.m., Monday - Friday during the academic year when the university is open. No parking is allowed between 2 a.m. and 6 a.m. without an Overnight permit.

BLUE LOTS: Gold, Orange, Red, Blue, Purple, Silver, Green or Visitor permits only. Lots enforced 6 a.m. to 5 p.m., Monday - Friday during the academic year when the university is open. No parking is allowed between 2 a.m. and 6 a.m. without an Overnight permit.

SILVER LOTS: Silver, Purple or Visitor permits only. Lots enforced 6 a.m. to 5 p.m., Monday - Friday during the academic year when the university is open. Overnight parking is allowed.

PURPLE LOTS: Purple, Silver or Visitor permits only. Lots enforced 6 a.m. to 5 p.m., Monday - Friday during the academic year when the university is open. Overnight parking is allowed.

PURPLE ECONOMY LOT: Purple Economy permit only. Lot enforced 6 a.m. to 5 p.m., Monday - Friday during the academic year when the university is open. Overnight parking is allowed.

GREEN LOTS: Green or Visitor permits only. Green lots are enforced at all times, year-round. Overnight parking is allowed.

BLACK AREAS: Motorcycle parking only. No permit required.

CAMPUS WALKWAY: No vehicle access without a valid permit to park on walkway. Special permit required. Parking in designated spaces only.

HATCH: Flexible parking, visitor parking, pay-to-park areas, meters, and short term parking.

CROSSHATCH: Managed parking, special permit required.

DOTS: No parking. No vehicle traffic.

Visitor Parking — **VISITOR PARKING:** Visitor permit required

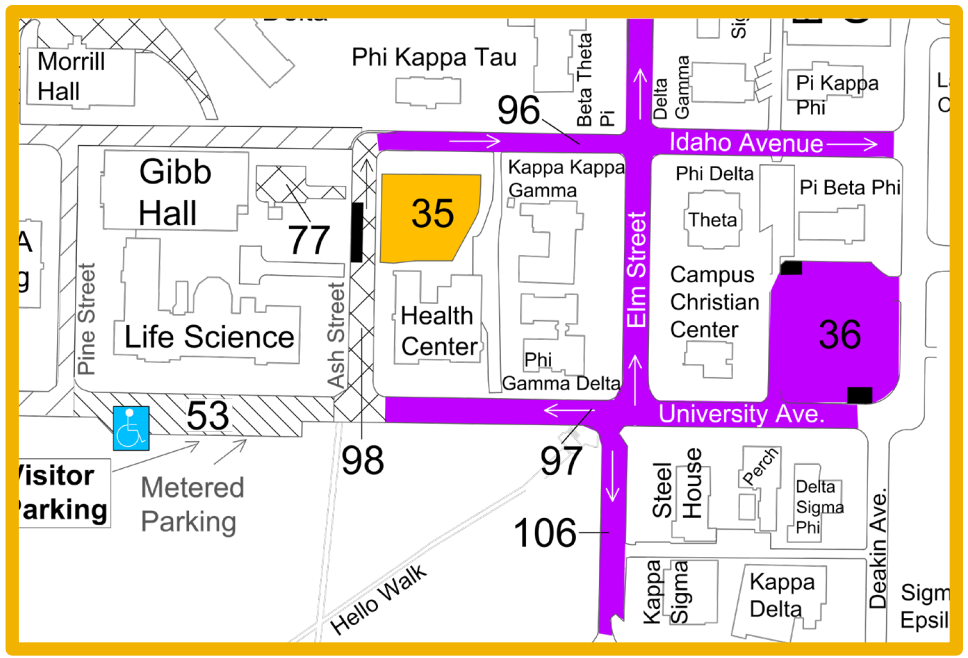
Pay to Park — **PAY-TO-PARK:** Areas with this symbol indicate flexible pay to park areas, credit cards accepted, may pay for long periods of parking at one time.

Zipcar

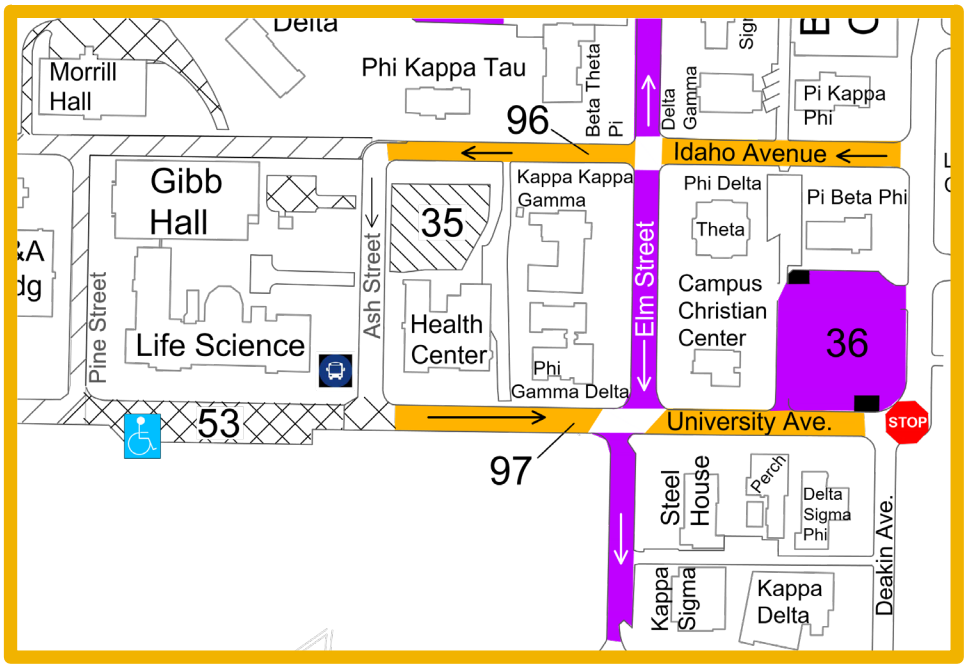
Electric Vehicle (EV) Charging Station

Traffic Realignment Map

Existing



Coming July 2019



GOLD LOTS: Gold or Visitor permits only, no other colored permit is valid in gold lots. Gold lots are enforced 6 a.m.to 5 p.m., year-round, unless posted otherwise. No parking is allowed between 2 a.m. and 6 a.m. without a Gold permit or an Overnight permit issued by Parking and Transportation Services.

PURPLE LOTS: Purple, Silver or Visitor permits only. Purple lots are for use by designated members of the Greek system who live IN HOUSE. Purple lots are enforced from 6 a.m. to 5 p.m., Monday - Friday during the academic year when the university is open. Overnight parking is allowed.

BLACK AREAS: Motorcycle parking only, no motorcycle permit required.

HATCH: Flexible parking, visitor parking, pay-to-park areas, meters, and short term parking.

CROSSHATCH: Managed parking, special permit required.

Long-Term Permit Pricing Plan

Permit Projections FY20 - FY24

		FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Gold	# of Permits: (16% oversell)	915	915	915	915	915	915	915
	Permit Price:	$325	$338	**$352**	**$366**	**$380**	**$395**	**$400**
	Projected Revenue:	$297,375	$309,351	$321,725	$334,594	$347,978	$361,897	$366,096
Orange	# of Permits: (25% oversell)		774	700	700	700	700	700
	Permit Price:		$250	**$260**	**$270**	**$281**	**$292**	**$300**
	Projected Revenue:		$193,438	$182,000	$189,280	$196,851	$204,725	$210,000
Red	# of Permits: (30% oversell)	1,770	739	1,300	1,300	1,300	1,300	1,300
	Permit Price:	$172	$172	**$172**	**$179**	**$186**	**$193**	**$200**
	Projected Revenue:	$304,440	$127,065	$223,600	$232,544	$241,846	$251,520	$260,000
Silver (Res)	# of Permits: (no oversell)	820	800	751	751	751	751	751
Purple (Res)	# of Permits: (no oversell)	631	500	505	505	505	505	505
Green (Res)	# of Permits:	288	288	200	200	200	200	200
	Permit Price:	$172	$196	**$224**	**$255**	**$281**	**$292**	**$300**
	Projected Revenue:	$299,108	$311,446	$325,461	$371,026	$409,242	$425,611	$436,800
Economy (Res)	# of Permits: (no oversell)		150	156	156	156	156	156
	Permit Price:		$35	**$47**	**$61**	**$75**	**$88**	**$100**
	Projected Revenue:		$5,250	$7,371	$9,582	$11,690	$13,795	$15,600
Blue	# of Permits: (30% oversell)	1,140	1,140	840	840	840	840	841
	Permit Price:	$64	$64	**$70**	**$77**	**$85**	**$94**	**$100**
	Projected Revenue:	$72,960	$72,960	$59,136	$65,050	$71,555	$78,710	$84,100
	Permit Refund Factor (-3%)	$944,667	$988,924	$1,085,715	$1,156,719	$1,229,447	$1,282,789	$1,316,286
Other Permits	Projected Revenue (16% of total):	$151,147	$158,228	$173,714	$185,075	$196,712	$205,246	$210,606
	Total Projected Revenue	**$1,095,813**	**$1,147,152**	**$1,259,429**	**$1,341,794**	**$1,426,159**	**$1,488,036**	**$1,526,892**

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #22

3:30-5:00 p.m. - Tuesday, March 19, 2019
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.
- Minutes of the 2018-19 Faculty Senate Meeting #21, March 5, 2019 (vote)

III. Consent Agenda.

IV. Chair's Report.

V. Provost's Report.

VI. Special Orders.

- **FS-19-071: FSH 1570** –Secretary of the Faculty

VII. Committee Reports.

University Curriculum Committee
- **FS-19-069** (UCC-19-053): Joint JD/MS Applied Economics (Michael Parrella/Jerrold Long) (vote)
- **FS-19-070** (UCC-19-051): Plus/Minus Grading (Erin Chapman/Stephan Flores)(introduction)

VIII. Other Announcements and Communications.

- **FS-19-067:** FSH 1566 – Appointment to Faculty Status (Liz Brandt)(FYI)
- **FS-19-068:** FSH 1520 –Constitution of the University Faculty (Liz Brandt)(FYI)

IX. Unfinished Business and General Orders

X. New Business.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments: Minutes of 2018-2019 FS Meeting #21
FS-19-067 through FS-19-071

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #21, Tuesday, March 5, 2019

Present: Brandt (w/o vote), Benedum, Bridges, Cannon (Boise), Caplan, Chopin, Dezzani, DeAngelis, Ellison, Grieb (Vice Chair), Jeffery, Johnson (Chair), Keim, Kern (Coeur d'Alene), King, Kirchmeier, Laggis, Lawrence (for Wiencek w/o vote), Lee, Lee-Painter, Luckhart, McKellar (Idaho Falls), Morgan, Raja, Seamon, Tibbals, Vella, Wilson (for Morgan, w/o vote), Wiest. **Absent**: Lambeth, Schwarzlaender, Wiencek. **Guests:** 6

Call to Order and Minutes. The chair called the meeting to order at 4:20 pm. A motion to approve the minutes (Lee-Painter/Dezzani) passed unanimously.

Chair's Report.

- The chair announced that our much loved and respected support staff, Anna Thompson is retiring at the end of the fiscal year. He praised her amazing institutional knowledge, heart and passion for the institution and for the faculty senate. She will be greatly missed.
- Meetings with presidential candidates and faculty senate will continue through the remainder of the week at 3:30 p.m. in the Paul J. Joyce Lounge.
- Faculty senators whose terms are expiring are reminded to ensure their college elects new senators and report to the Faculty Secretary April 15th.
- The State Board of Education (SBOE) has launched a Data Dashboard with information about K-12 and higher education in Idaho.
- UIdaho Bound is coming up on the Moscow campus on March 23 and 30. UIdaho Bound events will be held off campus during May. UIdaho Bound is an opportunity to showcase the UI to prospective students who have already express strong interest in attending. The chair encouraged faculty to participate in this important recruitment effort.
- The Women's Centers at UI and Washington State University will be co-hosting a Women's Leadership conference on April 3, 2019. The theme of the conference is "Finding Your Power: Cultivating Authentic Leadership." Registration is currently open to faculty, staff and students.

A senator thanked the chair for his strong endorsement of the quality of UI students at a meeting with one of the UI presidential candidates that preceded the senate meeting. Another senator emphasized that UI's students throughout the state are also outstanding.

Provost Report. Vice Provost for Faculty Torrey Lawrence gave the provost's report in the absence of the provost. Lawrence conveyed the happy news that registrations for the two Moscow UIdahoBound events are on track to exceed last year's registrations. This bodes well for freshman enrollment in the coming year.

FS-19-063 – FSH 3320 C Administrator Evaluation. Liz Brandt, the Faculty Secretary, gave the report for the Faculty Affairs Committee (FAC) chair Mary Ytreberg, who was unable to attend. Brandt explained that the revised policy for evaluation of administrators was passed by Senate early in the fall semester (FS-19-001). At the time, although several concerns were expressed, the policy passed so that it could be implemented by spring 2019. The concerns were that the language in the policy regarding confidentiality of evaluations needed to be clarified and that the policy did not contain a mechanism by which faculty could trigger review of an administrator. After discussions with VP Lawrence, it was determined that there was no need to implement the policy in spring 2019. The Faculty Affairs Committee thus took the opportunity to address senate's concerns. The present proposal is a substitute for the revision previously passed.

A senator asked whether the office of Institutional Effectiveness and Accreditation (IEA) which collects the confidential evaluations, communicates the names of the evaluators. VP Lawrence explained that this past year, he tried to partially implement the new approach to evaluation using an electronic survey tool to collect evaluations. However, because the revised policy had not be passed, he was obligated to utilize the form that was actually part of the old policy. Pursuant to the old form, evaluators were asked for their names on an optional basis and those names were passed on to the supervisor who was conducting the administrator's evaluation. Under the new policy, the form has been eliminated and names would not be passed on. Nonetheless senators expressed concern that the confidentiality of evaluators would not be adequately protected.

A senator asked whether the percentage of faculty voting to trigger the review of an administrator would be confidential. Both Brandt and Lawrence (who had participated in the FAC deliberations) indicated that the committee had not considered the voting percentage. Several senators expressed the view that the percentage should be confidential along with the names of those signing a petition for review.

A senator asked why staff were not included in the process for triggering a review of an administrator. Brandt responded that the reviews in question are of faculty administrators and generally staff do not vote on reviews of faculty. However she acknowledged that review of an administrator is different. A set number of those eligible to sign a petition is needed so that the threshold of 50% can be determined. She also expressed the concern that many staff might feel uncomfortable participating in such a process as they do not have the protection of tenure or academic freedom.

It was moved (Chopin/Dezzani) that the proposal be remanded to FAC to consider the concerns raised by senate. The motion passed unanimously.

FS-19-064 – FSH 3720. The Sabbatical Committee report was presented by VP Lawrence in the absence of the chair, Prof. Tara MacDonald, who was unable to attend due to class. The committee recommended that the form incorporated into the policy be eliminated. In addition, the committee recommended deleting the term "leave" to refer to sabbatical. This term implies that faculty on sabbatical are taking a leave from employment when, in fact, they remain full time employees. Finally, the committee recommended additional minor edits.

A faculty member asked whether it was still the case that faculty on sabbatical are not eligible for disability insurance. The faculty secretary responded that this was still the case. However, she added that Human Resources is working with the university's disability insurer to negotiate coverage during sabbatical. She is hopeful that such insurance will be available in the future. A senator asked whether the lack of coverage was true for faculty on a one semester sabbatical who are still receiving full compensation. Secretary Brandt responded that she believes disability is not available even for one semester sabbaticals. A senator asked whether faculty on sabbatical were still paying disability premiums. Brandt did not know the answer to this question. The proposed revisions passed unanimously. *[N.B. Human Resources clarified that disability is NOT affected for one semester sabbaticals of six (6) months or less. Also, members do not pay for coverage when they are not eligible for the benefit.]*

FS-19-065 – Regulation J-3-f. Associate Registrar Rebecca Frost gave the report for the committee. Frost explained that the regulation is being revised to add additional course options to the American Diversity and International requirements in the core curriculum. The proposal passed unanimously

FS 19-066 – Geological Sciences B.S. Professor Leslie Baker from the Department of Geology presented the proposal. She explained that the department is working to simplify its curriculum. The six options previously available were not being utilized and added unnecessary complexity. Two options are being eliminated, two are being combined into one, and one is being renamed. The proposal passed unanimously.

FS 19-062—FSH 1640.08 – Admissions Committee. Professor Ralph Neuhaus gave the report for the committee. He explained that the admissions committee hears appeals from applicants who do not meet UI's normal standards for admission. These applicants will often be "at risk" students. The committee believes the advice of a professional advisor will assist it in evaluating appeals. The new committee member will serve ex officio and without vote. The proposal passed unanimously.

FS-19-058 – FSH 1640.91 – UCC Structure Change. Secretary Brandt gave the report of the committee. The structure of the committee is being added to include a College of Law representative. This proposal appeared prematurely on the last senate agenda before it had been approved by the Committee on Committees. The proposal passed unanimously.

The agenda having been completed, a motion (Tibbals/Dezzani) to adjourn passed unanimously. The meeting was adjourned at 4:54 p.m.

Respectfully Submitted, Liz Brandt, Faculty Secretary & Secretary to the Faculty Senate

University of Idaho

POLICY COVER SHEET

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

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

Chapter & Title: FSH 1570 – Secretary of the Faculty

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

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

Originator(s): **Senate Leadership, Chair Johnson & Liz Brandt, Faculty Secretary**
(Please see FSH 1460 C) Name Date
Telephone & Email: **aaronj@uidaho.edu & ebrandt@uidaho.edu**

Policy Sponsor: (If different than originator.)
Name Date
Telephone & Email:

Reviewed by General Counsel ___Yes ____No Name & Date: _____

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

This policy is being revised to reflect restructuring of the faculty secretary position. Policy responsibilities will be covered by a new policy Coordinator in the future and not by the faculty secretary.

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. FSH 1520

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)

UI FACULTY-STAFF HANDBOOK
CHAPTER ONE:
HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE July 2018

1570
SECRETARY OF THE UNIVERSITY FACULTY

PREAMBLE: This section outlines the appointment, responsibilities, and duties of the Secretary of the Faculty. The faculty secretaryship is a position of long standing in the university and this section appeared first in the 1979 edition of the Handbook. *The first substantial revision was that of November, 1991, where the faculty secretaryship was redefined as a half-time position (allowing for the creation of a half-time ombudsman position) and the responsibilities of the office were substantially changed. The second substantial revision was done in 2003 to reflect current practice and responsibilities. In 2009 responsibility for vita preparation was removed from the Office of the Faculty Secretary and placed with the faculty. In 2018 section B was updated to reflect current roles and responsibilities of the Faculty Secretary, including oversight of policy. In July 2019 the Policy Coordinator position was removed from the Faculty Secretary as a responsibility. Except where noted, the text remains as it was in 1996. For further information, contact the Office of the Faculty Secretary (208-885-6151).* [ed. 7-00, 7-03, rev. 7-11, 7-18]

CONTENTS:
A. Appointment
B. Responsibilities and Duties
C. Nomination Process for Secretary of the Faculty

A. APPOINTMENT.

A-1. The Secretary of the University Faculty ~~(a.k.a. faculty secretary, policy coordinator see FSH 1460)~~ is appointed ~~on a fiscal-year basis~~ by the president from among the tenured members of the university faculty or faculty emeriti [see 1520 II-1 and III-2]. The president appoints the secretary ~~of the faculty~~ from a list of candidates recommended by a nominating committee and ratified by the Faculty Senate [see C below]. *[rev. 7-02, ed. 7-09]*

A-2. ~~Release time for t~~The ~~faculty~~ secretary position will be the equivalent of at least one-~~half~~ quarter time and may be greater, at the discretion of the president, depending on the circumstances, the needs of the Faculty Senate, and the needs of the faculty member appointed. *[ed. 7-09]*

A-3. The term of service is three years and is renewable. *[rev. 7-02]*

A-4. The ~~faculty~~ secretary serves at the pleasure of the president and reports to the chair of the Faculty Senate and to the provost. The provost, in consultation with the vice provost for faculty and the chair and vice chair of the Faculty Senate, conducts an annual review of the faculty secretary. Early in the third year of service, an in-depth evaluation is conducted by the provost and the chair of the Faculty Senate. Included are evaluations by the senate as a whole, by other appropriate administrators and faculty, and by the incumbent. A confidential evaluation report is given to the president for review and discussion with the incumbent by the first week in October in the third year of service. *[rev. 7-02, ed. 7-09]*

B. RESPONSIBILITIES AND DUTIES. The Secretary of the Faculty shall: *[rev. 7-02]*

B-1. Serve as a ~~significant source of information for UI administrators, faculty, staff and students concerning policies, regulations, and procedures; serve as a~~ channel of communication to the members of the university faculty concerning administrative and regents' actions~~;~~ and work with the administration and Faculty Senate in achieving positive outcomes to ensure faculty participation in the development of university policies and procedures through the faculty governance system~~; and serve as a liaison with the President's Office to facilitate maintenance and publication of the policy and procedures handbooks (see FSH 1460)~~. *[ren. & rev. 7-18]*

B-2.~~**B-2.** Serve as Policy Coordinator (FSH 1460 B-5) with oversight of the *Faculty-Staff Handbook* (FSH) and *Administrative Procedures Manual* (APM) to F~~facilitate the timely and orderly adoption of policies and procedures ~~including, but not limited to~~by: 1) consulting and collaborating with the administration to identify and address policy issues; 2) keeping upper administrative officials informed of policy proposals being developed by university committees and others~~;~~. ~~3) advising on the development and drafting of policy; 4) identifying policies in need of~~

~~revision; 5) monitoring that institutional processes for the timely development of policies and procedures; and 6) keeping the university community informed of additions and changes to policy and procedures. See 1460 for a more detailed description on the university-wide policy process which includes students, Staff Council, Faculty Senate, University Faculty, the President and Regents. *[ren. and rev. 7-02, 7-18, ed. 7-09]*~~

B-3. Propose the agenda and supporting documents for each meeting of the university faculty for approval by the president; ensure that the minutes of the meeting are recorded and published~~ the minutes of meetings~~; ensure that reports of actions of the university faculty are forwarded to the president, and the Department of Special Collections and Archives in the University Library. *[rev. 7-02, 7-11, rev. & ren. 7-18]*

~~**B-4.** Ensure the accurate and timely preparation and distribution of General Policy Reports for publication and for review and approval of university faculty. *[add 7-02, 7-11, rev. & ren. 7-18]*~~

B-543. Serve as an ex-officio nonvoting member of the Faculty Senate, work closely with and advise the chair and vice chair of Faculty Senate on policy matters and on the conduct of senate business, provide services related to shared governance on request from the Faculty Senate, other faculty bodies, faculty, staff, students, and administration. *[ren. 7-02, ed. 7-09, ren. & rev. 7-18]*

B-654. Serve as ~~an ex-officio nonvoting member of~~ a resource for the Committee on Committees. Oversee the process for solicitation of faculty members to serve on university-wide standing committees and the publication of committee function statements and membership lists. *[ren. and rev. 7-02, 7-18]*

~~B-75. Serve as an ex-officio nonvoting member of the University Curriculum Committee, and work closely with UI officials to facilitate the accuracy of all published academic information. *[ren. and rev. 7-02, 7-18]*~~
B-6. Serve as an ex officio nonvoting member of the Faculty Affairs Committee. Provide consultation and advice regarding faculty governance and personnel issues affecting faculty.

B-87. Serve as chair of the University Multi-campus Communications Committee, 1640.94. *[add. 1-10, ren. 7-18]*

B-98. Oversee and ensure the accuracy of the Faculty Senate~~,~~ and Faculty Secretary, ~~*Faculty Staff Handbook, Administrative Procedures Manual* and University Policy~~ websites. Oversee the placement of material on those websites~~ and historical records~~. *[add. 7-02, ed. 7-09, rev. 7-17, ren. 7-18]*

B-9. Perform such other duties related to faculty governance as may be assigned by the president or the president's designee or the university faculty. *[ren. 7-02, 7-18]*

C. NOMINATION PROCESS FOR SECRETARY OF THE FACULTY.

C-1. The chair of the Faculty Senate appoints a ~~five~~three-member nominating committee, with the approval of the Faculty Senate. The committee is composed of the vice provost for faculty ~~affairs~~ and ~~four~~ two other members of the senate, one of whom shall be the Faculty Senate Chair, or his/her designee, who shall serve as the committee chair. *[ed. 7-09, rev. 7-17]*

C-2. The nomination committee should seek out and give preference to nominees who have the following qualifications; (1) attained the rank of full professor or are faculty emeriti, (2) communication skills, ~~(3) supervisory experience,~~ (43) extensive experience in university service, and (54) excellent understanding and commitment to the role and mission of the University of Idaho and to shared governance thereof. ~~In particular, t~~The committee should seek nominations from, but are not limited to, faculty senate and from university-level committee members. *[add. 7-02, rev. 7-17]*

~~**C-3.** The committee advertises the position, solicits and accepts applications and nominations, and screens candidates. The committee functions in a confidential manner. *[ren. 7-02]*~~

C-43. The committee recommends a list of candidates for ratification by the Faculty Senate. The senate shall~~may~~

Commented [BE(1]: The GPR policy must be revised.

FSH 1540 C-2. And C-5.

Commented [AT2]: Liz B.: Five member committee seems cumbersome.

Commented [BE(3]: This seems gratuitous – This is a hiring process like any other at UI – our general rules would apply.

meet in executive session to discuss candidates recommended by the nominating committee. The senate may not add names to those recommended by the nominating committee but may choose to delete any of the candidates nominated by the committee. *[ren. and rev. 7-02]*

C-~~5~~4. The Faculty Senate forwards the names of nominees ratified by the Faculty Senate to the president. The president selects the faculty secretary from that list or requests that a new group of nominees be selected following the procedures outlined in C-1 through C-~~4~~3. *[ren. 7-02, ed. 7-09]*

October 20, 2017

AGREEMENT

BETWEEN THE UNIVERSITY OF IDAHO COLLEGE OF LAW AND THE UNIVERSITY OF IDAHO COLLEGE OF AGRICULTURAL AND LIFE SCIENCES, DEPARTMENT OF AGRICULTURAL ECONOMICS AND RURAL SOCIOLOGY

TO ESTABLISH CONCURRENT JD/MS IN APPLIED ECONOMICS DEGREES

Effective Fall 2019

Introduction:

With this agreement, the University of Idaho College of Law (College of Law) and the University of Idaho College of Agricultural and Life Sciences (CALS) form a concurrent degree agreement wherein students can be concurrently admitted to the College of Law and the MS Program in Applied Economics in the CALS Department of Agricultural Economics and Rural Sociology. Students concurrently enrolled may take courses in the College of Law and the Applied Economics masters program, enabling them to earn both the Juris Doctor (J.D.) and Master of Science (M.S.) degrees.

Except as otherwise provided in this agreement, each degree program continues to operate separately, maintaining its own academic standards. A student must satisfy the requirements of each college, as well as the requirements of the Concurrent J.D./M.S. program as outlined in this agreement, to receive both degrees. Students are subject to all policies and procedures outlined in the College of Law's Student Handbook, the College of Law Honor Code, the Graduate Student Handbook, the University of Idaho Student Code of Conduct, and the University of Idaho's Catalog, except as noted herein.

1. Administration:

The Associate Dean for Students and Administration (or designee) in the College of Law (the "Law Associate Dean") and the Department Head for Agricultural Economics and Rural Sociology (or designee) serve as "Program Advisors" and administer the concurrent program. The Program Advisors are responsible for overall coordination of the concurrent program and for providing advice and recommendations to the deans and faculty of both colleges concerning curricular issues and operations. Each Program Advisor administers her/his respective separate degree requirements and serves as a liaison to her/his respective college or program for notices and updates to this agreement.

2. Admission:

A student must apply separately and be admitted to both the College of Law, College of Graduate Studies and the Applied Economics masters program (MS program) in order to be eligible for this Concurrent Program. In addition, the student must be accepted by the College of Law, College of Graduate Studies and the MS program for admission to the Concurrent Program. A student may apply for admission to the Concurrent Program at any time prior to receipt of either degree. However, we recommend students either (1) obtain admission to both the J.D. and the MS programs prior to beginning either program, or (2) apply to the MS program and the Concurrent Program during their first year of law school.

3. Tuition and Fee Policies:

Students pay normal tuition and fees to the University of Idaho.

During the first three years of study in the Concurrent Degree Program, students pay the additional law student professional fee but do not pay the graduate student professional fee.

During all subsequent years of study in the Concurrent Degree Program, students pay the additional graduate student professional fee, if any, but do not pay the law student professional fee.

The Law Associate Dean will coordinate with the Registrar to ensure that the law student professional fee is not assessed after the third year of the program.

4. Course of Study:

A student enrolled in the Concurrent Program may commence studies in either the College of Law or the MS program, but no credits earned in the MS program prior to the completion of the first year of study in the College of Law will apply towards the J.D. degree. This limitation is required by American Bar Association accreditation standards and cannot be waived.

Up to twelve (12) graduate school credits are allowed towards the J.D. degree. To receive this credit, a student must receive a grade of *B* or higher in a course approved by the Law Associate Dean of Students or the College of Law faculty for law credit. For all such courses, a grade of *P*, rather than the actual grade, will appear on the student's law school transcript. A student will be required to complete the Concurrent Program, as well as the requirements for receipt of both degrees, for the College of Law to count twelve credits towards satisfaction of the graduation requirements for the J.D. If a student fails to receive the MS, a maximum of six semester credits earned in the graduate program can count towards satisfaction of the graduation requirements for the J.D. with the approval of the Law Associate Dean. Upon approval by the Law Associate Dean or law faculty, the student must complete and submit a "Course Level Adjustment Form" indicating which non-law courses will be used toward the J.D. degree. This form should be submitted during the semester in which the course is taken.

Up to six (6) law school credits are allowed toward the MS degree for all concurrent degree students (see paragraph 5 for the list of courses approved as part of this agreement).

It is recommended that students begin the Concurrent Program by first completing the first year of study at the College of Law. The first year of study at the College of Law must be taken as designed by the College of Law for all entering law students. Subsequent years of the Concurrent degree program can be designed by the individual student and the student's faculty advisor, subject to any restrictions or required classes noted herein.

By the end of the first year in the program, students must complete a study plan with the advice and approval of both the MS and Law faculty advisors.

5. **Opportunity for Credit Toward the MS Degree for Courses Taken in the J.D. Program:**

As indicated in paragraph 4, up to six (6) law school credits are allowed toward the MS degree for all concurrent degree students.

Law School courses approved for credit toward the MS degree:

- Administrative Law: Law 907 [3 cr.] (Boise and Moscow) 2L year preferred
- Environmental Law: Law 947 [3 cr.] (Boise and Moscow)
- Environmental Policy: Law 951 [3 cr.]
- Interdisciplinary Methods in Water Resources" WR 506 [3 cr., fall]
- International Environmental and Water Law: Law 938 [3 cr.]
- Introduction to NREL: Law 948 [3 cr.] [name change to Public Lands Law is currently underway
- Land Use Law and Planning: Law 934 [3 cr.]
- Law and Science Seminar: Law 939 [2 cr.]
- Native American Natural Resource Law: Law 979 [3 cr.]
- Natural Resource Law Seminar: Law 906 [3 cr.]
- NREL Field Course [2 cr]
- Water and Energy Policy Seminar: Law 946 [2 cr.]
- Water Law I: Law 942 [1-2 cr.]
- Water Law II: Law 969 [2 cr.]
- [Food Law or Ag Law course if added to the Law School Curiculum]

Additional courses in the law school may be used toward the MS degree with the approval of the student's MS advisor and the Department Chair of Agricultural Economics and Rural Sociology.

6. Academic or Other Discipline; Termination of Concurrent Degree Enrollment:

Students enrolled in the Concurrent Program will be subject to the UI College of Law Honor Code, the University of Idaho Student Code of Conduct, and all other applicable codes of conduct at the University of Idaho. Each College and Program agrees to notify the other if a student enrolled in the Concurrent Program is disciplined, suspended, expelled or put on probation for academic or other reasons. If a student is officially disciplined by either College or Program for any reason, the Program Advisors will review these actions and make a decision whether the student will be dropped from the Concurrent Program. Students enrolled in the Concurrent Program must agree to waive their right to confidentiality to the extent necessary to effectuate this provision.

7. Effective Date

This Agreement will be effective Fall semester of 2019.

8. Notices.

In the event either the UI College of Law or the Department of Agricultural Economics and Rural Sociology effects any change to its curriculum which affects the Concurrent Program, or in the event that any action by the University of Idaho affects any aspect of the Concurrent Program, notice of such event shall be given to the other party in writing by the following means:

To the College of Law:

By email to the email address of the Law Associate Dean, with a paper copy mailed by U.S. Post to:

University of Idaho College of Law
875 Perimeter Drive MS 2321
Moscow, Idaho 83844-2321
Attention: Associate Dean for Administration and Students.

To the MS program:

By email to the email address of the Chair of the Department of Agricultural Economics and Rural Sociology, with a paper copy mailed by U.S. Post to:

University of Idaho
Department of Agricultural Economics and Rural Sociology
875 Perimeter Drive MS 2334
Moscow, ID 83844-2334
Attention: Department Chair

October 20, 2017

The University of Idaho College of Law, College of Agricultural and Life Sciences, and the College of Graduate Studies approve this Agreement to create a concurrent J.D./M.S. degree in Law and Applied Economics.

For the University of Idaho, Office of the Provost

John Wiencek
Provost and Executive Vice President

2/28/19
Date

For the University of Idaho, College of Graduate Studies

Jerry McMurtry
Dean, College of Graduate Studies

2/27/19
Date

For the University of Idaho College of Law

Jerrold Long
Dean, College of Law

11/9/18
Date

For the University of Idaho College of Agricultural and Life Sciences

Michael Parrella
Dean, College of Agricultural and Life Sciences

11/2/18
Date

UCC-19-051

Teaching and Advising Committee
Proposed Catalog Changes

E - Grades

E-1. Grading System

E-1-a

For purposes of reporting and record, academic work is graded as follows: A+, A ~~- superior~~; A-; B+; B ~~- above average~~; B-; C+; C ~~- average~~; C-; D+; D ~~- below average~~, D-; F-failure; I-incomplete work of passing quality (see regulation F); W-withdrawal; WA-withdrawal to audit; WU-withdrawal from the university; P-pass (see below); IP-in progress (see E-2); N-unsatisfactory and must be repeated (used only in ENGL 101 ad ENGL 102); S-satisfactory (used only in CEU courses); CR-Credit, and NC-No Credit (may be used only in professional development courses).

E-1-b

Grades of P may be reported at the option of the department on a course-by-course basis in noncompetitive courses such as practicum, internship, seminar, and directed study. Grades of P are also reported in courses carrying the statement, "Graded P/F," in the course description. In courses in which Ps are to be used, the method of grading will be made known to the students at the beginning of the semester, and the grading system will be uniform for all students in the courses. Grades under the pass-fail option are not affected by this regulation because the conversion of the regular letter grade is made by the registrar after instructors turn in the class rosters.

E-1-c

Midsemester grades in undergraduate courses must also conform to the above regulations. It is permissible to report Ps at midsemester ONLY in courses that have been approved for grading on this basis.

E-2. In-Progress (IP) Grades.

E-2-a. Grades in Undergraduate Senior Thesis or Senior Project

The grade of IP (in progress) may be used to indicate at least minimally satisfactory progress in undergraduate courses such as senior thesis or senior project that have the statement "May be graded IP" in the course description. When the thesis or project is accepted, the IP grades are to be removed (see E-2-c). Grades of IP in undergraduate

courses are considered to represent grades of at least C or P. If, in any given semester, the instructor considers the student's progress unsatisfactory, an appropriate letter grade (D or F) should be assigned for that semester.

E-2-b. Grades in Graduate Research Courses

The grade of IP (in progress) may be used in courses 500 (Master's Research and Thesis), 599 (Non-thesis Master's Research), and 600 (Doctoral Research and Dissertation). When the thesis, dissertation, or other research document is accepted, or when a student ceases to work under the faculty member who is supervising his or her research, the IP grades are to be removed (see below). Grades of IP in graduate courses are considered to represent at least grades of B or P. If, in any given semester, the faculty member supervising the student's research considers the student's progress unsatisfactory, a regular letter grade (C, D, or F) should be assigned.

E-2-c. Removal of IP Grades

Departments may use on a department-wide basis either the P/F grading system, or regular letter grades, as well as P, when removing the previously assigned IP grades (e.g., a student who enrolled for six credits in course 500 one semester, four credits another semester, and five credits an additional semester could have 15 credits of IP grades removed with different grades for each of the blocks of credit registered for each semester, such as six credits of A, four credits of B, and five credits of P).

E-3. Grades in Law Courses

For additional provisions applicable to grades in law courses, see the College of Law section.

E-4. Computing Grade-Point Averages

Grades are converted by assigning the following number of points per credit for each grade: A+, A (4.0); A- (3.7); B+ (3.3); B (3.0); B- (2.7); C+ (2.3); C (2.0); C- (1.7); D+ (1.3); D (1.0); D- (.7); F (0.0). In computing the grade-point average, neither credits attempted nor grade points earned are considered for the following: courses graded I, IP, P, S, W, WU, N, CR, NC, correspondence courses, continuing education units, credits earned under regulation I, or courses taken at another institution. Credit earned at non-U.S. institutions is recorded as pass (P) or fail (F), except for some courses taken through an approved study abroad program.

[The UI considers only the *Institutional* grade-point average official. Although both institutional and overall grade-point averages are printed on transcripts, the overall grade-point average (which includes transfer courses) is informational only. To calculate a grade-point average divide the *Quality Points* (course credits times the points assigned for the grade earned) by the *GPA Hours* (course credits attempted *not* including grades of I, IP, P, W, WU, or N). *Earned*

Hours indicate the total number of semester credits successfully completed (course grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, or P earned). Grades of P are included in *Earned Hours* but do not earn any quality points; grades of F are included in *GPA Hours* , but not in *Earned Hours* .]

E-5. Replacing Grades

E-5-a

Some courses are listed in this catalog as "repeatable" (i.e., the credits listed for the courses show a maximum number of credits that may be earned or show "cr arr" or "max arr" indicating that the courses may be repeated for credit without restriction as to maximum). Other courses show one credit entry for the course (e.g., "1 cr," "2 cr," etc.) and may be taken only once for credit (see procedure for repeating to replace a grade below). [See the section entitled "Credit Designations" for more information.]

E-5-b. Replacing a Grade by Repeating a Course

A student who has received a D+, D, D-, or F in a course at UI may repeat the course at the UI provided credit has not been earned in a more advanced vertically related course in the same subject area. Although all grades remain on the record, the first repeat will replace the grade and credit earned initially in the course. The second and subsequent repeats of the same course will be averaged in the student's institutional GPA. See the College of Law section for the exception to this regulation applicable to students in that college.

E-6. Reports of Grades and Grade Corrections

Grades are reported to the registrar for all courses at the end of each academic session and at mid semester for undergraduate courses (see deadlines in the academic calendar). The assignment of grades and corrections of grades are the sole prerogative of the instructor and are reported by the instructor directly to the Registrar's Office via the UI Faculty Web. All grades except I and IP (see regulation F and E-2) are considered final when assigned by an instructor at the end of a term. An instructor may request a grade correction when a computational or procedural error occurred in the original assignment of a grade. No final grade may be revised as a result of re-examination or the submission of additional work after the close of the semester. Grade corrections must be processed within one year of the end of the term for which the original grade was assigned. In the event the instructor leaves the university, the departmental administrator may assign the final grade.

University of Idaho

POLICY COVER SHEET

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

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

Chapter & Title: FSH 1566 move to FSH 1520 – University Constitution, Art.V. Sec.2 (3)

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

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

Originator(s): **Liz Brandt 2/26/19**
(Please see FSH 1460 C) Name Date
Telephone & Email: **885-7808 ebrandt@uidaho.edu**
Policy Sponsor: (If different than originator.) same
Name Date
Telephone & Email:

Reviewed by General Counsel ___Yes ____No Name & Date: _____

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

Remove language in FSH 1566 to become a footnote in 1520 the University Faculty Constitution under Article V., Sect. 2, (3). The current language in 1566 is historical information and not policy. By moving this language as a footnote we retain the historical information at the point where it is most relevant.

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

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

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

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)

1520
CONSTITUTION OF THE UNIVERSITY FACULTY

NOTE: *When the university was young, the faculty's business could be transacted quite satisfactorily in general meetings and through presidential committees. After the mid-20th century, however, the need for a representative form of government became obvious. Shortly after assuming the presidency in 1965, Ernest W. Hartung expressed great confidence in the faculty and urged it to assume the responsibilities entrusted to it by the territorial legislature and the state constitution [see 1120 A-3]. Accordingly, the Interim Committee of the Faculty, a body that performed limited academic functions for a time, recommended the establishment of a council having responsibilities and authority essentially as set forth in this constitution. The university faculty adopted the Interim Committee's recommendation on October 20, 1966, the regents approved it on November 18, 1966, and elections were held in the several colleges. The first Faculty Council assembled on February 23, 1967, with Professor Thomas R. Walenta (law) as chair; during the ensuing year, the council developed a proposed constitution of the university faculty. The document was amended and approved by the university faculty on March 20, 1968, and, with President Hartung's support, was ratified with minor amendments by the regents on September 5, 1968. The last major revision took place in 1986. In 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). In 2011 Clinical faculty rank was added and language with respect to associated faculty voting was clarified. In 2012 Faculty Senate Center Senator's role/responsibility was clarified, staff membership increased to two and the required annual venue determination removed. In July 2013 the Faculty Senate's membership was increased again by one member to represent the Student Bar Association. In 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. The text printed here includes all amendments to date (see also 1420 A-1-c). Unless otherwise noted, the text is of 1996. For more information, contact the Office of the Faculty Secretary (208-885-6151).* [ed. 7-00, rev. 7-09, 7-11, 7-12, 7-13, 7-15]

CONTENTS:

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

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

ARTICLE I--GENERAL PROVISIONS.

Section 1. Regents. The regents are vested by article IX, section 10, of the constitution of the state of Idaho with all powers necessary or convenient to govern the university in all its aspects. The regents are the authority for actions of the university faculty, and policy actions taken by the university faculty are subject to review and approval by the president and by the regents. [See 1120 A-2 and 1220 A-1.]

Section 2. President. The president of the university is both a member of and the president of the university faculty and is also the president of the other faculties referred to in section 4, below, and in article II. The president is the representative of the regents, the institution's chief executive officer, and the official leader and voice of the university. [See also 1420 A.] *[ed. 7-00]*

Section 3. Faculty Senate. This senate is empowered to act for the university faculty in all matters pertaining to the immediate government of the university. The senate is responsible to and reports to the university faculty and, through the president, to the regents. The university faculty, president, and regents retain the authority to review policy actions taken by the senate. [See III-3, V, and 1420 A-1-c.] *[ed. 7-00, 7-09]*

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). *[rev. 7-15]*

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. *[ed. 7-09]*

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. *[ed. 7-09]*

ARTICLE II--FACULTY CLASSIFICATIONS.

Section 1. University Faculty. The university faculty is comprised of the president, provost, vice presidents, deans, professors, associate professors, assistant professors, senior instructors, instructors (including those professors, associate professors, assistant professors, senior instructors, and instructors whose titles have distinguished, research, extension, clinical or visiting designations, e.g., "assistant research professor", "assistant clinical professor" and "visiting associate professor"), and lecturers who have served at least four semesters on more than half-time appointment [see 1565 G-1]. Those who qualify under this section have the privilege of participation with vote in meetings of the university faculty and the appropriate constituent faculties. *[ed. 7-99, 7-09, rev. 7-01, 7-11]*

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.] *[ed. 7-00, 7-09]*

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. *[ed. 7-00, 7-09]*

Clause B. Members of the adjunct faculty have the privilege of participation without vote in meetings of the university faculty. Members of the affiliate faculty may participate with vote in meetings of the university faculty if they have status as university faculty in their home unit. Both adjunct and affiliate faculty members have the privilege of participating in meetings of their respective constituencies of the university faculty, and may participate with vote if the bylaws of their constituent faculty so provide; however, if authorized to vote, they are not counted among the full-time-equivalent faculty members when determining the basis for the constituent faculty's representation on the Faculty Senate. *[ed. 7-09, rev. 7-11]*

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.

Section 1. Meetings. The university faculty meets at least once each semester. Meetings of the university faculty may be called at any time, with due notice, by the president. Meetings of the university faculty must be called with due notice by the president on the request of the Faculty Senate or on the written petition of 25 members of the university faculty. The president, or a member of the university faculty designated by the president, presides at meetings of the university faculty. *[ed. 7-09]*

Clause A. Venue. University faculty may participate and vote in faculty meetings by being physically present at the designated venue on the Moscow campus, or by being physically present at another designated venue (see FSH 1540 A-1) in the state that is connected via electronic video and audio link as outlined in Clause B. *[add. 7-09, rev. 7-12]*

Clause B. Participation. To be eligible for meeting participation, venues remote from the Moscow campus must be linked to the Moscow venue via compressed video link or other electronic means that conveys audio and visual signals in both directions between Moscow and the remote venue. In addition, an authorized delegate of the Secretary of the Faculty must be present at each site to facilitate meeting participation and counting and reporting of votes (see Section 3, Clause C, Secretary's delegates at remote sites). *[add. 7-09, ed. 7-12]*

Section 2. Secretary. The president appoints the secretary of the faculty from among the tenured members of the university faculty [see 1570]. The secretary is responsible for recording and distributing the minutes, tallying and recording of votes, and performs such other duties as may be assigned by the president or the university faculty. *[rev. 7-09]*

Section 3.

Clause A. Quorum, Recognition of Speakers, Recording of Votes and Delegates. A quorum consists of one-eighth of the membership of the university faculty, as defined in article II, section 1. If there is not a quorum at a faculty meeting, Faculty Senate actions reported in the agenda for that meeting have faculty approval and are forwarded to the president and regents. *[rev. 7-97, 7-09]*

Clause B. Recognition of Speakers. Participants wishing to speak at the Moscow site or at remote sites will be recognized by the presiding officer in Moscow and may obtain the floor with his/her approval. *[add. 7-09]*

Clause C. Recording of Votes. In determining the outcome of motions, the secretary will determine the number of votes for or against. The Secretary's delegate at each electronically linked site will convey votes for and against to the Secretary (see FSH 1540 A). *[add. 7-09, ed. 7-12]*

Clause D. Secretary's Delegates. Delegates at remote sites shall be members of the University Multi-Campus Communications Committee appointed by the Committee on Committees as outlined in 1640.94. *[add. 7-09]*

Section 4. Agenda. An agenda listing all subjects to be voted on, other than routine matters, must be issued to all members of the university faculty at least one week in advance of each meeting of the university faculty, except as provided in clause E. Faculty Senate actions that require approval by the university faculty must be published in full in the agenda. [See also 1420 A-1-c.] *[ed. 7-00, 7-09]*

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

direction.

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

Clause C. Resolutions Requiring Action. Ten or more members of the university faculty desiring to submit a resolution that requires action at the next meeting are to submit the signed resolution to the president at least twelve calendar days before the meeting. Such resolutions must be published in full with, and included in, the agenda. [But see 1540 B.] *[ed. 7-00]*

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

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

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

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

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

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

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

Section 5. Conduct of Students. The faculty's responsibility for approving student disciplinary regulations and the rights guaranteed to students during disciplinary hearings and proceedings are as provided in the "Statement of Student Rights," the "Student Code of Conduct," and the "University Disciplinary Process for Alleged Violations of Student Code of Conduct." [See 2200, 2300, and 2400.] *[ed. 7-14]*

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. *[ed. 7-09]*

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.] *[ed. 7-06, 7-09]*

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

Section 10. The Budget. Members of the university faculty participate in budgetary deliberations, and it is expected that the president will seek faculty advice and counsel on budgetary priorities that could significantly affect existing units of the university. [See 1640.20, University Budget and Finance Committee.] *[ed. 7-05]*

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] *[ed. 7-97, 7-09]*

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.] *[ed. 7-09]*

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.] *[ed. 7-09]*

Section 2. Structure. The senate is constituted as follows: *[ed. 7-09]*

Clause A. Elected Members. *[ed. 7-00]*

(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. *[ed. 7-09]*

(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. Those senators shall have the right to participate and vote in faculty senate meetings by means of available two-way video-audio technology located at the centers. If the available technology fails, telephone conferencing will be used. 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 and/or discipline specific. *[add. 7-09, rev. 7-12]*

(3) Faculty-at-Large. Members of the university faculty who are not affiliated with a college faculty constitute the faculty-at-large, and this constituent faculty, in accordance with procedures adopted by the faculty-at-large, elects senators to serve with vote in the senate on the same basis as provided above for college faculties.[1] ~~[See 1566.]~~ *[ed. & ren. 7-09]*

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

(4) Dean. The academic deans elect one of their number to serve with vote in the senate. *[ed. & ren. 7-09]*

(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. *[ed. & ren. 7-09, rev. 7-12]*

(6) Students. Two undergraduate students, one graduate student, and one law student serve as voting members of the senate, and the senate provides regulations governing the qualifications, terms of office, and election of student members, and procedures for filling vacancies in the student membership. [See 1580 VI.] *[ed. & ren. 7-09, rev. 7-13]*

Clause B. Members *Ex Officiis*. The president or the president's designated representative and the secretary of the faculty are members *ex officiis* of the senate, with voice but without vote. *[ed. 7-09]*

Section 3. Officers. Each year the senate elects a chair and a vice chair from among the elected faculty members of the senate. Also, each year a secretary is appointed by the chair, subject to confirmation by the senate, from among the members of the senate or from the membership of the university faculty. The appointment of a person who is not a member of the senate to serve as secretary does not carry with it membership on the senate. *[ed. 7-09]*

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]. *[ed. 7-09, rev. 7-12, 7-15]*

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. *[ed. 7-09]*

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. *[ed. 7-09]*

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.] *[ed. 7-09]*

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. *[ed. 7-09]*

Section 8. Recall. The recall of a member of the senate may be initiated by a petition bearing the signatures of at least 10 percent, or five members, whichever is greater, of the membership of the particular constituency represented. The petition must be delivered to the chair of the senate. On the receipt of a valid petition, the chair calls a meeting of the faculty of the college or other unit and appoints a chair. Charges against the member are presented in writing and the member is given adequate opportunity for his or her defense. A two-thirds majority vote by secret ballot of the members of the college or other unit present at the meeting is necessary for recall, providing the members present constitute a quorum as defined in the bylaws of the college or other unit. In the event that the vote is to recall the senator, the member may appeal the case to the senate within 10 days. If the case is appealed and the senate affirms the recall, or if the recall stands for 10 days without appeal, the members of the college or other unit elect another senator. Regular procedures are followed in replacing the recalled person, except that the chair of the senate appoints the chair of the election committee of the college or other unit. During the interval between recall and the election of a replacement, the candidate who received the next highest number of votes in the most recent election acts as the alternate in the senate with full vote. *[ed. 7-09]*

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. *[ed. 7-09]*

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.

UI FACULTY-STAFF HANDBOOK
CHAPTER ONE:
HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE March 2014

1566

APPOINTMENT TO FACULTY STATUS

~~PREAMBLE: This section discusses certain members of the Faculty at Large who were made members of that body by presidential appointment before May 13, 1986. This version of the section dates to June, 1986, replacing the 1979 version in toto. For further information, contact the Office of the Faculty Secretary (208-885-6151).~~

~~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. [See also 1520 Article V, Section 2, A-3, 3520 B-4.] [ed. 7-97, 3-14]~~

This has been moved to FSH 1520 as a foot note to Art. V, Section 2, (3).

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #21

4:15-5:00 p.m. - Tuesday, March 5, 2019
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.
- Minutes of the 2018-19 Faculty Senate Meeting #20, February 19, 2019 (vote)

III. Consent Agenda.

IV. Chair's Report.

V. Provost's Report.

VI. Unfinished Business and General Orders.

VII. Other Announcements and Communications.

VIII. Committee Reports.

Faculty Affairs (vote)
- **FS-19-063 – FSH 3320 C**– Administrator Evaluation (substitute FS-19-001) (Marty Ytreberg)

Sabbatical Committee (vote)
- **FS-19-064 – FSH 3720 –** Sabbatical Leave (Torrey Lawrence)

University Curriculum Committee (vote)
- **FS-19-065** (UCC-19-013f): Regulation J-3-f (Rebecca Frost)
- **FS-19-066** (UCC-19-052): Geological Sciences B.S. (Mark Nielsen/Leslie Baker)

Committee on Committees (vote)
- **FS-19-062 – FSH 1640.08** - Admissions Committee (Ralph Neuhaus)
- **FS-19-058** (UCC-19-048) – **FSH 1640.91** – UCC Structure Change add Law (Terry Grieb)

IX. Special Orders.

X. New Business.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate
Attachments: Minutes of 2018-2019 FS Meeting #20
FS-19-058, 62 through 66

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #20, Tuesday, February 19, 2019

Present: Brandt (w/o vote), Benedum, Bridges, Cannon (Boise), Caplan, Chopin, Dezzani, DeAngelis, Grieb (Vice Chair), Jeffery, Johnson (Chair), Keim, Kern (Coeur d'Alene), Kirchmeier, Laggis, Lee, Lambeth, McKellar (Idaho Falls), Seamon, Tibbals, Vella, Wilson (for Morgan, w/o vote), Wiencek, Wiest. **Absent**: Ellison, King, Lee-Painter, Luckhart, Morgan, Raja, Schwarzlaender. **Guests:** 8

Call to Order and Minutes. The chair called the meeting to order at 3:31 pm. A motion to approve the minutes (Dezzani/Wiest) passed unanimously.

Chair's Report.

- The chair expressed his thanks to Vice Chair Terry Grieb for covering the last senate meeting in the chair's absence.
- Senators are reminded that selection of senators to fill open terms must be completed and reported to the faculty secretary by April 15, 2019.
- Petitions requesting further consideration of items in General Curriculum Report 295 are due to aaronj@uidaho.edu by February 22, 2019.
- University Honors Program will host a Remembrance Gathering for Tom Bitterwolf on February 20 at 5:00 p.m. in the Living and Learning Center.
- The Jazz Festival is February 22-23. Senators are encouraged to attend. The chair especially noted the UI's international jazz collection on display at the Lionel Hampton School of Music.
- The Denton Darrington Lecture on Law and Government will be on February 27, 2019. The lecture, entitled "Civility, Humility and Interbranch Relations," will be given by Chief Justice Charles T. Canady, Florida Supreme Court at 4:00 p.m. PST/5:00 p.m. MST. The lecture will be live in Boise at the Idaho State Capitol Building, Lincoln Auditorium and also will be livestreamed in Moscow at the College of Law Courtroom.

A senator commented that the Jazz Festival is still in need of volunteers and asked that a last minute announcement could be included in the *Talking Points*.

Provost Report. The provost also reminded senators of the upcoming Jazz Festival. In addition, the provost called senators' attention to and expressed his appreciation for the recent panel discussion on hazing sponsored by Student Affairs and Fraternity and Sorority Life. The event, held on February 12, included parents who have lost children to deaths related to hazing was sponsored by the organization Parents United to Stop Hazing. Finally, the provost reminded senators that the annual evaluation process is coming to a close and encouraged all those with responsibility for annual evaluations to complete their work in a timely fashion.

University Curriculum Committee (UCC)(vote)

- **FS-19-059** (UCC-19-026b) – Regulation H – Final Examinations. Registrar Dwaine Hubbard presented the proposed changes to Regulation H. The changes provide that students with more than two finals in one day can re-schedule the final in the lowest enrollment class. A senator commented that it would be helpful if the registrar could digitally check for schedule conflicts and alert affected students early in the semester or even at the time of registration. Hubbard responded that the registrar's office has begun to track which classes have a scheduled final in an effort to provide such information in the future. Another senator suggested that the scheduled exam time be included with each course listing at the time of registration. Another senator pointed out that the proposed policy language is ambiguous as to whether an instructor would be required to offer an alternative exam if the student requested the change after the

deadline and the professor and student could not arrive at an accommodation. An editorial change was suggested to eliminate the ambiguity. After the editorial change, the proposed policy provides:

> "Students with more than two finals in one day may have the excess final(s) rescheduled. Students who need to have a final rescheduled should make arrangements as early in the semester as possible, but no later than two weeks prior to the start of final examination week. ~~Requests submitted after this date are left to the discretion of the instructors.~~ If voluntary accommodation is not achieved, the instructor of the class with the lowest enrollment will offer an alternative exam. The rescheduled exam will take place during one of the designated conflict exam periods or as arranged with the course instructor. Requests submitted after ~~this date~~ the deadline are left to the discretion of the instructors."

The proposal including the editorial revision passed unanimously. The chair reminded senators that the body had previously approved an amendment to Regulation H. Because of ambiguities in the first approved proposal the faculty secretary asked the University Curriculum Committee to re-consider the proposal. It was moved (Jeffrey/Chopin) that the version of Regulation H passed at this meeting be substituted for the previously approved version of Regulation H. The motion to substitute passed unanimously.

- **FS-19-060** (UCC-19-040) – Patricia Colberg from the Department of Civil and Environmental Engineering, presented the proposal to change the name of the minor in Geological Engineering to Geological and Mining Engineering. She explained that the minor has been restructured and that the name change will be helpful to students seeking careers in mining. A senator asked whether the credits listed for the elective courses of 7-12 should be 9-12. Professor Colberg confirmed and accepted this as a friendly edit. The proposed change as amended passed unanimously.
- **FS-19-061** (UCC-19-050) – Concurrent Degrees and Subsequent Baccalaureate Degrees. Registrar Hubbard presented the proposed revision to clarify that the provisions regarding subsequent degrees do not apply to students pursuing concurrent degrees. The proposal passed unanimously.

The chair introduced Cynthia Castro, Director of Student Success Initiatives, to discuss the outlook for advising. Director Castro explained that she over-sees UI's Academic Support Programs including Student Support Service TRIO, Student Athlete Support Services and Tutoring and College Success (tutoring, academic coaching, and Supplemental Instruction). She has also been asked to take on the projects of spear-heading UI's new advising structure. Recently three lead advisor positions have been created that report to Castro. Loosely, these three lead positions have responsibility for STEM programs, Liberal Arts and Retention Initiatives. Two of the positions have recently been filled through internal searches. Michael Hammes will fill the Retention Initiatives Lead Advisor position and Shawna Bertlin will fill the Lead Advisor position in Liberal Arts. These lead advisors will focus on improvising advising practices based on research, analysis, data and assessment. They also will work with VandalStar and with the Student Success Coordinator.

Currently there are a number of vacant positions in advising. A national search is underway for STEM Lead Advisor, with a March 8, 2019 first consideration date. Hammes's move to lead advisor has created an opening in the College of Science. The VandalStar Coordinator position is also vacant. Castro is working to update the position description so a search to fill this position can begin. There also is a vacant advising position in the Honors Program. Castro is working with Sandra Reineke, Director of the Honors Program, to update the position description and begin the hiring process for this position. As with the other open positions, Castro is working on updating the position description so a hiring process can begin. She explained that the UI is working to develop a uniform position description for academic advisors across disciplines. Castro also indicated that three new advisors have recently been hired. She is working to

ensure that these three new hires are ready to assist with advising once UIdaho Bound (UIB) begins or shortly after.

In addition to implementing the new structure and filling positions, the current challenges for advising include implementing effective outreach in response to early warning and mid-term grades, specifically from faculty advisors and preparing for UIB. The UI's advising season officially begins on March 25. She is working collaboratively with college leadership to support training and onboarding of new advisors. Castro specifically mentioned collaborative work with the College of Natural Resources, College of Engineering and the College of Letters Arts and Social Sciences. In addition, both lead advisors (Hammes and Bertlin) will continue to support advising in their former positions while transitioning slowly into their new lead positions. Both will take a hiatus from their lead advisor positions to meet the needs for frontline advising this spring. Also, Director Rieneke and Emily Hill will support advising for the Honors Program.

Finally, the University Advising Services team will begin work on developing a structured training program for advisors that will also have a track for interested faculty advisors. She would like to identify faculty who would be interested in assisting with this project – in particular with coordination between faculty advisors and professional advisors. Her vision is that this training would begin with the onboarding process for new advisors and would include progressive modules to address various advising needs.

A senator asked how advising would support off-campus students. Castro responded that the first step of the new structure is to focus on organization on the Moscow campus. However, she stressed that she is coordinating with individual colleges to address unique college needs. The senator suggested that advising should be up-to-date on the articulation agreements between UI and various other institutions such as North Idaho College. Castro agreed that this would be an appropriate strategy. However, it is not currently part of her focus in building an effective advising team. Once the team is in place, additional issues can be addressed.

A senator asked whether transfer students are automatically assigned directly to a faculty advisor. Castro stated that such an assignment depends on the college. If there is a need for University Advising Services to step in and support a transfer student, they will do so. For example, Castro pointed out that the College of Business and Economics supports transfer students through their college advising program. Other colleges assign students directly to a faculty advisor. The senator suggested that it will be important to have a clear protocol for transfer students regarding the relationship between faculty and professional advising. He pointed out that if a transfer student receives weak advising, the student can lose a semester or even an entire year. He stressed the need to have well communicated transfer protocols.

A senator expressed concern that the College of Science appears to have a serious unmet need for advising with one open position and Michael Hammes's move to lead advisor. Castro reminded the senator that Hammes is continuing to serve in his role as a front-line advisor while he slowly transfers to the lead position and that he will "take a pause" from a lead role during the peak advising season in order to ensure that the College of Science advising needs are met. The senator also noted that a number of the advisors were new and asked about support for them during this spring's advising season. She noted that she has put in place a process to assist these new hires to ensure that students get appropriate support.

A senator asked whether Castro could review the role and function of the lead advisors. Castro responded that the STEM and Liberal Arts lead advisor positions are similar. These two positions will provide support for front-line advisors, serve as a liaison to college faculty and administration, and be available for complex or difficult advising matters. All three lead advisors will also focus on program development and implementation. For example, Castro will be relying on the lead advisors to assist in developing training. Other programmatic issues that must be addressed include developing university wide probation

programming, working on the professional advisor to faculty advisor handoff, and formalizing the role of advisors in student onboarding initiatives such as UIB. Her vision is that the lead advisors will coordinate project teams that will develop these programs.

A senator expressed concern that the new advising structure will not support career paths of students that cross disciplines, particularly in emerging areas. He pointed out, for example, that synergies are emerging between fields such as Geography and International Studies, Statistics and Natural Resources. He asked how adaptive the new advising system will be? The provost asked the senator whether the synergies were student driven or faculty driven? The faculty member responded that they were both student and faculty driven. Castro responded that the new structure will provide the opportunity for cross-training and communication to facilitate collaboration. Her vision with the training program is that there will be different levels of training available so that some advisors can develop specialized expertise across content areas and disciplines. She also responded that the new structure will support coordination and communication among advisors who will meet regularly. The senator responded that these approaches would likely not go far enough to facilitate the type of advising he envisioned. In his view, the expertise on these innovative career paths is within the different academic departments. He stated that better connections need to be formed with faculty advisors regarding unique mixes of courses. He is suspicious that the new hierarchy will not be consistent with this need.

A senator asked whether faculty advisors will have the same training as professional advisors. She indicated that her college has a shadowing approach to training that has not been efficient. Castro responded that while they have not built the training curriculum yet, she envisions that it will include tracks for both faculty and professional advisors. She would like to identify faculty who would be interested in helping to develop the training curriculum.

A senator pointed out issues with the titles of the new lead advisors – STEM and Liberal Arts. She is in a college that has been placed in the liberal arts category but that has significant STEM activities. Castro acknowledged issues with both the titles and the organization. Given the speed of developments, loose working titles were carried forward. The provost pointed out that other colleges such as CNR have similar issues. It was suggested that these should simply be labeled “Group 1” and “Group 2”. Castro stated that she is open to thoughts and ideas about how to address these sorts of organizational issues.

Castro concluded by stating that she is thankful that faculty are asking how to help advance the new advising structure. She stressed that faculty support is crucial to make advising a success. Her intent is to put students first in working through issues with the new structure. Castro welcomed questions and concerns. She especially encouraged faculty to participate in UIB advising on March 23 and March 30. Faculty presence contributes to the success of these events. Finally, in the long term, she encouraged faculty to participate in training opportunities regarding advising.

A senator commented that she has experienced gaps in advising for students who transfer to UI from North Idaho College. She stated that we are losing these students.

The chair thanked Castro for her presentation.

The agenda having been completed, a motion (Dezzani/Jeffery) to adjourn passed unanimously. The meeting was adjourned at 4:22 p.m.

Respectfully Submitted,
Liz Brandt, Faculty Secretary & Secretary to the Faculty Senate

University of Idaho

POLICY COVER SHEET

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

[3/09]

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

Chapter & Title: FSH 3320 – Annual Evaluation policy

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.
*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s): **Marty Ytreberg** **Feb. 20, 2019**
(Please see FSH 1460 C) Name Date
Telephone & Email: **208-885-6908** **ytreberg@uidaho.edu**

Policy Sponsor: (If different than originator.)
Name Date
Telephone & Email:

Reviewed by General Counsel ___Yes __X__No Name & Date: _____

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

FAC approved new version of Admin Eval. to substitute earlier version passed Fall 2018. This revision includes language with regard to a faculty initiated review, and on how confidential feedback will be collected.

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)

FS-19-063 (FS-19-001-Substitute) - FSH 3320 C. – Administrator Evaluation

C. ANNUAL PERFORMANCE EVALUATION AND REVIEW OF ADMINISTRATORS HOLDING FACULTY APPOINTMENTS. This policy applies to all administrators holding faculty appointments including, but not limited to, those reporting directly to the provost and deans.

C-1. Annual Performance Evaluation of Administrators. Each administrator holding an appointment as a faculty member shall complete a position description pursuant to FSH 3050, and shall complete the annual performance evaluation process described above. The performance evaluation shall be conducted by the person to whom the administrator directly reports. The evaluator shall seek input from the unit administrator of the unit in which the administrator holds a faculty appointment regarding the evaluation of Teaching and Advising, Scholarship and Creative Activities and Outreach and Extension to the extent the administrator's position description includes expectations in these areas. The evaluator shall also review the administrator's performance in the area of University Service and Leadership. An administrator's annual performance evaluation shall be completed using the Faculty Annual Performance Evaluation form appended to this policy. The review shall state whether the administrator met or did not meet expectations.

C-2. This annual evaluation of administrators in the area of University Service and Leadership shall focus on the responsibilities set forth in FSH 1420, if applicable, the responsibilities set forth in the unit bylaws, if applicable, and the expectations set forth in the administrator's position description. The evaluator shall ensure that faculty and staff interacting with the administrator have the opportunity to provide confidential feedback regarding the administrator's performance to the evaluator. ~~The Evaluator may use Form 2 (linked at the bottom of this policy) or other mechanisms to gather such feedback~~All feedback will be collected by Institutional Effectiveness and Accreditation (IEA) to maintain confidentiality.

C-3. No Expectation of Continued Service. Administrators do not have an expectation of continued service in their administrative appointments. The President, Provost and/or Dean may determine at any time that it is not in the best interest of the university, college or unit that the administrator continue to serve in his or her administrative capacity.

C-4. Review Initiated by Faculty. An administrator review may be initiated through a petition signed by at least 50% of the faculty members in the unit and delivered to the provost. The names of faculty signing the petition shall be maintained in confidence by the provost.

1. A review under this sub-section shall be conducted by a three person committee appointed by the provost or dean composed of at least one individual in similar positions to the administrator as well as at least one tenured faculty member from the unit. The review shall focus on the administrator's performance of the responsibilities.

2. The committee shall consider the following information:

a. Any report submitted by the administrator regarding their performance;
b. Input from the administrator's supervisor regarding their performance;
c. Input from the faculty and staff in the unit;
d. Input from other constituencies that engage with the administrator.

3. The committee shall prepare a written report summarizing its findings and recommendations regarding the administrator's performance. This report shall be provided to the administrator. The administrator shall have the opportunity to respond to the committee report. The committee report, and any response, shall be forwarded to administrator's supervisor and the provost.

4. The supervisor and provost may provide further feedback and performance recommendations to the administrator based on the report.

5. Upon completion, the supervisor or provost shall notify the faculty in the unit of the review.

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] ☐ Addition X Revision* ☐ Deletion* ☐ Emergency
Minor Amendment X
Chapter & Title: 3720 Sabbatical Leave

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

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

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

Originator(s): **Tara MacDonald 2/5/19 (and SLEC)**
(Please see FSH 1460 C) Name Date
Telephone & Email:

Policy Sponsor: (If different than originator.) Same
Name Date
Telephone & Email:

Reviewed by General Counsel _x__Yes ____No Name & Date: __Kim Rytter 2/8/19_____

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.
1)minor edits to the policy to clarify language (specifically about timelines and eligibility)
2) taking the evaluation form out of the policy itself, so that we can make changes as a committee as needed
3) edit to the cover page to clarify that we need letters from both the dean and chair, but that they no longer need to sign the cover sheet.
4) title change plus add a sentence to clarify the effect a sabbatical has on disability benefits.

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. July 1

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)

UI FACULTY-STAFF HANDBOOK
CHAPTER THREE:
EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF January 2018

3720
SABBATICAL ~~LEAVE~~STATUS

PREAMBLE: This section describes the terms of eligibility for sabbatical ~~leave~~ for UI faculty. The policy is derived from, and incorporates all of, the State Board of Education, Governing Policies and Procedures, II-G. 3 b. This section was an original part of the 1979 Handbook *and has been changed in only editorial ways since. In 2016 changes were made to clarify process and to ensure that any ~~SLEC~~SEC member, who submits a sabbatical application while serving on the committee, recuse themselves from all evaluations during said period. In 2018 this policy was revised and reorganized to better reflect process and to remove the recusal language added in 2016 which was found to cause more problems than it solved. Except where explicitly noted, the text is as of July 1996. Further information is available from the current chair of the Sabbatical ~~Leave~~ Evaluation Committee.* [ed. 6-09, rev. 7-16, 1-18]

CONTENTS:

A. General Policy
B. Purpose
C. Period of ~~Leave~~Sabbatical and Restrictions on Service and Salary
D. Application for Sabbatical ~~Leave~~Status
E. Criteria and Rating System Used in Evaluating Applications
F. Schedule for Applying
G. Position Description and Annual Performance Evaluation
H. Changes in or Cancellation of Sabbatical ~~Leave~~
I. Return

A. GENERAL POLICY. Members of the UI faculty [see 1520 II-1] having completed six years of ~~employment~~ full-time employment at the University of Idaho ~~in a tenure track appointment at~~ who are~~is~~ tenured by the time the ~~leave~~sabbatical is to be effective may be granted sabbatical ~~leave~~ status. A faculty member who is untenured, but expects a tenure decision by the time the sabbatical ~~leave~~ is to be taken, may submit an application. Tenured faculty may apply for additional sabbaticals provided that six full academic years have elapsed since the end of the most recent sabbatical and the beginning of the requested sabbatical ~~leave~~.

A-1. Sabbatical Status. Employees in sabbatical status retain all regular employment benefits except short term and long term disability. Faculty are advised to contact Benefit Services in HR to discuss how a sabbatical ~~leave~~ may impact their benefits.

A-2. Fiscal Year Cross-over. In addition, in the event a sabbatical ~~leave~~ will cross over to a new fiscal year, the faculty member is strongly advised to discuss whether, and what impact, the ~~leave~~sabbatical may have on salary.

A-3. Cooperative Extension System. Sabbatical ~~leave~~ applications by faculty members in the Cooperative Extension System (CES) are processed separately by a committee of the CES. *[ed. 7-01, 7-02, 6-09, rev. 1-18]*

B. PURPOSE. Sabbaticals ~~leaves~~ are designed to encourage scientific inquiry, research, artistic creation, clinical/technical expertise, ~~and~~ innovation in teaching or to acquire professional skills or training. *[rev. 1-18]*

C. PERIOD OF ~~LEAVE~~ SABBATICAL AND RESTRICTIONS ON SERVICE AND SALARY. A sabbatical ~~leave~~ is for one-half academic or fiscal year at full pay or one full academic or fiscal year at half pay, depending on the type of appointment held by the faculty member. Faculty on sabbatical continue to be full time employees of the University. Outside employment while on sabbatical must be disclosed per FSH 3260. *[ed. 1-11, rev. 1-18]*

D. APPLICATION FOR SABBATICAL ~~LEAVE~~. Complete applications for ~~leave~~sabbatical must be submitted to the provost or designee who will collect and forward them to the Sabbatical ~~Leave~~ Evaluation Committee (S~~L~~EC). The application must contain: *[ren. & rev. 1-18]*

D-1. Cover Page. The ~~A~~ required cover page template ~~for the cover page is included at the end of this policy and must be filled out completely~~ is available on the Provost's Office website. *[ren. & rev. 1-18]*

D-2. Abstract. Maximum length: 100 words. *[ren. 1-18]*

D-3. Description of Proposed Plan for Sabbatical. Major headings should include a detailed statement of what the applicant plans to do while on sabbatical, the objectives and significance of the proposed activities, the value of these activities to the applicant's UI obligations, the feasibility and methods of accomplishing the objectives, and the applicant's qualifications pertinent to the proposed activities. This section should consist of not more than four single-spaced typewritten pages. In the case of an application for a sabbatical crossing over the beginning of a new fiscal year, an explanation of the reasons for the timing of the sabbatical should be provided. *[rev. 7-97, ren. & rev. 1-18]*

D-4. Curriculum Vitae (CV). The applicant's CV must be on the standard University of Idaho form. *[ren. & rev. 1-18]*

D-5. Letters of recommendation. A letter of recommendation from both the applicant's college dean and ~~or~~ unit administrator (if applicable). *[ren. & rev. 1-18]*

D-6. Appendix. Letters of invitation or acceptance from persons with whom the applicant plans to work, itinerary, and other supportive documentation should be appended to the application. *[ed. 7-98, 7-02, ed. 8-11, ren. & rev. 1-18]*

E. CRITERIA AND RATING SYSTEM USED IN EVALUATING APPLICATIONS. The S~~L~~EC evaluates applications according to the criterion and rating system set forth in this policy below and makes recommendations to the provost who notifies applicants of the disposition of the application. *[ren. & rev. 1-18]*

E-1. Criteria:

a. Preparation, Thought, and Documentation: Organization of the application, originality of the idea, thoroughness, specificity, feasibility, preliminary work done on the project in addition to the planning, letters of appointment and acceptance, other documents supportive of the application, and the applicant's plans for travel, if that is an integral feature of the application. *[rev. and ren. 7-97, 1-18]*

b. Benefit to UI and Applicant: Contribution to applicant's knowledge and understanding, contribution to teaching or other assigned duties at UI, publications or other scholarly works resulting from the project, enhancement of professional status, recognition for UI, and contribution to special projects or to UI programs. *[rev. and ren. 7-97, ren. 1-18]*

c. Applicant's Record of or Potential for Research, Teaching, Service and/or Other Pertinent Activity: Publications, performances, grants, postdoctoral fellowships, sabbaticals~~leaves~~, participation in relevant professional organizations, record of achievement on previous grants and leaves (FSH 3710), evaluation by unit administrator and dean, and evidence of excellence in teaching, service, or other evidence of contribution to the university. *[rev. and ren. 7-97; ed. 7-98, 8-11, ren. 1-18]*

d. Decision: The decision as to the acceptability of an application may not be based on whether additional remuneration may be received by the sabbatical applicant. *[ren. & rev. 1-18]*

E-2. Rating System. The application will be rated by the ~~SLEC~~SEC according to the following ~~100 point~~100-point rating system: *[ren. & rev. 1-18]*

a. Merit and feasibility of the proposed sabbatical plan, 60 ~~percent~~points. *[rev. 7-97, ren. & rev. 1-18]*

b. Applicant's record or potential for research, teaching, service and/or other pertinent activity, 25 ~~percent~~points. *[add. 7-97, ren. 1-18]*

c. Length of service to UI in a tenure-track position, up to 15 ~~percent~~ points. Each year of service, counting

from the faculty member's initial appointment in a tenure track position or from their most recent sabbatical ~~leave~~, whichever is less. ~~later, is assigned a weight of one point, limited to a maximum of 15.~~ *[ren. and rev. 7-97, 1-18]*

F. SCHEDULE FOR APPLYING. Each year there are two rounds of application consideration: *[ren. & rev. 1-18]*

F-1. Round 1. Deadline March 31st. This deadline applies to:

a. Faculty with an academic year appointment planning to begin a full-year sabbatical at the start of the second fall semester after submitting the application;
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;
c. Faculty with a fiscal year appointment planning to begin a full-year sabbatical at the start of the second fiscal year after submitting the application;
d. Faculty with a fiscal year appointment planning to begin a half-year sabbatical during the second fiscal year after submitting the application.

F-2. Round 2. Deadline October 31st. This deadline applies to ~~faculty who missed the Round 1 deadline: :~~

a. Faculty with an academic year appointment planning to begin a full-year sabbatical at the start of the next fall semester;
b. Faculty with an academic year appointment planning to begin a one-semester sabbatical at the start of the next fall semester or the second spring semester after submitting the application;
c. Faculty with a fiscal year appointment planning to begin a full-year sabbatical at the start of the next fiscal year after submitting the application;
d. Faculty with a fiscal year appointment planning to begin a half-year sabbatical during the next fiscal year after submitting the application.

G. POSITION DESCRIPTION AND ANNUAL PERFORMANCE EVALUATION. Faculty members on sabbatical remain full time employees of UI. Faculty members are expected to ~~include their sabbatical purpose and goals on their position description~~ submit a new position description prior to the start of their sabbatical that reflects the appropriate change in duties while on sabbatical. Their annual performance evaluation must reflect whether the purpose and goals of the sabbatical were achieved. *[ren. & rev. 1-18]*

H. CHANGES IN ~~OR CANCELLATION OF~~ SABBATICAL. If a faculty member must change the purpose, place, or time of the sabbatical ~~leave~~, ~~or needs to cancel their leave,~~ the faculty member must submit a revised cover sheet indicating the type of change along with an updated recommendation from the dean and unit administrator, to the ~~SLEC~~SEC. The ~~SLEC~~SEC will review the change and make a recommendation to the provost for final approval. This request must state the rationale for the changes and update the sabbatical ~~leave~~ plan to reflect these changes. *[ed. 8-11, ren. & rev. 1-18]*

I. CANCELLATION OF SABBATICAL. If a sabbatical must be cancelled, the faculty member must submit written notification of cancellation to the Provost's Office along with confirmation from the dean and unit administrator (if applicable). Cancelled sabbaticals cannot be reinstated, but faculty may re-apply through the normal application process.

~~I.~~**J. RETURN.** Faculty members ~~are expected either to~~ must return to the active service of UI for at least one academic year after completion of the ~~leave~~sabbatical or ~~to~~ repay the money received from UI while on ~~leave~~sabbatical, unless the president approves a waiver of this requirement. Results of the sabbatical should be ~~detailed~~ documented on the annual performance evaluation and will serve as the official record of return and accomplishment. *[rev. 7-97, 7-02, 7-13, 7-16, ed. 8-11, ren. & rev. 1-18]*

SABBATICAL ~~LEAVE~~STATUS EVALUATION FORM *[rev. 7-97, 1-18]*

APPLICANT'S NAME _____

SEMESTER(S) APPLIED FOR _____

PURPOSE OF ~~LEAVE~~SABBATICAL _____

I--VALUE OF PLAN (Maximum 60 points)

A. Preparation, Thought, and Documentation (where appropriate) (30 points)

(For preparation and thought, consider the following: organization of the application, originality of the idea, thoroughness, specificity, feasibility, and preliminary work begun on project beyond planning; for documentation consider the following: itinerary, letters of appointment, letters of acceptance, and other supportive documentation if applicable.)

Excellent 27-30; Good 22-26; Average 16-21; Poor 8-15; Unacceptable 0-7 Points ____

B. Benefit to University and Individual (30 points)

(Consider the following: contribution to applicant's knowledge and understanding, contribution to teaching or other assigned duties at university, publications or other scholarly works resulting from project, enhancement of professional status, recognition for university, contribution to special projects or programs within university.)

Excellent 27-30; Good 22-26; Average 16-21; Poor 8-15; Unacceptable 0-7 Points ____

II. APPLICANT'S RECORD OR POTENTIAL FOR RESEARCH, TEACHING, SERVICE AND/OR OTHER PERTINENT ACTIVITY (Maximum 25 points) (25 points)

(Consider the following: publications, performances, grants, post-doctoral fellowships, leaves, sabbatical, participation in relevant organizations, record of achievement of previous grants, sabbatical and leaves, evaluation by unit administrator and dean, including their assessment of the proposed sabbatical plan and annual evaluation forms, evidence of excellence in teaching, service, or other evidence of contributions to the university, as required by the applicant's position description.) *[ed. 8-11]*

Excellent 23-25; Good 19-22; Average 13-18; Poor 8-12; Unacceptable 0-7 Points ____

III--SERVICE (Maximum 15 points)

(One point awarded for each year of service to university since the last sabbatical ~~leave~~ to a maximum of 15 points.) Points ____

EVALUATOR _____

DATE _____ Total Points ____

University Committee on General Education
Proposed Catalog Changes
Effective Summer 2019

J-3-f. American Diversity (One course) and International (One course or an approved study abroad experience)

As we live in an increasingly diverse and multicultural world, the purpose of these courses is to prepare students to understand, communicate and collaborate with those from diverse communities within the United States and throughout the world.

The American diversity courses seek to increase awareness of contemporary and historical issues surrounding the social and cultural diversity in the U.S. Students engage in critical thinking and inquiry into the issues, complexities, and implications of diversity, and how social, economic, and/or political forces have shaped American communities. Diversity includes such characteristics as ability, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic status.

One course chosen from the approved American diversity courses listed below. If a student takes a General Education course in another category that also appears on the list of approved American diversity courses, then this requirement is considered to be completed.

The international courses seek to develop an understanding of international values, belief systems and social issues that have contributed to current balances of power and cultural relations. Students develop an understanding of the roles that the United States and other countries have played in global relations and the ways cultures have interacted and influenced each other.

One course chosen from the approved international courses listed below. If a student takes a General Education course in another category that also appears on the list of approved International courses, then this requirement is considered to be completed. The international requirement may be waived if a student successfully completes an approved Summer, Fall, or Spring term abroad through the International Programs Office.

Approved American Diversity Courses:

AIST 320	Native American & Indigenous Film	3
AIST 401	Contemporary American Indian Issues	3
AIST 422	Plateau Indians	3
AIST 484	American Indian Literature	3
AMST 301	Studies in American Culture	3
ANTH 329	North American Indians	3
ANTH 350	Food, Culture, and Society	3

ARCH 411	Native American Architecture	3
COMM 432	Gender and Communication	3
COMM 491	Communication and Aging	3
CORS 232	Science on Your Plate: Food Safety, Risks and Technology	3
DAN 100	Dance in Society	3
EDCI 302	Teaching Culturally Diverse Learners	4
ENGL 380	Introduction to U.S. Ethnic Literatures	3
HIST 111	Introduction to U.S. History	3
HIST 112	Introduction to U.S. History	3
HIST 315	Comparative African-American Cultures	3
HIST 461	Idaho and the Pacific Northwest	3
HIST 462	History of the American West	3
HIST 412	Revolutionary North America and Early National Period	3
HIST 414	History and Film	3
HIST 419	Topics in the American West	3
HIST 420	History of Women in American Society	3
HIST 424	American Environmental History	3
HIST 426	Red Earth White Lies: American Indian History 1840-Present	3
HIST 431	Stolen Continents, The Indian Story: Indian History to 1840	3
ID 443	Universal Design	3
JAMM 340	Cultural Diversity and the Media	3
JAMM 445	History of Mass Media	3
MUSH 410	Studies in Jazz History	3
MUSI 101	Introduction to Music	3
POLS 101	Introduction to Political Science and American Government	3
POLS 333	American Political Culture	3
POLS 468	Civil Liberties	3
PSYC 315	Psychology of Women	3
PSYC 419	Adult Development and Aging	3
SOC 101	Introduction to Sociology	3
SOC 230	Social Problems	3
SOC 301	Introduction to Diversity and Stratification	3
SOC 423	Economic (In)Justice in the United States	3
SOC 424	Sociology of Gender	3
SOC 427	Racial and Ethnic Relations	3
SOC 431	Personal and Social Issues in Aging	3
SOC 439	Inequalities in the Justice System	3
SOC 450	Dynamics of Social Protest	3
SPAN 306	Culture and Institutions of Latin America	3
SPAN 413	Spanish American Short Fiction	3
WGSS 201	Introduction to Women's, Gender, and Sexuality Studies	3

Approved International Courses:

AFST 101	Africana Studies	3
AGEC 481	Agricultural Markets in a Global Economy	3
AGED 406	Exploring International Agriculture	3
ANTH 220	Peoples of the World	3
ANTH 261	Language and Culture	3
ANTH 462	Human Issues in International Development	3
ART 100	World Art and Culture	3
ART 213	History and Theory of Modern Design	3
ART 302	Modern Art and Theory	3
ART 303	Contemporary Art and Theory	3
ART 313	History and Theory of Modern Design	3
CHIN 110	Elementary Chinese I	4
CHIN 112	Elementary Chinese II	4
CHIN 210	Intermediate Chinese I	4
CHIN 212	Intermediate Chinese II	4
COMM 335	Intercultural Communication	3
ECON 446	International Economics	3
ECON 447	International Development Economics	3
ENGL 221	History of Film 1895-1945	3
ENGL 222	History of Film 1945-Present	3
ENVS 225	International Environmental Issues Seminar	3
FCS 411	Global Nutrition	3
FCS 419	Dress and Culture	3
FLEN 307	Institutions of the European Union	3
FLEN 308	European Immigration and Integration	3
FLEN 313	French/Francophone Literature in Translation	3
FLEN 315	French/Francophone Cinema in Translation	3
FLEN 324	Topics in German Literature in Translation	3
FLEN 331	Japanese Anime	3
FLEN 391	Hispanic Film	3
FLEN 394	Latin American Literature in Translation	3
FREN 101	Elementary French I	4
FREN 102	Elementary French II	4
FREN 201	Intermediate French I	4
FREN 202	Intermediate French II	4
FREN 301	Advanced French Grammar	3
FREN 302	Advanced French Writing Skills	3
FREN 304	Connecting French Language and Culture	3
FREN 307	French Phonetics	3
FREN 308	Advanced French Conversation	3
FREN 407	French & Francophone Literatures	3

FREN 408	French and Francophone Culture and Institutions	3
FREN 410	French and Francophone Arts	3
GEOG 165	Human Geography	3
GEOG 200	World Regional Geography	3
GEOG 260	Introduction to Geopolitics	3
GEOG 350	Geography of Development	3-4
GEOG 360	Population Dynamics and Distribution	3-4
GEOG 365	Political Geography	3
GERM 101	Elementary German I	4
GERM 102	Elementary German II	4
GERM 201	Intermediate German I	4
GERM 202	Intermediate German II	4
GERM 301	German Reading and Writing	3
GERM 302	German Listening and Speaking	3
GERM 420	Topics in German Culture & Literature - Themes	3
GERM 440	German Media	3
HIST 101	History of Civilization 1	3
HIST 102	History of Civilization 2	3
HIST 180	Introduction to East Asian History	3
HIST 270	Introduction to Greek and Roman Civilization	3
HIST 315	Comparative African-American Cultures	3
HIST 340	Modern India, 1757-1947	3
HIST 350	The Age of Enlightenment: European Culture & Ideas, 1680-1800	3
HIST 357	Women in Pre-Modern European History	3
HIST 366	Modern European Cultural and Intellectual History, 1880-1980	3
HIST 371	History of England	3
HIST 372	History of England	3
HIST 378	History of Science I: Antiquity to 1700	3
HIST 379	History of Science II: 1700-Present	3
HIST 380	Disease and Culture:History of Western Medicine	3
HIST 382	History of Biology: Conflicts and Controversies	3
HIST 388	History of Mathematics	3
HIST 414	History and Film	3
HIST 430	U.S. Diplomatic History	3
HIST 438	Modern Mexico and the Americas	3
HIST 439	Modern Latin America	3
HIST 440	Social Revolution in Latin America	3
HIST 441	Slavery and Freedom in the Americas	3
HIST 442	The Medieval Church: Europe in the Early and High Middle Ages	3
HIST 443	The Medieval State: Europe in the High and Late Middle Ages	3
HIST 445	Medieval English Constitutional and Legal History: 1066-1485	3
HIST 447	The Renaissance	3

HIST 448	The Reformation	3
HIST 449	Tudor-Stuart Britian 1485-1660	3
HIST 452	Europe in the Age of the Revolution, 1770-1880	3
HIST 456	Anti-Semitism and the Holocaust	3
HIST 457	History of the Middle East	3
HIST 460	Conspiracies and Secret Societies in History	3
HIST 466	Eastern Europe Since 1774	3
HIST 467	Russia to 1894	3
HIST 468	Russia and Soviet Union Since 1894	3
HIST 482	Japan, 1600 to Present	3
HIST 484	Modern China, 1840s to Present	3
HIST 485	Chinese Social and Cultural History	3
ID 281	History of the Interior I	3
ID 282	History of the Interior II	3
IS 325	The Contemporary Muslim World	3
IS 326	Africa Today	3
IS 350	Sports and International Affairs	3
IS 370	African Community, Culture, and Music	1-3
JAMM 490	Global Media	3
JAPN 101	Elementary Japanese I	4
JAPN 102	Elementary Japanese II	4
JAPN 201	Intermediate Japanese I	4
JAPN 202	Intermediate Japanese II	4
JAPN 301	Japanese Reading	3
JAPN 303	Japanese Speaking	3
LARC 390	Italian Hill Towns and Urban Centers	3
LAS 409	Modern Latin American Society	3
LAS 413	Spanish American Short Fiction	3
LAS 422	Mexican Culture through Cinema	3
MUSH 420	Studies in World Music	3
PHIL 367	Global Justice	3
POLS 205	Introduction to Comparative Politics	3
POLS 237	Introduction to International Politics	3
POLS 338	American Foreign Policy	3
POLS 381	European Politics	3
POLS 385	Political Psychology	3
POLS 420	Introduction to Asian Politics	3
POLS 441	Genes and Justice: Comparative Biotechnology Policy Formation	3
POLS 449	World Politics and War	3
POLS 480	Politics of Development	3
POLS 487	Political Violence and Revolution	3
SOC 336	Comparative Criminal Justice Systems	3

SOC 340	Social Change & Globalization	3
SOC 343	Power, Politics, and Society	3
SPAN 101	Elementary Spanish I	4
SPAN 102	Elementary Spanish II	4
SPAN 104	Elementary Spanish Transition	4
SPAN 201	Intermediate Spanish I	4
SPAN 202	Intermediate Spanish II	4
SPAN 301	Advanced Grammar	3
SPAN 302	Advanced Composition	3
SPAN 303	Spanish Conversation	3
SPAN 305	Culture and Institutions of Spain	3
SPAN 306	Culture and Institutions of Latin America	3
SPAN 308	Proficiency in Reading	3
SPAN 310	Spanish for the Professions I	3
SPAN 401	Readings: Spanish Literature	3
SPAN 402	Readings: Spanish American Literature	3
SPAN 409	Modern Latin American Society	3
SPAN 412	Spanish Short Fiction	3
SPAN 413	Spanish American Short Fiction	3
SPAN 419	Latin America Theatre Through Literature	3
SPAN 420	Modern Spanish Theatre Through Literature	3
SPAN 421	Bilingual and Bicultural Literature	3
SPAN 422	Mexican Culture through Cinema	3
SPAN 423	Gender and Identity in Spanish Cinema	3
THE 468	Theatre History	3

Within the J-3-e, J-3-f, J-3-g categories, students must complete a total of 18 credits.

UCC-19-052

PROPOSAL TO:

1. **Change the name of the General Geology Option to Physical Geology**
2. **Drop the Environmental Geology, Hydrogeology, Resource Exploration, and Structural Geology and Tectonics Options**
3. **Create new Environmental Hydrogeology Option**

Required course work includes the university requirements (see regulation J-3) and:

Code	Title	Hours
CHEM 111	Principles of Chemistry I	3
CHEM 111L	Principles of Chemistry I Laboratory	1
ENGL 317	Technical Writing	3
GEOG 385	GIS Primer	3
GEOL 102	Historical Geology	3
GEOL 102L	Historical Geology Lab	1
GEOL 249	Mineralogy and Optical Mineralogy	4
GEOL 290	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 423	Principles of Geochemistry	3
GEOL 490	Geology Field Camp	3
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	
Options		
Select one of the following options:		~~18~~23-34
~~General~~Physical Geology		
Environmental Hydrogeology		
~~Hydrogeology~~		
~~Resource Exploration~~		
~~Environmental Geology~~		
Geological Education		
~~Structural Geology and Tectonics~~		
Total Hours		~~69~~74-85

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Course List

A. ~~General~~ Physical Geology Option

Code	Title	Hours
GEOL 212	Principles of Paleontology	4
GEOL 335	Geomorphology	3
MATH 160	Survey of Calculus	4

Code	Title	Hours
or MATH 170	Analytic Geometry and Calculus I	
Select one of the following:		3-4
MATH 175	Analytic Geometry and Calculus II	
MATH 330	Linear Algebra	
STAT 251	Statistical Methods	
Advisor Approved Electives in Geology		9
Total Hours		**23-24**

Course List

Courses to total 120 credits for this degree

B. Environmental Hydrogeology Option

MATH 170 Analytic Geometry and Calculus I 4
MATH 175 Analytic Geometry and Calculus II 4
GEOL 309 Ground Water Hydrology 3
GEOL 410 Techniques of Groundwater Study 3

Select one of the following 4
PHYS 112 & 112LGeneral Physics II and General Physics II Lab
PHYS 212 & 212L Engineering Physics II and Laboratory Physics II
Select one of the following: 3
STAT 251 Statistical Methods
STAT 301 Probability and Statistics

Select two electives from the following: 6-8
GEOL 335 Geomorphology
GEOL 428 Geostatistics
GEOL 344 Earthquakes and Seismic Hazards
GEOL 361 Geology and the Environment
GEOL 431 Chemical Hydrology
GEOG 301 Meteorology
GEOG 401 Climatology
HYDR 409 Quantitative Hydrogeology
HYDR 412 Environmental Hydrogeology
ENGR 360 Engineering Economy
MATH 275 Analytic Geometry and Calculus III
MATH 310 Ordinary Differential Equations
MATH 330 Linear Algebra
CHEM 112&112L Principles of Chemistry II and Lab
CHEM 275&276 Carbon Compounds and Lab
CHEM 277&278 Organic Chemistry I and Lab

Total Hours 27-29

Courses to total 120 credits for this degree

~~B. Hydrogeology Option~~

~~Code~~	~~Title~~	~~Hours~~
~~GEOL 309~~	~~Ground Water Hydrology~~	~~3~~
~~or HYDR 409~~	~~Quantitative Hydrogeology~~	

Code	Title	Hours
GEOL 410	Techniques of Groundwater Study	3
MATH 170	Analytic Geometry and Calculus I	4
MATH 175	Analytic Geometry and Calculus II	4
STAT 251	Statistical Methods	3
or STAT 301	Probability and Statistics	
Select 6 credits of Hydrology electives from the following:		6
HYDR 409	Quantitative Hydrogeology	
HYDR 412	Environmental Hydrogeology	
HYDR 414	Ground Water-Surface Water Interactions	
HYDR 496	Hydrogeology Senior Thesis	
HYDR 576	Fundamentals of Modeling Hydrogeologic Systems	
Select 3 credits of Hydrogeology electives from the following if not used above:		3
BE 450	Environmental Hydrology	
CE 421	Engineering Hydrology	
ENGR 210	Engineering Statics	
HYDR 409	Quantitative Hydrogeology	
HYDR 412	Environmental Hydrogeology	
HYDR 414	Ground Water-Surface Water Interactions	
HYDR 496	Hydrogeology Senior Thesis	
HYDR 576	Fundamentals of Modeling Hydrogeologic Systems	
MATH 275	Analytic Geometry and Calculus III	
MATH 310	Ordinary Differential Equations	
SOIL 205	The Soil Ecosystem	
& SOIL 206	and The Soil Ecosystem Lab	
SOIL 415	Soil and Environmental Physics	
Total Hours		**26**

Course List

Courses to total 120 credits for this degree

C. Resource Exploration Option

Code	Title	Hours
ECON 272	Foundations of Economic Analysis	4
GEOL 212	Principles of Paleontology	4
GEOL 407	Basin Analysis	3
MATH 160	Survey of Calculus	4
or MATH 170	Analytic Geometry and Calculus I	
STAT 251	Statistical Methods	3
or STAT 301	Probability and Statistics	
Advisor Approved Electives in Geology		6
Total Hours		**24**

Course List

Courses to total 120 credits for this degree

D. Environmental Geology Option

Code	Title	Hours
GEOL 212	Principles of Paleontology	4
GEOL 335	Geomorphology	3
GEOL 309	Ground Water Hydrology	3
or HYDR 409	Quantitative Hydrogeology	
GEOL 344	Earthquakes and Seismic Hazards	3

~~Code~~	~~Title~~	~~Hours~~
~~or GEOL 361~~	~~Geology and the Environment~~	
~~MATH 160~~	~~Survey of Calculus~~	~~4~~
~~or MATH 170~~	~~Analytic Geometry and Calculus I~~	
~~Select one of the following:~~		~~3-4~~
~~MATH 175~~	~~Analytic Geometry and Calculus II~~	
~~MATH 330~~	~~Linear Algebra~~	
~~STAT 251~~	~~Statistical Methods~~	
~~Select Environmental Geology electives from the following:~~		~~9~~
~~BE 433~~	~~Bioremediation~~	
~~BE 452~~	~~Environmental Water Quality~~	
~~BIOL 115~~	~~Cells & the Evolution of Life~~	
~~& 115L~~	~~and Cells and the Evolution of Life Laboratory~~	
~~BIOL 250~~	~~General Microbiology~~	
~~& BIOL 255~~	~~and General Microbiology Lab~~	
~~CHEM 418~~	~~Environmental Chemistry~~	
~~GEOG 401~~	~~Climatology~~	
~~GEOL 410~~	~~Techniques of Groundwater Study~~	
~~SOIL 205~~	~~The Soil Ecosystem~~	
~~& SOIL 206~~	~~and The Soil Ecosystem Lab~~	
~~Select one of the following:~~		~~4~~
~~CHEM 275~~	~~Carbon Compounds~~	
~~& CHEM 276~~	~~and Carbon Compounds Lab~~	
~~CHEM 277~~	~~Organic Chemistry I~~	
~~& CHEM 278~~	~~and Organic Chemistry I: Lab~~	
~~**Total Hours**~~		~~**33-34**~~

~~Course List~~

~~**Courses to total 120 credits for this degree**~~

~~E~~C. Geological Education Option

Code	Title	Hours
BIOL 115	Cells & the Evolution of Life	3
BIOL 115L	Cells and the Evolution of Life Laboratory	1
GEOG 100	Physical Geography	3
GEOG 100L	Physical Geography Lab	1
GEOG 401	Climatology	3
GEOL 212	Principles of Paleontology	4
GEOL 335	Geomorphology	3
MATH 160	Survey of Calculus	4
or MATH 170	Analytic Geometry and Calculus I	
PHYS 103	General Astronomy	3
PHYS 104	Astronomy Lab	1
PLSC 205	General Botany	4
Select one of the following:		3-4
MATH 175	Analytic Geometry and Calculus II	
MATH 330	Linear Algebra	
STAT 251	Statistical Methods	
Total Hours		**33-34**

Course List

Courses to total 120 credits for this degree

~~F. Structural Geology and Tectonics Option~~

~~Code~~	~~Title~~	~~Hours~~
~~GEOL 335~~	~~Geomorphology~~	~~3~~
~~GEOL 344~~	~~Earthquakes and Seismic Hazards~~	~~3~~
~~GEOL 432~~	~~Geologic Development of North America~~	~~3~~
~~GEOL 498~~	~~Senior Thesis~~	~~1-4~~
~~MATH 170~~	~~Analytic Geometry and Calculus I~~	~~4~~
~~MATH 175~~	~~Analytic Geometry and Calculus II~~	~~4~~
~~or MATH 330~~	~~Linear Algebra~~	
~~**Total Hours**~~		~~**18-21**~~

~~Course List~~

~~**Courses to total 120 credits for this degree**~~

Rationale: The Geological Sciences faculty have had a lot of discussions about eliminating and streamlining our confusing degree options, which currently include General Geology, Hydrogeology, Resource Exploration, Environmental Geology, Geological Education, as well as Structural Geology and Tectonics. Based on enrollments since 2006, the faculty agreed to eliminate two options and combine the hydrogeology and environmental options into one. We are also proposing to rename the General Geology option to "Physical Geology" – mostly so it sounds more interesting, but also as a descriptor that distinguishes it from the other one. We have not made any other changes to that option. Thus we propose to have three options in the future: Physical Geology, Environmental Hydrogeology, and Geological Education.

The faculty have developed the proposed Environmental Hydrogeology option such that it combines the quantitative rigor of the old hydrogeology option with the flexibility of the old environmental option. We feel that it will offer our students good preparation for a career as well as a strong background if they choose to go on to graduate school.

After some consideration, we are proposing to keep the Geological Education option in spite of its relatively low enrollments. Hopefully, we can work with the Education faculty to revise and update this particular specialized track to meet the needs of Earth Science K1-12 teachers in the State.

This proposal does not require any new courses or any changes in faculty course loads Per the UI's Strategic Plan for Student Affairs, the UI's overall vision is to inspire students to learn, lead, thrive, and positively impact their communities throughout their lives, more specifically to develop educational opportunities that enhance student involvement and a sense of purpose and belonging, and to address behaviors that impede student success. Through the development of the new revised Environmental Hydrogeology Option, this proposal does exactly these things by using existing resources to provide our students with a career opportunity to deal with issues that every community faces (water supply, landslides, ground failures, dam safety, flood control, environmental hazards, water quality, and resource development).

Enrollment is a major component of the UI strategic plan. Prospective students in Idaho, Washington and Oregon who want to combine the outdoors aspect of geology with the career prospects of environmental science and hydrology should find the revised Environmental Hydrogeology Option at the University of Idaho very attractive

UCC-19-052

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Yellow indicates a required field. Green are fields that are optional depending on the change you are requesting. Following the appropriate department and college approvals the **department chair** will e-mail the completed form to provost@uidaho.edu.

Deadline: This form must be submitted by **October 1** for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form. Incomplete forms will be returned.

Submission Information

Dept Chair Name:	Leslie Baker	Email:	lbaker@uidaho.edu
Department/Unit:	Geological Sciences		
College:	Science		
Dept/Unit Curriculum Committee Approval Date:	08/29/2018	Vote Record:	(9-0, one absent)
Dept Chair Signature of Approval	Leslie Baker		
College Curriculum Committee Approval Date:	09/27/2018	Vote Record:	Unanimous (7-0)
Dean Signature of Approval	Ginger Carney		
Primary Point of Contact:	Mark Nielsen	Email:	markn@uidaho.edu
Briefly describe the change you are requesting:	In the B.S. Geological Sciences degree, it is requested to: 1. Change the name of the General Geology Option to Physical Geology Option. 2. Combine the existing Environmental Geology and Hydrogeology Options into a single option called the Environmental Hydrogeology Option. 3. Drop the following Options: Resource Exploration, Structural Geology and Tectonics. **Note:** officially, this amounts to dropping four of the six existing options, creating one new option (really a merging of two of those being dropped), and changing the name of one of the remaining options.		

What is the financial impact of the requested change?

	Greater than $250,000 per FY:	X	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 financial impact as there are no new courses or discontinued courses – merely a realignment of the options within the Geology major. It is hoped that enrollment is some courses may increase, but it should not exceed current capacity.

Rationale for Program Component Request or Name Change

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

UCC-19-052

The Geological Sciences faculty have had a lot of discussions about eliminating and streamlining our confusing degree options, which currently include General Geology, Hydrogeology, Resource Exploration, Environmental Geology, Geological Education, and Structural Geology and Tectonics. Based on enrollments since 2006, the faculty agreed to eliminate two options and combine the hydrogeology and environmental options into one. We are also proposing to rename the General Geology option to "Physical Geology" as a descriptor that distinguishes it from the others. We have not made any other changes to the curriculum in that option.

The faculty have developed the proposed Environmental Hydrogeology option such that it combines the quantitative rigor of the old hydrogeology option with the flexibility of the old environmental option. We feel that it will offer our students good preparation for a career as well as a strong background if they choose to go on to graduate school.

After some consideration, we are proposing to keep the Geological Education option as it currently exists. Thus, the net effect will be a Geology major with three options: Physical Geology, Environmental Hydrogeology, and Geological Education.

This proposal does not require any new courses or any changes in faculty course loads. Per the UI's Strategic Plan, our vision is to inspire students to learn, lead, thrive, and positively impact their communities throughout their lives. More specifically, we seek to develop educational opportunities that enhance student involvement and a sense of purpose and belonging, and to address behaviors that impede student success. Through the development of the new revised Environmental Hydrogeology Option, this proposal does exactly these things by using existing resources to provide our students with a career opportunity to deal with issues that every community faces (water supply, landslides, ground failures, dam safety, flood control, environmental hazards, water quality, and resource development).

Enrollment is a major component of the UI strategic plan. Prospective students in Idaho, Washington and Oregon who want to combine the outdoors aspect of geology with the career prospects of environmental science and hydrology should find the revised Environmental Hydrogeology Option at the University of Idaho very attractive.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☐Yes ☐No

If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: ☐Yes ☐No

**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*

SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

X	Create New	X	Discontinue	Implementation Date:	Summer 2019		
	Graduate Level	X	Undergraduate Level		Law Level	Credit Requirement:	120
Are new courses being created: (circle your response)				No X	Yes	**If yes**, how many courses will be created:	

If the request is for an option or emphasis, enter the associated major and degree:

Major:	Geology	CIP Code:	40.0605 Hydrology and Water Resources Science Code for Physical Geology option will remain 40.0601	Degree:	BS

Enter the name of the program component in the appropriate row:

Option:	Discontinue these options: • Environmental Geology option, • Hydrogeology option, • Resource Exploration option • Structural Geology and Tectonics option Create new option: • Environmental Hydrogeology
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Provide a summary/description of the program component using 50 words or less:

Based on analysis of job opportunities pursued by students in the current Hydrogeology and Environmental Geology option, the new Environmental Hydrogeology option merges these curricula into a single option that will better serve students interested in these areas.

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

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

UCC-19-052

The new Environmental Hydrogeology option's learning outcome goals are those of the B.S. Geological Sciences degree.
1. Graduates receiving a B.S. in Geological Sciences will demonstrate fundamental content knowledge about geologic time, Earth materials and structure, and Earth systems and processes.

2. Graduates receiving a B.S. in Geological Sciences will be proficient in discipline-specific skills including field methods, laboratory methods, mapping and geospatial analysis, experimentation and data analysis, application of principles from other fields to the solution of geological problems, and specific technical skills appropriate to their intended careers.

3. Graduates receiving a B.S. in Geological Sciences will solve geologic problems using their skills in spatial reasoning, temporal reasoning, systematic thinking, and data collection and analysis.

4. Graduates receiving a B.S. in Geological Sciences will be able to design and carry out a project, collaborate with others, and communicate their work and their results to varying audiences.

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

The faculty have developed a skills matrix to ensure that all needed skills are being taught and assessed at appropriate levels on students' path to their degrees. This matrix is based on national best practices in geological education and on American Geosciences Institute workforce survey data on important competencies for geoscience graduates.
https://serc.carleton.edu/NAGTWorkshops/departments/degree_programs/matrix.html
https://www.americangeosciences.org/workforce/data
https://www.americangeosciences.org/workforce/currents/critical-skills-necessary-development-undergraduate-geoscience-students
The faculty will annually assess overall student outcomes compared to the skills matrix and make adjustments to courses as necessary. The faculty will also assess the overall skills matrix as new workforce data become available, to ensure graduates continue to be prepared for their intended careers.

-
-

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

Findings from direct and indirect measures will lead to suggested changes in the courses, which will be implemented when the courses are next offered.

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

The learning outcome goals are directly assessed using student work products including exams, laboratory reports, maps, projects, written papers, and oral presentations in required upper-level geology classes.

Indirect assessments of learning outcomes include student scores on the ASBOG Fundamentals of Geology examination, for those students who choose to take this professional certification exam. Further indirect assessment includes tracking of student career paths upon graduation: are they finding positions that use their skills and are appropriate to their level of training?

5. When will assessment activities occur and at what frequency?

The courses used for assessment are offered yearly. These include GEOL 324 Sedimentology and Stratigraphy, GEOL 326 Igneous and Metamorphic Petrology, GEOL 345 Structural Geology, GEOL 422 Principles of Geophysics, and GEOL 490, Field Geology II (our capstone course). Assessment of students in each individual course will occur as they take it. This needs to be done individually because although some students move through as cohorts, not all students take exactly the same course sequence.
An overall faculty assessment of student outcomes based on the skills matrix and of the additional indirect measures will also be conducted yearly.

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include–

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

1640.08
ADMISSIONS COMMITTEE

A. FUNCTION. To act on applications for admission to UI in the cases of undergraduate applicants who do not meet minimum requirements for admission but who request a review (the applicant must submit additional material that reflects real promise of success in a college-level curriculum). The Admissions Committee also hears appeals from disenrollment when that disenrollment is the result of the presentation of incomplete or false information on initial application as an undergraduate at UI. Decisions of this committee may be appealed as stated in 2500. (Similar applications for admission to the College of Graduate Studies are acted on by the Graduate Council, and its decisions may be appealed as stated in 2500; those for admission to the College of Law are acted on by that college's Committee on Admissions, and its decisions may be appealed, in order, to the full faculty of the college and, when they consent to hear the appeal, to the president of the university and the regents.) *[ed. 7-00]*

A-1. This committee traditionally meets during the summer. *[add. 7-08]*

B. STRUCTURE. Three members of the faculty, director of counseling and testing center or designee, chair of Ubuntu or designee, and the following without vote: director of admissions (or designee), ~~and~~ a Student Support Services designee ~~and an academic advising designee~~ and a professional advisor. To assure a quorum alternates for the faculty positions are appointed by the chair of the Admissions Committee from a list of those who have previously served on the Committee. *[rev. 7-97, 7-06, 7-08, ed. 7-05, 4-12]*

University of Idaho

POLICY COVER SHEET

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

[3/09]

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

Chapter & Title: FSH 1640.08 – Admissions Committee

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

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

Originator(s): **Ralph Neuhaus 12/11/18**
(Please see FSH 1460 C) Name Date
Telephone & Email: **rneuhaus@uidaho.edu**

Policy Sponsor: (If different than originator.) _____
Name Date
Telephone & Email: _____

Reviewed by General Counsel ___Yes ____No Name & Date: _____n/a _____

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.

The members of the Admissions Committee are asking that a professional adviser be added as a member of the committee. (We did this at our meeting on December 4, 2018.) Most of the students that we admit are at-risk. We feel that a professional adviser has dealt with at-risk students, and will have a greater understanding of the strength and weakness of the at-risk student. The committee made no decision about whether the professional adviser will have a vote or not.

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)

University of Idaho

POLICY COVER SHEET

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

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

Chapter & Title: FSH 1640.91 – University Curriculum Committee

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

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

Originator(s): **Jerold Long** **02/01/2019**
(Please see FSH 1460 C) Name Date
Telephone & Email **208-885-4977 law-dean@uidaho.edu**

Policy Sponsor: (If different than originator.)
Name Date
Telephone & Email:

Reviewed by General Counsel ___Yes ____No Name & Date: _____

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

Unlike the other academic Colleges, the College of Law does not have a position on the University Curriculum Committee, despite the fact that University policy now requires all College of Law curricular changes be reviewed and approved by the UCC. This revision to the FSH would match the structure and membership of the UCC with the actual function of the UCC.

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

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

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

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)

Proposed Handbook Changes
Effective Summer 2019

UNIVERSITY CURRICULUM COMMITTEE

A. FUNCTION. [See 1540 B and C and also 4110 and 4120.] [ed. 7-98]

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. *[add. 7-08]*

B. STRUCTURE. One faculty member from each college except ~~Law and~~ 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. *[rev. 7-98, 7-06, 7-08, 1-09, ed. 8-12]*

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #20

3:30-5:00 p.m. - Tuesday, February 19, 2019
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.
- Minutes of the 2018-19 Faculty Senate Meeting #19, February 12, 2019 (vote)

III. Consent Agenda.

IV. Chair's Report.

- **2019 Senate Elections**

V. Provost's Report.

VI. Unfinished Business and General Orders.

VII. Committee Reports.

University Curriculum Committee (UCC)(vote)
- **FS-19-059** (UCC-19-026b) – Regulation H – Final Examinations (Mark Nielsen, Dwaine Hubbard)
- **FS-19-060** (UCC-19-040) – Geological Engineering minor name change (Patricia Colberg, John Crepeau)
- **FS-19-061** (UCC-19-050) – Concurrent Degrees (Dwaine Hubbard)

VIII. Other Announcements and Communications.

- **Advising Outlook** (Cynthia Castro)

IX. Special Orders.

X. New Business.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments: Minutes of 2018-2019 FS Meeting #19
FS-19-059 through FS-19-061

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #19, Tuesday, February 12, 2019

Present: Brandt (w/o vote), Benedum, Bridges, Cannon (Boise), Caplan, Dezzani, DeAngelis, Ellison, Grieb (Vice Chair), Jeffery, Keim, Kern (Coeur d'Alene), King, Kirchmeier, Laggis, Lee, Lee-Painter, Luckhart, McKellar (Idaho Falls), Morgan, Schwarzlaender, Seamon, Tibbals, Vella, Wiencek. **Absent**: Chopin, Johnson (Chair), Lambeth, Raja, Wiest. **Guests:** 8

Call to Order and Minutes. In the chair's absence, the vice chair called the meeting to order at 3:30 pm. A motion to approve the minutes (Dezzani/Tibbals) passed unanimously.

The vice chair welcomed Clayton King as a new senator representing ASUI.

Chair's Report.

- The vice chair reminded senators that ISEMs will be offered as part of the general education curriculum next year. In the meantime, the Vice Provost for Academic Initiatives and the Director of General Education are assembling a taskforce to review UI's general education curriculum including ISEMs and how to assess them. Faculty interested in serving on the taskforce should contact the faculty secretary (facsec@uidaho.edu).
- Sabbatical Applications for the 2020-21 academic year are due by March 29th. For information see FSH 3720 and the Provost Office webpage.
- Nominations for Honorary Degrees for December 2019 Commencement due April 15. Nomination instructions are in FSH 4930. Nominations must be submitted to provost@uidaho.edu.
- A number of events are being sponsored by the Office of Multicultural Affairs for Black History Month. On February 13 at 6:00 p.m. Dr. Ty-Ron Douglas will give the keynote address at 6:00 p.m. PST in the Vandal Ballroom.

Provost Report. The provost updated senate on the UI's student recruitment efforts. He focused on the number of applications and on the number of students who have been accepted. The UI's biggest challenge is to convert admitted students to registered students. Our primary vehicles for this are the UIdaho Bound events. At the moment, our applications for first year resident students are up 2% and our applications for first year non-resident students are up 7% and applications from transfer students are even. The provost pointed out that transfer students usually apply later in the admissions cycle. This year, as last year, UI is taking advantage of the automated admissions process instituted by the State Board of Education (SBOE). Currently we have admitted 8% more students than were admitted at this time last year. Registration for the first UIdaho Bound event is up 47%. While it is too early to make projections of next year's enrollment, these numbers are encouraging. Once prospective students apply and are admitted, UI has a greater ability to communicate with these students. The provost stressed that we have to continue to engage with prospective students until they arrive on campus.

In the past, we have experienced "summer melt" – that is, students who have registered, but who do not end up attending UI. Wiencek stressed that one of the major ways to avoid this is to get information regarding financial aid to students promptly. This year, UI will include students eligible for the Idaho Opportunity Scholarship along with the rest of their financial aid package as opposed to waiting until August when the state makes its Opportunity Scholarship determinations. The provost acknowledged that

enrollment discussions have been difficult. However, he is optimistic and encouraged faculty to stay tuned for more information and to stay engaged.

A senator asked whether students must pay an application fee when they apply. Wiencek replied that there is no application fee for residents of Idaho. He added that residents may complete the SBOE-sponsored short or easy application. This streamlined application provides enough information for UI to make an admissions decision, but not quite enough information to determine financial aid. Wiencek indicated that the UI is working with the SBOE to address this issue. He stressed that while the SBOE online application process for residents is good, it has meant that the number of applications is not as predictive of eventual enrollment as in the past. Last year when the state-wide automated application process started, the number of applications to UI soared, but enrollment was down. Hopefully, the numbers he provided at the meeting are more reliable than last year's numbers because they are comparisons to the last year (which also involved the automated application process). The senator followed up indicating that she was working with a group of non-resident tribal members. Wiencek indicated that they would be subject to the application fee as non-residents, but encouraged the senator to work with the Office of Tribal Relations and Strategic Enrollment Management regarding possible waiver of the application fee.

A senator commented that he was excited to hear that the number of admitted students was up. He asked for clarification regarding the Idaho Opportunity Scholarship program. Wiencek explained that last year the state appropriated $7 million dollars to fund Opportunity Scholarship. This year the governor has announced his intention to increase this funding by 50%. The Opportunity Scholarship is typically awarded by the state in August when students matriculate at a state institution. Awards are based on a combination of a student's academic qualifications and financial need. Because UI knows the state's formula for determining awards, we generally know which students will qualify for the Opportunity Scholarship. This year, UI is committing in advance to offer the Opportunity Scholarship amount in a student financial aid package so that students have a complete picture of their financial situation should they attend UI. When the state makes its awards of Opportunity Scholarships in August, the funds will be released to the students. The UI is assuming some risk if the state does not follow past practices regarding awards of the Opportunity Scholarship. However, we believe the risk is low and that we have the capacity to meet these commitments.

A senator asked whether Idaho residents applying to graduate school must pay an application fee. Wiencek was not certain and suggested that the senator discuss the issue with Jerry McMurtry, Dean of the College of Graduate Studies.

Faculty Staff Policy Group.

- **FS-19-052 – FSH 3730 – Retirement Privileges and Programs.** Director of Human Resources Brandi Terwilliger presented the proposal**.** She explained that Human Resources (HR) proposed the changes to align the policy with current UI practice and to remove outdated and inaccurate information. She stressed that HR continues its efforts to communicate with employees regarding benefits at retirement. A senator asked about changed cross references to other UI policies. Terwilliger explained that the prior cross-reference was incorrect. Another senator pointed out that the revisions will necessitate re-numbering. Terwilliger explained that this was an editorial matter that would be addressed by Ann Thompson, the Assistant to the Policy Coordinator. The proposed revisions were approved unanimously.

University Curriculum Committee.

- **FS-19-055** (UCC-19-045) – New Minor Plant Protection. Ed Lewis presented the proposal for the College of Agriculture and Life Sciences (CALS). He explained that the new minor will bridge the gap between plant pathology and entomology. It will be attractive to both entomology and plant

sciences students as well as to students in the College of Natural Resources studying forest production. The proposal passed unanimously.

- **FS-19-057** (UCC-19-047) – Masters of Accountancy. Professor Darryl Woolley presented the proposal for the College of Business and Economics (CBE). The proposal will add an emphasis in Audit and an emphasis in Tax to the Master of Accountancy degree. He explained that these emphases should permit students to qualify for higher paid positions.

  A senator pointed out that the proposal calls for adding two new classes that are not listed in the proposal. Woolley explained that originally the proposal was to add two 504 seminars. This caused problems because the 504 seminars cannot be easily tracked. Next year, the department will come back with a proposal to create two permanent courses.

  The proposal passed unanimously.

- **FS-19-058** (UCC-19-048) – **FSH 1640.91** – UCC Structure Change add Law. Prof. Liz Brandt presented the proposal for the College of Law. The proposal would create a permanent position for a law faculty member on UCC. She explained that originally UCC only dealt with the undergraduate curriculum. Because its role has expanded, there is a need for representation of the College of Law along with the other colleges on the committee. Vice Chair Grieb pointed out that the proposed change had not been considered by the Committee on Committees. A motion (Tibbals/DeAngelis) to postpone consideration until after review by the Committee on Committees passed unanimously.

- **FS-19-056** (UCC-19-046 & 018) – Agricultural Commodity Risk Management Certificate. This item was considered last to provide for the possibility that Chair Johnson might be able to join the meeting. In his absence, Vice Chair Grieb presented the proposal for CALS. The proposal will create a certificate focused on agricultural markets that is parallel to the certificate currently offered by CBE regarding non-agricultural markets. This certificate represents an effective cross-college collaboration and should be of interest to both agriculture and business students. The proposal passed unanimously.

New Business.

- **FS-19-053 - FSH 3340 –** Performance Evaluation of Staff Employees and
- **FS-19-054 – APM 50.21 –** Documenting and Addressing Unsatisfactory Performance of Classified Staff

The vice chair introduced Executive Director of Human Resources Wes Matthews, who presented both the proposed changes to FSH 3340 and revised APM 50.21. The vice chair explained that FSH 3340 comes to senate for approval and is not a seconded motion because it does not come from a senate committee. The APM comes to senate for information only.

Matthews began by explaining that when classified staff are hired at UI they must complete a six-month probation period. During the probation period, such staff are “at will” employees of the university. This means their employment can be terminated during the probation period for any reason, or no reason, so long as the reason is legal. After completion of this six-month probation period, employees are considered certified, meaning they may only be dismissed for cause after the appropriate process has been followed by the university. The proposed revisions eliminate confusion. Both FSH 3340 and APM 50.21 originally provided that if a classified staff member receives an unsatisfactory evaluation including after passing

certification, the employee could be "placed on probation." The use of the term "probation" in this context implied that such a staff member might be unilaterally placed in an "at will" employment situation similar to the first six months of probation and might be terminated without cause or appropriate process. The revision clarifies the language to make clear that if a "certified" classified staff employee receives an unsatisfactory evaluation after completing the initial probationary period, the employee cannot again be "placed on probation." Rather, the employee must complete a performance development plan during which the employee is still protected by cause and appropriate process protections. In addition to this revision, the proposal also contains a number of housekeeping updates.

A motion (Morgan/Lee-Painter) to approve the proposed changes was made.

A senator asked what steps the university follows once an employee is subject to a performance development plan. Matthews responded that the steps depend on the specific terms of the plan and may vary from case to case. The senator suggested that UI should adopt more formal policy regarding the handling of performance development plans to guide both employees and supervisors. Matthews agreed that such policy might be a good idea, but also emphasized the need to be flexible. The faculty secretary reminded the senator that an employee subject to a performance development plan would still be protected by the requirement for cause and appropriate process. Matthews also explained that the supervisor's HR Business Partner would work closely to ensure that the plan is appropriate.

A senator asked why cross references to FSH 3360 and 3960 were eliminated. The faculty secretary explained that each of the cross referenced policies was still in force. She indicated that such cross references often lead to inaccuracy as policies are revised.

A senator asked if the policy applied only to situations where staff are supervised by faculty. The faculty secretary responded that the policy applies to all classified staff regardless of whether the supervisor is a faculty member. The *Faculty-Staff Handbook* contains all of the UI policies relating to both staff and faculty. All of these policies must be approved by senate. The proposed policy was reviewed by Staff Council. The vice chair also offered the opportunity for the senators representing staff council to comment on the policy. They did not have comments.

The proposed revision passed with one dissenting vote.

The agenda having been completed, a motion (Dezzani/King) to adjourn passed unanimously. The meeting was adjourned at 4:24 p.m.

Respectfully Submitted,

Liz Brandt, Faculty Secretary &
Secretary to the Faculty Senate

2019 SENATORS GOING OFF

Members	Email	Phone	Address	ZIP
Johnson, Aaron, Chair (2019) *Ag/Life Sciences*	aaronj@uidaho.edu	5489	Ag Education & 4-H	2334
Benedum, Michelle, *Graduate Student*	mbenedum@uidaho.edu		Natural Resources & Society	
Cannon, John – (2019) *Boise*	johnc@uidaho.edu	364-4031	322 E. Front Str. Ste 590 Boise 83702	Boise
Chopin, Marc, (2019) *Deans' Council*	mchopin@uidaho.edu	6071	Business	3161
Ellison, Brian (2019) *CLASS*	bellison@uidaho.edu	6178	Political Science	3165
King, Clayton, *Undergraduate*	claytonk@uidaho.edu		ASUI	2535
Laggis, Zoie, *Student Bar Association*	Lagg1363@vandals.uidaho.edu		Law	2321
Lambeth, Greg (2019) *Faculty-at-Large*	lambeth@uidaho.edu	6716	Counseling & Testing	3140
Lee-Painter, David, (2019) *CLASS*	davidlp@uidaho.edu	6197	Theatre & Film	2008
Lee, Chance, *Undergraduate*	Lee8145@vandals.uidaho.edu		ASUI	2535
Seamon, Rich (2019) Law,	richard@uidaho.edu		Law	2321
Tibbals, Charles (2019) *Staff*	ctibbals@uidaho.edu	7981	CLASS	3154
Vella, Chantal, (2019) *Education*	cvella@uidaho.edu	2103	Movement Science	3080

UCC-19-026b

Office of the Registrar
Proposed Catalog Changes
Effective Summer 2019

Regulation H - Final Examinations

H-1. The last five days of each semester are scheduled as a final exam week (two-hour exams) in all divisions except the College of Law. The following provisions apply:

H-1-a. No quizzes or exams may be given in lecture-recitation periods during the week before finals week. Exams in lab periods and in physical education activity classes, final in-class essays in English composition classes, and final oral presentations in speech classes are permitted.

H-1-b. Final exams or final class sessions are to be held in accordance with the schedule approved by the Faculty Council. Instructors may deviate from the schedule only on the recommendation of the college dean and prior approval by the provost or provost's designee.

H-1-c. The final exam time will be scheduled based on the lecture portion of a course. The final exam time is based on the meeting schedule of the course section, as it exists in the class schedule for that semester. If a class meets Monday, Wednesday, and Friday, for example, the final exam time will be based on the time the class is scheduled to meet on these days. If the meeting day(s) and/or time of the lecture portion of a course change during the semester the final exam time will be scheduled based on the first meeting time.

H-1-d. Where exams common to more than one course or section are required, they must be scheduled through the Registrar's Office and are regularly held in the evening.

H-1-e. Students with more than two finals in one day may have the excess final(s) rescheduled. ~~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.~~ Students who need to have a final rescheduled should make arrangements as early in the semester as possible, but no later than two weeks prior to the start of final examination week. Requests submitted after this date are left to the discretion of the instructors. If voluntary accommodation is not achieved, the instructor of the class with the lowest enrollment will offer an alternative exam. The rescheduled exam will take place during one of the designated conflict exam periods or as arranged with the course instructor.

H-1-f. Athletic contests are not to be scheduled during finals week.

H-2. Students who miss final exams without valid reason receive Fs in the exams. Students who are unavoidably absent from final exams are required to present evidence in writing to the instructor to prove that the absence is/was unavoidable.

H-3. Instructors, with the concurrence of their departments, may excuse individual students from final exams when such students have a grade average in the course that will not be affected by the outcome of the final exam. In such instances, the grade earned before the final exam is to be assigned as the final grade.

H-4. Early final exams are permitted for students, on an individual basis, who clearly demonstrate in writing that the reasons for early final exams are compelling. Such requests require approval by the department and instructor of the course.

UCC-19-040

PROPOSAL TO CHANGE THE NAME OF THE GEOLOGICAL ENGINEERING MINOR TO GEOLOGICAL AND MINING ENGINEERING

CURRICULUM:

Required Courses		**12**
ENGR 220	Engineering Dynamics	
CE 325	Fundamentals of Hydrologic Engineering	
GEOE 465	Excavation and Materials Handling	
GEOE 407	Rock Mechanics	

Elective Courses (choose 3)		**7-12**
CE 360	Fundamentals of Geotechnical Engineering	
CE 330	Fundamentals of Environmental Engineering	
CE 421	Engineering Hydrology	
CE 460	Geotechnical Engineering Design	
GEOE 428	Geostatistics	
GEOL 111	Physical Geology for Science Majors	
GEOL 111L	Physical Geology for Science Majors Lab	
GEOL 345	Structural Geology	
GEOL 422	Principles of Geophysics	
GEOL 335	Geomorphology	
GEOL 344	Earthquakes and Seismic Hazards	
GEOL 345	Structural Geology	
GEOL 309	Groundwater Geology	
GEOL 361	Geology and the Environment	
GEOL 410	Techniques of Groundwater Study	
GEOL 422	Principles of Geophysics	
HYDR 409	Quantitative Hydrogeology	
HYDR 412	Environmental Hydrology	

~~CE 360~~	~~Fundamentals of Geotechnical Engineering~~	~~4~~
~~CE 460~~	~~Geotechnical Engineering Design~~	~~3~~
~~GEOL 111~~	~~Physical Geology for Science Majors~~	~~3~~
~~GEOL 111L~~	~~Physical Geology for Science Majors Lab~~	~~1~~
~~GEOL 345~~	~~Structural Geology~~	~~4~~
~~GEOL 422~~	~~Principles of Geophysics~~	~~4~~
~~GEOE 407~~	~~Rock Mechanics~~	~~3~~
~~GEOE 436~~	~~Geological Engineering Analysis and Design~~	~~3~~
~~HYDR 409~~	~~Quantitative Hydrogeology~~	~~3~~
~~**One approved Technical Elective in the Geotechnics area**~~		~~**3**~~

Total Hours ~~**31**~~21

Courses to total ~~31~~21 credits for this minor

Rationale: The title change of this minor from Geological Engineering to Geological and Mining Engineering emphasizes the critical importance of the courses listed in this curriculum to the mining industry. Mining is a thriving, vital component of Idaho's economy. The fields of geological engineering and mining engineering are closely allied; both programs fall under the leadership of the same professional organization: The Society for Mining, Metallurgy, and Exploration. This minor will be the only curriculum directly associated with the mining industry in the State of Idaho. The mining industry generates over 15,000 Idaho jobs and contributes over $ 1.8 B to Idaho's GDP.

No new courses are proposed. No additional workload on faculty or staff will be required. Graduates with this minor will gain expertise in fields such as geomechanics, groundwater hydrology, environmental remediation, and the mitigation of geological hazards. Students in this minor, who will also graduate with either a Geological Sciences or Civil Engineering degree, will be highly competitive for both graduate school admission and professional employment.

Specifically, the minor's educational objectives with respect to geological/mining engineering are as follows. Graduates will have proficiency in geological science topics that emphasize geologic processes, as will be assessed by the instructors' evaluations of student performance in courses and labs. Graduates will be able to visualize and solve geological, geotechnical, hydrological and mining problems in three and four dimensions, as will be assessed by the instructors' evaluation of student performance in courses. Graduates will demonstrate the ability to apply design principles in a variety of design situations as will be assessed in the form of instructor's evaluation of student performance in engineering design courses. Graduates will demonstrate a solid and broad foundation in fundamental principles, both theoretical and practical, of mathematics, science, and engineering enabling them to excel in professional employment as well as in post-graduate education, as will be assessed in terms of overall instructor's evaluation of student performance in engineering science courses. Graduates will demonstrate knowledge of the larger contexts of the application of their engineering, including global, environmental, societal, and legal concerns and will be able to communicate these concepts. This minor program will be assessed by the Department of Civil and Environmental Engineering using similar direct and indirect assessment methods as are used to assess the B.S. degree in Civil Engineering.

UCC-19-040

University of Idaho

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Yellow indicates a required field. Green are fields that are optional depending on the change you are requesting. Following the appropriate department and college approvals the **department chair** will e-mail the completed form to provost@uidaho.edu.

Deadline: This form must be submitted by **October 1** for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form. Incomplete forms will be returned.

Submission Information

Dept Chair Name:	Patricia J. S. Colberg	Email:	colberg@uidaho.edu
Department/Unit:	Civil and Environmental Engineering		
College:	Engineering		
Dept/Unit Curriculum Committee Approval Date:	10 April 2018	Vote Record:	10 yes, 0 no
Dept Chair Signature of Approval			
College Curriculum Committee Approval Date:	4 May 2018	Vote Record:	7 yes, 0 no
Dean Signature of Approval			
Primary Point of Contact:	Fritz Fiedler	Email:	fritz@uidaho.edu
Briefly describe the change you are requesting:	We are requesting the addition of "mining" to the name of the geological engineering minor		

What is the financial impact of the requested change?

	Greater than $250,000 per FY:	x	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: none

Rationale for Program Component Request or Name Change

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

The name change of this minor from Geological Engineering to Geological and Mining Engineering emphasizes the critical importance of the courses listed in this curriculum to the mining industry. Mining is a thriving, vital component of Idaho's economy. The fields of geological engineering and mining engineering are closely allied; both programs fall under the leadership of the same professional organization: The Society for Mining, Metallurgy, and Exploration. This minor is the only curriculum directly associated with the mining industry in the State of Idaho. The mining industry generates over 15,000 Idaho jobs and contributes over $1.8 B to Idaho's GDP. No new courses are proposed. No additional workload on faculty or staff will be required. Graduates with this minor gain expertise in fields such as geomechanics, groundwater hydrology, environmental remediation, and the mitigation of geological hazards. Students in this minor, who will also graduate with either a B.S. in either Geological Sciences or Civil Engineering, will be highly competitive for both graduate school admission and professional employment.

UCC-19-040

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	Geological Engineering
New Name:	Geological and Mining Engineering
Current Degree:	Minor
New Degree:	Minor
Other Details:	
Effective Date:	Fall 2019

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☑Yes ☐No

If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: ☐Yes ☑No

**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

	Create New		Discontinue	Implementation Date:			
	Graduate Level		Undergraduate Level		Law Level	Credit Requirement:	
Are new courses being created: (circle your response)		No	Yes	**If yes**, how many courses will be created:			

If the request is for an option or emphasis, enter the associated major and degree:

Major:		CIP Code:		Degree:	

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Provide a summary/description of the program component using 50 words or less:

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

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

The proposed course changes in this minor better prepare students majoring in Geological Sciences or Civil Engineering for careers in mining, geotechnology, or water resources. Specifically, the minor's educational objectives with respect to geological/mining engineering are as follows. Graduates will have proficiency in geological science topics that emphasize geologic processes. Graduates will be able to visualize and solve geological, geotechnical, hydrological and mining problems in three and four dimensions. Graduates will demonstrate the ability to apply design principles in a variety of design situations. Graduates will demonstrate a solid and broad foundation in fundamental principles, both theoretical and practical, of mathematics, science, and engineering enabling them to excel in professional employment as well as in post-graduate education. Graduates will demonstrate knowledge of the larger contexts of the application of their engineering, including global, environmental, societal, and legal concerns and will be able to communicate these concepts.

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

Since most of the students in this minor will be majoring in civil engineering, we anticipate using the same assessment processes to assess this minor. Graduates will have proficiency in geological science topics that emphasize geologic processes, as will be assessed by the instructors' evaluations of student performance in courses and labs. Graduates will be able to visualize and solve geological, geotechnical, hydrological and mining problems in three and four dimensions, as will be assessed by the instructors' evaluation of student performance in courses. Graduates will demonstrate the ability to apply design principles in a variety of design situations as will be assessed in the form of instructor's evaluation of student performance in engineering design courses. Graduates will demonstrate a solid and broad foundation in fundamental principles, both theoretical and practical, of mathematics, science, and engineering enabling them to excel in professional employment as well as in post-graduate education, as will be assessed in terms of overall instructor's evaluation of student performance in engineering science courses. Graduates will demonstrate knowledge of the larger contexts of the application of their engineering, including global, environmental, societal, and legal concerns and will be able to communicate these concepts.

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

Findings from direct and indirect measures will lead to suggested changes in the program. Assessment will be frequent enough to determine if the changes made a different in meeting the program outcomes.

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

Engineering students in this minor will be qualified to take the Fundamentals of Engineering Exam in their senior year. Geology students in the minor will be qualified to take the ASBOG exam in their senior year. The pass rates on these externally administered exams will be used to assess the quality of the program.

5. When will assessment activities occur and at what frequency?

Courses are mostly offered yearly, so assessment activities will occur on a yearly cycle, depending on enrollment.

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	x
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	x		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

Office of the Registrar
Proposed Catalog Changes
Effective Summer 2019

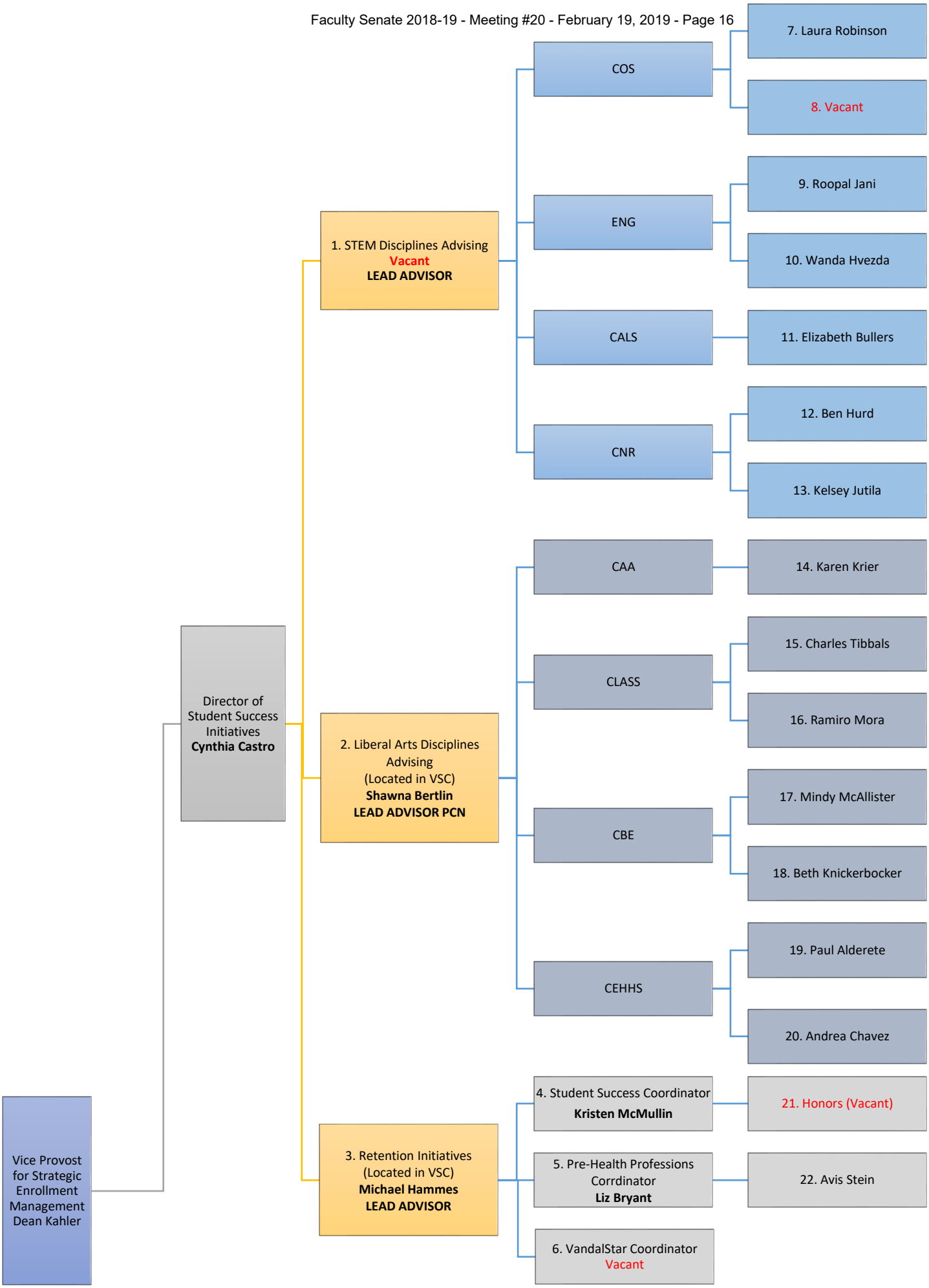
J-7. Concurrent and Subsequent Baccalaureate Degrees.

J-7-a. Concurrent Degrees.

A student may concurrently pursue degrees in one or more colleges. For exceptions to this rule, see general studies in part 4. In addition to the university requirements students must fulfill the departmental and college requirements for all degrees.

J-7-b. Subsequent Degrees.

Students who have earned a baccalaureate degree and who wish to complete the requirements for a subsequent degree must earn at least 15 credits as an undergraduate student after completion of the previous baccalaureate degree. And fulfill the university, departmental and college requirements for the second degree. For exceptions to this regulation, see general studies in part 4. This regulation does not apply to students who were concurrently pursuing two different degrees under regulation J-7-a.


Vice Provost for Strategic Enrollment Management Dean Kahler
Director of Student Success Initiatives **Cynthia Castro**
1. STEM Disciplines Advising **Vacant** **LEAD ADVISOR**
2. Liberal Arts Disciplines Advising (Located in VSC) **Shawna Bertlin** **LEAD ADVISOR PCN**
3. Retention Initiatives (Located in VSC) **Michael Hammes** **LEAD ADVISOR**
COS
ENG
CALS
CNR
CAA
CLASS
CBE
CEHHS
4. Student Success Coordinator **Kristen McMullin**
5. Pre-Health Professions Corrdinator **Liz Bryant**
6. VandalStar Coordinator Vacant
7. Laura Robinson
8. Vacant
9. Roopal Jani
10. Wanda Hvezda
11. Elizabeth Bullers
12. Ben Hurd
13. Kelsey Jutila
14. Karen Krier
15. Charles Tibbals
16. Ramiro Mora
17. Mindy McAllister
18. Beth Knickerbocker
19. Paul Alderete
20. Andrea Chavez
21. Honors (Vacant)
22. Avis Stein

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #19

3:30-5:00 p.m. - Tuesday, February 12, 2019
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.
- Minutes of the 2018-19 Faculty Senate Meeting #18, February 5, 2019 (vote)

III. Consent Agenda.

IV. Chair's Report.

V. Provost's Report.

VI. Unfinished Business and General Orders.

VII. Other Announcements and Communications.

VIII. Committee Reports.

Faculty Staff Policy Group
- **FS-19-052 – FSH 3730** – Retirement Privileges and Programs (Brandi Terwilliger)(vote)

University Curriculum Committee (UCC)(vote)
- **FS-19-055** (UCC-19-045) – New Minor Plant Protection (Brenda Schroeder)
- **FS-19-056** (UCC-19-046&018) – Agricultural Commodity Risk Management Certificate (Aaron Johnson)
- **FS-19-057** (UCC-19-047) – Masters of Accountancy (Darryl Woolley)
- **FS-19-058** (UCC-19-048) – **FSH 1640.91** – UCC Structure Change add Law (Liz Brandt)

IX. Special Orders.

X. New Business.

- **FS-19-053 - FSH 3340 –** Performance Evaluation of Staff Employees (Wes Matthews)
- **FS-19-054 – APM 50.21 –** Documenting and Addressing Unsatisfactory Performance of Classified Staff (Wes Matthews)

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments: Minutes of 2018-2019 FS Meeting #18
FS-19-052 through FS-19-058

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #18, Tuesday, February 5, 2019

Present: Brandt (w/o vote), Bridges, Cannon (Boise), Caplan, Chopin, Dezzani, Ellison, Grieb (Vice-Chair), Hormel (for DeAngelis), Jeffery, Johnson (Chair), Keim, Kern (Coeur d'Alene), King, Kirchmeier, Laggis, Lee, Lee-Painter, Luckhart, Mirkouei (for McKellar, Idaho Falls, w/o vote), Morgan, Raja, Schwarzlaender, Seamon, Tibbals, Wiest, Wiencek. **Absent**: Benedum, DeAngelis, Lambeth, McKellar (Idaho Falls), Vella **Guests:** 20

Call to Order and Minutes. The chair called the meeting to order at 3:30 pm. A motion to approve the minutes (Morgan/Dezzani) passed unanimously.

It was moved (Dezzani/Lee-Painter) that the agenda be amended to postpone the committee reports and new business until next week. The motion passed 21-1.

Chair's Report.

- The chair first noted the untimely death of Professor Tom Bitterwolf. Professor Bitterwolf was a mentor to many, a successful and admired teacher and a former chair of faculty senate. The chair called for a moment of silence in his honor.
- Senators' attention was called to the recent email from Vice Provost for Academic Initiatives Cher Hendricks and Director of General Education Dean Panttaja following up on last week's general education forum and outlining further steps to evaluate and reform UI's general education curriculum.

In anticipation of the upcoming discussion the chair reminded senators that we are still a Vandal family. He encouraged senators to be respectful and thoughtful with their comments. He also stated that senators should keep their comments brief so that every interested senator may participate. He announced that if it appears that time is running out, he will impose a time limit on comments and questions to facilitate full participation. The chair also announced procedural ground rules for the decision. Speakers must raise their hands and be recognized by the chair prior to speaking. Speakers will be called on in order. Speakers who wish to follow up on a prior comment are limited to one point and must be recognized by the chair. Comments should be directed to the chair not to other members of the body.

Provost Report. The provost noted that in recent days the university experienced a personnel matter that involved student safety and that had gotten out of control. He noted that he and the president met earlier in the day with the faculty in the School of Journalism and Mass Media (JAMM) to discuss their concerns. He noted that the president, who attended the meeting to address the issues with senate, must leave at 4:30 because of a meeting with the governor's office. At that point and with the agreement of the chair, the provost turned the podium over to President Staben.

The president attended senate to address issues that have arisen recently regarding the university's decision to place a faculty member on administrative leave and in its later decision to issue a very specific alert to campus regarding the faculty member. President Staben thanked the senate for the opportunity to have an open dialogue with those who are concerned about how the university handled the situation. He stressed that the decisions made by the university had everything to do with student, faculty and staff security needs at the time. Our campus has been scarred in the past by violence. In the matter under discussion, the administration took firm action to address a security concern that had potential to seriously impact campus security. Actions were taken in consultation with university staff who have

expertise in areas relevant to the decision. The president acted on the advice of those experts. At this point the president opened the floor for questions.

A senator asked whether the university has a policy against the use of profanity in the workplace? The president responded that he was not aware of any such policy. He stated that the use of profanity was not a direct concern of the situation.

A senator stated her belief that it is important that faculty and staff come together to celebrate our strength and our sense of safety. She emphasized that faculty and staff care about safety and about productive dialog aimed at diffusing conflicts and preventing escalation.

A senator commented that many faculty in her department and college are concerned about how the administration handled the situation. She stated that many believe that the language used in the alert was not supportive of the faculty member and the faculty member's ability to continue as part of our university community. While she did not question the initial decision to place the faculty member on administrative leave, the specifics of the alert shook her trust. She emphasized the importance of maintaining trust in a time of substantial change, increasing demands and budget shortfalls. In particular she stated that the reference in the alert to methamphetamine (meth) appeared to be intended to shut down debate regarding the situation and demeaned the faculty member by suggesting she engaged in low class behaviors. The senator suggested that the concerns expressed by the faculty member were legitimate, although her method of expression was very problematical. Finally, she suggested that the alert has put the university at risk, including financial risk, as parents are now worried about the conduct of UI faculty members. The president responded that several alternative wordings of the alert were considered. He stressed that the university's threat assessment and management team (TAMT) was unanimous in its assessment that serious security issues existed and its recommendation that an alert be issued. After discussion between the TAMT, the president, the provost and other administrators, the decision was made that the alert must contain very specific information in order to have credibility. He also stressed that the information in the alert had to be publicly available information. The information about possible meth use and access to firearms was part of a public police report. The president agreed that the alert was unusually specific, but reiterated that it was the judgment of the TAMT and administrative leaders that it was the best way to alert campus of the serious security concern.

A senator asked, given all that has happened since the alert was issued, would the president include such specific information of questionable relevance and obtained from an out-of-date report, in a future alert. President Staben responded that he believed the information disclosed was highly relevant to the specific security concern that led to the alert. He stated that it would be unlikely that such a specific alert would be appropriate in most situations. However, he stated that if the information was necessary to ensure that an appropriate alert is issued, he would include detailed specific information again.

The chair reminded the body that the TAMT and the president considered relevant personnel information that cannot be disclosed.

A senator commented that she had recently moved to Idaho and was still learning the institution. She was struck by the irony that the alert focused on the faculty member's access to firearms given that people are permitted to carry concealed firearms on campus. She stated that the inclusion of information about possible firearms possession seemed calculated to malign the faculty member and imply behavior more serious than mere gun ownership. The president agreed that there is wide access to guns in the area. However, he pointed out that persons carrying guns on campus are required by law to have an "enhanced carry permit." Relatively few enhanced carry permits have been issued. Even considering that a number of people may well be carrying guns on campus without the appropriate permit, Staben stated that there

probably are not many people carrying concealed firearms on campus. He agreed that, from this perspective, calling out the faculty member's access to firearms is odd. However, he pointed out that the alert clearly communicated the seriousness of the threat that had been identified at the time and caused members of the UI community to pay attention.

A senator pointed out that the timing of the alert seemed aimed at stopping a planned student protest. Staben responded that the intent of the alert was not to prevent the protest or to squelch it, but rather to call the attention of the community to a security threat and to protect the students participating in the protest. He noted, that the protest was postponed and took place at 6:00 p.m. He stated that the university could not prevent the protest even had that been its intent.

A senator asked whether something happened on the morning of the alert that escalated the university's security concerns. If so, she thought this would help members of the community understand the timing of the alert. The president stated that the TAMT received some new information that escalated security concerns the evening before and also during the threat assessment meeting that heightened the sense that there was an immediate security risk. President Staben also stated that the university was trying to provide the timeliest possible alert. He noted that historically the university does not have a "shining history" when it comes to giving alerts. We are trying to take a more appropriate approach to alerts. He stated that the TAMT and the President's Cabinet normally reviews the institution's actions after a major event. One thing the president thinks could have been handled more appropriately this time is to send a more timely and informative "all clear" message after the alert. The "all clear" message for this alert did not go out until the next day, long after the security concerns had been resolved.

Provost Wiencek detailed the timing of the process for issuing the alert in question. The TAMT made a recommendation that the alert be issued in the morning and proposed the language of the alert. The TAMT and larger group of administrators then consulted with the president. In this situation there were significant time constraints and concern about waiting too long to issue the alert. It was issued one hour before the protest event.

A senator asked for a more clear explanation of the role and composition of the TAMT and of the process for issuing an alert. The president responded that the TAMT included the Director of Emergency Management and Security Systems, a representative from the Office of General Counsel, the Dean of Students, the Director of the Office of Civil Rights and Enforcement, The Director of the Counselling and Testing Center, a representative from the Department of Human Resources, the Vice Provost for Faculty and a representative of the Moscow Police Department. He pointed out that depending on a situation, other experts can be called in to participate on the TAMT as needed. The TAMT convenes to consider information in as timely a way as possible given the nature of the threat. For the situation under discussion, the team convened at 9:00 a.m. Tuesday morning. The recommendation for an alert was made and a larger group of administrators was consulted to make the final decision. The larger group included the Executive Director of University Communications and Marketing, the Dean of the College of Letters Arts and Social Sciences, Provost Wiencek and the president. The Dean of Students and the police representative were not able to meet with the larger group.

A senator asked for further information about the problem that led to the situation under discussion. The president responded that he was not at liberty to disclose any facts regarding the underlying personnel situation. He stressed that the university did not take actions in response to foul language. Rather it took actions because of behavior that triggered safety concerns.

A senator asked how the university can improve our handling of conflict. President Staben responded that how we respond, depends on the nature of the conflict. He pointed out that all employees have access to

supportive help through the Employee Assistance Plan (EAP). There are also offices on campus that assist with conflict management such as the Ombuds. He agreed that we need to work to de-escalate conflict, have open discourse, and deal civilly with each other. He suggested that we might begin a campus dialog about how to deal with conflict effectively. He also pointed out that in response to increasing incidents of conflict, before the incident in question occurred, his office sent out a communication calling for the UI community to act consistently with our values. One email does not solve a problem, but he wanted to remind the community of our values and call attention to the resources available for conflict resolution.

A senator commented that he does not know many details about the underlying situation and respects that the administration cannot speak about those details. He expressed his hope that in the future that members of the university community will be able to go back and evaluate the university's actions in this situation to determine whether the response was appropriate. He asked whether there were prior issues before the situation in question or whether the current situation grew out of a single incident. The president acknowledged the frustration of many noting that as researchers and teachers we all want to analyze the facts in a rational way. However, it is not likely that we will ever be able to know the details of the current situation. Employees have a right to share information as they see fit, but the administration cannot share any information. The facts about prior incidents, if any, are protected by confidentiality and cannot be shared.

The senator followed up stating that any conversation about how to avoid such incidents, or respond more effectively, will have to be very creative in the absence of facts otherwise such evaluations devolve to anecdotes that are not helpful. Staben agreed, but suggested that it would be possible to begin conversations based on detailed hypotheticals.

A senator asked why the current alert was any more effective than past inappropriate alerts. She stated that the faculty member's administrative leave was "not disciplinary," the police did not pursue charges in November when they first interacted with the faculty member, and have indicated that they are not currently pursuing an investigation of her. Given these facts, the senator stated that it appears that the recent alert was an over-reaction and a violation of faculty rights and privileges. She asked the president to "convince us" that the alert was not an over-reaction. The president first addressed the effectiveness of past alerts. He stated that there is no question that alerts have not been handled effectively in the past. As an example, he used a situation four years ago in which an active shooter who had killed three people was at large in the city of Moscow near campus. As the events were unfolding during mid-morning, the determination was made that no alert was necessary because the events were not actually on campus. An alert was issued later in the evening after the shooter had been apprehended. The university was properly criticized because of the lateness of the alert. In the current situation, the administration wanted to send out a timely alert. The president next addressed the question of whether the administrative leave was disciplinary. He pointed out that under UI policy administrative leave is not disciplinary in nature. It is used for a number of different things such as permitting staff to attend off campus events during work hours and other reasons that an employee cannot or should not be present on campus. The university's disciplinary system for faculty is separate from administrative leave and is set forth in detail in the *Faculty-Staff Handbook*. The university is following its disciplinary process. The initial leave was just a first step and was not a determination of the need for discipline. Finally, the president stated that the alert did not arise from any disciplinary process.

A senator commented that he wanted to ensure that the record reflects that not all faculty share the concerns that have been raised regarding the alert. He stated that he appreciates the steps the administration took based on what he knows of the situation. He believes the level of detail in the alert was appropriate. Having been in an administrative position he noted that the administration was in an almost impossible situation in which it was forced to act under severe time constraints and with incomplete

knowledge of the facts. He stated his belief that faculty have to have some level of trust in the administration.

A senator stated that she wanted to revisit the conversation about conflict resolution. She asked whether administrators have been trained in conflict resolution and whether they understand the role of the ombuds. She asked whether the ombuds should be a member of the TAMT. She also suggested that administrators should be trained on conflict resolution before being expected to handle situations such as the one under question. The president responded that there has been administrative training in conflict resolution led recently by the university's former ombuds. "Administration" is a very large group, however. Some training was offered at a President's Leadership Breakfast. Also, the ombuds has offered training to many smaller groups across campus. Just the evening before, the provost convened the dean's council for leadership training that included conflict management training with the current ombuds. But the president agreed that there is a need for more training.

The chair responded to the suggestion that the ombuds should be part of the TAMT. He suggested that this would not be an appropriate role for the ombuds as they need to remain as neutral as possible. He invited Ombuds Laura Smythe, who was in the audience, to comment. Smythe stated that the ombuds should not to be part of any formal or informal process at the university. If she were a regular member of the TAMT, she would be required to take an institutional position on situations that would be inappropriate to her role as a neutral office that assists with conflict resolution and other issues.

The senator followed up suggesting that the TAMT is "skewed" in a particular direction and should be more neutral. The president responded that the TAMT is very neutral and works hard to merely assess the level of threat without taking a position on surrounding issues. He pointed out that many times the TAMT works to de-escalate situations and refer individuals to the VandalCARE Team.

Vice Provost for Faculty Torrey Lawrence followed up on the question about administrative training in conflict management. He pointed out that his office sponsors regular workshops for department administrators and associate deans. Training on conflict management is offered in this series at least annually. Such training will be offered again this spring. Attendance at the workshops is not required but is very high.

The Faculty Secretary stated that she believes the university should work to develop more resources to address mental health issues for faculty and staff. The president responded that there are significant resources available on campus. He pointed out that employees are eligible for 8 unpaid visits to a counselor as part of the EAP.

The faculty secretary followed up stating that the EAP was not an effective resource when an administrator has a faculty member in her office falling apart. The provost added that there is a possible need for more "acute" resources on campus.

A senator thanked the president for coming to senate. He noted that the faculty in his college are shaken. He suggested that in retrospect one step that might have reduced stress would have been to acknowledge the concerns more quickly and assure faculty that there would be an opportunity to discuss concerns. The president agreed with this suggestion and stated that the reaction and need for discussion had been underestimated. He is open to other opportunities for open dialog and stressed that we need to learn from these events and move on.

A senator revisited earlier comments regarding the police report that was used as the basis for the specific information in the alert. She suggested that the information about meth was not relevant to the alert and

served to severely label a colleague and make it difficult for her to return to work. She stated that in reality there was no immediate threat at the time of the alert and that a number of the faculty member's colleagues could have contacted the faculty member. She distinguished that the example given earlier by the president of a botched alert from the current situation because the president's example involved an active shooter. The current situation did not involve an active shooter. She believes it was a "big leap of faith" for the TAMT to come to the conclusion that there was a security threat when there was no active police investigation. She is concerned if another faculty member has conflict with the university, administrators will go digging into that person's past to find information that could be part of a public alert. She believes the approach of the administration will discourage employees from seeking help from the police in a crisis for fear of how the information in the police report will be used. She characterized the faculty member's behavior as a "Kafkaesque cry for help" that has been ignored by the university. The president responded that the alert was not issued to negatively affect the person about whom the alert was sent, but rather to protect the students and the entire university community. The information about meth was relevant because meth use is closely connected with a loss of impulse control and heightened level of violence. The information about meth was used in the alert because the possibility of meth use heightened the level of concern regarding the possible security risks. Also, the information was specific and publicly available. The university has an obligation to use publicly available information to protect the university community. The president admitted that the system for alerts is not perfect and that mistakes will be made. But, he also stated that the university would not make all information available at all times.

The provost commented that the alternative of waiting until shots were fired was inappropriate. *The senator responded that there was no indication that shots would be fired.* The provost responded emphasizing that the senator did not have all the facts available to her.

The president indicated he had time for one more question.

A senator stated that it was very helpful to understand the threat assessment process and stated that she intends to take information about the process back to her colleagues. She asked how the university can move forward, and regain some of the trust we have lost through this incident. The president responded that he is not certain of what the next steps should be, but that he is open to input and feedback. He appreciated the senator's actions in taking information back to her colleagues. He also affirmed his confidence in our university processes. He stated that while we may not always reach the right decision, we will not make capricious decisions.

The chair thanked President Staben for his time. He next moved to continue the Provost's Report.

The provost stated that questions had been raised about an article in the Idaho Statesman regarding the use of university reserves to fund the new arena project. He asked Vice President for Finance and Administration Brian Foisy to come forward to address the concern. Foisy stated that at this time the university is still $3 million short of its fundraising goal for the arena project. Nonetheless, because we are so close, we will be asking the State Board of Education (SBOE) for permission to move forward with the project. Foisy expects the gap in financing to be closed two ways. First, fundraising for the project continues. He emphasized that the university's fundraising efforts for this project have been extraordinarily successful especially when compared to similar efforts by other universities in our region. Also, many commitments for in-kind gifts such as for the wood products for the construction, have not been counted in the budget projections. Foisy confirmed that university funds would be used if the gap in the project funding is not closed through fundraising and in-kind contributions.

Foisy stated that it is an accident that the $3 million gap in funding is approximately the same as the structural budget shortfall currently being addressed through reductions in base budgets. He pointed out

that the reductions in base budgets are reductions in continuing funding whereas the funding gap for the arena project is one-time funding. He also indicated that the arena is a capital project that is funded through a separate process than the current university continuing budget process.

The provost next called senators' attention to the recent email memo regarding general education. The university will take the coming year to carefully assess our general education curriculum. A senator asked whether the university would undertake comprehensive assessment of the ISEM seminars. Vice Provost for Academic Initiatives Cher Hendricks stated that this assessment would be part of the project for the coming year. She pointed out that in the short term, students participating in the senior capstone process would be asked to participate in assessment of their ISEM experiences. The vice chair commented that in addition to learning outcomes, ISEMs may provide a baseline assessment that assists in measuring learning outcomes for the rest of students' experiences at UI. He hopes that this aspect of ISEMs will be considered as part of the conversation about how to assess them. Hendricks encouraged senators to solicit interested colleagues to participate on the taskforce and as part of the process to notify either her or Director Panttaja.

The chair thanked senators for the collegial and productive conversation of difficult issues. The chair reiterated the importance of senators communicating with their colleagues regarding the difficult issues discussed at the meeting.

A senator asked whether it would be possible for senators to make a statement in support of the community. The chair suggested that senate leadership could consider this and report back to senators. The senator followed up suggesting that there was a more urgent need for such a statement. The faculty secretary stated that the senator could propose a resolution. If not, then the issue should be considered and taken up in the future. The chair committed to address the request as soon as possible. He and the vice chair also encouraged senators to call attention to specific policy changes that might be appropriate in light of the discussion.

The agenda having been completed, a motion (Morgan/Dezzani) to adjourn passed unanimously. The meeting was adjourned at 4:54 p.m.

Respectfully Submitted,

Liz Brandt, Faculty Secretary &
Secretary to the Faculty Senate

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] ☐ Addition XX Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **FSH3730 Retirement Privileges and Programs**

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

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

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

Originator(s): (Please see FSH 1460 C)
Brandi Terwilliger (Name) **December 7, 2018** (Date)
Telephone & Email: **885-3008** **brandit@uidaho.edu**

Policy Sponsor: (If different than originator.)
Brian Foisy (Name) December 7, 2018-Reviewed and Approved (Date)
Telephone & Email: **885-7590** **brianfoisy@uidaho.edu**

Reviewed by General Counsel _X_ Yes ____ No **Name & Date:** **Kent Nelson, Reviewed/App. 12/7/18**

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.
Updated this policy to reflect accurate information and make appropriate changes to comply with Retiree settlement

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.

NA

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

If not a minor amendment forward to: _____

Policy Coordinator Appr. & Date: _____ *[Office Use Only]*	*FSH* Appr. _____ FC _____ GFM _____ Pres./Prov. _____ *[Office Use Only]*	Track # _____ Date Rec.: _____ Posted: t-sheet _____ h/c _____ web _____ Register: _____ *(Office Use Only)*
APM *F&A Appr.:* _____ *[Office Use Only]*		

UI FACULTY-STAFF HANDBOOK
CHAPTER THREE:
EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF July 2015

3730
RETIREMENT PRIVILEGES AND PROGRAMS

PREAMBLE. This section was an original part of the 1979 Handbook, *was changed in July of 1994 to add the optional retirement plan, and most recently changes were made in 2007 to the eligibility criteria and benefits available through the University of Idaho. This January 2008 version updates and supersedes all prior versions.*

The benefits and programs described in this section are governed by applicable laws and plan documents and are subject to change at any time. In the event of a conflict between this policy and the applicable law or plan document, the law or plan document will control. Employees contemplating retirement should make an appointment with a Benefit Services Specialist to verify eligibility and discuss benefits and options for retirement.

Further information regarding retirement is available from Human Resources, Benefit Services www.uidaho.edu/benefits (208-885-3697). [ed. 7-97, 7-02, 9-06, 12-06, 7-15rev. 7-07]

CONTENTS:

A. Introduction
B. State and Federal Retirement Plans
C. University of Idaho Privileges and Programs
D. Disability Retirement
E. Surviving Spouse and Children

A. INTRODUCTION. This policy describes the retirement privileges and programs available to eligible University of Idaho employees upon retirement. The University of Idaho through its Board of Regents reserves the right to change, amend or discontinue any part of the programs described within or any one or all of these programs in part or entirely at any time, to the extent allowed by law. This policy should not in any way be construed as a guarantee of continued employment.

A-1. State and Federal Retirement Plans. These include state and federal retirement plans such as the Public Employees Retirement System of Idaho (PERSI), the Idaho Optional Retirement Plan (IORP), the Civil Service Retirement System and the Federal Employees Retirement System. Eligibility criteria and benefits are determined under each plan and can be found in the respective plan documents, which are subject to change. In the event of a conflict between this policy and the plan documents, the plan documents control in all respects.

A-2. University of Idaho Retirement Privileges and Programs. These include faculty emeritus and honored staff retiree privileges, eligibility to participate in retiree health programs of the University of Idaho (Retiree Health Program).

A-2-a. Emeritus Faculty and Honored Staff Retiree Privileges. This policy sets forth the eligibility criteria for, and benefits of, honored staff retiree privileges. For faculty emeritus privileges, see FSH 1565 H. Emeritus or honored staff retiree status does not automatically confer eligibility for the Retiree Health Program. *[ed. -09]*

A-2-b. Retiree Health Program. This policy sets forth eligibility criteria for the Retiree Health Program. Information regarding specific benefits is contained in the applicable plan documents and may change. In the event of a conflict between the information in the Plan documents and those presented in this policy, the plan documents will control.

B. STATE AND FEDERAL RETIREMENT PLANS. University of Idaho employees participate in the following plans, depending on eligibility. Employee contributions are made to PERSI, IORP, the Civil Service Retirement System and the Federal Employees Retirement System through payroll deduction. The University of Idaho contributes a portion of salary and the employee contributes a portion of salary. These amounts vary from year to year. Current contribution rates are available at www.uidaho.edu/benefits under the "Retirement" menu

option. Contributions are suspended while an employee is on leave without pay, except that IORP contributions may be continued by the plan during a qualified disability if a waiver is requested and approved. *[ed. 7-15]*

B-1. Public Employees Retirement System of Idaho (PERSI). PERSI is a defined benefit retirement plan. Eligibility requirements and benefits are governed by the PERSI plan document, which is available at www.persi.idaho.gov. Employees also may contact the plan administrator listed below. The contact information can be found on the benefits website. *[ed. 7-15]*

PERSI
Public Employee Retirement System of Idaho

B-2. Idaho Optional Retirement Plan (IORP). IORP is a defined contribution retirement plan. There are currently two plan administrator choices for employees: ~~Teachers' Insurance Annuity Association/Consolidated Retirement Equities Fund (TIAA/CREF), and Variable Annuity Life Insurance Corporation (VALIC), each of which offers many different investment options~~ The contracts for plan administrators are managed through the Board of Regents. For information on the plan offerings visit the benefit webpage. Eligible employees must enroll and select a Plan administrator and self-directed investments when they become eligible. In the event that a Plan administrator and/or investment options are not elected by the employee before contributions begin, default elections and/or investments will be selected. Employee and employer contributions will be directed to the default Plan administrator and deposited within default investment choices, unless or until these have been changed by the employee. Eligibility requirements and benefits are governed by the IORP plan document. For more information, contact the plan administrator ~~listed below~~. The contact information for each can be found on the benefits website. *[ed. 7-15]*

~~TIAA-CREF~~
~~VALIC~~

B-3. Federal Retirement Plans. ~~The Civil Service Retirement System and the Federal Employees Retirement System are defined benefit plans available to c~~Certain grandfathered University of Idaho employees ~~working within the Cooperative Extension System~~are~~. Eligibility requirements and~~ eligible for ~~benefits~~ are governed by the Federal Employees Retirement System. ~~the federal government plan document and applicable federal regulations.~~ For complete information, go to www.opm.gov/retire. ~~If you need~~ For assistance, contact Benefit Services at the University of Idaho.

C. UNIVERSITY OF IDAHO RETIREMENT PRIVILEGES AND PROGRAMS.

C-1. Definitions.

C-1-a. Retirement. An employee may bring about the termination of his or her employment by resigning [see 3930 A and 3940]. Resignation is considered to be "retirement" if the employee has qualified for certain benefits based on age and length of qualified service (defined below). The effective date of retirement shall coincide with the last work day in a calendar month or last work day of a fiscal year. The last day of employment is generally the last day worked [see FSH 3710 B-9]. *[ed. 7-15] A discussion with benefit services regarding the anticipated specific date of retirement will help facilitate the transition of appropriate benefits and privileges in a seamless manner.*

C-1-b. Retiree. A retiree is a former employee who has terminated his or her employment through retirement.

C-1-c. Qualified Service. For purposes of determining retiree health program eligibility, qualified service includes service while employed at the University of Idaho in a position eligible for University of Idaho health benefits excluding those who are only eligible under the Patient Protection and Affordable Care Act

Commented [TB(1]: Contracts for plan administrators are maintained through the Board of Regents.

Commented [TB(2]: Moved from section below.

(PPACA). This PPACA group is not eligible under the University's criteria for University subsidized health benefits. Service to the University of Idaho will be counted if the employee has been on paid status at half time or greater. Employees on regular academic year appointments receive credit for twelve (12) months of service, provided all other requirements of qualified service are met. Service while employed on a temporary hourly (TH) basis will not be recognized as qualified service. Qualified service performed prior to a break in service is permanently forfeited, except as provided in C-1-e. *[rev. 7-15]*

C-1-d. Active Health Plan Enrollment. For purposes of determining eligibility for the Retiree Health Program, years of active health Plan enrollment will be counted for each fiscal Plan year in which the employee has been enrolled as the primary subscriber for dental, life and disability benefits or each year of employment in a position eligible for University of Idaho health benefits excluding those who are only eligible under the Patient Protection and Affordable Care Act (PPACA). This PPACA group is not eligible under the University's criteria for University subsidized health benefits. *[rev. 7-15]*

C-1-e. Break in Service. A break in service occurs when there is a separation from qualified service for one day or more. For purposes of this policy, after a break in service an employee forfeits all prior qualified service, unless the employee had at least five (5) years of continuous qualified service prior to the break in service. A break in service does not include the following: (1) periods of any category of approved paid or unpaid leave of absence; or (2) periods during which the employee is eligible for and has opted to remain on the lay-off roster. Information on the lay-off process is found on the HR webpage.

C-1-f. Part-time Employees. Qualified part-time employees who are employed in a health benefits eligible position are eligible for the Retiree Health Program upon retirement excluding those who are only eligible under the Patient Protection and Affordable Care Act (PPACA). This PPACA group is not eligible under the University's criteria for University subsidized health benefits. Service credit for part-time employees will be earned based on a prorated percentage of their full-time status. An employee who temporarily reduces his or her hours of work and remains employed in a health benefits eligible position may earn up to two (2) years of full-time service credit if hours have been temporarily reduced to accommodate transitioning into retirement or to accommodate a family or personal matter. In either case, the employee must obtain written approval in advance from his or her supervisor and Benefit Services. *[rev. 7-15]*

~~**C-1-g. Effective Date of Retirement.** The effective date of retirement shall coincide with the last work day in a calendar month or last work day of a fiscal year. The last day of employment is generally the last day worked [see FSH 3710 B-9]. *[ed. 7-15]*~~

Commented [TB(3]: Moved to c.1.a. per recommendation of OGC Office.

C-2. Honored Staff Retiree Privileges

C-2-a. Eligibility Requirements. Upon retirement, each member of the classified or exempt staff whose service to the University of Idaho meets one of the following criteria, and whose employment was not terminated for cause, is designated an honored staff retiree:

- **i.** Completion of 30 years of qualified service; **or**
- **ii.** Completion of 15 years of qualified service and attainment of age 64; **or**
- **iii.** Attainment of age 55 and completion of a number of years of qualified service, such that the sum of the years of age and the years of service is 80.

C-2-b. Privileges. Each member of the classified or exempt staff meeting the above eligibility requirements is awarded a presidential commendation for long and faithful service, and his or her name is entered on the list of honored staff retirees especially worthy of continued recognition as members of the University of Idaho community. Privileges available to honored staff retirees are as follows:

- **i.** Membership in the University of Idaho Retirees Association (UIRA);
- **ii.** Education privileges [see FSH ~~3740~~3760];
- **iii.** One, free non-transferable gold parking permit each year;
- **iv.** Listing in the campus directory;

Commented [TB(4]: FSH 3740 does not reference Honored Staff or Emeriti

v. Honored staff retirees who elect to maintain an active computing account will retain access to services provided by Information Technology Services (ITS) including electronic communications (e.g. – email, instant messaging, etc.), technical support, and offered software; *[rev. 7-15]*
vi. Eligibility to receive mailings (upon request), such as the University of Idaho *Register* and similar publications; **and**
vii. Inclusion in appropriate university, college, and departmental functions.

C-3. Privileges for Emeritus Faculty Retirees. Privileges for emeritus faculty retirees are enumerated in FSH 1565 E-4. *[ed. 9-07, 6-09, ed. 7-15]*

C-4. Retiree Health Program Eligibility. The Retiree Health Program is divided into four tiers of eligibility requirements and includes varying levels of benefits. Benefits offered in each tier are subject to change. Enrollment in the UI medical plan is required at the time of retirement to transition to the retiree medical plan. As part of open enrollment Benefit Services shall inform employees they must be enrolled in a UI health plan at the time of retirement in order to be eligible for the retiree health plan.

C-4-a. Tier I -- Eligibility Criteria. To qualify for Tier I, an employee must be retired and covered under the Retiree Health Program pursuant to a prior version of this policy, or meet the following criteria on or before September 30, 2007, but may retire later:

i. Hired on or before January 1, 2002; **and**
ii. Has been enrolled, or eligible to enroll, as the primary subscriber in the active health plan for at least (5) five years prior to retirement; **and** *[rev. 7-15]*
iii. Meets one of the following three criteria:
1. Has completed at least 30 years of qualified service, regardless of age; **or**
2. The sum of the number of years of age and qualified service is equal to or greater than 80, to include a minimum age of 55 years; **or**
3. Has completed at least 15 years of qualified service and attained a minimum age of at least 64 years.

C-4-b. Tier II -- Eligibility Criteria. To qualify for Tier II, an employee must meet the following criteria on or before June 30, 2011, but may retire later:

i. Hired on or before January 1, 2002; **and**
ii. Has been enrolled, or eligible to enroll, as the primary subscriber in the active health plan for at least (15) fifteen years prior to retirement; **and** *[rev. 7-15]*
iii. Meets one of the following criteria:
1. Has completed at least 30 years of qualified service, regardless of age; **or;**
2. The sum of the number of years of age, subject to a minimum age of 55 years; plus qualified service, subject to a minimum of 15 years, is equal to or greater than 80.

C-4-c. Tier III -- Eligibility Criteria. To qualify for Tier III, an employee must meet the following criteria on or after July 1, 2011, but may retire later:

i. Hired on or before January 1, 2002; **and**
ii. Has been enrolled, or eligible to enroll, as the primary subscriber in the active health plan for at least (20) twenty years prior to retirement; **and** *[rev. 7-15]*
iii. Meets one of the following criteria:
1. Has completed at least 30 years of qualified service, regardless of age; **or**
2. Has completed at least 20 years of qualified service, and the sum of the number of years of age, subject to a minimum age of 55 years, plus years of qualified service is equal to or greater than 90.

C-4-d. Tier IV -- Eligibility Criteria. To qualify for Tier IV, an employee must meet the following criteria:

i. Has been enrolled, or eligible to enroll, as the primary subscriber in the active health plan for at least (10) ten years prior to retirement; **and** *[rev. 7-15]*
ii. Has completed at least 10 years of qualified service; **and**
iii. Is at least 55 years of age. *[rev. 7-15]*

C-5. Continued Eligibility for the Retiree Health Program. Once a Retiree has qualified for the University of Idaho Retiree Health Program, the following conditions must be met for continued eligibility.

C-5-a. Retirees and their dependents must enroll in the Retiree Health Program when first eligible or they will lose eligibility. Upon eligibility for the Program, retirees will be required to make a one-time, irrevocable election of available plan options. Current retirees made this election no later than July 1, 2007. Retirees, who are enrolled in the Program; but fail to make an election will be automatically and irrevocably enrolled in the selected default Plan. Plan options and default plans may vary from year to year. Information regarding plan options and which plans will be used for default is available from Benefit Services. *[ed. 7-15]*

C-5-b. For eligible, r~~R~~etiree~~s~~s coverage is ~~are first eligible~~effective on the first of the month following ~~on the date following~~ the effective date of retirement. In order to avoid a gap in coverage between the last day of work and the first day of coverage under the Retiree Health Program, coverage for eligible retirees under the active health benefit program will continue until coverage under Retiree Health Program begins.

Commented [TB(5]: This clarifies there will not be a break in between the last day worked and the first day of coverage under the retiree plan.

C-5-c. Covered dependents are first eligible on the same date the retiree becomes eligible or on the date they later become a dependent.

C-5-d. All participants, including covered dependents, in any tier of the Retiree Health Program must elect Medicare Parts A and B as their primary payer of benefits when they first become eligible, except to the extent that federal law requires the Retiree Health Program to be primary. All participants must comply with rules set forth in the Plan document for each Plan and/or tier of eligibility with respect to Medicare Prescription Drug Coverage (Part D).

C-5-e. All participants, including covered dependents, in any tier are subject to coordination of benefits rules as set forth in the applicable plan documents.

C-5-f. If coverage under the Retiree Health Program is ended for any reason, there is no opportunity to rejoin the Program at a later date. The only exception is for a Retiree who returns to a benefit eligible position at the University of Idaho following his or her participation in the Retiree Health Program. In this instance, Retiree Health Program coverage will be temporarily suspended. After active employment ends, the Retiree will have the right of reinstatement in the same tier and Plan election(s) that applied on the original date of retirement.

C-6. Benefits. Programs offered vary from tier to tier and benefits vary within the Plans available within each tier, as set forth in the applicable plan document(s). These are subject to change without notice. ~~Such benefits include medical coverage, and may include, but are not limited to, vision or hearing benefits, mental health coverage, access to the University of Idaho wellness or disease management programs, dental benefits, life insurance, and/or prescription drug coverage.~~See benefits webpage for governing plan documents.

C-7. Contributions. Effective July 1, 2007, all retirees will share in the cost of coverage through a monthly contribution, unless a Plan option which requires no monthly contribution is elected (if applicable).

The University will offer at least one medical Plan option to Tier I retirees which does not require retiree cost sharing through monthly contributions. It is the intention of the University to offer at least one medical Plan option that is less costly, or that for tiers two and three may have no retiree cost sharing. The Plan with no cost or less retiree monthly cost sharing will have less generous benefits such as higher deductibles and higher out of pocket expenses.

C-7-a. Retirees: Effective July 1, 2007, retiree cost sharing will begin for retirees in Tier I at a rate of $30.00 per month for non-Medicare eligible retirees and $20.00 per month for Medicare eligible retirees; or with no required retiree contribution if the Plan option with less generous benefits (i.e.; higher deductibles and other out of pocket expenses) is elected.

Rates are subject to increase annually. Limits on the amount of increase apply only to Tier I retirees and shall not ~~exceed~~ increase in any one year over the previous year by more than 10%:

~~(1) the percentage increase of the total cost of the Retiree Health and Life Insurance Programs; or (2) ten percent (10%) of the previous year's premium paid by that retiree, **whichever is less**.~~

All future retirees will make contributions based on the rate in effect for their respective tier and Plan election at the time of retirement.

C-7-b. Tier IV Retirees: Except for retirees who qualify as a retiree with a disability and are not yet eligible for Medicare, Tier IV retirees will be responsible for 100 percent of the cost of retiree coverage. ~~Retirees with a disability in Tier IV pay a subsidized rate until Medicare eligibility.~~

C-7-c. Sick Leave Conversion: One half of the unused sick leave hours available at the time of retirement accrued since July 1, 1976, not to exceed a benefit of 600 hours, may be used to pay for the cost of Tier IV retiree health coverage~~, or to pay for the retiree with a disability share of cost in Tiers I, II, and III~~.

EXAMPLE #1: At the time of retirement, Retiree has accrued 1000 hours of sick leave. Retiree may convert 500 hours to pay for retiree medical coverage.

EXAMPLE #2: At the time of retirement, Retiree has accrued 1400 hours of sick leave. Retiree may convert 600 hours to pay for retiree health coverage.

Only Retirees in Tier IV ~~and retirees with a disability in any tier of coverage who separated from employment due to disability and~~ who had a sick leave balance eligible for sick leave conversion as described above are eligible for sick leave conversion. Sick leave conversion is limited to use for the cost of UI retiree medical coverage for the retiree only. ~~may not be used to pay for ported life insurance, voluntary dental, Medicare or any other voluntary benefit, or to cover the cost of coverage for dependents.~~

C-7-d. Dependents: Retirees in all tiers will be responsible for payment of one hundred percent of the cost of coverage for all covered dependents.

C-7-e. Payment: The cost (if applicable) of retiree and/or dependent coverage must be paid in a timely manner. All plans of coverage ~~(medical, dental, etc., if applicable)~~ will be terminated if the required payment for all plans of coverage is not received within 30 days of the date it is due.

~~**D. DISABILITY RETIREMENT**~~

~~**D-1. State and Federal Retirement Plans.** An employee who becomes permanently disabled may be able to receive income benefits from his or her retirement plan, or to receive continued contributions to his or her retirement plan at no cost. The respective plan documents govern in all respects. For information regarding disability retirement and plan benefits, contact the applicable plan administrator. Contact information can be found on the benefits website:~~

~~PERSI:~~
~~TIAA-CREF:~~
~~VALIC:~~
~~Federal Plans: (contact Benefit Services for assistance)~~ ~~*[ed. 7-15]*~~

Commented [TB(6]: Language changed to match the retiree settlement agreement.

Commented [TB(7]: Life insurance will become impossibly expensive due to the closed nature of the eligible group and the University is changing to a self-funded death benefit model which renders this test inapplicable.

Commented [TB(8]: No longer applicable under current insurance laws and policy

Commented [TB(9]: No longer applicable under current insurance laws and policy

Commented [TB(10]: No longer applicable under current insurance laws and policy

Commented [TB(11]: Changed to reflect only what sick leave conversion can be used for

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Commented [TB(12]: Employees transition to disability as an active employee. There is not a disability process for retiree. Change in law and policies makes this no longer applicable.

~~**D-2. University of Idaho Retiree Health Program for Employees with a Disability.**~~

~~**D-2-a. Eligibility.** An employee qualifies for participation in the Retiree Health Program as a retiree with a disability if he or she meets the following criteria:~~

- ~~**i.** Qualifies for disability retirement or retirement contribution replacement benefits during disability under the employee's state or federal retirement plan or under the disability insurance plan in effect at the time of the disability, regardless of age; **and**~~
- ~~**ii.** Is enrolled as the primary subscriber under the University of Idaho active employee medical plan at the time of disability and has been so enrolled for at least ten (10) years.~~

~~**D-2-b. Other Conditions.**~~

- ~~**i.** A retiree with a disability must apply for Medicare disability benefits upon entry into the Retiree Health Program.~~
- ~~**ii.** The retiree with a disability and all covered dependents must elect Medicare Parts A and B as their primary payer of benefits when they first become eligible, except to the extent that federal law requires the Retiree Health Program to be primary.~~
- ~~**iii.** If a retiree with a disability qualifies for any tier of coverage under the Retiree Health Program that provides a more generous or less costly benefit, enrollment in that tier will take precedence.~~
- ~~**iv.** Retirees with a disability and covered dependents are subject to coordination of benefits rules as set forth in the applicable plan documents.~~

E. Surviving Spouse and Children.

E-1. Faculty Emeritus or Honored Staff Retiree Privileges. There is no transfer of Emeritus or Honored Staff privileges as described above or in FSH 1565 E-4. [ed. 6-09]

E-2. Retiree Health Program. A covered dependent spouse or child may continue under the Retiree Health Program under the following terms and conditions:

E-2-a. Following the death of the retiree, a covered dependent spouse or child may continue coverage under the Retiree Health Program, provided all other Program and plan eligibility requirements are met.

E-2-b. Effective July 1, 2007, a covered dependent spouse of a deceased retiree may remain enrolled in the Retiree Health Program even if he or she later remarries, provided all other Program and plan requirements are met.

E-2-c. A new spouse of a former covered dependent spouse, or any other newly acquired dependent, may not be added to the Retiree Health Program. However, a dependent child of the retiree who is born after the death of the retiree may be added within 30 days of birth.

E-2-d. The covered dependent spouse or eldest covered dependent child will become the new "primary subscriber" in the same Plan election and tier of coverage that applied prior to the retiree's death, provided all other Program and plan eligibility requirements continue to be met. However, regardless of which tier applies, the new primary subscriber will be responsible for the entire cost of coverage based on the full subscriber rate for himself or herself and for all covered dependents, based on the subscriber and dependent rates in effect at that time.

E-2-e. If the covered dependent spouse or eldest child does not have the same Medicare eligibility as the retiree had at the time of death, the surviving covered dependent(s) will be transferred to the retiree plan that is consistent with the new primary subscriber's own Medicare eligibility.

E-2-f. If a covered dependent spouse or child becomes eligible for coverage under another employer's health plan as either the primary subscriber or as a dependent, eligibility for coverage under the Retiree

Health Program will end. Waiving coverage under another employer's plan also will result in a loss of eligibility for the Retiree Health Program.

University of Idaho
A LEGACY OF LEADING

UCC-19-045

PROPOSAL TO CREATE NEW PLANT PROTECTION MINOR

ENT 322	General and Applied Entomology	4
PLSC 338	Weed Control	4
PLP 415	Plant Pathology	3
	ENT, PLP, or PLSC courses[1]	9

[1]Suggested courses: PLSC 410, PLSC 438, ENT/PLSC Electives

Courses to total 20 credits for this minor

UCC-19-045

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, the **department chair** will e-mail the completed form to gracemiller@uidaho.edu.

Deadline: This form must be submitted by October 1 for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form.

Submission Information

This section must be completed

Dept Chair Name:	Edwin Lewis	Email:	eelewis@uidaho.edu
College:	College of Agriculture and Life Sciences		
Department/Unit:	Department of Entomology, Plant Pathology and Nematology		
Dept/Unit Approval Date:	9/28/2018	Vote Record:	12 yes (4 did not respond)
College Approval Date:	10/1/2018	Vote Record:	Unanimous
Primary Point of Contact:	Brenda K. Schroeder	Email:	bschroeder@uidaho.edu
Briefly describe the change you are requesting:	Requesting to add a new minor in Plant Protection for the B.S. in Entomology degree		

What is the financial impact of the requested change?

	Greater than $250,000 per FY:	X	Less than $250,000 per FY:	****Note: If financial impact is greater than $250,000, you must complete a Program Proposal form.**

The courses required for this minor are already offered within the EPPN department and being delivered. There is no additional financial impact.

Rationale for Program Component Request or Name Change

This section must be completed

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

In 2016 the documents were submitted for the bifurcation of Plant Sciences and Entomology, Plant Pathology and Nematology. In those documents was stated that EPPN would put forward a BS. in Entomology. This document is being put forward and the documents is to request the addition of a minor in Plant Protection for this degree.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

UCC-19-045

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☐Yes ☐No
If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.
**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: ☐Yes ☐No
**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

X	Create New		Discontinue	Implementation Date:	July 2019		
	Graduate Level	X	Undergraduate Level		Law Level	Credit Requirement:	20
Are new courses being created: (circle your response)				No X	Yes	**If yes**, how many courses will be created:	

If the request is for an option or emphasis, enter the associated major and degree:

Major:	Entomology	CIP Code:	01.1105	Degree:	BS

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	Plant Protection
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Provide a summary/description of the program component using 50 words or less:

Plant Protection Minor will provide students with an education focused on aspects of Plant Protection including the knowledge of plant, insect and weed pests and the theories of management to control them.

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

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

Desired Learning Outcomes thus are as follows:
A Understanding of the critical scientific principles and concepts of Plant Protection including the knowledge of plant, insect and weed pests and the theories of management to control them. The ability to apply these

concepts to real-life situations and the ability to analyze and critically evaluate scientific information published in respect to Plant Protection.

B. Demonstrate ability to clearly express and discuss scientific concepts with in both a classroom and work environment using oral and written communication skills.

Outcomes (A) align with UI Outcomes (1) Learn and Integrate, (2) Communicate, (3) Clarify Purpose and Perspective, and (4) Practice Citizenship; Outcomes (B) align with UI Outcomes (1) Learn and Integrate, (2) Think and Create, and (3) Communicate.

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

Direct Measure Process (per our current protocols and metrics):

A. Ability to apply disciplinary knowledge to broader scientific and societal issues, including the knowledge of plant pathogens and disease management, this will be assessed within specific exam questions that faculty agree will assess the principles and concepts of Plant Protection including the knowledge of plant, insect and weed pests and the theories of management to control them.

B. Demonstrated ability to apply academic knowledge to real-world problems and controversies using case studies in Senior Experience Capstone course (ENT/PLSC/SOIL 438); performance on parts of standardized exams including essay questions that assess ability to integrate and synthesize various concepts and their presentations will be evaluated for oral communication skills.

Indirect Measure Process (per our current protocols and metrics):

A. Successful completion of internships with various employers around the region; numbers of students participating in clubs/organizations and service learning, student evaluations of teaching; student grades in core courses, including performance on lecture exams, laboratory exams, class projects, and term papers.

B. Exit interviews with graduating seniors, including overall assessment of degree program, internships, student clubs/organizations, and opportunities for service learning activities.

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

We anticipate that the Curriculum Committee for the Department of Entomology, Plant Pathology and Nematology will be charged with interpretation of annual Learning Outcome metrics for all EPPN instructional programs and that will recommend specific policy for consideration and implementation by the EPPN Administrator. An underpinning objective will be to contribute to UI Strategic Plan Goals for Undergraduate enrollment.

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

Direct Benchmarks (per our current protocols and metrics):

Majority of students in Senior Experience Capstone course display demonstrate ability to critically analyze and report on case studies; at least 80% of students pass standardized tests; at least 80% of employers are satisfied with performance of student interns; at least 75% of students actively participate in club/organization and/or service learning activities.

Indirect Benchmarks (per our current protocols and metrics):

At least 80% of employers and students report overall satisfaction with internship experience; student evaluations of course and instructor quality in courses required by major and emphasis areas are 3 or higher; students receive a grade of C or higher in all courses required by major and emphasis areas.

5. When will assessment activities occur and at what frequency?

Learning Outcomes Assessment will occur throughout the academic year. Metrics will be reported annually during September for the prior Academic Year

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	x
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

PROPOSAL TO CREATE UNDERGRADUATE AGRICULTURAL COMMODITY RISK MANAGEMENT CERTIFICATE

Two of the following:		**6**
AGEC 489	Understanding & Using Futures & Options Markets	
AGEC 414	Financial Analysis of Agricultural Firms	
AGEC 490	Commodity Price Analysis	

One of the following:		**3**
FIN 465	Introduction to Market Trading	
FIN 466	Market Trading Strategies	
AGEC 489[1]	Understanding and Using Futures and Options Markets	
AGEC 414[1]	Financial Analysis of Agricultural Firms	
AGEC 490[1]	Commodity Price Analysis	

[1]*cannot be double counted*

At least 3 credits from the following:		**3**
AGEC 468	Commodity Merchandising	
AGEC 469	Commodity Trading	
AGEC 489L	Applied Commodity Market Analysis	
FIN 467	Barker Capital Management Group	
FIN 468	Market Trading Lab	

Courses to total 12 credits for this certificate

University of Idaho

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Yellow indicates a required field. Green are fields that are optional depending on the change you are requesting. Following the appropriate department and college approvals the **department chair** will e-mail the completed form to provost@uidaho.edu.

Deadline: This form must be submitted by **October 1** for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form. Incomplete forms will be returned.

Submission Information

Dept Chair Name:	Chris McIntosh	Email:	mcintosh@uidaho.edu
Department/Unit:	Department of Agricultural Economics and Rural Sociology		
College:	College of Agricultural and Life Sciences		
Dept/Unit Curriculum Committee Approval Date:	September 21, 2018	Vote Record:	13 in favor, 0 opposed, 0 abstain
Dept Chair Signature of Approval			
College Curriculum Committee Approval Date:	September 25, 2018	Vote Record:	
Dean Signature of Approval			
Primary Point of Contact:	Gayle Gleason	Email:	ggleason@uidaho.edu
Briefly describe the change you are requesting:	Adding a new certificate program in agricultural commodity risk management		

What is the financial impact of the requested change?

	Greater than $250,000 per FY:	X	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:

Rationale for Program Component Request or Name Change

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

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 new curriculum to accommodate growing interest in this field of study for CALS students. To acknowledge 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 certificate in Agricultural Commodity Risk Management. Workload for the new certificate will be facilitated with the recent addition of two new faculty members in AERS, along with an existing faculty member who is also Director of the AERS risk management program. AERS faculty will be developing and teaching the new curriculum integrated into the certificate, which will be complemented by several courses currently being offered through the CBE.

UCC-19-046

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☐Yes ☐No

If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: ☐Yes ☐No

**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

X	Create New		Discontinue	Implementation Date:	Fall Semester 2019		
	Graduate Level	X	Undergraduate Level		Law Level	Credit Requirement:	12 Credits
Are new courses being created: (circle your response)				No	(Yes)	If yes, how many courses will be created:	2

If the request is for an option or emphasis, enter the associated major and degree:

Major:		CIP Code:	01.0103 AgEcon	Degree:	

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	Agricultural Commodity Risk Management
Teaching Endorsement (Major/Minor):	

Provide a summary/description of the program component using 50 words or less:

Completion of this certificate signifies student has attained a direct working knowledge in commodity price-risk management through trading real-world cash commodities and futures contracts, understanding the complexities of agricultural supply-chain management, applied market analytical methodologies and appropriate trading techniques for agricultural commodity futures and options.

XXXXXX

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1. List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
Students completing the certificate curriculum will be able to: ▪ Analyze the life cycle of a commodity ▪ Develop and implement commodity hedging strategies for regional agricultural products. ▪ Understand the mechanics of trading futures, options and spreads ▪ Analyze supply and demand factors — locally, regionally and globally — to develop strategies ▪ Risk manage the agricultural supply chain from farm to fork
2. 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 as a 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.
3. 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.
4. 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 AGEC 489L, built upon the definitions and mechanics of futures markets learned in AGEC 489 and applied through trade simulators. The ability to develop and implement commodity hedging strategies is an intended learning outcome of AGEC 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 AGEC 469. 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.
5. 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.

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

College of Agricultural and Life Sciences
Proposed Catalog Changes
Effective Summer 2019

AGRICULTURAL ECONOMICS AND RURAL SOCIOLOGY

1. Add the following course:

AGEC 490 Commodity Price Analysis
3 credits
Methods used to analyze factors affecting agricultural prices; analysis of agricultural prices and price movements with respect to time, space, and form; and examination of methods of price forecasting and techniques of time series analysis.
Prereq: STAT 251, AGEC 489 or FIN 466, AGEC 289

Available via distance: No
Geographical Area: Moscow
Rationale: To implement a course to accommodate student interest from both the College of Agricultural and Life Sciences and College of Business and Economics, provided as part of the requirements for the CBE Trading Certificate. The course provides a deeper understanding of underlying factors that help to determine commodity prices and the function of commodity price risk, developing tools to investigate them, as well as a first approximation to the relevant literature and frameworks.

PROPOSAL TO CREATE NEW EMPHASES IN THE MASTER OF ACCOUNTANCY: 1) TAXATION AND 2) AUDIT AND ASSURANCE

The Master of Accountancy degree requires 30 semester credits beyond the bachelor's degree, and is designed to meet the 150-credit requirement for taking the CPA examination in Idaho. Completion of this degree qualifies students to enter the public accounting profession in auditing, tax, or other positions ultimately requiring a CPA license.

Students seeking the M.Acct. degree will develop a degree plan in consultation with their advisors, complete at least 30 credits of course work, and successfully complete a comprehensive paper and portfolio.

If a student has earned a BS in Accounting (or equivalent), the required courses include:

ACCT 586	Contemporary Management Accounting Issues	3
ACCT 590	Advanced Auditing Seminar	3
ACCT 592	Financial Accounting and Reporting Seminar	3
Select two courses from the following:		**6**
ACCT 515	Advanced Financial Accounting & Reporting	
ACCT 521	Accounting Data Analytics	
ACCT 530	Accounting for Public Sector Entities	
ACCT 550	Fraud Examination	
ACCT 561	Comparative Accounting Theory	
ACCT 584	Federal Taxation of Entities	
ACCT 585	Estate and Elder Planning	
ACCT 598	Internship (Max 3 credits)	
ACCT 599	Non-thesis Master's Research (Max 6 credits)	
Additional 15 credits from approved courses		15

Total hours ~~15~~30

Taxation Emphasis

General Master of Accountancy requirements apply. A total of 30 credits are required for this degree.

A Taxation Emphasis is available by completing 12 credits from the following or electives approved by a major professor 12

ACCT 584	Federal Taxation of Entities
ACCT 585	Estate and Elder Planning
ACCT 598	Internship (Max 3 credits)
BLAW 425	Business Law of Entities

Additional 9 credits are chosen from approved courses 9

Audit and Assurance Emphasis

General Master of Accountancy requirements apply. A total of 30 credits are required for this degree.

An Audit and Assurance Emphasis is available by completing 12 credits from the following or electives approved by a major professor: 12

ACCT 521	Accounting Data Analytics

ACCT 550	Fraud Examination
ACCT 590	Advanced Auditing Seminar
ACCT 598	Internship (Max 3 credits)
MIS 453	Database Design
MIS 455	Database Management for Big Data

Additional 9 credits are chosen from approved courses 9

In addition students must have taken at least one US tax class, and at least one Business Law class at the upper-division undergraduate level or at the graduate level. ~~An additional 15 credits are chosen from approved options~~. Those electing the thesis option include 6 credits of ACCT 500 in the additional 15 credits (must still complete comprehensive paper and portfolio).

If a student has not earned a BS in Business (or equivalent), in addition to the above mentioned courses, the student must take or have taken at least 24 credits of business, economics, statistics, and business law courses at the undergraduate level or at the graduate level. These courses must include at least two business disciplines (e.g. management, marketing, and finance).

Rationale: ACCT 561 Comparative Accounting Theory and ACCT 521 Accounting Data Analytics are current and relevant courses that are appropriate to be taken as accounting electives in the MACCT program.

ACCT 561 and ACCT 521 have been offered for several years, therefore no additional resources are needed.

Since the courses are electives the learning objectives will not be assessed for all MACCT students at the program level. Note that the course learning objectives are assessed at the course level by the accounting faculty member teaching the course.

Taxation Emphasis; and Audit and Assurance Emphasis:

The Accounting Department faculty with the support of the Accounting Advisory Board is requesting two emphases in the Master of Accountancy degree: Taxation; Audit and Assurance. The emphasis in Taxation will provide in-depth knowledge of taxation and estate planning issues and related accounting issues. The emphasis in Audit and Assurance will provide accounting graduates in gaining in-depth knowledge of audit and fraud examination issues and procedures and related accounting issues. The Program Component (Group B) Request Short Form has been submitted.

Two additional taxation courses and one audit/assurance related courses will need to be offered at $6,000.00 per course plus fringe benefits of $1,554 per year, for a total of $22,662.00. Fees received from summer school courses will be used to pay for the additional instruction costs. It is expected that additional revenue will be earned from undergraduate and MACCT students as well as law students who take the additional courses during the summer session.

The advising function for the proposed emphases will be performed by the major professors and will not require additional resources.

Assessment of emphases:

The Accounting faculty will assess the professional tax and audit knowledge in the specific courses in the respective emphasis using direct measures of exams, papers, and/or projects. They will analyze the results and report their findings and recommendations to the Accounting Department Head at the end of each semester. Note that the other learning goals (general accounting knowledge; critical thinking and ethical critical thinking and research skills; written and oral communication skills; clarify purpose and perspective; and teamwork and leadership) will remain the same for all of the MACCT students at the overall MACCT program level.

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

UCC-19-047-Post-UCC

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, the **department chair** will e-mail the completed form to gracemiller@uidaho.edu.

Deadline: This form must be submitted by October 1 for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form.

Submission Information

This section must be completed

Dept Chair Name:	Marla A. Kraut	Email:	marlam@uidaho.edu
College:	College of Business and Economics		
Department/Unit:	Department of Accounting		
Dept/Unit Approval Date:	May 2, 2018	Vote Record:	6 For, 0 Against, 1 Abstention
College Approval Date:	Sep 28, 2018	Vote Record:	19-0
Primary Point of Contact:	Marla A. Kraut	Email:	marlam@uidaho.edu
Briefly describe the change you are requesting:	Offer two emphases in the Master of Accountancy degree: Taxation; Audit and Fraud Examination.		

What is the financial impact of the requested change?

	Greater than $250,000 per FY:	X	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 additional taxation courses and one audit/fraud examination related courses will need to be offered at $6,000.00 per course plus fringe benefits of $1,554 per year, for a total of $22,662.00. Fees received from summer school courses will be used to pay for the additional instruction costs. It is expected that additional revenue will be earned from undergraduate and MACCT students as well as law students who take the additional courses during the summer session.

The advising function for the proposed emphases will be performed by the major professors and will not require additional resources.

Rationale for Program Component Request or Name Change

This section must be completed

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

The Accounting Department faculty with the support of the Accounting Advisory Board is requesting two emphases in the Master of Accountancy degree: Taxation; Audit and Fraud Examination. The emphasis in Taxation will provide in-depth knowledge of taxation and estate planning issues and related accounting issues. The emphasis in Audit and Fraud Examination will provide accounting graduates in gaining in-depth knowledge of audit and fraud examination issues and procedures and related accounting issues.

Offering the MACCT Taxation Emphasis should increase enrollments (UI Strategic Plan Goal #3 Transform Objective A). Note that most national CPA firms pay up to $10,000 additional compensation for graduates with a taxation emphasis in a master's program. Several BYU-ID accounting students have told the Accounting Department Head that they chose Boise State University because it has a tax emphasis, but would have chosen to attend UI if we offered the emphasis. The following peer institutions also offer a taxation emphasis or option in their graduate accounting program: Gonzaga, University of Washington, and University of Oregon. Idaho State University offers a Master in Taxation. Some of the UI Law School faculty members think the MACCT Taxation Emphasis would be an opportunity for the Concurrent JD/MACCT students.

The admission requirements and the program component curriculum for the Master of Accountancy program will remain the same. The 12 credits of each emphasis will be part of the electives in the general MACCT curriculum. The total 30 credits requirement for the MACCT degree will remain the same.

The proposed emphases will include existing courses from the existing MACCT program and two additional courses in taxation and one in audit/fraud examination area. As stated previously, the costs of instruction for the courses will be covered by summer school fees.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☐Yes ☐No

If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: ☐Yes x☐No

**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1	MACCT students will acquire advanced accounting knowledge to prepare them for the accounting profession or further graduate work.	N/A		
SLO#1A – For Taxation Emphasis	***N/A***	MACCT students will acquire advanced knowledge of taxation issues, tax law, and regulations to prepare them to be a successful tax professional.	Research papers in each emphasis course. The knowledge will be evaluated by the faculty member.	no
SLO#1B – For Audit and Fraud Examination Emphasis	***N/A***	MACCT students will acquire advanced knowledge of audit issues and principles to prepare them to be a successful audit professional.	Final exams in each emphasis course. The knowledge will be evaluated by the faculty member.	no
SLO#2	***Critical Thinking, Ethical Problem Solving, and Research Skills***	N/A		
SLO#3	Professional Oral and Written Communication Skills	N/A		
SLO#4	Relationship development and appreciation of global perspectives	N/A		
SLO#5	***Teamwork and leadershipskills***	N/A		

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

X	Create New		Discontinue	Implementation Date:	Fall 2019

X	Graduate Level		Undergraduate Level		Law Level	Credit Requirement:	
Are new courses being created: (circle your response)			No	Yes	**If yes**, how many courses will be created:		2

If the request is for an option or emphasis, enter the associated major and degree:

Major:	Master of Accountancy	CIP Code:520301		Degree:	Accountancy

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	Taxation; Audit and Fraud Examination
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Provide a summary/description of the program component using 50 words or less:

The Master of Accountancy degree requires 30 credits beyond the bachelor's degree. The Taxation Emphasis is available by completing four courses in taxation, business law, or internship. The Audit and Fraud Examination Emphasis is available by completing four courses in audit, fraud examination, data analytics, or internship.

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

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

Learning Goal #1 - Professional Accounting Knowledge:

For the Taxation Emphasis: MACCT students will acquire advanced knowledge of taxation issues, tax law, and regulations to prepare them to be a successful tax professional.

For the Audit and Fraud Examination Emphasis: MACCT students will acquire advanced knowledge of audit issues and principles to prepare them to be a successful audit professional.

Note that the other learning goals (general accounting knowledge; critical thinking and ethical critical thinking and research skills; written and oral communication skills; clarify purpose and perspective; and teamwork and leadership) will remain the same for all of the MACCT students at the overall MACCT program level.

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

The Accounting faculty will assess the professional tax and audit knowledge in the specific courses in the respective emphasis using direct measures of exams, papers, and/or projects. They will analyze the results and report their findings and recommendations to the Accounting Department Head at the end of each semester.

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

The results of the assessment findings will be reported to the Accounting faculty and Accounting Advisory Board annually by the Accounting Department Head. The Accounting faculty with input from the Accounting Advisory Board will discuss the results at the fall meeting to develop recommendations to individual courses and the program as a whole to improve student learning.

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

Direct measures will include course embedded exams, papers, and projects and MACCT Portfolio Paper at the end of the student's program. Indirect measures will include graduating student survey, Accounting Advisory Board discussions, focus groups, and alumni survey.
5. When will assessment activities occur and at what frequency?
Direct measures occur continuously within the semester. Indirect measures occur annually (except for the alumni survey which occurs every five years).

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

University of Idaho

POLICY COVER SHEET

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

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

Chapter & Title: FSH 1640.91 – University Curriculum Committee

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

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

Originator(s): **Jerold Long 02/01/2019**
(Please see FSH 1460 C) Name Date
Telephone & Email **208-885-4977 law-dean@uidaho.edu**

Policy Sponsor: (If different than originator.) _____
Name Date
Telephone & Email: _____

Reviewed by General Counsel ___Yes ____No Name & Date: _____

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

Unlike the other academic Colleges, the College of Law does not have a position on the University Curriculum Committee, despite the fact that University policy now requires all College of Law curricular changes be reviewed and approved by the UCC. This revision to the FSH would match the structure and membership of the UCC with the actual function of the UCC.

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

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

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

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)

Proposed Handbook Changes
Effective Summer 2019

UNIVERSITY CURRICULUM COMMITTEE

A. FUNCTION. [See 1540 B and C and also 4110 and 4120.] [ed. 7-98]

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. *[add. 7-08]*

B. STRUCTURE. One faculty member from each college except ~~Law and~~ 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. *[rev. 7-98, 7-06, 7-08, 1-09, ed. 8-12]*

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] ☐ Addition XX Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **FSH 3340, Performance Evaluation of Staff Employees**

Administrative Procedures Manual [APM] ☐ Addition XX Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **APM 50.21, Documenting and Addressing Unsatisfactory Performance of Classified Staff**

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.
*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s): **Wesley Matthews 1/8/2019**
(Please see FSH 1460 C) Name Date
Telephone & Email: **5-3478; wmatthews@uidaho.edu**

Policy Sponsor: (If different than originator.) (same) Name Date
Telephone & Email:

Reviewed by General Counsel _X_Yes ____No Name & Date: _Kim Rytter 1/10/2018____

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

Revises sections A-9, A-10(d), and A-10(e) of FSH 3340 and APM 50.21 to correct policy regarding probationary status. The statements regarding probationary status for employees are incorrect. An employee is only on probation for the first six months of employment. (During probation the employment condition is "employment at will" which means the employee can be terminated without cause and without appeal rights.) Once probation is completed, then the employee is "certified." (Once certified, termination must be with cause and the employee has appeal rights.) We cannot simply place a certified employee back into probationary status and essentially take away their rights. A-9 is further revised from the rigid schedule of follow-up evaluations to incorporate the use of performance development plans.
Delete section B from the FSH 3340, these instructions are already materially captured in the APM 50.08.
FSH 3340 also contains less significant and housekeeping revisions; "should" to "shall", deletions covered in the APM, "department" to "unit", etc.

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.

Probationary status is discussed in **FSH 3360, Probation, Promotion, Demotion, and Transfer of Classified Employees**.
APM 50.08, Evaluations for Classified and Exempt Staff – No edits necessary.
APM 50.21, Documenting and Addressing Unsatisfactory Performance of Classified Staff – Edits attached.

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: ____Staff Council __appr. 1/25/19_____

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)

3340

PERFORMANCE EVALUATION OF STAFF EMPLOYEES

PREAMBLE: This section contains those policies and their attendant procedures for those periodic performance reviews of classified personnel and exempt personnel. An original part of the 1979 Handbook, *this section was revised in December of 1992,* inter alia *to reflect changes in step increases. Unless otherwise noted, the text is that of July 1996. For further information, contact Human Resource Development (208-885-9164).* [ed. 7-97, 12-04, 6-09, rev. 7-98]

CONTENTS:

A. General Principles
B. Instructions for Completing the Performance Evaluation Form

A. GENERAL PRINCIPLES.

A-1. Performance evaluation is a responsibility of every ~~manager~~ supervisor and should be performed in a timely manner for every employee. The purposes of performance evaluation include but are not limited to: facilitating employee productivity and professional growth, encouraging communication between employees and supervisors, documenting performance strengths and weaknesses, supporting meritorious salary increases or identifying the basis for demotion, disciplinary action or dismissal and motivating improvement in performance. ~~To assist supervisors, Human Resource Development staff provide training in performance appraisal techniques through workshops as well as through individual assistance.~~ *[ed. 12-04]*

A-2. A formal evaluation of performance ~~should~~ shall be performed at least once a year, generally during January. Classified employees who are new to a classification will be evaluated after three months of service in the probationary period and again at the end of the probationary period but no later than six (6) months in the new position. *[rev. 7-02,rev. 12-04]*

a. Performance evaluations may also be conducted at other times at the discretion of the supervisor or ~~department~~ unit administrator to ~~further~~ assist employees in improving performance or to formally advise them of performance or disciplinary problems. *[ed. 7-02]*

b. Supervisors and~~or~~ unit~~department~~ administrators ~~(depending on procedures of the department)~~ are responsible for evaluating performance in a responsible and timely manner. *[rev. 7-98, ed. 7-02]*

A-3. The performance evaluation form is a guide for evaluating the performance of all exempt staff and classified staff. Forms for each employee may be downloaded from the Human Resources website (www.uidaho.edu/humanresources.aspx). Human Resources notifies department administrators when annual or probationary evaluations are due. *[rev. 7-02, ed. 12-04, 6-09]*

A-4. The employee's job description provides an objective standard by which performance is evaluated. Job descriptions for classified positions and some exempt staff positions are on file in Human Resources. Factors that also are considered include, but are not limited to, ability to work with other employees, record of attendance, and tardiness. *[ed. 12-04, 6-09]*

A-5. Evaluation of performance ~~should~~ shall be conducted by an employee's immediate supervisor or ~~department~~ unit administrator (depending on the procedures of the department). The evaluation should include a discussion between the supervisor and the employee regarding: (a) what is expected of the employee, including a review of standards of performance in the job description as well as goals and objectives established at the

prior evaluation; (b) the supervisor's evaluation of performance for the current period; and (c) developmental activities or performance goals included in the review which will improve performance during the upcoming period. The employee is expected to participate in the discussion. *[ed. 7-02]*

A-6. Following the supervisor's completion of the written evaluation~~discussion of performance between the supervisor and the employee~~, ~~the~~ employee~~s~~ has~~ve~~ the opportunity to indicate in writing whether the~~y or she~~ concur~~s~~ with the evaluation and to enter ~~his or t~~heir written comments regarding the evaluation in the "Employee Comments" section of the performance evaluation form.

Commented [MW(1]: Based on feedback from a Staff Council member

A-7. The written evaluation serves as the official record of performance; hence, it should be as complete as possible, signed and dated, and sent to Human Resources no later than the last working day in February. One copy of the evaluation is given to the employee, and one copy retained in the ~~department~~ unit and should be referred to when subsequent evaluations are conducted. The official series of evaluations in HR becomes a record that supports decisions such as promotion or dismissal. *[rev. 7-02, rev. 12-04]*

A-8. A probationary classified employee who receives an overall unsatisfactory performance evaluation shall not~~is ineligible to~~ be certified as having completed probationary status. In most instances, an unsatisfactory performance evaluation should be accompanied by a recommendation for demotion or termination of employment. In rare cases, the probationary period may be extended for up to an additional 90 days, with written performance reviews required at 30 and 60 days, and the final written evaluation completed no later than 90 days. (See APM 50.21) *[rev. 7-02, ed. 12-04]*

A-9. ~~An employee who had previously been certified as having satisfactorily completed entrance probation may also be placed in probationary status following an evaluation which indicates that overall performance is less than satisfactory.~~ A ~~previously~~ certified employee who receives an overall rating of "needs improvement" or "unsatisfactory" must be placed on a performance development plan (PDP) to document the necessary improvement or the lack thereof. ~~reevaluated, with written performance reviews required at 30 and 60 days, and the final written evaluation completed by 90 days with the employee's progress or lack of it recorded.~~ If the necessary improvement is not achieved through use of the PDP~~In the event that an overall rating of satisfactory is not achieved~~, other steps must be taken; these may include, but are not limited to~~, probation,~~ demotion, suspension, or termination of employment. (See APM 50.21) *[ed. 12-04]*

A-10. Performance levels ~~in each criterion evaluated~~ are described as follows:

Commented [MW(2]: Based on feedback from a Staff Council member in light of the new narrative option which only has an overall rating instead of individual "criterions"

a. **Outstanding** is extraordinary performance well beyond that required for the position. *[rev. 7-02]*

b. **Exceeds Requirements** represents performance which is better than that expected of a fully competent employee. *[rev. 7-02]*

c. **Meets Requirements** is the performance expected of a fully competent employee and is defined as falling within a broad band of accomplishments ranging between "needs improvement" and "highly competent." *[rev. 7-02]*

d. **Needs Improvement** denotes performance that is less than that expected of a fully competent employee. It means improvement is necessary. A rating of this type should be thoroughly discussed with the employee. ~~, and the employee placed on 90 day probation.~~

e. **Unsatisfactory** performance is inferior to the standards for the position. It should be used when an employee clearly fails to perform one or more duties critical to the job and the overall impact of the employee's performance is such that termination of employment is considered and may be implemented. ~~At the minimum, the rating will be thoroughly discussed with the employee, and the employee placed on 90-day probation.~~

UI FACULTY-STAFF HANDBOOK
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
Section 3340: Performance Evaluation of Staff Employees

B. INSTRUCTIONS FOR COMPLETING THE PERFORMANCE EVALUATION FORM.

Commented [AT3]: This process is covered in APM 50.08.

B-1. Refer to the employee's job description and agreed upon performance goals or Performance Development Plan (PDP) as the appropriate frame of reference for evaluation. Please attach a copy of the job description and goals (or PDP) to the completed evaluation form. *[rev. 7-02, ed. 12-04]*

B-2. Prepare a draft evaluation in preparation for discussion with the employee. The supervisor may wish to provide the employee with a blank evaluation form and ask him or her to prepare a self-assessment in preparation for the discussion that may be voluntarily given to the supervisor. *[ed. 7-02]*

B-3. Complete the evaluation form, providing examples and written comments as appropriate. The form is designed for multiple employment settings. If a particular evaluation criterion is not applicable, please check "NA," provide a brief explanation, and continue to the next criterion.

B-4. Complete the rating for each of the relevant categories. Often an employee will have a range of ratings throughout the categories indicating individual strengths and weaknesses.

B-5. Schedule and conduct a performance review with the employee to discuss the evaluation. Encourage employee participation in this discussion. *[rev. 7-02]*

B-6. Offer the employee the opportunity to add written comments in the "Employee Comments" section.

B-7. The performance evaluation form is to be signed by the supervisor who completes it, and by the employee who receives it. If the employee refuses to sign the evaluation, the supervisor should note this fact on the evaluation; if so noted, refusal by the employee to sign the evaluation does not mean the evaluation is incomplete. In addition, each evaluation form is to be reviewed and signed by the department administrator with budget authority. Subsequent review by senior administrators is an option that may be exercised by those administrators. *[ed. 7-02]*

B-8. Please distribute final signed copies of the completed evaluation form as follows: original to the employee's file in Human Resources; a copy to the dean's or director's office, a copy to the evaluator's department file; and a copy to the employee. *[rev. 7-02, ed. 12-04]*

B-9. In the event the performance review leads to a recommendation of probation, demotion or termination of employment, see 3360 and 3930. The supervisor is expected to consult with the director of employment services in these cases. Should demotion, suspension or termination of employment be recommended, the evaluation must first be reviewed by a senior administrator at the level of dean or director, or above, as well as the director of employment services before the form is delivered to the employee. *[ed. 7-02, 12-04]*

(Staff Performance Evaluation Forms are on Human Resources website.)

50.21 -- Documenting and Addressing Unsatisfactory Performance of Classified Staff

Last updated November 7, 2006

A. **General**. Any UI classified employee who receives an overall rating of unsatisfactory or needs improvement as a result of performance evaluation must~~may~~ be placed o~~i~~n a performance development plan to document the necessary improvement or the lack thereof~~-related probationary status that lasts for ninety (90) days~~. A classified employee in ~~entrance~~ probationary status who receives an overall performance evaluation of less than satisfactory may be extended in ~~entrance~~ probationary status for up to an additional 90 days, during which time he or she is ineligible to be certified and is not eligible for a salary increase [FSH 3340] based on performance. ~~A previously certified employee may also be placed in performance-related probationary status following an evaluation that indicates an overall performance of less than satisfactory, or following a violation of university policy. During these 90 days the probationary employee's performance is evaluated every thirty (30) days [FSH 3340].~~

B. **Process**. After completing a performance evaluation and/or otherwise documenting less-than-satisfactory performance, the supervisor notifies Human Resources and also meets with the employee and notifies him or her that he or she is being placed on probation. The notice informs the employee about the specific performance concerns, actions that need to be taken to improve performance satisfactorily, the time during which improvement is expected, and the consequences for failure to make improvements. The usual duration of performance probation is 90 days, and performance is evaluated at 30-day intervals. If probation is successfully completed, the employee is certified. If probation is not successfully completed, employment may be terminated or the employee may be demoted to a position in which he or she is certified at the discretion of the UI. [See FSH 3360]. The role of HR is to provide guidance to the supervisor regarding the procedural steps to be followed and provide information to the employee about UI procedures and expectations.

C. **Procedure**. The supervisor completes an initial employee performance evaluation by comparing the employee's performance to the job description responsibilities [See 50.08]. The performance evaluation may be a scheduled evaluation (such as an annual evaluation, or a routine evaluation during entrance probation), or it may occur following observation of a particular situation or activity.

C-1. **Required Documentation**. After completing an evaluation that documents performance as less than satisfactory, and prior to any further action, the supervisor forwards a confidential copy of the evaluation to Human Resources and to the dean or director. A letter informing the employee that he or she is being placed on probation will be developed by the supervisor in collaboration with Human Resources and the dean or director, or designee. The letter will:

i) Identify specific problems and corrective actions needed. The probationary letter should address specific problems that have been documented and the corrective actions that need to be accomplished during the probationary period.

ii) Identify the dates of subsequent 30-60-90 day reviews. These dates are to inform the employee and HR when the reviews are to be completed and submitted. If requested, HR will work with the supervisor to ensure evaluations are completed on schedule.

iii) Identify specific consequences. The probationary letter should incorporate the sentence: "should your performance not improve during this 90-day probationary period, further disciplinary action may be taken, up to and including possible termination of employment".

iv) Offer assistance to the employee. The letter can also reference employee assistance services available through the Employee Assistance Program (EAP), services which are confidential and free to the employee, and/or training opportunities which may be available and which may help the employee improve performance.

v) Develop a performance development plan (PDP). A performance development plan should be developed by the supervisor to clearly articulate the expectations for success in the position. A sample form and guidance in developing this performance tool is available from Human Resources.

C-2. **Schedule Employee Conference**. The supervisor schedules a conference with the employee to deliver the letter and answer any questions. The supervisor should make a note to the file regarding the date and time the letter was discussed, and the substance of the conversation with the employee.

C-3. **Follow Through with Timely Evaluations**. The supervisor is responsible to count the days, and specifically to ensure the 3rd review does not go beyond the 90 calendar days (89 days is permissible, 91 days is not).

C-4. **Consult with HR**. The supervisor should consult with the Director of Employment Services, or designee, and the dean or director of the employee's college or administrative unit (or designee) prior to completing the 90-day evaluation if demotion or termination is recommended.

i) If performance has improved, the employee will become certified in the position.

ii) If performance has not improved and it appears that demotion, suspension termination or other disciplinary action will be recommended, the Director of Employment Services will advise on the procedures to be followed. These procedures are legally required, and involve providing the employee with notice of contemplated action and an opportunity to respond before the final decision on the action is made or the action is initiated. [See FSH 3360 and 3930]

D. **Information**. Questions or problems regarding the progressive probationary process can be addressed to the Director of Employment Services in Human Resource Development (208) 885-3616.

REVISED

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #18

3:30 p.m. - Tuesday, February 5, 2019
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.
- Minutes of the 2018-19 Faculty Senate Meeting #17, January 29, 2019 (vote)

III. Consent Agenda.

IV. Unfinished Business and General Orders.

V. Other Announcements and Communications.

VI. Committee Reports.

University Curriculum Committee (UCC)(vote)
- **FS-19-055** (UCC-19-045) – New Minor Plant Protection (Edwin Lewis)
- **FS-19-056** (UCC-19-046&018) – Agricultural Commodity Risk Management Certificate (Terry Grieb)
- **FS-19-057** (UCC-19-047) – Masters of Accountancy (Darryl Woolley)
- **FS-19-058** (UCC-19-048) – **FSH 1640.91** – UCC Structure Change add Law (Jerrold Long)

VII. Special Orders.

VIII. New Business.
- **FS-19-053 - FSH 3340 –** Performance Evaluation of Staff Employees (Wes Matthews)
- **FS-19-054 – APM 50.21 –** Documenting and Addressing Unsatisfactory Performance of Classified Staff (Wes Matthews)

IX. Chair's Report.

X. Provost's Report.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments: Minutes of 2018-2019 FS Meeting #17
FS-19-053 through FS-19-057

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #17, Tuesday, January 29, 2019

Present: Benedum, Brandt (w/o vote), Cannon (Boise), Caplan, Chopin, DeAngelis, Dezzani, Ellison, Flores (for Kirchmeier w/o vote), Grieb, Jeffrey, Johnson, Keim, Kern (Coeur d'Alene), Lambeth, Luckhart, Lee, Lee-Painter, McKellar (Idaho Falls), Morgan, Raja, Schwarzlaender, Tibbals, Tengono (for Laggis w/o vote), Vella, Wiest, Wiencek. **Absent**: Bridges, Kirchmeier, Laggis, Seamon **Guests:** 12

Call to Order and Minutes. The chair called the meeting to order at 3:32 pm. A motion to approve the minutes (Lee-Painter/Dezzani) passed unanimously.

Chair's Report.

- The chair called senators' attention to the memo distributed by President Staben encouraging members of the university community to keep our values in mind during these stressful times.
- An Open Forum regarding changes in UI's General Education Curriculum will be held Friday February 1 at 10:30 PST/11:30 MST in the Clearwater/Whitewater Rooms at the Commons. A ZOOM link will be available so all can join the meeting. The forum will address issues with UI's current General Education program, including the pending proposals to eliminate ISEMs. This is a chance for faculty to engage in the discussion of our general education curriculum.
- The deadline for staff council award nominations has been extended to February 22. The chair encouraged senators to nominate deserving staff.
- The Center for Excellence in Teaching and Learning (CETL) is launching an effort to improve and bolster teaching on campus through a faculty spotlight series. Workshops in this series will be held on February 6, March 20, and April 10. Each workshop will begin at 10:00 am (PT) and will be held in Education 341. ZOOM links for each workshop are available. Details and registration links for these and other CETL-sponsored workshops are available at the CETL WebPage.

Provost Report.

- The provost reiterated the chair's comments regarding President Staben's memo. There is a high level of stress and uncertainty within the university community resulting from the presidential transition and pending budget processes. He encouraged productive participation in the workplace and reminded senators that the president's memo contains details about supportive resources.
- Regarding general education the Provost stated that ISEMS are not going away unless faculty support that outcome. He stated that the Director of General Education has details and data available on our ISEMS that relate to regional accreditation and will be leading a discussion about changes that may be needed.

A senator commented to the provost regarding a recent memo to faculty and staff regarding international travel. She stated that she and her colleagues found the tone of the memo punitive because it appeared to threaten that if faculty do not know of international travel plans for the coming year and report those plans, travel reimbursement would not be available. She indicated that at this time, many faculty are not aware of possible international travel opportunities that may arise during the coming year. Moreover, she indicated that the memo created a perverse incentive for faculty to over-estimate their possible international travel in order to make sure they would be reimbursed. The provost was familiar with the memo. It was circulated as part of an effort to quantify university sponsored international travel for purposes of securing insurance. He indicated that he would follow up on it.

Provost Report on Budget. The provost began his report by noting that cutting budgets is always a very difficult exercise. The deans all represented their colleges and made very strong cases for college priorities. Nonetheless, in the end the division of academic affairs has a target it must meet. The provost worked to make budget decisions in as transparent a way as possible, based on data and equity considerations. He stressed that the key to resolving the university's budget situation is to increase enrollment.

The provost first reviewed the reasons for the current budget cuts. In fall 2017, Vice President for Finance and Administration Brian Foisy reviewed the looming budget situation for the university community at a Presidential Leadership Breakfast. At that time, Foisy proposed one-time solutions for FY18 and FY19. He also announced that he was convening a committee to examine approaches to a permanent adjustment in base funding beginning in FY20 (July 1, 2019). We are now at the point of implementing the recommended adjustments to base budgets.

The current budget situation is largely attributable to declining enrollment. This decline has been masked in some way because the State Board of Education (SBOE) has counted dual enrollment students in UI's enrollment figures. Such dual enrollment students pay vastly reduced tuition rates as the result of state incentive programs. For simplicity, the provost referred to all other than dual enrollment students as "degree-seeking students." Excluding dual enrollment students, UI's enrollment of degree-seeking students has declined steadily since 2011. The decline stabilized three years ago, but degree-seeking student enrollment declined again last fall.

The UI general education budget is comprised of state appropriations and revenue from tuition. While our budget office has firm information regarding general appropriation revenues, it must estimate tuition revenue. If tuition revenue falls short of the estimate, the UI has covered the shortfall using budget reserves. The expectation has been that when enrollment increases, budget reserves will be replaced. The problem has been that we have over-estimated tuition revenues every year since 2011. As a result, our reserves have decreased to a dangerously low level. The result is that UI now has a structural deficit of $3 million. This structural deficit must be addressed now by reducing base budgets going forward.

A senator asked why the university makes more money on full tuition compared to tuition paid by the credit hour by part-time students. The provost clarified that he included both full-time and part-time students as degree-seeking students. His estimates are based on full-time equivalent students. Foisy added that enrollment reports are just convenient corroborating evidence for our tuition receipts. He explained that tuition revenue is impacted by many individual circumstances such as whether individual students are in the Western University Exchange (WUE) program or whether they receive other tuition waivers. The budget office does not look at the exact tuition due from every individual student in quantifying tuition revenue. Rather it looks at overall tuition revenue compared to enrollment reports to ensure that the trends in enrollment and tuition receipts make sense.

A senator asked what we are doing about the continuing drop on college eligible students and what plans are we making to reach other audiences. Her point was that the university may be missing opportunities to recruit more students who are veterans. The provost responded that he endorsed her sentiments. He indicated that Strategic Enrollment Management (SEM) is working on these issues. He also offered to put the senator in touch with the appropriate staff members in SEM. He added again that increasing enrollment is definitely "the take home message" of his remarks.

The provost continued to explain that the overall budget shortfall is $5 million. He also explained that the SBOE wants a report on how Program Prioritization (PP) is being used to drive reallocation and priority setting at UI. He relied on PP to assign the cuts at the executive level. Based on PP the budget cut in

academic affairs is $3.6 million. If he had not relied on PP and had, instead, endorsed an across-the-board cut, the cuts to academic affairs (including the colleges) would have been higher.

A senator asked how the $5 million total amount of the budget cut was calculated. The provost responded that the structural deficit accounts for $3 million. Also included is a$2 million budget reallocation based on priorities identified by the University Budget and Finance Committee (UBFC) and by the president.

A senator added that the committee convened by VP Foisy recommended that the base budget adjustment should be based on a conservative estimate of the structural budget shortfall. Otherwise, the committee believed that the institution would experience "death by a thousand cuts" when future budget shortfalls occurred. The hope is that new continuing cuts in base budgets will not be necessary.

The provost also added that within academic affairs a reallocation must take place to support the new shared advising unit. He stressed that no new positions are being created. Rather positions are being transferred to the unit. The problem is that some colleges do not have advisors that can be transferred. Because the cost of the central shared advising model that will be allocated across the colleges, some colleges will benefit from the reallocation while others will not. The provost pointed out that the shared advising model was included in the budget reallocations. Shared advising will be funded through $519,921 reallocated from the colleges and $536,065 from the provost's office.

The provost organized the academic affairs budget cuts by dividing academic affairs into two groups. The first he termed "academic units" including the nine academic colleges (he did not include the College of Graduate Studies (COGS) in this group). The second group was termed the "non-academic units" and includes SEM, COGS, student affairs, provost office operations, the library, and the UI centers. The provost acknowledged that the title "non-academic" did not truly apply to the units in this second group. He used the title for ease of reference and did not mean to imply that the units in the second group such as the library were not academic units. The aggregate budget reduction for non-academic units in academic affairs is $1.2 million or 4.23%. The aggregate reduction for the academic units in academic affairs is $1.98 million or 3.31%.

The provost next addressed how the aggregate reduction was allocated across individual units. The deans agreed with the approach recommended by VP Foisy's budget committee that the amount of the reduction be conservatively estimated so that units would not have to face ongoing annual reductions in budgets. Deans also expressed concern that some units might not have to share in the budget cut. Every unit will participate in the reduction at some level. The provost also was committed to reducing budgets strategically and not making an across-the-board reduction. He noted that currently some colleges have either a structural deficit or are on the brink of such a deficit. He did not want the current budget process to push such colleges into further deficits, creating more problems in the future. Finally, he stressed that the deans made excellent cases for budget priorities in each of the colleges.

For the non-academic units, the provost has recommended budget reductions that are comparable to the academic units (not considering the shared advising reallocations). The exact allocation to each unit was made considering the PP rankings.

For academic units, he followed a different approach. First, he looked to nationally normed information regarding the cost of instruction at peer institutions available through the Delaware Cost Study (DCS). He also considered the mission centrality criteria from PP. He noted that other portions of the PP rankings were subjected to substantial criticism. Many characterized the data as merely a popularity contest. For this reason he limited his consideration of PP data to the mission centrality data. He did not use this information in a formulaic way, but rather had detailed dialogs with each dean.

The provost concluded this portion of his presentation by noting that he is optimistic that we can turn around enrollment. He admitted that the UI has struggled in the past to develop an effective approach to enrollment management. He stated that he believes that, having implemented needed changes in our approach to enrollment management, we are making progress.

The provost next addressed future adjustments. He has implemented a university-wide faculty hiring process. In the past, colleges and often units, kept vacant faculty lines. The provost has decided that vacant faculty lines should now return to the central administration. Such a process will be driven by strategic conversations with the deans, both individually and collectively, to determine the best possible utilization of limited university resources.

The provost also stated that the finance model is going to change to a new approach based on recommendations from the finance committee recently chaired by Vice President of Finance, Brian Foisy. The provost will continue to use data to inform financial decisions. As part of future analysis, the provost will be considering a few options for program level cost benchmarking including the DCS approach. There are other approaches utilized which can be considered, such as a combined benchmarking and program review process utilized by Notre Dame University.

Additional refinements to future analysis will pursue a more disciplined conformance to the Delaware Cost Study data definitions. For example, the student credit hours (SCH) will accrue to the academic department paying the instructor's salary instead of the catalog "home" of a given course. UI's current systems pose some challenges for this detailed DCS process that can be resolved given more time.

Finally, the provost is working to provide as much information as possible to the college. He expects the information to be considered as colleges work on cascaded strategic plans and as UI re-calibrates the PP process. However, he stated that it would be some time before information dashboards are available. He expects to circulate a memo summarizing this presentation including links to the slides to the entire campus community. He also plans to sponsor a webinar to delve into the issues further and provide an opportunity for questions.

A senator asked how the university can afford investments such as VandalStar in the face of the deficits outlined by the provost. The provost responded asking "how can we not afford it?" UI's enrollment is not growing. Sitting back and hoping for change is not a strategy!

Another senator asked what policies are changing to foster enrollment growth? He followed up asking whether budget cuts were going to be the ongoing policy response to declining enrollments. The senator noted that if enrollment growth is vital, the university must implement changes. The provost responded that the current budget situation is the result of our failure to stabilize and grow enrollment. He is trying to be positive moving forward. However, he emphasized that in the future, the UI budgeting system must respond to changing enrollments more effectively. When enrollment goes down in programs, budgets must be periodically re-set. He pointed out that UI has rapidly growing programs that have gotten very few new resources. This is an issue. We have let the money sit where it has always been rather than funding these growing programs. The provost emphasized that enrollment changes are often beyond the control of departments or units. Rather they often are driven by external forces such as the job market (i.e. salaries and demand). University employees are working hard. But the demands and interests of society and our state is changing. The university must respond to these changes.

A senator noted that the university currently has a 13:1 student faculty ratio. This low ratio is not supportable on our current level of tuition and state appropriations. He agreed that the university must increase enrollment.

A senator asked what the enrollment benchmarks are and whether there would be consequences for failing to reach those benchmarks. The provost responded that many faculty and staff have expressed frustration with the centralized approach to enrollment and have expressed their belief that colleges can do a better job recruiting new students. However, he pointed out that since the university centralized student recruitment and enrollment efforts, the decline in UI's enrollment stopped. He stated that the central question is who gets to control how UI recruits and advises students. Infighting between colleges and with the central administration continues to hold the university back. He believes we must come together and support the efforts of SEM. The strategic plan has aggressive targets for enrollment growth. At present he believes UI must stabilize enrollment and aim for 3% annual growth. If the university can do this, it will be in a good budget position in two to three years. The provost also pointed out that the VP for SEM reports to the provost and it is up to the provost to hold him accountable. He concluded by stating that this strategic enrollment management approach now being implemented at UI is not a new and unproven approach. Rather, the university is just now catching up to best practices for recruiting and enrollment. The distributed approach was not working despite our sense that it was successful.

A senator pointed out the U.S. population is declining. Idaho's population is not growing at 3% (the growth target previously mentioned by the provost). He asked how the university will respond to these long term changes in the population. The provost responded that the number of high school graduates in Idaho is predicted to increase for the next three to four years. He also pointed out that UI is working to attract international students – our partnership with Navitas is an example of those efforts. He stated that he thinks it would be more productive to focus on reversing our current enrollment decline rather than predicting how the state's population trends will impact UI.

A senator commented that continued cuts are going to hurt students because they will lead to program elimination and increased numbers of instructors compared to tenure track faculty. She also stated that faculty and staff feel that decisions are made with insufficient involvement of faculty and staff. She believes UI is experiencing culture and climate issues as a result of insufficient involvement. She also asked how the other parts of the strategic plan will be advanced in the face of our focus on student credit hours and enrollment. The provost responded asking whether it is really true that students will suffer. This assumes that the institution only make marginal cuts. Even if the current crisis results in program eliminations, such changes may allow the university to provide better student opportunities in the remaining programs. He admitted that he does not have the "magic solution." Rather, he encouraged senators to deal with the current budget situation and focus on what the university is good at. This will allow the institution to move forward. The provost also reflected on the difficult issues of transparency. He did not invite faculty members into the discussions with deans regarding the budget because he was concerned that such involvement would simply emphasize the concerns of individual colleges and units. Also, the presence of a limited number of faculty in addition to the deans would have given more representation to some colleges than to others. He emphasized that there are still many aspects of the current budget plan that must be worked out and that he is seeking faculty input on these aspects. The provost also agreed that research is not heavily weighted in the current budget calculations.

The senator followed up asking whether the size of the current budget cut could be reduced if UI forgoes some of the UBFC initiatives or other programs such as the Vandal Ideas Projects (VIPs). The provost responded that he did not wish to revisit these issues this year. However, he added that such an approach might be considered in the future. Foisy added that some of the new initiatives are scalable. He agreed that more conversation is needed. The senator responded that she is a faculty member in a college

receiving one of the largest cuts. She suggested that the cuts do not reflect the level of return on investment. The provost agreed that this was a legitimate criticism that he would think more about. He noted that even though the first waypoints of the strategic plan focused on enrollment, many faculty ignored those first steps and jumped to increasing the university's research. He suggested that UI must recalibrate and reflect on how we value the different parts of our mission. DCS focuses on instructional costs. It includes internally funded research but does not consider external research funding.

After addressing the UI budget plan, the provost addressed the funding of UBFC recommendations. He emphasized that the process of funding is collaborative between administrative priorities and those identified by the administration. He pointed out that some projects not recommended by UBFC were funded because they represented priorities for President Staben and for the administration. A number of requests were included in the UIs legislative request but did not go forward from the State Board of Education to the legislature. VP Foisy explained that the UI legislative request must be carefully packaged to maximize the available legislative funding. He explained that this year a highly recommended request was packaged with several related, but less recommended requests, in order to develop one coherent and sizeable request that capitalized on receiving legislative funding.

A number of additional requests are part of the internal reallocation process. Budget requests for both marketing and advancement were deemed to be priorities by President Staben.

Finally, the provost explained that he has a number of academic program priorities that he has approved and that have been part of the UI's program and curriculum approval process. He brought the proposals to UBFC in the spirit of transparency. He allocated funding to these programs, even if they were not recommended.

University Curriculum Committee Report:

- **FS-19-047 (UCC-19-038) – Discontinue Process & Performance Academic Certificate.** Senator Michelle Wiest from the College of Science presented the proposal. She stated that the program was the project of the former chair of the Statistics Department. No students have graduated from this program. The proposal passed unanimously
- **FS-19-051 (UCC-19-024 – Joint JD/MPA Program.** Senator Brian Ellison from the Department of Politics and Philosophy explained that this program will provide an opportunity for law students to earn an MPA while also earning a JD. The proposal passed unanimously

The agenda having been completed, a motion (Chopin/Dezzani) to adjourn passed unanimously. The meeting was adjourned at 4:57 p.m.

Respectfully Submitted,

Liz Brandt, Faculty Secretary &
Secretary to the Faculty Senate

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UCC-19-045

PROPOSAL TO CREATE NEW PLANT PROTECTION MINOR

ENT 322	General and Applied Entomology	4
PLSC 338	Weed Control	4
PLP 415	Plant Pathology	3
	ENT, PLP, or PLSC courses[1]	9

[1]Suggested courses: PLSC 410, PLSC 438, ENT/PLSC Electives

Courses to total 20 credits for this minor

UCC-19-045

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, the **department chair** will e-mail the completed form to gracemiller@uidaho.edu.

Deadline: This form must be submitted by October 1 for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form.

Submission Information

This section must be completed

Dept Chair Name:	Edwin Lewis	Email:	eelewis@uidaho.edu
College:	College of Agriculture and Life Sciences		
Department/Unit:	Department of Entomology, Plant Pathology and Nematology		
Dept/Unit Approval Date:	9/28/2018	Vote Record:	12 yes (4 did not respond)
College Approval Date:	10/1/2018	Vote Record:	Unanimous
Primary Point of Contact:	Brenda K. Schroeder	Email:	bschroeder@uidaho.edu
Briefly describe the change you are requesting:	Requesting to add a new minor in Plant Protection for the B.S. in Entomology degree		

What is the financial impact of the requested change?

	Greater than $250,000 per FY:	X	Less than $250,000 per FY:	****Note: If financial impact is greater than $250,000, you must complete a Program Proposal form.**

The courses required for this minor are already offered within the EPPN department and being delivered. There is no additional financial impact.

Rationale for Program Component Request or Name Change

This section must be completed

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

In 2016 the documents were submitted for the bifurcation of Plant Sciences and Entomology, Plant Pathology and Nematology. In those documents was stated that EPPN would put forward a BS. in Entomology. This document is being put forward and the documents is to request the addition of a minor in Plant Protection for this degree.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

UCC-19-045

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☐Yes ☐No
If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.
**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: ☐Yes ☐No
**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

X	Create New		Discontinue	Implementation Date:	July 2019		
	Graduate Level	X	Undergraduate Level		Law Level	Credit Requirement:	20
Are new courses being created: (circle your response)				No X	Yes	**If yes**, how many courses will be created:	

If the request is for an option or emphasis, enter the associated major and degree:

Major:	Entomology	CIP Code:	01.1105	Degree:	BS

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	Plant Protection
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Provide a summary/description of the program component using 50 words or less:

Plant Protection Minor will provide students with an education focused on aspects of Plant Protection including the knowledge of plant, insect and weed pests and the theories of management to control them.

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

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

Desired Learning Outcomes thus are as follows:
A Understanding of the critical scientific principles and concepts of Plant Protection including the knowledge of plant, insect and weed pests and the theories of management to control them. The ability to apply these

concepts to real-life situations and the ability to analyze and critically evaluate scientific information published in respect to Plant Protection.

B. Demonstrate ability to clearly express and discuss scientific concepts with in both a classroom and work environment using oral and written communication skills.

Outcomes (A) align with UI Outcomes (1) Learn and Integrate, (2) Communicate, (3) Clarify Purpose and Perspective, and (4) Practice Citizenship; Outcomes (B) align with UI Outcomes (1) Learn and Integrate, (2) Think and Create, and (3) Communicate.

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

Direct Measure Process (per our current protocols and metrics):

A. Ability to apply disciplinary knowledge to broader scientific and societal issues, including the knowledge of plant pathogens and disease management, this will be assessed within specific exam questions that faculty agree will assess the principles and concepts of Plant Protection including the knowledge of plant, insect and weed pests and the theories of management to control them.

B. Demonstrated ability to apply academic knowledge to real-world problems and controversies using case studies in Senior Experience Capstone course (ENT/PLSC/SOIL 438); performance on parts of standardized exams including essay questions that assess ability to integrate and synthesize various concepts and their presentations will be evaluated for oral communication skills.

Indirect Measure Process (per our current protocols and metrics):

A. Successful completion of internships with various employers around the region; numbers of students participating in clubs/organizations and service learning, student evaluations of teaching; student grades in core courses, including performance on lecture exams, laboratory exams, class projects, and term papers.

B. Exit interviews with graduating seniors, including overall assessment of degree program, internships, student clubs/organizations, and opportunities for service learning activities.

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

We anticipate that the Curriculum Committee for the Department of Entomology, Plant Pathology and Nematology will be charged with interpretation of annual Learning Outcome metrics for all EPPN instructional programs and that will recommend specific policy for consideration and implementation by the EPPN Administrator. An underpinning objective will be to contribute to UI Strategic Plan Goals for Undergraduate enrollment.

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

Direct Benchmarks (per our current protocols and metrics):

Majority of students in Senior Experience Capstone course display demonstrate ability to critically analyze and report on case studies; at least 80% of students pass standardized tests; at least 80% of employers are satisfied with performance of student interns; at least 75% of students actively participate in club/organization and/or service learning activities.

Indirect Benchmarks (per our current protocols and metrics):

At least 80% of employers and students report overall satisfaction with internship experience; student evaluations of course and instructor quality in courses required by major and emphasis areas are 3 or higher; students receive a grade of C or higher in all courses required by major and emphasis areas.

5. When will assessment activities occur and at what frequency?

Learning Outcomes Assessment will occur throughout the academic year. Metrics will be reported annually during September for the prior Academic Year

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	x
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

UCC-19-046-v2

PROPOSAL TO CREATE UNDERGRADUATE AGRICULTURAL COMMODITY RISK MANAGEMENT CERTIFICATE

Two of the following:		**6**
AGEC 489	Understanding & Using Futures & Options Markets	
AGEC 414	Financial Analysis of Agricultural Firms	
AGEC 490	Commodity Price Analysis	

One of the following:		**3**
FIN 465	Introduction to Market Trading	
FIN 466	Market Trading Strategies	
AGEC 489[1]	Understanding and Using Futures and Options Markets	
AGEC 414[1]	Financial Analysis of Agricultural Firms	
AGEC 490[1]	Commodity Price Analysis	

[1]*cannot be double counted*

At least 3 credits from the following:		**3**
AGEC 468	Commodity Merchandising	
AGEC 469	Commodity Trading	
AGEC 489L	Applied Commodity Market Analysis	
FIN 467	Barker Capital Management Group	
FIN 468	Market Trading Lab	

Courses to total 12 credits for this certificate

University of Idaho

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Yellow indicates a required field. Green are fields that are optional depending on the change you are requesting. Following the appropriate department and college approvals the **department chair** will e-mail the completed form to provost@uidaho.edu.

Deadline: This form must be submitted by **October 1** for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form. Incomplete forms will be returned.

Submission Information

Dept Chair Name:	Chris McIntosh	Email:	mcintosh@uidaho.edu
Department/Unit:	Department of Agricultural Economics and Rural Sociology		
College:	College of Agricultural and Life Sciences		
Dept/Unit Curriculum Committee Approval Date:	September 21, 2018	Vote Record:	13 in favor, 0 opposed, 0 abstain
Dept Chair Signature of Approval			
College Curriculum Committee Approval Date:	September 25, 2018	Vote Record:	
Dean Signature of Approval			
Primary Point of Contact:	Gayle Gleason	Email:	ggleason@uidaho.edu
Briefly describe the change you are requesting:	Adding a new certificate program in agricultural commodity risk management		

What is the financial impact of the requested change?

	Greater than $250,000 per FY:	X	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:

Rationale for Program Component Request or Name Change

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

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 new curriculum to accommodate growing interest in this field of study for CALS students. To acknowledge 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 certificate in Agricultural Commodity Risk Management. Workload for the new certificate will be facilitated with the recent addition of two new faculty members in AERS, along with an existing faculty member who is also Director of the AERS risk management program. AERS faculty will be developing and teaching the new curriculum integrated into the certificate, which will be complemented by several courses currently being offered through the CBE.

UCC-19-046

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☐Yes ☐No

If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: ☐Yes ☐No

**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

X	Create New		Discontinue	Implementation Date:	Fall Semester 2019		
	Graduate Level	X	Undergraduate Level		Law Level	Credit Requirement:	12 Credits
Are new courses being created: (circle your response)				No	(Yes)	If yes, how many courses will be created:	2

If the request is for an option or emphasis, enter the associated major and degree:

Major:		CIP Code:	01.0103 AgEcon	Degree:	

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	Agricultural Commodity Risk Management
Teaching Endorsement (Major/Minor):	

Provide a summary/description of the program component using 50 words or less:

Completion of this certificate signifies student has attained a direct working knowledge in commodity price-risk management through trading real-world cash commodities and futures contracts, understanding the complexities of agricultural supply-chain management, applied market analytical methodologies and appropriate trading techniques for agricultural commodity futures and options.

XXXXXX

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1. List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
Students completing the certificate curriculum will be able to: ▪ Analyze the life cycle of a commodity ▪ Develop and implement commodity hedging strategies for regional agricultural products. ▪ Understand the mechanics of trading futures, options and spreads ▪ Analyze supply and demand factors – locally, regionally and globally – to develop strategies ▪ Risk manage the agricultural supply chain from farm to fork
2. 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 as a 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.
3. 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.
4. 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 AGEC 489L, built upon the definitions and mechanics of futures markets learned in AGEC 489 and applied through trade simulators. The ability to develop and implement commodity hedging strategies is an intended learning outcome of AGEC 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 AGEC 469. 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.
5. 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.

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

XXXXXXX

UCC-19-018-Tabled-2
Reference for UCC-19-046

College of Agricultural and Life Sciences
Proposed Catalog Changes
Effective Summer 2019

AGRICULTURAL ECONOMICS AND RURAL SOCIOLOGY

1. Add the following course:

AGEC 490 Commodity Price Analysis
3 credits
Methods used to analyze factors affecting agricultural prices; analysis of agricultural prices and price movements with respect to time, space, and form; and examination of methods of price forecasting and techniques of time series analysis.
Prereq: STAT 251, AGEC 489 or FIN 466, AGEC 289

Available via distance: No
Geographical Area: Moscow
Rationale: To implement a course to accommodate student interest from both the College of Agricultural and Life Sciences and College of Business and Economics, provided as part of the requirements for the CBE Trading Certificate. The course provides a deeper understanding of underlying factors that help to determine commodity prices and the function of commodity price risk, developing tools to investigate them, as well as a first approximation to the relevant literature and frameworks.

University of Idaho
A LEGACY OF LEADING

UCC-19-047-Post-UCC

PROPOSAL TO CREATE NEW EMPHASES IN THE MASTER OF ACCOUNTANCY: 1) TAXATION AND 2) AUDIT AND ASSURANCE

The Master of Accountancy degree requires 30 semester credits beyond the bachelor's degree, and is designed to meet the 150-credit requirement for taking the CPA examination in Idaho. Completion of this degree qualifies students to enter the public accounting profession in auditing, tax, or other positions ultimately requiring a CPA license.

Students seeking the M.Acct. degree will develop a degree plan in consultation with their advisors, complete at least 30 credits of course work, and successfully complete a comprehensive paper and portfolio.

If a student has earned a BS in Accounting (or equivalent), the required courses include:

ACCT 586	Contemporary Management Accounting Issues	3
ACCT 590	Advanced Auditing Seminar	3
ACCT 592	Financial Accounting and Reporting Seminar	3
Select two courses from the following:		**6**
ACCT 515	Advanced Financial Accounting & Reporting	
ACCT 521	Accounting Data Analytics	
ACCT 530	Accounting for Public Sector Entities	
ACCT 550	Fraud Examination	
ACCT 561	Comparative Accounting Theory	
ACCT 584	Federal Taxation of Entities	
ACCT 585	Estate and Elder Planning	
ACCT 598	Internship (Max 3 credits)	
ACCT 599	Non-thesis Master's Research (Max 6 credits)	
Additional 15 credits from approved courses		15
Total hours		~~15~~30

Taxation Emphasis

General Master of Accountancy requirements apply. A total of 30 credits are required for this degree.

A Taxation Emphasis is available by completing 12 credits from the following or electives approved by a major professor 12

ACCT 584	Federal Taxation of Entities
ACCT 585	Estate and Elder Planning
ACCT 598	Internship (Max 3 credits)
BLAW 425	Business Law of Entities

Additional 9 credits are chosen from approved courses 9

Audit and Assurance Emphasis

General Master of Accountancy requirements apply. A total of 30 credits are required for this degree.

An Audit and Assurance Emphasis is available by completing 12 credits from the following or electives approved by a major professor: 12

ACCT 521	Accounting Data Analytics

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ACCT 550	Fraud Examination
ACCT 590	Advanced Auditing Seminar
ACCT 598	Internship (Max 3 credits)
MIS 453	Database Design
MIS 455	Database Management for Big Data

Additional 9 credits are chosen from approved courses 9

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In addition students must have taken at least one US tax class, and at least one Business Law class at the upper-division undergraduate level or at the graduate level. ~~An additional 15 credits are chosen from approved options~~. Those electing the thesis option include 6 credits of ACCT 500 in the additional 15 credits (must still complete comprehensive paper and portfolio).

If a student has not earned a BS in Business (or equivalent), in addition to the above mentioned courses, the student must take or have taken at least 24 credits of business, economics, statistics, and business law courses at the undergraduate level or at the graduate level. These courses must include at least two business disciplines (e.g. management, marketing, and finance).

Rationale: ACCT 561 Comparative Accounting Theory and ACCT 521 Accounting Data Analytics are current and relevant courses that are appropriate to be taken as accounting electives in the MACCT program.
ACCT 561 and ACCT 521 have been offered for several years, therefore no additional resources are needed.
Since the courses are electives the learning objectives will not be assessed for all MACCT students at the program level. Note that the course learning objectives are assessed at the course level by the accounting faculty member teaching the course.
Taxation Emphasis; and Audit and Assurance Emphasis:
The Accounting Department faculty with the support of the Accounting Advisory Board is requesting two emphases in the Master of Accountancy degree: Taxation; Audit and Assurance. The emphasis in Taxation will provide in-depth knowledge of taxation and estate planning issues and related accounting issues. The emphasis in Audit and Assurance will provide accounting graduates in gaining in-depth knowledge of audit and fraud examination issues and procedures and related accounting issues. The Program Component (Group B) Request Short Form has been submitted.
Two additional taxation courses and one audit/assurance related courses will need to be offered at $6,000.00 per course plus fringe benefits of $1,554 per year, for a total of $22,662.00. Fees received from summer school courses will be used to pay for the additional instruction costs. It is expected that additional revenue will be earned from undergraduate and MACCT students as well as law students who take the additional courses during the summer session.
The advising function for the proposed emphases will be performed by the major professors and will not require additional resources.
Assessment of emphases:
The Accounting faculty will assess the professional tax and audit knowledge in the specific courses in the respective emphasis using direct measures of exams, papers, and/or projects. They will analyze the results and report their findings and recommendations to the Accounting Department Head at the end of each semester. Note that the other learning goals (general accounting knowledge; critical thinking and ethical critical thinking and research skills; written and oral communication skills; clarify purpose and perspective; and teamwork and leadership) will remain the same for all of the MACCT students at the overall MACCT program level.

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

UCC-19-047-Post-UCC

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, the **department chair** will e-mail the completed form to gracemiller@uidaho.edu.

Deadline: This form must be submitted by October 1 for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form.

Submission Information

This section must be completed

Dept Chair Name:	Marla A. Kraut	Email:	marlam@uidaho.edu
College:	College of Business and Economics		
Department/Unit:	Department of Accounting		
Dept/Unit Approval Date:	May 2, 2018	Vote Record:	6 For, 0 Against, 1 Abstention
College Approval Date:	Sep 28, 2018	Vote Record:	19-0
Primary Point of Contact:	Marla A. Kraut	Email:	marlam@uidaho.edu
Briefly describe the change you are requesting:	Offer two emphases in the Master of Accountancy degree: Taxation; Audit and Fraud Examination.		

What is the financial impact of the requested change?

	Greater than $250,000 per FY:	X	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 additional taxation courses and one audit/fraud examination related courses will need to be offered at $6,000.00 per course plus fringe benefits of $1,554 per year, for a total of $22,662.00. Fees received from summer school courses will be used to pay for the additional instruction costs. It is expected that additional revenue will be earned from undergraduate and MACCT students as well as law students who take the additional courses during the summer session.

The advising function for the proposed emphases will be performed by the major professors and will not require additional resources.

Rationale for Program Component Request or Name Change

This section must be completed

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

The Accounting Department faculty with the support of the Accounting Advisory Board is requesting two emphases in the Master of Accountancy degree: Taxation; Audit and Fraud Examination. The emphasis in Taxation will provide in-depth knowledge of taxation and estate planning issues and related accounting issues. The emphasis in Audit and Fraud Examination will provide accounting graduates in gaining in-depth knowledge of audit and fraud examination issues and procedures and related accounting issues.

Offering the MACCT Taxation Emphasis should increase enrollments (UI Strategic Plan Goal #3 Transform Objective A). Note that most national CPA firms pay up to $10,000 additional compensation for graduates with a taxation emphasis in a master's program. Several BYU-ID accounting students have told the Accounting Department Head that they chose Boise State University because it has a tax emphasis, but would have chosen to attend UI if we offered the emphasis. The following peer institutions also offer a taxation emphasis or option in their graduate accounting program: Gonzaga, University of Washington, and University of Oregon. Idaho State University offers a Master in Taxation. Some of the UI Law School faculty members think the MACCT Taxation Emphasis would be an opportunity for the Concurrent JD/MACCT students.

The admission requirements and the program component curriculum for the Master of Accountancy program will remain the same. The 12 credits of each emphasis will be part of the electives in the general MACCT curriculum. The total 30 credits requirement for the MACCT degree will remain the same.

The proposed emphases will include existing courses from the existing MACCT program and two additional courses in taxation and one in audit/fraud examination area. As stated previously, the costs of instruction for the courses will be covered by summer school fees.

UCC-19-047-Post-UCC

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☐Yes ☐No

If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: ☐Yes x☐No

**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1	MACCT students will acquire advanced accounting knowledge to prepare them for the accounting profession or further graduate work.	N/A		
SLO#1A – For Taxation Emphasis	***N/A***	MACCT students will acquire advanced knowledge of taxation issues, tax law, and regulations to prepare them to be a successful tax professional.	Research papers in each emphasis course. The knowledge will be evaluated by the faculty member.	no
SLO#1B – For Audit and Fraud Examination Emphasis	***N/A***	MACCT students will acquire advanced knowledge of audit issues and principles to prepare them to be a successful audit professional.	Final exams in each emphasis course. The knowledge will be evaluated by the faculty member.	no
SLO#2	***Critical Thinking, Ethical Problem Solving, and Research Skills***	N/A		
SLO#3	Professional Oral and Written Communication Skills	N/A		
SLO#4	Relationship development and appreciation of global perspectives	N/A		
SLO#5	***Teamwork and leadershipskills***	N/A		

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

X	Create New		Discontinue	Implementation Date:	Fall 2019

X	Graduate Level		Undergraduate Level		Law Level	Credit Requirement:	
Are new courses being created: (circle your response)			No	Yes	**If yes**, how many courses will be created:		2

If the request is for an option or emphasis, enter the associated major and degree:

Major:	Master of Accountancy	CIP Code:520301		Degree:	Accountancy

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	Taxation; Audit and Fraud Examination
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Provide a summary/description of the program component using 50 words or less:

The Master of Accountancy degree requires 30 credits beyond the bachelor's degree. The Taxation Emphasis is available by completing four courses in taxation, business law, or internship. The Audit and Fraud Examination Emphasis is available by completing four courses in audit, fraud examination, data analytics, or internship.

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

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

Learning Goal #1 - Professional Accounting Knowledge:

For the Taxation Emphasis: MACCT students will acquire advanced knowledge of taxation issues, tax law, and regulations to prepare them to be a successful tax professional.

For the Audit and Fraud Examination Emphasis: MACCT students will acquire advanced knowledge of audit issues and principles to prepare them to be a successful audit professional.

Note that the other learning goals (general accounting knowledge; critical thinking and ethical critical thinking and research skills; written and oral communication skills; clarify purpose and perspective; and teamwork and leadership) will remain the same for all of the MACCT students at the overall MACCT program level.

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

The Accounting faculty will assess the professional tax and audit knowledge in the specific courses in the respective emphasis using direct measures of exams, papers, and/or projects. They will analyze the results and report their findings and recommendations to the Accounting Department Head at the end of each semester.

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

The results of the assessment findings will be reported to the Accounting faculty and Accounting Advisory Board annually by the Accounting Department Head. The Accounting faculty with input from the Accounting Advisory Board will discuss the results at the fall meeting to develop recommendations to individual courses and the program as a whole to improve student learning.

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

Direct measures will include course embedded exams, papers, and projects and MACCT Portfolio Paper at the end of the student's program. Indirect measures will include graduating student survey, Accounting Advisory Board discussions, focus groups, and alumni survey.
5. When will assessment activities occur and at what frequency?
Direct measures occur continuously within the semester. Indirect measures occur annually (except for the alumni survey which occurs every five years).

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

University of Idaho

POLICY COVER SHEET

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

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

Chapter & Title: FSH 1640.91 – University Curriculum Committee

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

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

Originator(s): **Jerold Long** **02/01/2019**
(Please see FSH 1460 C) Name Date
Telephone & Email **208-885-4977 law-dean@uidaho.edu**

Policy Sponsor: (If different than originator.)
Name Date
Telephone & Email:

Reviewed by General Counsel ___Yes ____No Name & Date: _____

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

Unlike the other academic Colleges, the College of Law does not have a position on the University Curriculum Committee, despite the fact that University policy now requires all College of Law curricular changes be reviewed and approved by the UCC. This revision to the FSH would match the structure and membership of the UCC with the actual function of the UCC.

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

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

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

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)

Proposed Handbook Changes
Effective Summer 2019

UNIVERSITY CURRICULUM COMMITTEE

A. FUNCTION. [See 1540 B and C and also 4110 and 4120.] [ed. 7-98]

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. *[add. 7-08]*

B. STRUCTURE. One faculty member from each college except ~~Law and~~ 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. *[rev. 7-98, 7-06, 7-08, 1-09, ed. 8-12]*

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] ☐ Addition XX Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **FSH 3340, Performance Evaluation of Staff Employees**

Administrative Procedures Manual [APM] ☐ Addition XX Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **APM 50.21, Documenting and Addressing Unsatisfactory Performance of Classified Staff**

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.
*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s): **Wesley Matthews** **1/8/2019**
(Please see FSH 1460 C) Name Date
Telephone & Email: **5-3478; wmatthews@uidaho.edu**

Policy Sponsor: (If different than originator.) (same) Name Date
Telephone & Email:

Reviewed by General Counsel _X_Yes ____No Name & Date: _Kim Rytter 1/10/2018____

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

Revises sections A-9, A-10(d), and A-10(e) of FSH 3340 and APM 50.21 to correct policy regarding probationary status. The statements regarding probationary status for employees are incorrect. An employee is only on probation for the first six months of employment. (During probation the employment condition is "employment at will" which means the employee can be terminated without cause and without appeal rights.) Once probation is completed, then the employee is "certified." (Once certified, termination must be with cause and the employee has appeal rights.) We cannot simply place a certified employee back into probationary status and essentially take away their rights. A-9 is further revised from the rigid schedule of follow-up evaluations to incorporate the use of performance development plans.
Delete section B from the FSH 3340, these instructions are already materially captured in the APM 50.08.
FSH 3340 also contains less significant and housekeeping revisions; "should" to "shall", deletions covered in the APM, "department" to "unit", etc.

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.

Probationary status is discussed in **FSH 3360, Probation, Promotion, Demotion, and Transfer of Classified Employees**.
APM 50.08, Evaluations for Classified and Exempt Staff – No edits necessary.
APM 50.21, Documenting and Addressing Unsatisfactory Performance of Classified Staff – Edits attached.

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: ____Staff Council __appr. 1/25/19_____

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)

3340

PERFORMANCE EVALUATION OF STAFF EMPLOYEES

PREAMBLE: This section contains those policies and their attendant procedures for those periodic performance reviews of classified personnel and exempt personnel. An original part of the 1979 Handbook, *this section was revised in December of 1992,* inter alia *to reflect changes in step increases. Unless otherwise noted, the text is that of July 1996. For further information, contact Human Resource Development (208-885-9164).* [ed. 7-97, 12-04, 6-09, rev. 7-98]

CONTENTS:

A. General Principles
B. Instructions for Completing the Performance Evaluation Form

A. GENERAL PRINCIPLES.

A-1. Performance evaluation is a responsibility of every ~~manager~~ supervisor and should be performed in a timely manner for every employee. The purposes of performance evaluation include but are not limited to: facilitating employee productivity and professional growth, encouraging communication between employees and supervisors, documenting performance strengths and weaknesses, supporting meritorious salary increases or identifying the basis for demotion, disciplinary action or dismissal and motivating improvement in performance. ~~To assist supervisors, Human Resource Development staff provide training in performance appraisal techniques through workshops as well as through individual assistance.~~ *[ed. 12-04]*

A-2. A formal evaluation of performance ~~should~~ shall be performed at least once a year, generally during January. Classified employees who are new to a classification will be evaluated after three months of service in the probationary period and again at the end of the probationary period but no later than six (6) months in the new position. *[rev. 7-02,rev. 12-04]*

a. Performance evaluations may also be conducted at other times at the discretion of the supervisor or ~~department~~ unit administrator to ~~further~~ assist employees in improving performance or to formally advise them of performance or disciplinary problems. *[ed. 7-02]*

b. Supervisors and~~or~~ unit~~department~~ administrators ~~(depending on procedures of the department)~~ are responsible for evaluating performance in a responsible and timely manner. *[rev. 7-98, ed. 7-02]*

A-3. The performance evaluation form is a guide for evaluating the performance of all exempt staff and classified staff. Forms for each employee may be downloaded from the Human Resources website (www.uidaho.edu/humanresources.aspx). Human Resources notifies department administrators when annual or probationary evaluations are due. *[rev. 7-02, ed. 12-04, 6-09]*

A-4. The employee's job description provides an objective standard by which performance is evaluated. Job descriptions for classified positions and some exempt staff positions are on file in Human Resources. Factors that also are considered include, but are not limited to, ability to work with other employees, record of attendance, and tardiness. *[ed. 12-04, 6-09]*

A-5. Evaluation of performance ~~should~~ shall be conducted by an employee's immediate supervisor or ~~department~~ unit administrator (depending on the procedures of the department). The evaluation should include a discussion between the supervisor and the employee regarding: (a) what is expected of the employee, including a review of standards of performance in the job description as well as goals and objectives established at the

prior evaluation; (b) the supervisor's evaluation of performance for the current period; and (c) developmental activities or performance goals included in the review which will improve performance during the upcoming period. The employee is expected to participate in the discussion. *[ed. 7-02]*

A-6. Following the supervisor's completion of the written evaluation~~discussion of performance between the supervisor and the employee~~, ~~the~~ employee~~s~~ has~~ve~~ the opportunity to indicate in writing whether the~~y or she~~ concur~~s~~ with the evaluation and to enter ~~his or t~~heir written comments regarding the evaluation in the "Employee Comments" section of the performance evaluation form.

Commented [MW(1]: Based on feedback from a Staff Council member

A-7. The written evaluation serves as the official record of performance; hence, it should be as complete as possible, signed and dated, and sent to Human Resources no later than the last working day in February. One copy of the evaluation is given to the employee, and one copy retained in the ~~department~~ unit and should be referred to when subsequent evaluations are conducted. The official series of evaluations in HR becomes a record that supports decisions such as promotion or dismissal. *[rev. 7-02, rev. 12-04]*

A-8. A probationary classified employee who receives an overall unsatisfactory performance evaluation shall not~~is ineligible to~~ be certified as having completed probationary status. In most instances, an unsatisfactory performance evaluation should be accompanied by a recommendation for demotion or termination of employment. In rare cases, the probationary period may be extended for up to an additional 90 days, with written performance reviews required at 30 and 60 days, and the final written evaluation completed no later than 90 days. (See APM 50.21) *[rev. 7-02, ed. 12-04]*

A-9. ~~An employee who had previously been certified as having satisfactorily completed entrance probation may also be placed in probationary status following an evaluation which indicates that overall performance is less than satisfactory.~~ A ~~previously~~ certified employee who receives an overall rating of "needs improvement" or "unsatisfactory" must be placed on a performance development plan (PDP) to document the necessary improvement or the lack thereof. ~~reevaluated, with written performance reviews required at 30 and 60 days, and the final written evaluation completed by 90 days with the employee's progress or lack of it recorded.~~ If the necessary improvement is not achieved through use of the PDP~~In the event that an overall rating of satisfactory is not achieved~~, other steps must be taken; these may include, but are not limited to~~, probation,~~ demotion, suspension, or termination of employment. (See APM 50.21) *[ed. 12-04]*

A-10. Performance levels ~~in each criterion evaluated~~ are described as follows:

Commented [MW(2]: Based on feedback from a Staff Council member in light of the new narrative option which only has an overall rating instead of individual "criterions"

a. **Outstanding** is extraordinary performance well beyond that required for the position. *[rev. 7-02]*

b. **Exceeds Requirements** represents performance which is better than that expected of a fully competent employee. *[rev. 7-02]*

c. **Meets Requirements** is the performance expected of a fully competent employee and is defined as falling within a broad band of accomplishments ranging between "needs improvement" and "highly competent." *[rev. 7-02]*

d. **Needs Improvement** denotes performance that is less than that expected of a fully competent employee. It means improvement is necessary. A rating of this type should be thoroughly discussed with the employee. ~~, and the employee placed on 90 day probation.~~

e. **Unsatisfactory** performance is inferior to the standards for the position. It should be used when an employee clearly fails to perform one or more duties critical to the job and the overall impact of the employee's performance is such that termination of employment is considered and may be implemented. ~~At the minimum, the rating will be thoroughly discussed with the employee, and the employee placed on 90-day probation.~~

UI FACULTY-STAFF HANDBOOK
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF
Section 3340: Performance Evaluation of Staff Employees

B. INSTRUCTIONS FOR COMPLETING THE PERFORMANCE EVALUATION FORM.

Commented [AT3]: This process is covered in APM 50.08.

B-1. Refer to the employee's job description and agreed upon performance goals or Performance Development Plan (PDP) as the appropriate frame of reference for evaluation. Please attach a copy of the job description and goals (or PDP) to the completed evaluation form. *[rev. 7-02, ed. 12-04]*

B-2. Prepare a draft evaluation in preparation for discussion with the employee. The supervisor may wish to provide the employee with a blank evaluation form and ask him or her to prepare a self-assessment in preparation for the discussion that may be voluntarily given to the supervisor. *[ed. 7-02]*

B-3. Complete the evaluation form, providing examples and written comments as appropriate. The form is designed for multiple employment settings. If a particular evaluation criterion is not applicable, please check "NA," provide a brief explanation, and continue to the next criterion.

B-4. Complete the rating for each of the relevant categories. Often an employee will have a range of ratings throughout the categories indicating individual strengths and weaknesses.

B-5. Schedule and conduct a performance review with the employee to discuss the evaluation. Encourage employee participation in this discussion. *[rev. 7-02]*

B-6. Offer the employee the opportunity to add written comments in the "Employee Comments" section.

B-7. The performance evaluation form is to be signed by the supervisor who completes it, and by the employee who receives it. If the employee refuses to sign the evaluation, the supervisor should note this fact on the evaluation; if so noted, refusal by the employee to sign the evaluation does not mean the evaluation is incomplete. In addition, each evaluation form is to be reviewed and signed by the department administrator with budget authority. Subsequent review by senior administrators is an option that may be exercised by those administrators. *[ed. 7-02]*

B-8. Please distribute final signed copies of the completed evaluation form as follows: original to the employee's file in Human Resources; a copy to the dean's or director's office, a copy to the evaluator's department file; and a copy to the employee. *[rev. 7-02, ed. 12-04]*

B-9. In the event the performance review leads to a recommendation of probation, demotion or termination of employment, see 3360 and 3930. The supervisor is expected to consult with the director of employment services in these cases. Should demotion, suspension or termination of employment be recommended, the evaluation must first be reviewed by a senior administrator at the level of dean or director, or above, as well as the director of employment services before the form is delivered to the employee. *[ed. 7-02, 12-04]*

(Staff Performance Evaluation Forms are on Human Resources website.)

50.21 -- Documenting and Addressing Unsatisfactory Performance of Classified Staff

Last updated November 7, 2006

A. **General**. Any UI classified employee who receives an overall rating of unsatisfactory or needs improvement as a result of performance evaluation must~~may~~ be placed o~~i~~n a performance development plan to document the necessary improvement or the lack thereof~~-related probationary status that lasts for ninety (90) days~~. A classified employee in ~~entrance~~ probationary status who receives an overall performance evaluation of less than satisfactory may be extended in ~~entrance~~ probationary status for up to an additional 90 days, during which time he or she is ineligible to be certified and is not eligible for a salary increase [FSH 3340] based on performance. ~~A previously certified employee may also be placed in performance-related probationary status following an evaluation that indicates an overall performance of less than satisfactory, or following a violation of university policy. During these 90 days the probationary employee's performance is evaluated every thirty (30) days [FSH 3340].~~

B. **Process**. After completing a performance evaluation and/or otherwise documenting less-than-satisfactory performance, the supervisor notifies Human Resources and also meets with the employee and notifies him or her that he or she is being placed on probation. The notice informs the employee about the specific performance concerns, actions that need to be taken to improve performance satisfactorily, the time during which improvement is expected, and the consequences for failure to make improvements. The usual duration of performance probation is 90 days, and performance is evaluated at 30-day intervals. If probation is successfully completed, the employee is certified. If probation is not successfully completed, employment may be terminated or the employee may be demoted to a position in which he or she is certified at the discretion of the UI. [See FSH 3360]. The role of HR is to provide guidance to the supervisor regarding the procedural steps to be followed and provide information to the employee about UI procedures and expectations.

C. **Procedure**. The supervisor completes an initial employee performance evaluation by comparing the employee's performance to the job description responsibilities [See 50.08]. The performance evaluation may be a scheduled evaluation (such as an annual evaluation, or a routine evaluation during entrance probation), or it may occur following observation of a particular situation or activity.

C-1. **Required Documentation**. After completing an evaluation that documents performance as less than satisfactory, and prior to any further action, the supervisor forwards a confidential copy of the evaluation to Human Resources and to the dean or director. A letter informing the employee that he or she is being placed on probation will be developed by the supervisor in collaboration with Human Resources and the dean or director, or designee. The letter will:

i) Identify specific problems and corrective actions needed. The probationary letter should address specific problems that have been documented and the corrective actions that need to be accomplished during the probationary period.

ii) Identify the dates of subsequent 30-60-90 day reviews. These dates are to inform the employee and HR when the reviews are to be completed and submitted. If requested, HR will work with the supervisor to ensure evaluations are completed on schedule.

iii) Identify specific consequences. The probationary letter should incorporate the sentence: "should your performance not improve during this 90-day probationary period, further disciplinary action may be taken, up to and including possible termination of employment".

iv) Offer assistance to the employee. The letter can also reference employee assistance services available through the Employee Assistance Program (EAP), services which are confidential and free to the employee, and/or training opportunities which may be available and which may help the employee improve performance.

v) Develop a performance development plan (PDP). A performance development plan should be developed by the supervisor to clearly articulate the expectations for success in the position. A sample form and guidance in developing this performance tool is available from Human Resources.

C-2. **Schedule Employee Conference**. The supervisor schedules a conference with the employee to deliver the letter and answer any questions. The supervisor should make a note to the file regarding the date and time the letter was discussed, and the substance of the conversation with the employee.

C-3. **Follow Through with Timely Evaluations**. The supervisor is responsible to count the days, and specifically to ensure the 3rd review does not go beyond the 90 calendar days (89 days is permissible, 91 days is not).

C-4. **Consult with HR**. The supervisor should consult with the Director of Employment Services, or designee, and the dean or director of the employee's college or administrative unit (or designee) prior to completing the 90-day evaluation if demotion or termination is recommended.

i) If performance has improved, the employee will become certified in the position.

ii) If performance has not improved and it appears that demotion, suspension termination or other disciplinary action will be recommended, the Director of Employment Services will advise on the procedures to be followed. These procedures are legally required, and involve providing the employee with notice of contemplated action and an opportunity to respond before the final decision on the action is made or the action is initiated. [See FSH 3360 and 3930]

D. **Information**. Questions or problems regarding the progressive probationary process can be addressed to the Director of Employment Services in Human Resource Development (208) 885-3616.

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #17

3:30 p.m. - Tuesday, January 29, 2019
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.
- Minutes of the 2018-19 Faculty Senate Meeting #16, January 22, 2019 (vote)

III. Consent Agenda.

IV. Chair's Report.

V. Provost's Report.

VI. Unfinished Business and General Orders.

VII. Other Announcements and Communications.

- **Budget** (John Wiencek/Brian Foisy)

VIII. Committee Reports.

University Curriculum Committee (vote)
- **FS-19-047** (UCC-19-038) – Discontinue Process & Performance Academic Certificate (Mark Nielsen)
- **FS-19-051** (UCC-19-024 – Joint JD/MPA Program (Brian Ellison)

IX. Special Orders.

X. New Business.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments: Minutes of 2018-2019 FS Meeting #16
FS-19-047, FS-19-051

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #16, Tuesday, January 22, 2019

Present: Benedum, Brandt (w/o vote), Bridges, Cannon (Boise), Caplan, Chopin, DeAngelis, Dezzani, Grieb, Jeffrey, Keim, Kern (Coeur d'Alene), Kirchmeier, Lambeth, Lawrence (for Wiencek, w/o vote). Luckhart, Lee, Lee-Painter, McKellar (Idaho Falls), Morgan, Raja, Schwarzlaender, Seamon, Tibbals, Vella, Wiest. **Absent**: Ellison, Johnson, Laggis, Wiencek **Guests:** 10

Call to Order and Minutes. In the absence of the chair, who was ill, the vice chair called the meeting to order at 3:30 pm. A motion to approve the minutes (Morgan/Lee-Painter) passed unanimously.

Chair's Report.

- The chair reminded senators that all proposed policy changes must be forwarded to the Faculty Secretary's Office by April 8 to permit sufficient time for review prior to consideration by senate. However, it is best to get changes in sooner rather than later to avoid a backlog. The last day for senate to consider policy changes for inclusion on the University Faculty Meeting is April 16. The Committee on Committees will be sending out a notice to all committee chairs this week reminding them of these deadlines.
- The Committee on Committees reports a record high level of faculty interest in serving on committees. Approximately 2/3 more faculty submitted committee preference forms this spring than in past years. Vice Chair Grieb added that the change is likely due to the use of a Qualtrics survey to gather faculty interest. He thanked the Faculty Secretary Liz Brandt and Ann Thompson, who provides support for the faculty secretary and for senate leadership, for their work on the survey. The Faculty Secretary added that Professor Dan Campbell in the College of Education Health and Human Services (CEHHS) provided invaluable support in developing the survey.
- General Education Forum this Friday, January 25 at noon in the Clearwater/Whitewater rooms in the Commons and by ZOOM at uidaho.zoom.us/j/433992061. The focus of the forum will be to discuss potential changes in the UI general education requirements regarding ISEM courses. Faculty may provide anonymous feedback on the changes by following this link: https://uidaho.us6.list-manage.com/track/click?u=e8b26a2bfdf3335ca7d0c9eef&id=f396c37f00&e=ada0d88d8e. The changes have recently been approved by the University Committee on General Education (UCGE) and have been forwarded to the University Curriculum Committee (UCC).

Provost Report. Vice Provost Torrey Lawrence gave the report in the absence of Provost Wiencek who is in Boise for Legislative Week. Lawrence reported that the provost will discuss the budget at next week's senate meeting. He also noted that the response rate on the faculty evaluation of administrator's survey was substantially higher this year than in the past. The evaluation was circulated via a Qualtrics survey by his office (as opposed to circulating hard copy evaluation forms via the colleges). In the past, fewer than 10 evaluation forms have been received. This year almost 100 have been received. Lawrence was happy to be able to report this increased level of faculty engagement.

A senator asked how the information in the faculty evaluation of administrators is kept confidential. Lawrence responded that the survey was administered by the Office of Institutional Effectiveness and Assessment using prevailing research standards to protect confidentiality. Survey participants were given the option of providing their name. Also, the survey results will be provided by Institutional Effectiveness directly to the supervisor of the administrator being evaluated.

University Curriculum Committee Report

- **FS-19-039** (UCC-19-043 &43a) – Name Change – Interior Design to Interior Architecture & Design/Prefix Change. The vice chair took the name change and the prefix change in the proposal separately. Professor Rula Awwad-Rafferty presented the proposals for the College of Art and Architecture (CAA). This change better reflects the structure and curriculum of the program and aligns with national definitions of both interior architecture and interior design. Interior Architecture is akin to an enhanced Interior Design program. In addition, the CAA believes that the change will increase employment opportunities for students. The name change passed unanimously. The prefix course number change reflects the new name of the program. This change also passed unanimously.
- **FS-19-040** (UCC-19-028a & 28) – New Virtual Technology & Design Certificate. Professor John Anderson presented the proposal for CAA. He explained that the Virtual Technology and Design (VTD) program has been working to re-align their curriculum to promote advancement and recruitment, and also to foster a dual enrollment possibility in the future. The proposed certificates will assist in this process. Other universities offer similar certificates. However, Anderson believes UI can offer a more attractive program. Once this is vetted through the university, the proposed certificate must be approved by CAA accreditors. The proposal passed unanimously.
- **FS-19-041** (UCC-19-031) – New Natural Science Teaching Endorsement. Professor Taylor Raney presented the proposal for the College of Education Health and Human Services. This is a new composite endorsement. This has been authorized by the state and we are adding the courses to make this available. A senator asked whether there is a way to offer some of the endorsements at a distance. Raney responded that the courses for the endorsement are outside CHHS in the content areas. If the content area does not have the distance courses, the endorsement cannot be offered online. The proposal passed unanimously.
- **FS-19-042** (UCC-19-032) – New Sociology/Anthropology Teaching Endorsement. Professor Raney also presented the proposal for a new teaching endorsement in Sociology/Anthropology. This effort reflects collaboration between CEHHS and the Department of Sociology and Anthropology. The proposal passed unanimously.
- **FS-19-043** (UCC-19-033) – New Drama Teaching Endorsement. Professor Raney also presented the proposal which reflects collaboration between CEHHS and the Theater Department. The proposal passed unanimously.
- **FS-19-044** (UCC-19-034a&34) – New Culturally Responsive Pedagogy Certificate/Catalog Changes (Aleksandra Hollingshead). Professor Hollingshead presented the proposal for CEHHS. The certificate has been created through funding received from CEHHS and the College of Letters Arts and Social Sciences (CLASS). The certificate will consist of twelve credit hours. Six credits are from existing courses. Six credits will be from a group of one credit online courses that have been created for this program. A senator commented positively on the fact that the certificate will be available online. Hollingshead agreed that students will be able to complete the certificate online. She added that the six one credit online courses are available to take at any time because they are asynchronous. The proposal passed unanimously.
- **FS-19-045** (UCC-19-035) – Minor Name Change Communication Studies to Communication. Professor Todd Thorsteinson presented the change for CLASS. The purpose of the name change is to bring the name of the minor into alignment with the name of the re-approved Communication Major. The proposal passed unanimously.
- **FS-19-046** (UCC-19-036) – Certificate Name Change Diversity & Stratification to Diversity & Inclusion. Professor Kristin Haltinner presented the proposal for CLASS. She is the director of the certificate program. Haltinner explained that this certificate is the largest certificate program on campus. The name change is being made to reflect current trends in the field. Haltinner also noted that the name is more hopeful! The proposal passed unanimously.

- **FS-19-047** (UCC-19-038) – Discontinue Process & Performance Academic Certificate. Consideration of this change was postponed because no sponsor was available to explain the change.
- **FS-19-048** (UCC-19-039) – Discontinue M.S. Metallurgy. Professor John Crepeau presented the change for the College of Engineering (COE). This program was inherited by COE when College of Mines was closed. The program has had no graduates since 2003. Crepeau clarified that this change does not impact the M.S. in Metallurgical Engineering. The proposal passed unanimously.
- **FS-19-049** (UCC-19-041a&41) – New Nuclear Technology Management Graduate Certificate. Professor R.A. Borelli presented the proposal for COE. This new program will be offered online from Idaho Falls. The goal of the program is to meet market needs. A senator asked for clarification of the courses required for the certificate. Borelli explained that students must complete one course from either Nuclear Engineering or Technology Management depending on their major and then may select from a list of five three-credit courses, for a total of six possible courses. The proposal passed unanimously.
- **FS-19-050** (UCC-19-042) – New Cybersecurity Undergraduate Certificate. Senator Clinton Jeffery presented the proposal for the COE. The goal of the proposal is to permit students in majors other than computer science to demonstrate that they are qualified in the area of cybersecurity. The proposal passed unanimously. A senator asked how many certificates were available at UI. The vice chair responded that he believed there are more than 30. The senator responded that the proposal demonstrates a good utilization of resources on campus across disciplines.

Faculty Secretary. The vice chair introduced the topic of re-structuring the Faculty Secretary's Office. He reminded faculty that the goal is to make the faculty secretary position more attractive and to preserve the role and influence of the faculty secretary. He turned the discussion over to current Faculty Secretary Liz Brandt for further comments. Brandt explained that, based on the discussion, senate leadership will craft a proposal including revisions to FSH 1570 for further consideration by senate. She reminded senators that, as currently conceived, the faculty secretary is a 50% appointment with responsibility for fostering faculty governance and also is the policy coordinator for the university. The hope was that senior faculty with substantial experience during their final phase of employment would be interested. This has not necessarily proven to be the case. Over the past fifteen years there have been few faculty interested in the position. She also explained that the policy responsibilities of the faculty secretary position have increased and are likely to continue to increase, making the position quite difficult and consuming more than 50% time.

A number of concerns and questions arose in the discussion:

- *How will the restructure impact faculty governance and how it works on campus?* Senators expressed the belief that unless the responsibilities of the position are reduced, the job would not be "doable" as a 25% position. The faculty secretary's activities in fostering and supporting faculty governance can be reasonably accomplished through a 25% appointment as contemplated by the proposed restructure. The faculty secretary will need to coordinate closely with the Policy Coordinator to ensure that faculty committees remain involved in the policy process and to remain informed of policy developments moving forward to faculty senate. Senators pointed out the draft organizational chart does not show any formal reporting or informational relationship between the policy coordinator and the faculty secretary. They suggested that this relationship be formalized in the final proposal.

  In the course of the discussion, Brandt pointed out the importance to faculty and staff of enhancing the policy process. She stated that currently, faculty are being harmed because our policies are ambiguous and unclear. She believes that the enhanced policy coordinator position will assist in resolving some of our current policy issues.

Finally, both Brandt and Vice Provost Lawrence pointed out that the creation of the position of Vice Provost for Faculty has significantly increased the capacity of the provost office to address faculty issues. Brandt and Lawrence stated that collaboration between the two positions was extremely helpful.

- *Will the restructure reduce the power and influence of the faculty secretary?* They expressed the concern that reducing the percentage of time for the position might result in a comparable reduction of influence for the faculty secretary. Senators also pointed out that the proposed policy coordinator will be a staff member and will not have any decision-making authority. Rather the policy coordinator will be a resource and facilitator for policy. Senators also expressed concern about the continued growth of mid-level administrators, particularly in a time of few resources. Brandt acknowledged that a reduction in power and influence of the faculty secretary is a risk of the proposed restructure. She stated that she believes this depends upon the skills of the next faculty secretary. She also stated that the current structure has similar risks, if there are no appropriate applicants for the position.
- *Senators raised the possibility of retaining the faculty secretary as a 50% position devoted exclusively to faculty governance.* Brandt stated that she did not think the faculty governance responsibilities of the position demanded that much time.
- *Should the faculty secretary have a multi-year appointment?* Senators expressed the belief that continuity in the position of faculty secretary is important. Only with a multi-year appointment can the faculty secretary have the context and experience to assist faculty governance. Continuity will also give the faculty secretary the ability to establish relationships and communication channels on behalf of faculty.
- *How will the faculty secretary's "buyout" work?* Senators recognized that the faculty secretary policy must have a workable and flexible buyout provision. Such a provision is important to make the faculty secretary position attractive. But also, while current UI's administration has been supportive and flexible, senators recognized that this might not always be the case. Effective policy regarding the buy-out for the secretary will be important in such a circumstance. It was noted that the policy provisions for the buyout of the chair and vice chair should also be reviewed and possibly revised.
- *Will we be able to attract strong faculty to the position?* Senators suggested that having a well drafted buyout provision would be crucial to attracting a good faculty secretary. In addition, they suggested that a concerted effort to educate faculty about the role and responsibilities of the faculty secretary would aid the process. Several senators expressed the belief that many faculty do not really know what the faculty secretary does. Others emphasized that having a tightly drafted position description is important. It was also recommended that the Faculty Secretary position be actively marketed to the general faculty, and that a pool of potentially qualified and interested faculty be identified and maintained. Finally, senators discussed changing the name of the position might help – "Secretary of the University Faculty" might be more attractive than "Faculty Secretary." Finally, they also speculated that eliminating the "secretary" title might help.

The agenda having been completed, a motion (Keim/Dezzani) to adjourn passed unanimously. The meeting was adjourned at 5:00 p.m.

Respectfully submitted,

Liz Brandt, Faculty Secretary &Secretary to the Faculty Senate

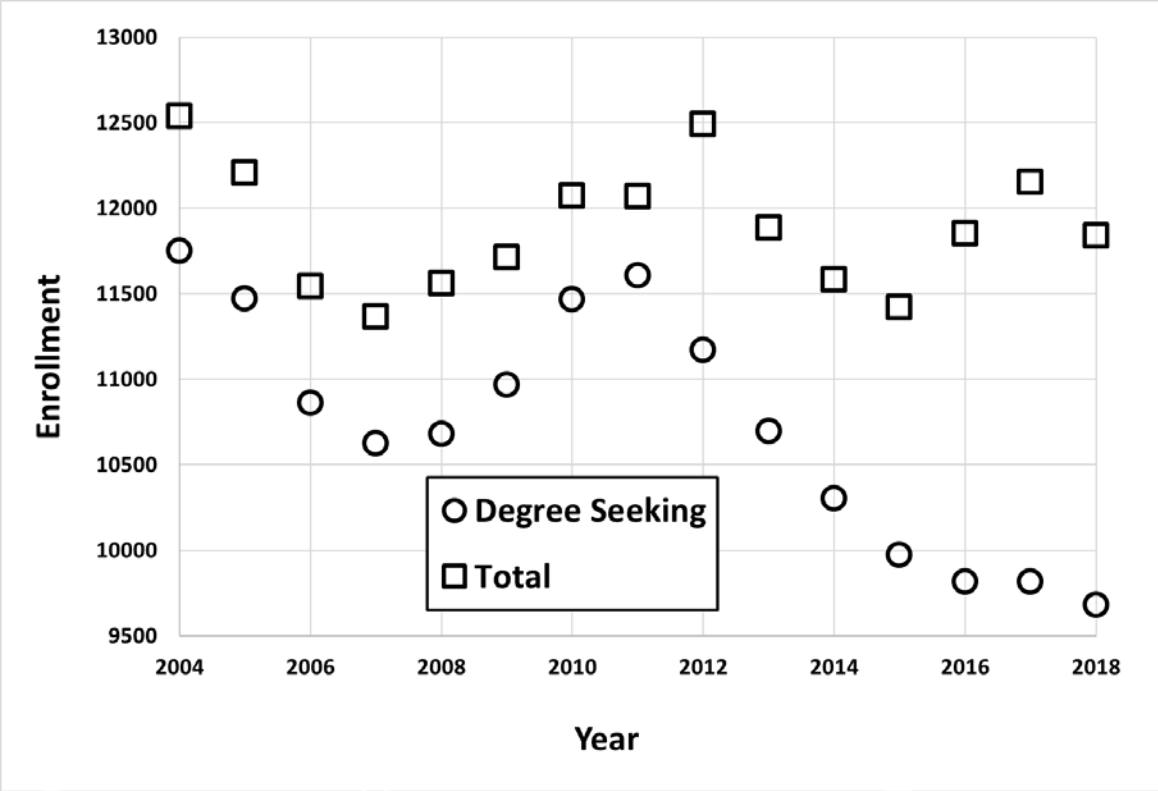
Faculty Senate Update
Budget Reductions in Academic Affairs

John Wiencek

Provost and Executive Vice President

January 29, 2019

Enrollment Trends - Revenue - Budget



Overall enrollment flat BUT 16.67% decline in degree seeking students since 2011 -> ~$15 million revenue

	Central Tuition Revenue		
	Budget	**Actuals**	**Over/(Under)**
FY2011	49,239,915	47,330,532	(1,909,383)
FY2012	55,896,881	54,482,544	(1,414,337)
FY2013	60,143,120	57,544,910	(2,598,210)
FY2014	65,679,850	63,957,198	(1,722,652)
FY2015	67,559,094	68,652,568	1,093,474
FY2016	69,862,214	68,013,213	(1,849,001)
FY2017	71,415,334	67,444,480	(3,970,854)
FY2018	71,621,230	*69,565,270*	*(2,055,960)*

Reserves depleted in FY2018 – Provost office and SEM covered $2.1 million shortfall on one time basis

FY20 BASE BUDGET REDUCTIONS BY EXECUTIVE	
EXECUTIVE	PP AMOUNT
President	553,756
Provost/ Academic Affairs	3,176,976
Finance & Administration	934,806
Information Technology	215,962
Research	15,076
Advancement	103,424
TOTALS	5,000,000

Academic Affairs Budget Reduction Target

- Shared Advising Model Funding was included in this budget reallocation
- Total of $519,921 (Collegiate Funds) and $536,065 (Provost office funds) combined to form new Shared Advising organization (total of 18 already existing positions simply being re-budgeted to new unit)
- Non-academic units reduction (in aggregate) to base is $1.20 million or 4.23% (does not include Shared Advising Model funding)
- Academic colleges reduction (in aggregate) to base is $1.98 million or 3.31% (does not include Shared Advising Model funding)

Factors Considered in Assigning Cuts to Units

- Recommendation of Deans Council and Direct Reports – we will meet our cut this FY
- Everyone will participate in the cut
- Start working towards a distribution (or reduction) of resources relative to priorities and benchmarks – be strategic, not across the board
- Short timeframe for decisions – Nov 2018 to Feb 2019
- State Board of Education policy regarding the utilization of program prioritization process

Budget Reductions – Student/Faculty/Administrative Service Units

- Cuts comparable to Academic Units prior to consideration of advisor funding
- Cuts followed program prioritization methodology in place

Budget Reductions - Colleges

- Colleges resource allocation benchmarked to national peers in an approximate way
- Appropriately normed allocation of resources compared to Mission Centrality criterion of program prioritization process
- Access to funds via current vacancies

Budget Reductions

	Budget Reduction	Ged Ed Budget	% Cut
CAA	$71,482	$3,155,200	2.27%
CALS	$158,654	$3,461,029	4.58%
CBE	$198,700	$4,658,275	4.27%
CEHHS	$398,645	$4,889,824	8.15%
CLASS	$410,000	$11,312,630	3.62%
CNR	$378,256	$5,133,822	7.37%
CoEng	$437,539	$11,304,806	3.87%
COS	$288,752	$10,621,526	2.72%
LAW	$158,125	$5,360,423	2.95%
Subtotal (Academics)	$2,500,153	$59,897,535	4.17%
Shared Advising Funding	$519,921		
Net (Academics)	$1,980,232	$59,897,535	3.31%
COGS	$49,755	$6,919,498	0.72%
SEM	$275,781	$5,474,190	5.04%
Library	$196,444	$7,136,438	2.75%
Provost Office	$765,941	$2,441,489	31.37%
Student Affairs	$147,849	$1,667,197	8.87%
Boise	$104,762	$751,238	13.95%
Idaho Falls	$87,515	$1,625,118	5.39%
Northern Idaho	$50,964	$926,573	5.50%
Vice Provost Faculty	$5,568	$297,323	1.87%
Vice Provost Academic Affairs	$48,230	$1,053,342	4.58%
Subtotal (Non-academics)	$1,732,809	$28,292,406	6.12%
Shared Advising Funding	$536,065		
Net (Non-academics)	$1,196,744	$28,292,406	4.23%
Total	$3,176,976		

Future Adjustments

- Deans Council will continue work on Delaware Cost Study assessment of Colleges and/or programs to improve fidelity and consistency
- Enrollment growth is vital
- University-wide faculty hiring process will be utilized actively to invest new revenue and/or reallocate current revenue to fund our entire mission
- Finance model will change dramatically in coming years, academic affairs needs to adjust accordingly

	FY 19 Allocation	Reduction in FY20	Current DCS Ratio	Avg PP Mission Score	% Cut
CAA	3,155,200.00	71,482.01	0.69	0.27	2.27%
CALS	3,461,029.00	158,654.00	0.80	0.67	4.58%
CBE	4,658,275.00	198,700.33	0.68	0.57	4.27%
CEHHS	4,889,824.00	398,644.91	1.13	0.20	8.15%
CLASS	11,312,630.00	410,000.00	0.58	0.50	3.62%
CNR	5,133,822.00	378,255.60	1.34	0.72	7.37%
CoEng	11,304,806.00	437,539.21	1.25	0.87	3.87%
COS	10,621,526.00	288,752.02	0.83	0.72	2.72%
LAW	5,360,423.00	158,125.00	1.21	0.82	2.95%
Total	**59,897,535.00**	**2,500,153.08**			**4.17%**

Continued refinement justified …

- SCH should be assigned to unit paying the instructor's salary, which is not always the College home of a course
- Sort out dual listed and cross listed SCH as well as team taught courses
- Assure cost and SCH split for joint appointments are accurate
- Remove non-instructional costs such as Dean's office/administration
- Fold into dashboards that we are developing for program/department review process

More Details …

- Memo
- Web based open meeting

UBFC Approvals versus Funded

Submitted for consideration during the 2019 regular legislative session - $2,959,500 (Requested from State)

Raven Scholars (#12) Not recommended. 2-9. Previously decided very high priority.
Case Managers (#27) Recommended. 9-0. Previously decided very high priority.
Disability Compliance (#74) Not recommended. 4-5. Previously decided high priority.
Library Bridge Funding (#81) Recommended. 10-0.

Funded by program prioritization reallocations - $2,000,000

Data Leakage Protection (#2) Recommended. 9-2.
Email Filtering (#3) Recommended. 7-5.
Advancement Budget (#23) Not recommended. 0-9. Executive priority.
Campaign Budget (#23) (see above)
UCM Marketing (#26) Not recommended. 0-9. Executive priority.
UCM Advertising (#28) Not recommended. 0-5. Executive priority.
Wireless Networks (#40) Recommended. 6-5.
Diversity Funding (#48) Recommended. 7-0.
Writing Center (#54) Recommended. 9-0.
Service Center Coordinator (#60) Recommended. 9-0.

UBFC Approvals versus Funded (Cont)

Funded by annual gainsharing process - $2,900,000 (One-time Money given)

Data Leakage Protection (#2) Recommended. 9-2.
Jazz Fest Salaries (#9) Recommended. 9-2.
UCM Advertising (#28) Not recommended. 0-5. Executive priority.
Wireless Networks (#40) Recommended. 6-5.
Faculty Startup Packages (#62) Recommended. 9-1.
Business Analytics Major (#65) Recommended. 10-0.
Banner 9 Implementation (#66) Recommended. 8-1.
General Counsel Position (#72) Recommended. 9-2.
Online Degrees (#70) / New or Expanded Academic Programs (#73) Not recommended. 1-6. Executive priority/ Not recommended. 2-5. Executive priority
Library Bridge Funding (#81) Recommended. 10-0.

Funded by Central reallocations, Provost's Office reallocations, and/or unit funds - $1,495,085 (Other funding provided outside Prog Prior and one-time gainsharing)

OCRI Funding (#7) Recommended. 9-1.
COS Salary Gap (#20) Recommended. 7-4.
Supplemental Instruction (#31) Recommended. 7-2.
Support Microbiology Lab (#34) Recommended. 6-1.
Video Conferencing (#51) Not recommended. 0-6.
Healthy Active Student Body (#59) Recommended. 8-0.
UCM MarCom Staff (#76) Recommended. 8-3.

University of Idaho

UCC-19-038

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Yellow indicates a required field. Green are fields that are optional depending on the change you are requesting. Following the appropriate department and college approvals the **department chair** will e-mail the completed form to provost@uidaho.edu.

Deadline: This form must be submitted by **October 1** for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form. Incomplete forms will be returned.

Submission Information

Dept Chair Name:	Christopher Williams	Email:	chrisw@uidaho.edu
Department/Unit:	Statistical Science		
College:	Science		
Dept/Unit Curriculum Committee Approval Date:	08/30/2018	Vote Record:	unanimous 12-0
Dept Chair Signature of Approval	Chris Williams		
College Curriculum Committee Approval Date:	09/27/2018	Vote Record:	Unanimous (7-0)
Dean Signature of Approval	Ginger Carney		
Primary Point of Contact:	Mark Nielsen	Email:	markn@uidaho.edu
Briefly describe the change you are requesting:	The Statistical Science Department would like to discontinue the Process and Performance Academic Certificate. There have been no students in this option for several years and there doesn't seem to be a demand for the certificate.		

What is the financial impact of the requested change?

	Greater than $250,000 per FY:	X	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 financial impact as no courses will stop being offered as the courses used for this degree are used for other graduate degrees.

Rationale for Program Component Request or Name Change

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

There have been no students in this option for several years and there doesn't seem to be a demand for the certificate.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

UCC-19-038

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☐Yes ☐No

If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: ☐Yes ☐No

**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

	Create New	X	Discontinue	Implementation Date:			
	Graduate Level		Undergraduate Level		Law Level	Credit Requirement:	
Are new courses being created: (circle your response)				No	Yes	**If yes**, how many courses will be created:	

If the request is for an option or emphasis, enter the associated major and degree:

Major:	Statistics	CIP Code:		Degree:	Academic Certificate

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	Process and Performance Excellence Graduate Academic Certificate (16 credits as listed in current [2018-19] catalog)
Teaching Endorsement (Major/Minor):	

Provide a summary/description of the program component using 50 words or less:

There have been no students in this option for several years and there doesn't seem to be a demand for the certificate.

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1. List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
3. How will you ensure that the assessment findings will be used to improve the program?
4. What direct and indirect measures will be used to assess student learning?
5. When will assessment activities occur and at what frequency?

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

UCC-19-038

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow			
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

University of Idaho
A LEGACY OF LEADING

UCC-19-024-Returned-v2

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, the **department chair** will e-mail the completed form to gracemiller@uidaho.edu.

Deadline: This form must be submitted by October 1 for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form.

Submission Information

This section must be completed

Dept Chair Name:	Graham Hubbs	Email:	hubbs@uidaho.edu
College:	CLASS		
Department/Unit:	Politics and Philosophy		
Dept/Unit Approval Date:	September 7, 2017	Vote Record:	10 - 0
College Approval Date:	September 20, 2017	Vote Record:	8 - 0
Primary Point of Contact:	Brian A. Ellison	Email:	bellison@uidaho.edu
Briefly describe the change you are requesting:	The University of Idaho offers both the JD and the MPA. We will offer the programs jointly to though a JD/MPA program.		

What is the financial impact of the requested change?

	Greater than $250,000 per FY:	X	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 is not a financial impact. No new faculty or resources are requested.

Rationale for Program Component Request or Name Change

This section must be completed

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

JD/MPA programs are offered by law schools across the country because many attorneys find positions in federal, state, and local governments. Additionally, there is a good deal of overlap in the JD and MPA curriculums since the Master of Public Administration is designed to train administrators for the public sector. Law students would be able to complete the JD and the MPA during the 3 year JD program with just a few additional courses. This would benefit the State of Idaho by expanding the pool of talent for public sector employment; it would also provide a benefit to law students interested in public sector employment. The JD/MPA program was developed in consultation with the MPA program and leadership of the College of Law and College of Graduate Studies.

The JD is available in both Moscow and Boise. The MPA is available in Moscow and has been approved for distance delivery (on-line). The combination of these existing programs and the existing delivery modalities accomplishes the ability to jointly offer both degree programs. In this joint program, students seeking their JD can also take coursework that completes an MPA at the same time. The course articulation between the College of Law and the College of Letters, Arts, and Social Sciences is done at the advisor level and under the control of the Law College advisor. The full-time rate for the online MPA program is $7500 per year for 9 credits. The part time rate for the online MPA is $416.67 per credit. If the courses are taken face-to-face, the standard graduate rates published on the UI web site apply. These law students will almost universally be taking the MPA curriculum as part time students. Thus, the per credit charge is likely to be the one charged in most instances. The tuition dollars collected go to the same place that all tuition dollars flow at UI. The same goes for the application fee to join the program. That fee is collected by the College of Graduate Studies. The only money that is received by the college and department is a portion of the web fee if coursework is taken online. The amount that arrives in the college is about $25 per credit. We use that amount to support the growth and development of online education. Finally, it is worth noting that the face-to-face MPA is only available in Moscow.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	JD and MPA
New Name:	JD/MPA
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	August 2018

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☐Yes X No

If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: ☐Yes X No

**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

	Create New		Discontinue	Implementation Date:			
	Graduate Level		Undergraduate Level		Law Level	Credit Requirement:	
Are new courses being created: (circle your response)				No	Yes	**If yes**, how many courses will be created:	

If the request is for an option or emphasis, enter the associated major and degree:

Major:		CIP Code:	No change to the individual programs/degrees	Degree:	

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Provide a summary/description of the program component using 50 words or less:

There are no changes to the existing programs/degrees. This proposal seeks to document the ability to jointly offer both programs efficiently, with no adverse effect for either program requirement or students.

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1. List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
3. How will you ensure that the assessment findings will be used to improve the program?
4. What direct and indirect measures will be used to assess student learning?
5. When will assessment activities occur and at what frequency?

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*	X	No	

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

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*	X		
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

Master of Public Administration:

~~The Martin School and the Department of Political Science at the University of Idaho offers the Master of Public Administration (MPA) degree for students interested in careers in the governance and management of local governments and communities. Students can expect to leave the program with intellectual and analytical skills, and the practical experience needed to enhance their ability to serve local governments and communities. The program is public service oriented, and is delivered in partnership with communities in Idaho and Washington.~~

~~Practitioner involvement in this program provides students with a more relevant and practical education than that found in more traditional programs. Academic faculty members work closely with local government professionals to deliver courses and professional development opportunities. In addition to internships, all students are required to complete a practicum designed to deliver the skills needed in professional communication and employment.~~

~~The program requires 36 hours of coursework and offers two tracks. The internship track is designed for students who have little or no public administration experience while the in-service track is designed for working professionals who seek to strengthen their leadership skills. Internship track students complete a 3 to 6 hour internship to gain hands-on experience in the governance of local government and communities. In-service students must complete 3 hours of POLS 559 Field Based Research in lieu of the internship.~~

~~**Both tracks share a core curriculum of 18 hours:**~~

~~POLS 555~~	~~Seminar in Administrative Theory~~	~~3 cr~~
~~POLS 558~~	~~Research Methods for Local Government and Community Administration~~	~~3 cr~~
~~POLS 560~~	~~Seminar in Public Administration Professional Practice~~	~~3 cr~~
~~POLS 572~~	~~Local Government Politics and Administration~~	~~3 cr~~

~~POLS 575 Public Personnel Administration 3 cr~~

~~*POLS 560: 3 credits taken, 1 credit per semester.*~~

~~Students will then develop their specific interests in local government by choosing 12 to 15 hours of elective courses in consultation with and approval of their advisor. These courses may be chosen in alignment with the bioregional planning and community design graduate program, or other UI graduate programs.~~

~~Although no specific undergraduate preparation is required for the MPA, applicants must have a 3.0 GPA and GRE General Test Scores that are no more than five years old. Three letters of recommendation are also required. Students with a lower GPA may, on occasion, be admitted provisionally.~~

The Department of Politics and Philosophy at the University of Idaho offers the Master of Public Administration (MPA) degree for students interested in careers in the governance and management of local governments and communities. Students can expect to leave the program with intellectual and analytical skills, and the practical experience needed to enhance their ability to serve local governments and communities. The program is public service oriented, and is delivered in partnership with communities in Idaho and Washington.

Practitioner involvement in this program provides students with a more relevant and practical education than that found in more traditional programs. Academic faculty members work closely with local government professionals to deliver courses and professional development opportunities.

The program requires 36 hours of coursework, which includes an 18-hour core:

PolS 555 Public Administration Theory (3 cr)
PolS 557 Governmental Budgeting (3 cr)
PolS 565 Local Government Law (3 cr)
PolS 572 Local Government Politics and Administration (3 cr)
PolS 575 Public Personnel Administration (3 cr)
PolS 558 Research Methods for Local Government and Community Administration (3 cr)

Students develop their specific interests in local government by choosing 12 to 15 hours of elective courses in consultation with and approval of their advisor. These courses may be chosen in alignment with the bioregional planning and community design graduate program or other UI graduate programs. Students must also complete a final comprehensive examination.

Students with little or no public administration experience are required to complete a 3 to 6-hour internship to gain hands-on experience in the governance of local governments and communities. In-service students must complete 3 hours of PolS 559 Field Based Research in lieu of the internship.

The MPA program is available in both the traditional on-campus and on-line formats. Though no specific undergraduate preparation is required for the MPA, applicants must have a 3.0 undergraduate GPA, and three letters of recommendation.

The MPA is also offered with the University of Idaho College of Law through a joint JD/MPA program. JD/MPA applicants must meet all the requirements for admission to the College of Law; applicants must apply to both the College of Law and the College of Graduate Studies for admission into the JD/MPA program.

Concurrent Degree in Law and Public Administration

The University of Idaho's joint JD/MPA degree program provides students with the opportunity to earn both degrees in three to four years. Students must apply separately to and be admitted by the College of Graduate Studies/Master of Public Administration Program, the College of Law, and the Concurrent JD/MPA Degree Program.

The Master of Public Administration is a professional degree for those who seek leadership positions in government and public service. It is ideal for law students who intend to practice for local governments as city attorneys, prosecutors, and who intend to assume leadership roles in local, state, and federal agencies and governments. Students in the MPA program learn the mechanics of government, but the program is fundamentally designed to prepare professionals who hope to run governments. The program is public service oriented, and is delivered in partnership with communities in Idaho and Washington.

The MPA is offered in both traditional and on-line formats. The MPA program requires 36 hours of coursework and is built around an 18-hour core curriculum:

- PolS 555: Seminar in Public Administration Theory (3)
- PolS 557: Governmental Budgeting (3)
- PolS 565: Local Government Law (3)
- PolS 572: Local Government Politics and Administration (3)
- PolS 575: Public Personnel Administration (3)
- PolS 558: Research Methods for Local Government and Community Administration (3)

The program also requires an internship (3 to 6 hours) and 12 to 15 hours of elective credits.

By double counting two courses (6 hours) in the program toward the JD, and after fulfilling the elective requirements for the MPA, students may complete the JD/MPA degrees with an additional 9 to 12 hours of coursework beyond the JD curriculum. Students must also complete a final MPA comprehensive examination.

The courses to be double-counted must be taken after matriculation into the JD program of study. Under law school accreditation standards, there are limits to the total number of distance education credits that can be counted toward the JD; any MPA classes taken by distance education that are credited toward completion of the JD will count against that limit (see ABA Standards and Rules of Procedure Standards 306(e) and 311(d)).

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #16
3:30 p.m. - Tuesday, January 22, 2019
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.
- Minutes of the 2018-19 Faculty Senate Meeting #15, January 15, 2019 (vote)

III. Consent Agenda.

IV. Chair's Report.

V. Provost's Report.

VI. Unfinished Business and General Orders.

VII. Other Announcements and Communications.

VIII. Committee Reports.

University Curriculum Committee
- **FS-19-039** (UCC-19-043 &43a) – Name Change - Interior Design to Interior Architecture & Design/Prefix Number Change (Rula Awwad-Rafferty)
- **FS-19-040** (UCC-19-028a&28) – New Virtual Technology & Design Certificate/New Virtual Technology & Design Courses (John Anderson)
- **FS-19-041** (UCC-19-031) – New Natural Science Teaching Endorsement (Taylor Raney)
- **FS-19-042** (UCC-19-032) – New Sociology/Anthropology Teaching Endorsement (Taylor Raney)
- **FS-19-043** (UCC-19-033) – New Drama Teaching Endorsement (Taylor Raney)
- **FS-19-044** (UCC-19-034a&34) – New Culturally Responsive Pedagogy Certificate/Catalog Changes (Aleksandra Hollingshead)
- **FS-19-045** (UCC-19-035) – Minor Name Change Community Studies to Communication (Todd Thorsteinson)
- **FS-19-046** (UCC-19-036) – Certificate Name Change Diversity & Stratification to Diversity & Inclusion (Kristin Haltinner)
- **FS-19-047** (UCC-19-038) – Discontinue Process & Performance Academic Certificate (Mark Nielsen)
- **FS-19-048** (UCC-19-039) – Discontinue M.S. Metallurgy (John Crepeau)
- **FS-19-049** (UCC-19-041a&41) – New Nuclear Technology Management Graduate Certificate/ Add Nuclear Engineering Courses (Lee Ostrom/Rich Christensen)
- **FS-19-050** (UCC-19-042) – New Cybersecurity Undergraduate Certificate (James Alves-Foss)

IX. Special Orders.
- **Faculty Secretary Transition** (Open Discussion/Q&A)

X. New Business.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate
Attachments: Minutes of 2018-2019 FS Meeting #15
FS-19-039 through 050

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #15, Tuesday, January 15, 2019

Present: Benedum, Brandt (w/o vote), Bridges, Caplan, Chopin, DeAngelis, Dezzani, Ellison, Grieb, Jeffrey, Johnson, Keim, Kern (Coeur d'Alene), Kirchmeier, Laggis, Lambeth, Luckhart, Lee, Lee-Painter, McKellar (Idaho Falls), Morgan, Raja, Schwarzlaender, Seamon, Tibbals, Vella, Wiencek, Wiest. **Absent**: Cannon (Boise). **Guests: 9**

Call to Order and Minutes. The chair called the meeting to order at 3:30 pm. A motion to approve the minutes (Lee-Painter/Dezzani) passed unanimously.

Chair's Report.

- President's search. The chair called senators' attention to the recent email from Emma Atchley of the State Board of Education (SBOE) and Chair of the Presidential Search Committee. The committee will meet on February 12, 2019 to narrow down the pool to 10 candidates. They plan to proceed quickly to interviews with these candidates. The committee's goal is to identify the top 5 candidates and schedule on campus interviews for late February or early March. In the meantime, nominations are still welcome.
- Chair Johnson and Vice Chair Grieb attended the SBOE meeting in Boise shortly before winter break. Johnson reported that they had a good experience and opportunity to visit with members of the Board and SBOE employees. They also were able to meet faculty leaders at the other colleges and universities in the state system.
- Faculty are encouraged to make nominations for service on the University Distinguished Professor Committee. The committee has one open faculty position and two open dean positions. Nominations should be submitted to provost@uidaho.edu.
- The chair welcomed new senator Michelle Wiest from the College of Science who is filling in for Senator James Foster.

Provost Report.

- Provost Wiencek announced several transitions in deanships across the campus. Prof. Dennis Becker will be the new Dean of the College of Natural Resources for a term of two years. This appointment was made with the support of many faculty in CNR as part of the college dean search process. In addition Prof. Shauna Corry will be the new Dean of the College of Art and Architecture for a term of two years and Prof. Sean Quinlan will be the new Dean of the College of Letters Arts and Social Sciences for a term of two years. Each will serve as deans until June 30, 2020. The provost is hopeful that these transitions will provide stability to the affected colleges and provide a strong foundation for the new president. He encouraged faculty to be respectful and view these "term" appointments as full decanal appointments. He also noted that Prof. Rula Awwad-Rafferty has agreed to serve as the Chair of Interior Design for a term of two years.
- The provost will be forming a study committee to continue the discussion of college mergers. He anticipates the committee will examine past mergers to identify the goals of those mergers and whether they were attained. He anticipates that the study committee will gather information and possibly propose scenarios for mergers in the future at UI. He hopes that the work of the committee will lay the foundation for the next president to make final decisions regarding mergers early in her or his administration. The provost will be working with senate leadership to identify faculty to serve on this committee. He solicited interest from faculty at the affected colleges. He also indicated that the committee would benefit from members who were impacted, and part of, past mergers.

- The provost stated that further communication would be forthcoming regarding the university's efforts to match our budget to declining enrollment. As has been previously announced, this year, the UI will reduce its overall budget by $5 million. The area of Academic Affairs, which includes the colleges as well as units such as Strategic Enrollment Management and Student Affairs, will experience a $3.6 million reduction. Each area will be sharing in the reductions. Detailed information on reductions will be shared in the near future. Wiencek stressed that the apportionment of these reductions has been the result of an on-going series of communications with and among the college deans and vice provosts. The reduction will not be across the board. Rather while every college will share in the reduction, some colleges will bear more of the burden. The reductions will range from 2.5% to 5% of college budgets. He expects that faculty will hear more from deans about the impact of these reductions. The university is working on how to benchmark investments and expenditures in the various colleges using national data in the Delaware Cost Study. There is a big disparity in how our individual colleges compare to national averages. Sometimes the differences make sense. In other situations the comparison is more difficult to explain. UI has some colleges that have expenditures at 60% of national averages and will not be able to continue if financial support is not forthcoming. The deans are working together to address these issues. The provost is hoping to present information regarding this process at the January 29th senate meeting.

A senator asked about a newspaper report that the UI's budget shortfall was $21 million. She commented that the report seemed inconsistent with the $5 million shortfall just discussed by the provost. The provost explained that the accounting standards established by the Government Accounting Standards Board (GASB) recently changed. Under the new standards the UI must report its pension responsibilities as a liability, but is not permitted to report its investment in the Public Employee Retirement System of Idaho (PERSI) as an asset. Dean and Senator Mark Chopin speculated that this change in standards may be the result of the fact that many public pension obligations are not adequately funded. Others are invested at significant risk in the market. For these reasons, GASB is reluctant to permit governmental entities to report the pension investments as assets. This change in standards is responsible for the change in UI's reported finances. Provost Wiencek stated that Vice President Foisy is looking into how the UI can respond to the standard in a way that complies, but more accurately reports, our financial situation. He also stressed that we all need to come together to address the UI's enrollment shortfall. For now he confirmed that the budget shortfall this year is $5 million.

Fall 2018 Graduates. It was moved (Tibbals /De Angelis) that the list of fall 2018 graduates be approved. The motion passed unanimously.

Annual Report and Strategic Plan. Brian Keenan from University Communications and Marketing presented the Annual Report and Strategic Plan publication. Copies were distributed at the meeting and have been provided to colleges and units. Previously, progress on the strategic plan was published independently of the annual report. The new publication unifies these two publications. The hope is that the new publication will be used to showcase the university's accomplishments, particularly with external constituencies. The report features a number of focus articles on accomplishments as well as data regarding the plan. Senators are encouraged to provide thoughts and feedback to Keenan at bkeenan@uidaho.edu.

Faculty Secretary/Policy Coordinator. The chair introduced discussion of the possible transition of the faculty secretary at the end of the academic year upon the retirement of the current faculty secretary. As currently configured, the position has been very difficult to fill. Liz Brandt explained that, in addition, the policy issues handled by the Faculty Secretary's Office have increased in number. There is also a need for policy drafting expertise across the UI. The proposed change is to split the responsibilities of the faculty secretary and policy coordinator. The faculty secretary would continue as a 25% position with responsibility to assist and support the faculty governance process. The policy coordinator responsibilities would be combined together with a half time compliance officer position currently being created in the Office of General Counsel to form a full time position. The position would report to the provost on policy issues and to general counsel on compliance issues. A full time support position for the faculty secretary and policy coordinator will be created in the provost's

office. A paralegal position will be created in the Office of General Counsel by moving the position currently filled by Ann Thompson to that office. With the exception of the new funding received by general counsel for the compliance officer, the re-configuration is possible through the use of existing resources.

Regarding the faculty secretary, Brandt stated that a number of issues must be resolved in order to make the position attractive and sustainable. These questions include whether the position should be a multi-year position, whether it should be term-limited, and whether the faculty secretary should be a voting member of senate. She invited comments from senators about the merits of the reorganization and the specific issues raised regarding the faculty secretary position.

A senator asked about the advantage of making the secretary a voting member of senate. Brandt stated that it may be difficult for a secretary to participate in senate debate depending on how the person handles the minutes. This would make it difficult for the secretary to be a voting member. She also indicated that if the secretary is in a multi-year position, the secretary can provide more support and context for the changing chair and vice chair of senate.

A senator asked whether the reduction in the faculty secretary position signals a diminishing role for faculty governance. Johnson responded that changes in culture and access to information in the academy, in his opinion, the demand and expectation of the faculty secretary has changed. It is not a reflection of a diminishing role for faculty governance, but an adaptation of practice. Brandt also responded that the relatively new vice provost for faculty provides substantial support for faculty governance. The faculty secretary and the vice provost collaborate on many issues. Vice Chair Grieb pointed out that the transition would raise challenges for faculty governance regarding revisions in the Administrative Procedures Manual (APM). Senate does not approve changes in the APM. However, such changes come to senate for information. Currently the faculty secretary reviews all APM changes. This has resulted in a high degree of transparency in the process of revising the APM. More attention will need to be given to such changes once the policy responsibilities are split from the faculty governance responsibilities. He pointed out also that all *Faculty-Staff Handbook* (FSH) changes must come to senate. Grieb agreed that the faculty secretary position needs to be sustainable.

UCC Report.

- **FS-19-026 (UCC-19-029a): New Sales Management Minor**. Professor Sanjay Sisodiya of the College of Business and Economics presented the Sales Management Minor. Sisodiya explained that the new minor is the result of collaboration with the Department of Agricultural Economics and Rural Sociology. By combining course offerings, the minor will give students the ability to complete a sales-focused minor. This should be attractive to marketing students who often take sales positions and to students in technology fields who are interested in going to technology sales. A senator pointed out a small typographical error – the very last sentence in the proposal under "Courses to total 18 or 19 credits for this minor" contains a note that inadvertently refers to the "B.S. in Business Administration." This reference should be to the "B.S. in Business." The faculty secretary indicated that this is an editorial change. The proposal passed unanimously.
- **FS-19-027 (UCC-19-029b): New Marketing Option**. Sisodiya also presented the new marketing Option. The option expands upon the minor and offers a more complete course of study in marking with a sales focus. The proposal passed unanimously.
- **FS-19-028 (UCC-19-037): New Philosophy, Politics and Economics Minor.** Professor Graham Hubbs of the Department of Politics and Philosophy presented the proposal. He explained the proposed interdisciplinary minor is becoming very common in the three fields. Students who complete this course of study are able to be competitive in the employment market. The "gateway course" has already been created and was filled with a waiting list this spring so the indication is that the major will be popular. The proposal passed unanimously.

Research Provisions in the Administrative Procedures Manual (APM). Deb Shaver the Director of the Office of Sponsored Programs (OSP) and Casey Inge of the Office of General Counsel presented a number of changes to the research provisions of the APM:

- FS-19-029: APM 45.05 – Early Setup and Advance Funding of Sponsored Project Budgets
- FS-19-030: APM 45.06 – Allowable and Unallowable Sponsored Project Expenditures
- FS-19-031: APM 45.08 – Cost Sharing (Match) on Sponsored Projects
- FS-19-032: APM 45.09 – Effort Reporting and Personnel Activity Reports (PARs)
- FS-19-033: APM 45.10 – Facilities and Administrative (Indirect) Rate
- FS-19-034: APM 45.11 – Notice of Grant Awards Ending
- FS-19-035: APM 45.12 – Sponsored Project Closeout and Recordkeeping Responsibilities
- FS-19-036: APM 45.13 – Program Income on Sponsored Projects
- FS-19-037: APM 45.14 – Sponsored Projects Changes Requiring Prior Approval from Sponsor
- FS-19-038: APM 45.22 – Eligibility, Competency and Administrative Effort Requirements for Principal Investigators, Co-Principal Investigators, and/or Project Directors

Shaver stated that most changes are the result of changed regulatory guidance from the federal Office of Management and Budget (OMB). OMB combined and retired three guidance circulars. In their place, the OMB issued one new document referred to as "The Uniform Guidance." In addition, the National Science Foundation (NSF) reviewed UI's research program and made recommendations on our policies aimed at strengthening our ability to comply with NSF expectations and to steward NSF funds. In addition to the suggestions from NSF, we also implemented two practice improvements. The first pertains to early set up and advance funding of project expenditures (APM 45.05). The improvements change the early set up amount to 25%. This loosely matches a quarter of a calendar year, which also ties into the 90-day pre-award expense authorizations for most awards. The revisions also add the Vice Provost for Research and Economic Development as a guarantor on direct federal grant funding. This change has reduced department paperwork. The second improvement (APM 45.09) reduces the requirement of reporting effort through Personnel Activity Reports (PARs) from three times per year to two times per year. These reports are aggravating for faculty. However, they are crucial for OSP because personnel costs are the largest expenditure on sponsored projects. Shaver added that OSP is looking for innovative methods of capturing effort for the future.

A senator thanked OSP for reducing the PAR effort reporting requirement. Shaver commented that part of The Uniform Guidance allows some flexibility in effort reporting so OSP took advantage of this change. The senator also asked if Shaver could clarify the 2%. Shaver responded that there has long been an implied expectation that the faculty sponsoring a research project would spend at least some time working on the project. Most audits expect a *de minimus* amount of time in the range of 1% to 5% at the discretion of the university. The UI has required faculty to spend 2% on sponsored programs but we have had no reasonable way to track whether the effort was actually expended. OSP removed the 2% requirement from the policy as there is another, simpler method for complying with the *de minimus* requirement.

A senator commented that the distribution of Finance and Administration (F&A) amounts is not always clear to off campus faculty. Shaver offered that she has a presentation she can do to explain UI's policies regarding F&A. She is available to give the presentation on request.

The agenda having been completed, a motion (Morgan/Dezzani) to adjourn passed unanimously. The meeting was adjourned at 4:42 p.m.

Respectfully Submitted,

Liz Brandt, Faculty Secretary &
Secretary to the Faculty Senate

University of Idaho
A LEGACY OF LEADING

UCC-19-043

PROPOSAL TO:

1. **CHANGE THE INTERIOR DESIGN MAJOR TO INTERIOR ARCHITECTURE AND DESIGN**
2. **CHANGE THE B.I.D. (Bachelor of Interior Design) TO B.I.A.D. (Bachelor of Interior Architecture and Design)**

CURRICULUM:

The Interior Architecture and Design program is a four-year professional program that leads to a Bachelor of Interior Architecture ~~Design~~. Our mission is to serve as Idaho's only public, accredited, professional interior architecture and design program by providing a strong interdisciplinary design experience through a curriculum accredited by the Council for Interior Design Accreditation (CIDA), allied research, and outreach opportunities. We prepare our graduates to serve society through their professional and community work.

Due to the unique configuration and relationship between Architecture and Interior Architecture and Design, students in the ~~interior design~~ Interior Architecture and Design program graduate with a major in ~~interior design~~ Interior Architecture and – with one additional course - a minor in ~~architecture~~Architecture. Students can also minor in other disciplines of their choice. Students have the option of completing seamless degrees in ~~interior design and architecture~~ Interior Architecture and Design and Architecture over the period of seven years, thus graduating with a B.I.~~D~~A. in ~~interior design~~ Interior Architecture and an M.Arch. in ~~architecture~~Architecture. Students must hold a minimum GPA of 2.50. A portfolio and transcript review will be conducted in the spring of the sophomore year. The portfolio, of no more than 10 pages, should be submitted in an 11" x 17" format. Results of the evaluation are made known to applicants in July.

Program(s) permission is required for admittance into Architecture and Interior Architecture and Design studio courses:

ARCH 253	Architectural Design I	4
ARCH 254	Architectural Design II	4
~~ID~~IAD 152	Interior Design I	3
~~ID~~IAD 254	Architectural Design II	4
~~ID~~IAD 351	Interior Design III	6
~~ID~~IAD 352	Interior Design IV	6
~~ID~~IAD 451	Interior Design V	6
~~ID~~IAD 452	Interior Design VI	6

and students must achieve a minimum grade of C in the previous Interior Design studio course to enroll in the next sequential studio course.

Required course work includes the university requirements (see regulation J-3) and:

ARCH 385 or ARCH 386	Global History of Architecture Global History of Architecture II	3
ARCH 151	Introduction to the Built Environment	3
ARCH 154	Introduction to Architectural Graphics	3
ARCH 243	Media in Architecture	3
ARCH 253	Architectural Design I	4
ARCH 266	Materials and Methods	3
ARCH 463	Environmental Control Systems I	3
ARCH 463L	Environmental Control System I Lab	1
ARCH 464	Environmental Control Systems II	3
ARCH 464L	Environmental Control System II Lab	1
ARCH 475	Professional Practice	3
ART 100	World Art and Culture	3
ART 110	Integrated Art and Design Communication	2
ART 112	Drawing as Integrated Design Thinking	2
ART 121	Integrated Design Process	2
COMM 101	Fundamentals of Public Speaking	2
~~ID~~IAD 151	Introduction to Interior Design	3
~~ID~~IAD 152	Interior Design I	3

~~ID~~IAD 254	Architectural Design II	4
~~ID~~IAD 281	History of the Interior I	3
~~ID~~IAD 282	History of the Interior II	3
~~ID~~IAD 332	Furniture Design and Construction	4
~~ID~~IAD 344	Digital Design Tools for Interior Design	2
~~ID~~IAD 351	Interior Design III	6
~~ID~~IAD 352	Interior Design IV	6
~~ID~~IAD 368	Materials and Specifications	3
~~ID~~IAD 404	Special Topics	2
~~ID~~IAD 410	Capstone Proposal Development	2
~~ID~~IAD 443	Universal Design	3
~~ID~~IAD 451	Interior Design V	6
~~ID~~IAD 452	Interior Design VI	6
Total Hours		**97**

Courses to total ~~126~~123 credits for this degree

Rationale: These proposed changes allow us to be more representative of what we offer here and differentiate our program from other Interior design programs in immediate vicinity and across the nation, also to better the earning potential of our graduates as described in the text and appeal to a larger constituency

We aim to maintain our rigorous accreditation for this professional degree which reacquires significant HLSW and studio applications. One of these six credit hour studios serves as our capstone course, and allows for synthesis, application, and hands on problem solving which across the curriculum provide avenues into retention strategies for interior design, as well as developing students' capacity. This degree also offers a minor of architecture with the addition of one more course if students chose to; together making our students highly more marketable.

UCC-19-043

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, the **department chair** will e-mail the completed form to gracemiller@uidaho.edu.

Deadline: This form must be submitted by October 1 for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form.

Submission Information

This section must be completed

Dept Chair Name:	Rula Awwad-Rafferty	Email:	rulaa@uidaho.edu
College:	Art & Architecture		
Department/Unit:	Interior Design		
Dept/Unit Approval Date:	Sept 5, 2018	Vote Record:	3 Yes, 0 No. and 0 Abstention
College Approval Date:	Sept. 28, 2018	Vote Record:	6 Yes, 0 No and 0 Abstention
Primary Point of Contact:	Rula Awwad-Rafferty	Email:	rulaa@uidaho.edu
Briefly describe the change you are requesting:	Change the name of the major and degree to “Interior Architecture and Design” from “Interior Design”; to be more consistent with the focus of the program, the curriculum taught, and context of where the program is offered, maintaining the statewide mission to deliver instruction in this area...		

What is the financial impact of the requested change?

	Greater than $250,000 per FY:	X	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:

It is anticipated that the name change will prove beneficial and distinguishes our program from our neighbors, and as such results in higher visibility and recruitment yield, which will enhance the revenue side of financial impact.
Minimal financial cost, primarily in updating printed material such as catalogue and curriculum sheets that are modified and printed as needed; this the cost is primarily a function of running the business. We do not have a sign for a building to change (no cost there).
Future financial impact in terms of earning potential for our graduates is great, there is a higher income bracket for CIP associated with the new name (Interior Architecture); there is difference of at least 15,000 for same years of education and experience in favor of Interior architecture.

Rationale for Program Component Request or Name Change

This section must be completed

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

Our program offers an **accredited professional degree** that prepares students for certification and professional responsibilities in the fields of interior architecture and interior design; designing and stewarding structural interiors. We are committed to delivering this statewide instruction in interior architecture and design. Historically, the name of the program, major, and degree with the same curriculum were “Interior architecture”, the name was changed in 2001 to “interior design” when interior architecture and interior design licensing title legislations were emerging across the US and a branch of architects in the state feared that impact on their careers. We responded then to afford our students the opportunity to work hand in hand with their professional colleagues and maintain the quality in the state. Since then, these titles and practice acts are resolved, and there is a differentiated and recognized level of expertise, responsibilities, income potential, and collaborative opportunities for interior architects. Reviewing our mission, curriculum, standards, Department of Labor and Classification of Instructional Programs definitions, we recognized the critical need to return to the name of the program, major, and degree being: “Interior Architecture and Design”. Consulting with our professional peers (architects, interior designers, interior architects, alumni, advisory board, etc) in industry and affiliated practices they welcomed this change and the potentials for our graduates in the field. They are fully supportive and onboard. Essentially, Interior architecture as described by Department of Labor, and the Classification of Instructional Programs- associated CIP code is Interior design PLUS, so, we will continue to deliver on our promise and the statewide mission of instruction in interior architecture and design to the constituents at large.

The rationale for this change is multiple folds: to be more representative of what we offer here and differentiate our program from other Interior design programs in immediate vicinity and across the nation, also to better the earning potential of our graduates as described in the text below and appeal to a larger constituency. Our numbers would also improve because of this differentiation, clarity of potentials, career implications, and future earning potential. This is very similar to University of Oregon (Interior architecture program), Colorado state university (Interior architecture and Design), Florida State university (Interior architecture and Design), and Kansas State University (Interior Architecture), and many others. At Kansas state university for example, the interior architecture program is associated with a college of architecture and planning (which is similar to our college), whereas interior design is in college of human ecology (or human sciences), which is similar to other programs but not ours.

The opportunity to revisit the name of the program (which is a relatively recent name in the life of a rooted interior architecture, design and planning program) came about following Classification of Instructional Programs review last year. This interest gained significant momentum when the students in the program, following intra-university student engagement efforts (across several universities in the NW), observed the distinctiveness of their degree from those of their peers from other institutions and petitioned for the change in the name of the program and the title of the degree (see attached letter from students).

The National Center for Educational Statistics (NCES) provides the following details and definition for CIP Code 04.0501 Interior Architecture; “Interior Architecture. A program that prepares individuals to apply architectural principles in the design of structural interiors for living, recreational, and business purposes and to function as professional interior architects. Includes instruction in architecture, structural systems design, heating and cooling systems, occupational and safety standards, interior design, specific end-use applications, and professional responsibilities and standards”. The related services aligned with this CIP code include architecture, urban and city and regional planning, environmental design, landscape architecture, and interior architecture. Our program, in its context, philosophy, curriculum, setting, and focus on preparing students for professional responsibilities is 100% in alignment with this definition and affiliated disciplines. This definition, and the related fields are 100% in alignment.

NCES also provides the following details and definition for CIP 50.0408–Interior design “Definition: A program in the applied visual arts that prepares individuals to apply artistic principles and techniques to the professional planning, designing, equipping, and furnishing of residential and commercial interior spaces. Includes instruction in computer applications, drafting, and graphic techniques; principles of interior lighting, acoustics, systems integration, and color coordination; furniture and furnishings; textiles and their finishing; the history of interior design and period styles; basic structural design; building codes and inspection regulations; and applications to office, hotel, factory, restaurant and housing design.” The affiliated disciplines include visual and performing arts, digital arts, dance, photography, …etc.

At the University of Idaho, our program prepares the students for professional responsibilities that protect health, safety, and welfare of stakeholders and occupants, designing structural interiors for living, recreation, business, and other purposes. The students graduate with a minor in architecture, which further demonstrates the strong connection in identity, preparation and focus with the architectural and built environment fields (see attached degree map).

Internationally, the name interior architect signifies responsibilities dealing with the planning, design, and implementation of interior architecture; whereas interior design is broadly seen as focusing on the arts and decoration.

Further, this name change, in addition to reflecting our program identity better, will enable our graduates a fair market base compensation and better earning potential commensurate with their training, education, and practical experience. The Department of Labor indicates that CIP associated with interior architecture earns on average of $15,000 annually more than income associated with similar years of education and experience for CIP of an Interior Design. We are disadvantaging our students when we do not pursue this name change that speaks to their preparation, and affords them greater recognition of this preparation and broader participation globally.

With this name change we anticipate enhanced recognition of what differentiates our program from others in neighboring states, showcases similarities and competitiveness with others, and enhance our recruitment and retention efforts.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	Interior Design
New Name:	Interior Architecture and Design
Current Degree:	BID (Bachelor of Interior Design)

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New Degree:	BIAD (Bachelor of Interior Architecture and Design)
Other Details:	See attached message from students enrolled in the program, in support of this request. Course names/abbreviations will be interior architecture (IA) instead of interior design (ID) nomenclatures.
Effective Date:	Summer 2019

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☐Yes X No

If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: ☐Yes X No

**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

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Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

	Create New		Discontinue	Implementation Date:			
	Graduate Level		Undergraduate Level		Law Level	Credit Requirement:	
Are new courses being created: (circle your response)				No	Yes	**If yes**, how many courses will be created:	

If the request is for an option or emphasis, enter the associated major and degree:

Major:		CIP Code: 04.0501		Degree:	

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
-*-*/	
Teaching Endorsement (Major/Minor):	

Provide a summary/description of the program component using 50 words or less:

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1. List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
3. How will you ensure that the assessment findings will be used to improve the program?
4. What direct and indirect measures will be used to assess student learning?

5. When will assessment activities occur and at what frequency?

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	X

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

MEMO

From: Rula Awwad-Rafferty, Term Head, Interior Design Program, College of Art and Architecture

To: UCC and Registrar's Office

CC: Shauna Corry Term Dean, CAA and Jaap Voss, CAA Curriculum Committee Chair

Subject: Prefix change Request

Please create the IAD prefix to replace the current ID prefix used in all of the Interior Design catalogue abbreviations and courses as well as schedule listings. This request is made in conjunction and alignment with the program and degree change from Interior Design to Interior Architecture & Design.

Thank You

Rula

UCC-19-028a

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, the **department chair** will e-mail the completed form to gracemiller@uidaho.edu.

Deadline: This form must be submitted by October 1 for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form.

Submission Information

This section must be completed

Dept Chair Name:	John W Anderson	Email:	jwa@uidaho.edu
College:	Art & Architecture		
Department/Unit:	Virtual Technology & Design (VTD)		
Dept/Unit Approval Date:	October 25, 2017	Vote Record:	7 in favor, 1 absent
College Approval Date:	October 27, 2017	Vote Record:	6 – 0 Approved
Primary Point of Contact:	John W Anderson	Email:	jwa@uidaho.edu
Briefly describe the change you are requesting:	The creation of a 12 credit VTD certificate in Virtual Technologies using the current VTD foundational technology courses (VTD 151-154).		

What is the financial impact of the requested change?

	Greater than $250,000 per FY:	X	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 minimal financial impact to the VTD program as it currently funds the delivery of the proposed courses that make up the certificate in *Virtual Technologies*. The VTD program has redeveloped the foundational technology curriculum (VTD 151-154) over the past two years to be delivered online to make a certificate option feasible. The VTD program will use existing resources and continued program development funds from the regular and summer academic revenue models to initiate this certificate. An increase of funds to the VTD program is expected through online course fees and by attracting nontraditional students from regional universities and community colleges that wish to enhance their current degree with a virtual technologies certificate from the University of Idaho. Future additional revenue may be developed by offering this certificate as dual credit.

- Realignment of instructional assignments of 0.5 FTE will be made to manage the foundational technology certificate in virtual technologies.
- To sustain any future growth there will be a need to acquire graduate teaching assistant support that can aid in the delivery and assessment of the certificate.

Rationale for Program Component Request or Name Change

This section must be completed

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

The Virtual Technology and Design (VTD) program requests to create a new (12) credit online certificate in *Virtual Technologies* that utilizes foundational curricula from the Bachelors of Science in Virtual Technology and Design degree. The VTD curriculum has been fashioned to respond to the needs of contemporary design professionals with a focus on current Virtual Reality (VR) technology (virtual, mixed, augmented). With the rapid emergence and fluidity of VR within markets it is time to realign pedagogy so that it can keep pace with current/future industry demands.

This request seeks to capitalize on both the technical and intellectual assets of the University of Idaho and to focus on student needs for professional employment. The certificate will provide new opportunities to meet the strategic objectives of the University of Idaho while attracting nontraditional students by providing an alternative multi-dimensional approach to technology education. Through online delivery, this certificate is uniquely accessible to rural communities and serves both defined, and yet to be defined, disciplinary needs. The certificate teaches visual design coding skills and informs students of the nuances and subtleties of virtual technology science. It will prepare students to utilize electronic media as a primary means of communication from mobile applications to fully immersive VR environments. Students from the certificate program learn foundational VR technology skills while developing a professional portfolio that showcases their technical proficiencies for employment post-graduation.

UCC-19-028a

Virtual Technologies Online Certificate Core Courses*:*

- VTD 151 (2 credit) + VTD 151L (1 credit) – Virtual World Building I: *(3-credits with lab / 8-week session)*
  Introduction to the processes and principles of design associated with virtual world building
- VTD 152 (2 credit) + VTD 152L (1 credit) – Virtual World Building II: *(3-credits with lab / 8-week session)*
  Applied tools and techniques. Exploration of the processes and principles of design associated with virtual building.
- VTD 153 (2 credit) + VTD 153L (1 credit) – Virtual World Building III: *(3-credits with lab / 8-week session)*
  Intermediate level virtual world building with an emphasis on intermediate-level tools and techniques for creating more complex environments, modeling, lighting, materials, characters, interaction, and behaviors.
- VTD 154 (2 credit) + VTD 154L (1 credit) – Virtual World Building IV: *(3-credits with lab / 8-week session)*
  Synthesis of processes, principles, tools and techniques associated with virtual world building.

**The core courses are currently established within the VTD program and the content has been developed to be administered online.*
***The current curriculum requirements for the courses identified will continue to be updated by the VTD program yearly upon final review of new technology, industry and student feedback.*

Admission into the Virtual Technologies certificate program will conform with the University of Idaho's admissions policy to have at least a 2.5 grade point average (on a 4.0 scale) from a secondary school. Students must also meet the criteria for admission to university level study in their home country. If participants already have achieved a post-secondary degree, they are fully eligible to enroll.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☐Yes ☐No
If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.
**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: ☐Yes ☐No
**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

X	Create New		Discontinue	Implementation Date:		Fall 2019	
	Graduate Level	X	Undergraduate Level		Law Level	Credit Requirement:	12
Are new courses being created: (circle your response)				**NO**	Yes	**If yes**, how many courses will be created:	

If the request is for an option or emphasis, enter the associated major and degree:

Major:		CIP Code:	100304	Degree:	

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	Virtual Technologies
Teaching Endorsement (Major/Minor):	

Provide a summary/description of the program component using 50 words or less:

The certificate in *Virtual Technologies* teaches foundational VR development knowledge for entry level visualization, simulation and entertainment industries. The certificate is designed to provide defined, and yet to be defined, disciplines with professionals who are attracted to the possibilities that virtual technologies offer for building creative, experiential and sustainable economies.

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

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

Certificate students will be trained in the use modern VR development software that is supported with lesson plans that expand design thinking abilities. Students in the program will know how to design and build virtual worlds using VR software that contextualizes interdisciplinary knowledge and problem domains. Students learn to appreciate the many complexities of life through a curriculum that develops new insight into the nature of reality through a series of VR world building exercises. Students of the program come away with the knowledge and appreciation of how virtual technologies can be used to help develop a more enlightened understanding of our world. Students will enhance their abilities to effectively communicate by using virtual technologies that connect themselves to exchange information with both physical and online communities.

VTD learning student learning outcomes:

- Ability to express design concepts using other media forms.
- Ability to integrate both the art and science of virtual design, with existing and developing virtual technologies.
- Attitude and ability to contribute as members of multi-disciplinary teams.
- Demonstrate critical thinking skills when drawing upon multiple disciplines to engage in a diversity of ideas and thoughtful inquiry to solve problems and imagine futures.
- Synthesize information through design processes and methodologies and apply knowledge to virtual environmental problems that lead to appropriate solutions.
- Understand and appreciate how electronically mediated environments are increasingly impacting access to economic opportunities, public services, entertainment, culture and education.
- Understand how the instruments of human interaction, production and consumption are being reconfigured by the evolution of virtual technologies

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

Each week online course exercises are uploaded for a general assessment on meeting the required proficiency standards of the course. During weeks four and eight the course, students synthesize and publish their work in an online professional portfolio for a formalized review by the VTD program where online feedback is given on overall technical proficiency, accuracy, design solution and creativity. VTD will evaluate certificate students within the current university student assessment strategy for the VTD program. This strategy assesses the learning outcomes by analyzing student portfolios for their ability to integrate both the art and science of virtual design with existing and developing virtual technologies. Online portfolios showcase leaned knowledge that is produced throughout the certificate. Graduates of the certificate program will also be assessed on how many are able to secure entry level employment utilizing the skills learned from the certificate.

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

We will synthesize student evaluations, faculty feedback and industry assessment to continually evaluate the quality, demand and impact of the certificate. Since the certificate utilizes the current VTD foundational design technology curriculum it will evolve as the program evolves. When new VR technologies and techniques emerge, the courses are updated by VTD to reflect the changes in the industry. The VTD program will work closely with supporting industries to ensure that the curriculum meets the general requirements for entry level employment.

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

We utilize course project exercises (virtual reality worlds) and online professional portfolios as direct measures when assessing core proficiencies and learning. The culminated knowledge of the coursework is highly visual and interactive making it possible to see and experience whether a student has learned the core concepts of the course.
Indirect measures come in the form of peer evaluation by the program's accrediting body, the National Association of Schools of Art and Design (NASAD), external industry assessments, and course evaluations.

5. When will assessment activities occur and at what frequency?

Course assessments reports are generated by the VTD program at the end of each course (8 weeks). Yearly curricular assessments occur at the end of the regular University of Idaho academic year by the VTD faculty. NASAD accreditation standards review and assessments occur every 10 years.

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*	X	No	
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes	X	No	

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	
Coeur d'Alene	
Boise*	
Idaho Falls*	

Other**	X	Location(s):	Online

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

College of Art and Architecture
Proposed Catalog Changes
Effective Summer 2019

VIRTUAL TECHNOLOGY AND DESIGN

1. Add the following courses:

VTD 151L Lab: Virtual World Building 1
1 credit
This course is designed to support and further develop the comprehension of virtual reality design technology within the VTD 151: Virtual World Building 1 course.
Coreq: VTD 151 or Permission

VTD 152L Lab: Virtual World Building 2
1 credit
This course is designed to support and further develop the comprehension of virtual reality design technology within the VTD 152: Virtual World Building 2 course.
Coreq: VTD 152 or Permission

VTD 153L Lab: Virtual World Building 3
1 credit
This course is designed to support and further develop the comprehension of virtual reality design technology within the VTD 153: Virtual World Building 3 course.
Coreq: VTD 153 or Permission

VTD 154L Lab: Virtual World Building 4
1 credit
This course is designed to support and further develop the comprehension of virtual reality design technology within the VTD 154: Virtual World Building 4 course.
Coreq: VTD 154 or Permission

Available via distance: Yes
Geographical Area: Moscow
Rationale: The VTD program has developed a new design foundation sequence VTD151-154 (2cr ea.) and has requested to use these courses to establish a possible certificate program (12 credits). These new Lab courses will assist the corresponding design studio courses with online content/exercises that are designed to reinforce course curriculum and provide for a (12) credit experience for the certificate. These online labs can also be used for students who need additional support to expand their technical knowledge outside of the certificate.

University of Idaho

UCC-19-031

PROPOSAL TO CREATE 45-CREDIT NATURAL SCIENCE TEACHING ENDORSEMENT

CURRICULUM:

Must hold an existing endorsement in one of the following areas: Biological Science, Chemistry, Earth Science, Geology, or Physics; and complete a total of twenty-four (24) semester credit hours as follows:

a. Existing Biological Science Endorsement. Eight (8) semester credit hours in each of the following areas: Physics, Chemistry, Earth Science/Geology.
b. Existing Physics Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science/Geology.
c. Existing Chemistry Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Physics, Earth Science/Geology.
d. Earth Science or Geology Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Physics, Chemistry.

UCC-19-031

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Yellow indicates a required field. Green are fields that are optional depending on the change you are requesting. Following the appropriate department and college approvals the **department chair** will e-mail the completed form to provost@uidaho.edu.

Deadline: This form must be submitted by **October 1** for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form. Incomplete forms will be returned.

Submission Information

Dept Chair Name:	Dr. Raymond Dixon	Email:	rdixon@uidahoe.edu
Department/Unit:	Curriculum and Instruction		
College:	College of Education, Health and Human Sciences		
Dept/Unit Curriculum Committee Approval Date:	Sec. Ed Program 8/31/18 C&I 9/7/2018	Vote Record:	Unanimous 7-0 Unanimous 18-0
Dept Chair Signature of Approval			
College Curriculum Committee Approval Date:	TECC 9/11/18 CCC 9/12/18 All EHHS Faculty 9/20/18	Vote Record:	Unanimous 12-0 Unanimous 10-0 Unanimous 35-0
Dean Signature of Approval			
Primary Point of Contact:	Dr. Taylor Raney	Email:	tcraney@uidaho.edu
Briefly describe the change you are requesting:	Add a composite Natural Science endorsement comprised of Biology, Physics, Chemistry and Earth Science/Geology.		

What is the financial impact of the requested change?

	Greater than $250,000 per FY:	X	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:

Rationale for Program Component Request or Name Change

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

The Department of Curriculum and Instruction, College of Education, Health and Human Sciences proposes a composite Natural Science endorsement. This endorsement is comprised of four other endorsements (Biology, Physics, Chemistry, Earth Science/Geology) for which we are already approved, so it does not need State Board approval. The proposed endorsement language is taken directly from Idaho code 08.02.02.024.05, “Natural Science (5-9 or 6-12).”

UCC-19-031

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☐Yes ☐No

If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: ☐Yes ☐No

**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

X	Create New		Discontinue	Implementation Date:	Fall semester 2019		
	Graduate Level		Undergraduate Level		Law Level	Credit Requirement:	45
Are new courses being created: (circle your response)				***No***	Yes	**If yes**, how many courses will be created:	

If the request is for an option or emphasis, enter the associated major and degree:

Major:	Secondary Education	CIP Code:	13.1205	Degree:	B.S. Ed.

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	Natural Science Teaching Major

Provide a summary/description of the program component using 50 words or less:

UCC-19-031

45-Credit Natural Science Teaching Major

Must hold an existing endorsement in one of the following areas: Biological Science, Chemistry, Earth Science, Geology, or Physics; and complete a total of twenty-four (24) semester credit hours as follows:

a. Existing Biological Science Endorsement. Eight (8) semester credit hours in each of the following areas: Physics, Chemistry, Earth Science/Geology.
b. Existing Physics Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science/Geology.
c. Existing Chemistry Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Physics, Earth Science/Geology.
d. Earth Science or Geology Endorsement. Eight (8) semester credit hours in each of the following areas: Biology, Physics, Chemistry.

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

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

The candidate recognizes how common misconceptions and/or partial understandings of scientific disciplinary core ideas affect student learning.
The candidate designs and implements lessons that align with Idaho State Science (K-12) standards.
The candidate designs opportunities to apply science practices to propose, investigate, and evaluate possible solutions to problems.
The candidate designs lessons which allow students to utilize mathematics to analyze, interpret, and display scientific data.

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

Formative assessment will occur during candidates' progression toward completion through analysis of content course outcomes. Additionally, assessment of candidate competencies occurs during the required (EDCI) teaching methods and practicum courses. Summative assessment will occur through the state-mandated *Praxis II* assessment: 5435. This is accomplished during the formative assessment "candidate competencies . . . teaching methods and practicum courses." Candidates are required to pass this assessment, which is aligned with program outcomes, with a minimum score of 149. Finally, assessment will occur following graduation, as the Department of Curriculum and Instruction maintains employment histories of its alumni through analysis of publicly available school district reporting mechanisms.

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

The findings from all of the above-mentioned assessment strategies are employed to evaluate program outcomes annually in-house and every seven years through our state and national accreditation process. Additionally, the state requires an interim evaluation three years following initial approval of a new teaching endorsement.

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

Direct:, practicum placement observations and K-12 partner teacher evaluation, *Praxis II* assessment 5435 (This is a content exam. In order to design and implement lessons aligned to Idaho standards, that content must be mastered.)
Indirect: employment data, candidate progress through required content course work

5. When will assessment activities occur and at what frequency?

Direct: annually in the summer/fall from the previous academic year
Indirect: annually in the late fall/winter as school districts report (due 10/15 each year) employment data

UCC-19-031

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

University of Idaho

UCC-19-032

PROPOSAL TO CREATE 21-CREDIT SOCIOLOGY/ANTHROPOLOGY TEACHING ENDORSEMENT

CURRICULUM:

ANTH 100	Introduction to Anthropology	3
ANTH 102	Peoples of the World	3
SOC 101	Introduction to Sociology	3
SOC 201	Inequities and Inclusion	3
SOC 311	Development of Social Theory	3

Two electives in SOC, ANTH, or AIST to total 21 credits

NOTE: EDCI 432 and 442 (methods and practicum) are also required for this endorsement.

UCC-19-032

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Yellow indicates a required field. Green are fields that are optional depending on the change you are requesting. Following the appropriate department and college approvals the **department chair** will e-mail the completed form to provost@uidaho.edu.

Deadline: This form must be submitted by **October 1** for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form. Incomplete forms will be returned.

Submission Information

Dept Chair Name:	Dr. Raymond Dixon	Email:	rdixon@uidaho.edu
Department/Unit:	Curriculum and Instruction		
College:	College of Education, Health and Human Sciences		
Dept/Unit Curriculum Committee Approval Date:	Sec. Ed Program 8/31/18 C&I 9/7/2018	Vote Record:	Unanimous 7-0 Unanimous 18-0
Dept Chair Signature of Approval			
College Curriculum Committee Approval Date:	TECC 9/11/18 CCC 9/12/18 All EHHS Faculty 9/20/18	Vote Record:	Unanimous 12-0 Unanimous 10-0 Unanimous 35-0
Dean Signature of Approval			
Primary Point of Contact:	Dr. Taylor Raney	Email:	tcraney@uidaho.edu
Briefly describe the change you are requesting:	Add an endorsement in Sociology/Anthropology to its available options for secondary education candidates.		

What is the financial impact of the requested change?

	Greater than $250,000 per FY:	X	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 financial impact due to the implementation of this program. All course work is already offered, and students will simply fill available seats.

Rationale for Program Component Request or Name Change

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

The Department of Curriculum and Instruction, in partnership with the Department of Sociology/Anthropology seeks to add an endorsement in Sociology/Anthropology to its available options for secondary education candidates. The proposed requirements meet the State of Idaho code (08.02.02.024.14) expectations which read as follows:

14. Sociology/Anthropology (5-9 or 6-12). Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology and Sociology. (3-29-17)

Assessment will fall under the already-approved cyclical procedures for the secondary education program, subject to initial review by the Idaho Professional Standards Commission and State Board of Education.

UCC-19-032

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☐Yes ☐No

If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: ☐Yes ☐No

**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

X	Create New		Discontinue	Implementation Date:			
	Graduate Level		Undergraduate Level		Law Level	Credit Requirement:	21
Are new courses being created: (circle your response)				No	Yes	**If yes**, how many courses will be created:	

If the request is for an option or emphasis, enter the associated major and degree:

Major:	Secondary Education	CIP Code:	13.1205	Degree:	B.S. Ed.

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	Sociology/Anthropology

Provide a summary/description of the program component using 50 words or less:

21-Credit Teaching Major

ANTH 100	Introduction to Anthropology	3 cr
ANTH 102	Peoples of the World	3 cr
SOC 101	Introduction to Sociology	3 cr
SOC 301	Diversity and Stratification	3 cr
SOC 311	Development of Social Theory	3 cr

Two electives in SOC, ANTH, or AIST to total 21 credits

NOTE: EDCI 432 and 442 (methods and practicum) are also required for this endorsement.

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

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

Candidates will differentiate between a variety of sociological theories.
Candidates will evaluate important social institutions' responsiveness to social needs.
Candidates will examine the social construction of groups and their impact on the life chances of individuals.
Candidates will identify common patterns of social inequality.

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

Formative assessment will occur during candidates' progression toward completion through analysis of content course outcomes. Additionally, assessment of candidate competencies occurs during the required (EDCI) teaching methods and practicum courses. Summative assessment will occur through the state-mandated *Praxis II* assessment: 5952. Candidates are required to pass this assessment, which is aligned with program outcomes, with a minimum score of 154. Finally, assessment will occur following graduation, as the Department of Curriculum and Instruction maintains employment histories of its alumni through analysis of publicly available school district reporting mechanisms.

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

The findings from all of the above-mentioned assessment strategies are employed to evaluate program outcomes annually in-house and every seven years through our state and national accreditation process. Additionally, the state requires an interim evaluation three years following initial approval of a new teaching endorsement.

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

Direct: candidate progress through required content course work, practicum placement observations and K-12partner teacher evaluation, *Praxis II* assessment 5952
Indirect: employment data

5. When will assessment activities occur and at what frequency?

Direct: annually in the summer/fall from the previous academic year
Indirect: annually in the late fall/winter as school districts report (due 10/15 each year) employment data

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;

(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;

(3) Audio conferencing; or

(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

University of Idaho

UCC-19-033

PROPOSAL TO CREATE 20-CREDIT DRAMA TEACHING ENDORSEMENT

CURRICULUM:

COMM 101	Fundamentals of Public Speaking	2
COMM 111	Introduction to Communication Studies	3
THE 101	Introduction to Theater	3
THE 102	Introduction to Design	3
THE 105	Basics of Performance	3
THE 103	Theater Technology I	3
THE 471	Directing I	3

*Note: EDCI 436 and 446 (methods and practicum) are also required for this endorsement.

UCC-19-033

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Yellow indicates a required field. Green are fields that are optional depending on the change you are requesting. Following the appropriate department and college approvals the **department chair** will e-mail the completed form to provost@uidaho.edu.

Deadline: This form must be submitted by **October 1** for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form. Incomplete forms will be returned.

Submission Information

Dept Chair Name:	Dr. Raymond Dixon	Email:	rdixon@uidahoe.edu
Department/Unit:	Curriculum and Instruction		
College:	College of Education, Health and Human Sciences		
Dept/Unit Curriculum Committee Approval Date:	Sec. Ed Program 8/31/18 C&I 9/7/2018	Vote Record:	Unanimous 7-0 Unanimous 18-0
Dept Chair Signature of Approval			
College Curriculum Committee Approval Date:	TECC 9/11/18 CCC 9/12/18 All EHHS Faculty 9/20/18	Vote Record:	Unanimous 12-0 Unanimous 10-0 Unanimous 35-0
Dean Signature of Approval			
Primary Point of Contact:	Dr. Taylor Raney	Email:	tcraney@uidaho.edu
Briefly describe the change you are requesting:	Add an endorsement in Drama to be available to secondary education candidates.		

What is the financial impact of the requested change?

	Greater than $250,000 per FY:	X	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 courses are already offered, so students will simply enroll in those courses and fill empty seats.

Rationale for Program Component Request or Name Change

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

The Department of Curriculum and Instruction has partnered with the Department of Theatre Arts to propose the creation of a Drama endorsement within the existing secondary education program. Endorsement programs must meet Idaho code 08.02.02.024.16 and the *Standards for Initial Preparation of Professional School Personnel*. The Idaho code reads as follows:

16. Theater Arts (5-9 or 6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Theater Arts Teacher, including coursework in each of the following areas: acting and directing, and a minimum of six (6) semester credits in technical theater/stagecraft. To obtain a Theater Arts (6-12) endorsement,

applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theater. (3-29-17)

The proposed program meets these expectations. The referenced methods course is a requirement embedded within the secondary program. A matrix of the program's meeting of the *Standards* is provided as an attachment.

Assessment will coincide with assessment of the other available teaching endorsements on a rotating schedule.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☐Yes ☐No

If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: ☐Yes ☐No

**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

X	Create New		Discontinue	Implementation Date:			
	Graduate Level		Undergraduate Level		Law Level	Credit Requirement:	21
Are new courses being created: (circle your response)				No	Yes	**If yes**, how many courses will be created:	

If the request is for an option or emphasis, enter the associated major and degree:

Major:	Secondary Education	CIP Code:	13.1205	Degree:	B.S. Ed.

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	

UCC-19-033

Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	Drama Teaching Minor

Provide a summary/description of the program component using 50 words or less:

20-Credit Drama Teaching Minor

COMM 101	Fundamentals of Public Speaking	2 cr
COMM 111	Introduction to Communication Studies	3 cr
THE 101	Introduction to Theater	3 cr
THE 102	Introduction to Design	3 cr
THE 105	Basics of Performance	3 cr
THE 103	Theater Technology I	3 cr
THE 471	Directing I	3 cr

*Note: EDCI 436 and 446 (methods and practicum) are also required for this endorsement.

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

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

The candidate knows the history of theater as a form of entertainment as a societal influence.
The candidate understands the process of directing theater.
The candidate incorporates various styles of acting techniques to communicate character and honor the playwright's intent.
The candidate safely manages the requirements unique to the drama classroom.

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

Formative assessment will occur during candidates' progression toward completion through analysis of content course outcomes. Additionally, assessment of candidate competencies occurs during the required (EDCI) teaching methods and practicum courses. Summative assessment will occur through the state-mandated *Praxis II* assessment: 5641. Candidates are required to pass this assessment, which is aligned with program outcomes, with a minimum score of 148. Finally, assessment will occur following graduation, as the Department of Curriculum and Instruction maintains employment histories of its alumni through analysis of publicly available school district reporting mechanisms.

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

The findings from all of the above-mentioned assessment strategies are employed to evaluate program outcomes annually in-house and every seven years through our state and national accreditation process. Additionally, the state requires an interim evaluation three years following initial approval of a new teaching endorsement.

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

Direct: candidate progress through required content course work, practicum placement observations and K-12partner teacher evaluation, *Praxis II* assessment 5641
Indirect: employment data

5. When will assessment activities occur and at what frequency?

Direct: annually in the summer/fall from the previous academic year
Indirect: annually in the late fall/winter as school districts report (due 10/15 each year) employment data

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via

distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

University of Idaho
A LEGACY OF LEADING

UCC-19-034a

PROPOSAL TO CREATE CULTURALLY RESPONSIVE PEDAGOGY AND UNIVERSAL DESIGN FOR LEARNING UNDERGRADUATE CERTIFICATE

CURRICULUM

Selected emphasis electives		**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 Inequities and Inclusion	
SOC 423	Sociology of Prosperity: Social Class and Economics in the 21st Century	
SOC 424	Sociology of Gender	
SOC 427	Racial and Ethnic Relations	
PSYC 315	Psychology of Women	

Mandatory Online 1-credit courses		**6**
EDCI 418	Culturally Responsive Pedagogy	
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	

Courses to total 12 credits for this academic certificate

UCC-19-034a

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, the **department chair** will e-mail the completed form to gracemiller@uidaho.edu.

Deadline: This form must be submitted by October 1 for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form.

Submission Information

This section must be completed

Dept Chair Name:	Dr. Raymond Dixon	Email:	rdixon@uidaho.edu
College:	College of Education, Health and Human Sciences		
Department/Unit:	Curriculum and Instruction		
Dept/Unit Approval Date:	September 8, 2017/CCC 09/12/18	Vote Record:	17 (C&I department)
College Approval Date:	EHHS 09/20/18	Vote Record:	51
Primary Point of Contact:	Aleksandra Hollingshead	Email:	ahollingshead@uidaho.edu
Briefly describe the change you are requesting:	An academic certificate in Culturally Responsive Pedagogy and Universal Design for Learning.		

What is the financial impact of the requested change?

	Greater than $250,000 per FY:	x	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 program is built from courses already offered. While enrollment may be slightly elevated in courses currently offered, there should be room to accommodate program participants in the current course schedule. Thus it should not require a significant amount of resources. The modules have already been constructed, funded by a CEHHS/CLASS Summer grant. However, the director of the program may eventually require a course buyout in order to supervise/participate in instruction and to manage their additional responsibilities as director. Depending on enrollment growth, this is a topic that may need to be revisited in the future.

Rationale for Program Component Request or Name Change

This section must be completed

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change, if applicable.

We seek to create an academic certificate (12 credits) in Culturally Responsive Pedagogy and Universal Design for Learning at the University of Idaho. This certificate will require students to complete three currently offered University courses in addition to six online 1-credit courses. These 1-credit courses are newly developed (thanks to funding by the College of Education, Health and Human Sciences and College of Letters, Arts, and Social Sciences Summer 2017 Funding Award).

Rationale for the Project

In the field of education inequities in opportunity, access, and learning outcomes persist (Cartledge & Kourea, 2008; Richards et al., 2007). Students from racial and ethnic minority groups often experience higher dropout rates (Lee, 2002) and those from low socio-economic groups are often less prepared to learn in the early grades (Sirin, 2005). Understanding the intricacies of diversity in education is critical in a development of teachers who are to create inclusive and respectful learning environments (Dukes & Lamar-Dukes, 2009). Culturally responsive pedagogy and Universal Design for Learning are a perfect pairing to prepare inclusive educators who provide relevant instruction to all of their students despite of their ability level, race, ethnicity, language, socio-economic status, and other variabilities.

This teacher professional development program serves both pre-service and in-service teachers interested in enhancing their knowledge and skills related to cultural responsive pedagogy and the Universal Design for Learning framework. These areas are essential to the success of UI students as they become educators in that they allow instructors to reach a wider range of students and design meaningful and culturally relevant instruction. Specifically, this program helps UI students and potential students whom

are currently serving as educators in Idaho to better serve marginalized student populations including students with disabilities, English language learners, students from diverse cultural, racial, or religious backgrounds, students with low socio-economic status, etc.
This certificate will not only serve current UI students who seek to be educators, but also draw a new body of students: in-service teachers working in Idaho. In-service teachers must take a certain number of continuing education credits and this certificate program can meet that requirement.

Strategic Plan

The proposed academic certificate in Culturally Responsive Pedagogy and Universal Design for Learning meets two key elements of the new strategic plan for the University of Idaho.

First, this certificate directly meets the first goal of the College of Education, Health and Human Sciences' strategic plan: cultural proficiency. This certificate hosts courses to train pre- and in-service teachers to serve specific underserved populations in Idaho: Native students; students of color; students with disabilities; gay, gender queer and transgender students; students living in poverty; and students from rural areas.

Second, Engage. "Engagement with partners" is a central goal in the strategic plan outlined by the College of Education, Health and Human Sciences. This certificate empowers current and potential UI students to use their gifts and talents to better serve (steward and nurture) marginalized communities throughout the state of Idaho.

Workload Management

As mentioned, this certificate will require students to complete three courses, currently offered by the university. Students will be able to choose from a long list of interdisciplinary courses related to diversity and education. In addition, students will complete six online 1-credit courses. These 1-credit courses were developed over the summer of 2017 and are set up so that students can access and complete them with little to no faculty involvement.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☐Yes ☐No
If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.
**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: ☐Yes ☐No
**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

UCC-19-034a

x	Create New		Discontinue	Implementation Date:	Fall 2019		
	Graduate Level	x	Undergraduate Level		Law Level	Credit Requirement:	12
Are new courses being created: (circle your response)				No	(Yes)	**If yes**, how many courses will be created:	6

If the request is for an option or emphasis, enter the associated major and degree:

Major:		CIP Code:	13.0202	Degree:	

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	Culturally Responsive Pedagogy and Universal Design for Learning
Teaching Endorsement (Major/Minor):	

Provide a summary/description of the program component using 50 words or less:

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

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

Learn and Integrate: Students will be able to report on the 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.

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

Each course offered through the academic certificate will continue to be assessed as it has been historically; we will continue to use current assessment tools to verify the quality of affiliated courses. These are completed at the department level and include feedback from students. Further, the program director will be tasked, in part, with monitoring the quality of the courses and instructors affiliated with the program. Further, the director of the program will be tasked with completing an annual assessment through the college and university. This will include developing and disseminating assessment protocols (pre and post tests) to students as they enter and exit the academic certificate.

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

The director will be tasked with implementing improvements based on the assessment of courses and the program as a whole.

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

The director will develop an assessment tool that will be distributed to students when they first sign up for the academic certificate. It will then be given as a post-test to students graduating in order to evaluate the success the certificate has had in reaching the learning outcomes outlined above.
5. When will assessment activities occur and at what frequency?
Pre-tests will be completed each year when students sign up for the certificate. Post-tests will be provided to graduating seniors who have completed the certificate.

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*	X	No	
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes	X	No	

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	x		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**	x	Location(s):	Online

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

College of Education, Health and Human Sciences
Proposed Catalog Changes
Effective Summer 2019

CURRICULUM AND INSTRUCTION

1. Add the following courses:

EDCI 418 Culturally Response Pedagogy
1 credit
This course provides a general introduction to the principles of Culturally Relevant Pedagogy. In particular, this module will help students attain a high level of cultural competence, social justice, and diversity such that they can apply this knowledge to lesson planning, pedagogy, and engagement with diverse learners. It will also equip future instructors to work with parents, families, and communities from diverse cultural and linguistic backgrounds.

Available via distance: Yes
Geographical area: Moscow, online
Rationale: This course is part of the proposed Academic Certificate in Culturally Responsive Pedagogy and Universal Design in Learning. It is one of six online 1-credit courses that will be required for the certificate.

EDCI 420 Gender and Sexual Diversity in Schools
1 credit
This course provides future instructors with the skills needed to critically and sensitively work with gender non-conforming, gay, lesbian, and bisexual students in schools. It will provide those enrolled with a basic understanding of the ways that such students have been and continue to be marginalized within traditional education, the rights of students and communities re: schools, and best practices for working with and empowering gender non-conforming, gay, lesbian, and bisexual students in schools.

Available via distance: Yes
Geographical area: Moscow, online
Rationale: This course is part of the proposed Academic Certificate in Culturally Responsive Pedagogy and Universal Design in Learning. It is one of six online 1-credit courses that will be required for the certificate.

EDCI 421 Racial and Ethnic Diversity in Schools
1 credit
This course provides future instructors with the skills needed to critically and sensitively work with students of color in schools. It will provide those enrolled with a basic understanding of the ways that students of color have been and continue to be marginalized within traditional education, the rights of students and communities re: schools, and best practices for working with and empowering students of color in schools.

Available via distance: Yes
Geographical area: Moscow, online

Rationale: This course is part of the proposed Academic Certificate in Culturally Responsive Pedagogy and Universal Design in Learning. It is one of six online 1-credit courses that will be required for the certificate.

EDCI 422 Socio-Economic Diversity in Rural Schools
1 credit
This course provides future instructors with the skills needed to critically and sensitively work with low-income students from rural communities. It will provide those enrolled with a basic understanding of the ways that such students have been and continue to be marginalized within traditional education, the rights of students and communities re: schools, and best practices for working with and empowering low-income students from rural communities.

Available via distance: Yes
Geographical area: Moscow, online
Rationale: This course is part of the proposed Academic Certificate in Culturally Responsive Pedagogy and Universal Design in Learning. It is one of six online 1-credit courses that will be required for the certificate.

EDCI 424 Universal Design in Learning
1 credit
This course provides a general introduction to the principles of Universal Design in Learning. It will introduce the principles, guidelines, and checkpoints that are included in the framework. It will focus on the importance of intentional, systematic and flexible design of instruction in which ALL students are included and making progress in learning.

Available via distance: Yes
Geographical area: Moscow, online
Rationale: This course is part of the proposed Academic Certificate in Culturally Responsive Pedagogy and Universal Design in Learning. It is one of six online 1-credit courses that will be required for the certificate.

EDCI 426 Working with Native American Students and Communities
1 credit
This course provides future instructors with the skills needed to critically and sensitively work with Native American students and communities. It will provide those enrolled with a basic understanding of the ways that Native students have been marginalized within traditional education, the rights of Native students and communities re: schools, and best practices for working with and empowering Native students in schools.

Available via distance: Yes
Geographical area: Moscow, online
Rationale: This course is part of the proposed Academic Certificate in Culturally Responsive Pedagogy and Universal Design in Learning. It is one of six online 1-credit courses that will be required for the certificate.

University of Idaho
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UCC-19-035

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, the **department chair** will e-mail the completed form to gracemiller@uidaho.edu.

Deadline: This form must be submitted by October 1 for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form.

Submission Information

This section must be completed

Dept Chair Name:	Todd Thorsteinson	Email:	tthorste@uidaho.edu
College:	CLASS		
Department/Unit:	Psychology and Communication Studies		
Dept/Unit Approval Date:	Sept. 5, 2018	Vote Record:	13 in favor; none opposed
College Approval Date:	Sept. 19, 2018	Vote Record:	9 in favor; none opposed
Primary Point of Contact:	Todd Thorsteinson	Email:	tthorste@uidaho.edu
Briefly describe the change you are requesting:	Change name of minor from Communication Studies to Communication		

What is the financial impact of the requested change?

	Greater than $250,000 per FY:	X	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 should be no financial impact.

Rationale for Program Component Request or Name Change

This section must be completed

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

We would like to change the name of our minor in Communication Studies to Communication. The change is to make the name of the minor consistent with the name of the major (Communication).

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	Communication Studies
New Name:	Communication
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	Summer 2019

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☐Yes **X**No

UCC-19-035

If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.
**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: ☐Yes **X** No
**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

	Create New		Discontinue	Implementation Date:			
	Graduate Level		Undergraduate Level		Law Level	Credit Requirement:	
Are new courses being created: (circle your response)				No	Yes	**If yes**, how many courses will be created:	

If the request is for an option or emphasis, enter the associated major and degree:

Major:		CIP Code:		Degree:	

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Provide a summary/description of the program component using 50 words or less:

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1. List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:

3. How will you ensure that the assessment findings will be used to improve the program?
4. What direct and indirect measures will be used to assess student learning?
5. When will assessment activities occur and at what frequency?

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow			
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

University of Idaho

UCC-19-036-v2

PROPOSAL TO CHANGE THE NAME OF THE "DIVERSITY AND STRATIFICATION" UNDERGRADUATE CERTIFICATE TO "DIVERSITY AND INCLUSION"

CURRICULUM:

Academic Exploration Component		
SOC ~~301~~201	Introduction to Inequities and Inclusion~~Diversity and Stratification~~	3
Select 6 credits of upper-division emphasis electives from the following courses:		**6**
AIST 316 /HIST	American Indian History	
AMST 301	Studies in American Culture	
ANTH 102	Introduction to Cultural Anthropology	
~~ANTH 220~~	~~Peoples of the World~~	
ANTH 327	Belief Systems	
ANTH 329	North American Indians	
ANTH 412	Human Races	
ANTH 422	Plateau Indians	
ANTH 462	Human Issues in International Development	
COMM 335	Intercultural Communication	
COMM 410	Conflict Management	
COMM 432	Gender and Communication	
COMM 491	Communication and Aging	
EDCI 302	Teaching Culturally Diverse Learners	
ENGL 380	~~Introduction to~~ Studies in U.S. Ethnic Literatures	
ENGL 382	Studies in Queer Literature	
ENGL 383	Studies in African American Literature	
ENGL 384	Studies in American Indian Literature	
ENGL 481	Seminar in Women's Literature	
~~ENGL 483~~	~~African American Literature~~	
~~ENGL 484~~	~~American Indian Literature~~	
FCS 410	Growing Old in a New Age	
HIST 315	Comparative African-American Cultures	
HIST 420	History of Women in American Society	
~~HIST 426~~	~~Red Earth White Lies: American Indian History 1840-Present~~	
~~HIST 431~~	~~Stolen Continents, The Indian Story: Indian History to 1840~~	
HIST 441	Slavery and Freedom in the Americas	
JAMM 340	Cultural Diversity and the Media	
JAMM 441	Women in the Media	
JAMM 490	Global Media	
MUSH 201	History of Rock and Roll	
MUSH 410	Studies in Jazz History	
POLS 423	Politics, Policy and Gender	

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PSYC 315	Psychology of Women	
PSYC 330	Human Sexuality	
PSYC 419	Adult Development and Aging	
SOC 325	Family, Violence, and Society	
SOC 327	Sociology of the Family	
SOC 340	Social Change & Globalization	
~~SOC 343~~	~~Power, Politics, and Society~~	
SOC 421	Gender and Crime	
SOC 423	Economic (In)Justice in the United States	
SOC 424	Sociology of Gender	
SOC 427	Racial and Ethnic Relations	
SOC 431	Personal and Social Issues in Aging	
SOC 439	Inequalities in the Justice System	
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	
Experiential Learning		
Total Hours		**12**

Courses to total 12 credits for this certificate

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Geographical Area: Moscow
Rationale: Requesting a change of the title for the program, which is noted on this form. Soc 201 replaces Soc 301 for the introductory requirement for the Certificate program. Other changes reflect different department decisions to add, drop, or change course numbering and titles over the year.

Learning Outcomes will be assessed following current practices (exit interviews, focus groups, and surveys). No new faculty are required to teach these courses.

UCC-19-036-v2

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, the **department chair** will e-mail the completed form to gracemiller@uidaho.edu.

Deadline: This form must be submitted by October 1 for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form.

Submission Information

This section must be completed

Dept Chair Name:	Kristin Haltinner, Director of Diversity and Stratification Certificate Program	Email:	khaltinner@uidaho.edu
College:	CLASS		
Department/Unit:	Sociology & Anthropology / Certificate of Diversity and Stratification		
Dept/Unit Approval Date:	September 12, 2018	Vote Record:	11 approve (quorum achieved)
College Approval Date:	September 19, 2018	Vote Record:	9 approve
Primary Point of Contact:	Kristin Haltinner	Email:	khaltinner@uidaho.edu
Briefly describe the change you are requesting:	We wish to change the current name for our certificate program "Diversity and Stratification" to "Diversity and Inclusion." Attached form provides updated website description of certificate program.		

What is the financial impact of the requested change?

	Greater than $250,000 per FY:	X	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**

Rationale for Program Component Request or Name Change

This section must be completed

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

The current title for the certificate program, "Diversity and Stratification," is dated and ignores an important component of the certificate learning outcomes, which is to provide students tools for establishing inclusive interactions and environments in the personal and professional lives. For this reason, we propose changing the certificate's program title to "Diversity and Inclusion."

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	Certificate of Diversity and Stratification
New Name:	Certificate of Diversity and Inclusion
Current Degree:	Certificate Program
New Degree:	
Other Details:	
Effective Date:	Summer 2019

UCC-19-036-v2

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: X Yes ☐ No

If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: ☐ Yes X No

**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

	Create New		Discontinue	Implementation Date:			
	Graduate Level		Undergraduate Level		Law Level	Credit Requirement:	
Are new courses being created: (circle your response)			No	Yes	**If yes**, how many courses will be created:		

If the request is for an option or emphasis, enter the associated major and degree:

Major:		CIP Code:		Degree:	

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Provide a summary/description of the program component using 50 words or less:

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1. List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:

3. How will you ensure that the assessment findings will be used to improve the program?
4. What direct and indirect measures will be used to assess student learning?
5. When will assessment activities occur and at what frequency?

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

University of Idaho

UCC-19-038

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Yellow indicates a required field. Green are fields that are optional depending on the change you are requesting. Following the appropriate department and college approvals the **department chair** will e-mail the completed form to provost@uidaho.edu.

Deadline: This form must be submitted by **October 1** for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form. Incomplete forms will be returned.

Submission Information

Dept Chair Name:	Christopher Williams	Email:	chrisw@uidaho.edu
Department/Unit:	Statistical Science		
College:	Science		
Dept/Unit Curriculum Committee Approval Date:	08/30/2018	Vote Record:	unanimous 12-0
Dept Chair Signature of Approval	Chris Williams		
College Curriculum Committee Approval Date:	09/27/2018	Vote Record:	Unanimous (7-0)
Dean Signature of Approval	Ginger Carney		
Primary Point of Contact:	Mark Nielsen	Email:	markn@uidaho.edu
Briefly describe the change you are requesting:	The Statistical Science Department would like to discontinue the Process and Performance Academic Certificate. There have been no students in this option for several years and there doesn't seem to be a demand for the certificate.		

What is the financial impact of the requested change?

	Greater than $250,000 per FY:	X	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 financial impact as no courses will stop being offered as the courses used for this degree are used for other graduate degrees.

Rationale for Program Component Request or Name Change

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

There have been no students in this option for several years and there doesn't seem to be a demand for the certificate.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

UCC-19-038

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☐Yes ☐No

If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: ☐Yes ☐No

**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

	Create New	X	Discontinue	Implementation Date:			
	Graduate Level		Undergraduate Level		Law Level	Credit Requirement:	
Are new courses being created: (circle your response)				No	Yes	**If yes**, how many courses will be created:	

If the request is for an option or emphasis, enter the associated major and degree:

Major:	Statistics	CIP Code:		Degree:	Academic Certificate

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	Process and Performance Excellence Graduate Academic Certificate (16 credits as listed in current [2018-19] catalog)
Teaching Endorsement (Major/Minor):	

Provide a summary/description of the program component using 50 words or less:

There have been no students in this option for several years and there doesn't seem to be a demand for the certificate.

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1. List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:
2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
3. How will you ensure that the assessment findings will be used to improve the program?
4. What direct and indirect measures will be used to assess student learning?
5. When will assessment activities occur and at what frequency?

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

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Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow			
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

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UCC-19-039

Institutional Tracking No. _____

Idaho State Board of Education

Proposal for Discontinuation

Date of Proposal Submission:	Sep 27, 2018
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Engineering
Name of Department(s) or Area(s):	Chemical & Materials Engineering

Program Identification for Proposed Discontinued Program:

Title:	Metallurgy
Degree/Certificate:	MS
Method of Delivery:	Live; on-campus
CIP code:	15.0611
Proposed Discontinuation Date:	Summer 2019

Indicate whether this request is a <u>discontinuation</u> of either of the following:

- [ ] Undergraduate Program
- [x] Graduate Program
- [ ] Undergraduate Certificate
- [ ] Graduate Certificate
- [ ] Administrative/Instructional Unit
- [ ] Other
- [ ] **New Program (check all that apply)**
  - [ ] Basic Technical Certificate
  - [ ] Intermediate Technical Certificate
  - [ ] Advanced Technical Certificate
  - [ ] Associate of Applied Science Degree

College Dean (Institution)	Date	Vice President for Research **(as applicable)**	Date
Graduate Dean **(as applicable)**	Date	Academic Affairs Program Manager	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Academic Officer, OSBE	Date
Provost/VP for Instruction (Institution)	Date	SBOE/Executive Director Approval	Date
President	Date		

UCC-19-039

1. Provide rationale for the discontinuance.

There have been no students in the program since before 2007—before the merger of MSE with ChE.

2. Teach-out Plans/Options for currently enrolled students.

a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

None. There are no students.

b. Is there an alternative program/major or field of study? If so, please describe.

Yes; MS Metallurgical Engineering which is currently offered from the Materials Science and Engineering Program in the Chemical and Materials Engineering Department and will continue.

c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

N/A

3. Identify similar programs offered by other public colleges/universities (Not applicable to PTE programs).

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
University of Utah	**Master of Science (M.S.)**	**Metallurgical Engineering.** **Area of emphasis: Mineral Processing, hydrometallurgy, pyrometallurgy, physical metallurgy, synthesis and processing of advanced materials.**

4. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions. N/A

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	**Headcount Enrollment in Program**				**Number of Graduates From Program**			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU	0	0	0	0	0	0	0	0
ISU	0	0	0	0	0	0	0	0
UI	0	0	0	0	0	0	0	0
LCSC	0	0	0	0	0	0	0	0

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

None, no courses will be cancelled.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

None

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

None. No faculty or staff are affected. There is no operating or other budget line items connected with this program.

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UCC-19-041a

PROPOSAL TO CREATE NUCLEAR TECHNOLOGY MANAGEMENT GRADUATE CERTIFICATE

CURRICULUM:

The certificate consists of 18 credits, i.e., it requires six 3-credit courses. The courses would be taken in conjunction with the Technology Management MS or the Nuclear Engineering MS.

Required courses		**15**
INDT 434	Power Distribution	
TM 514	Nuclear Safety	
TM 516	Nuclear Rules and Regulations	
TM 521 /NE	Nuclear Material Storage, Transportation and Disposal	
TM 522 /NE	Management of Nuclear Facilities	
Required course for TM/NE		**3**
TM 520	Leadership and Conflict Resolution[1]	
NE 450	Principles of Nuclear Engineering[2]	

Courses to total 18 credits

[1]required for NE majors
[2]required for TM majors

UCC-19-041a

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM
Short Form

Instructions: Please use one form for each request/action. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Office of the Provost and Executive Vice President, provost@uidaho.edu for approval and then submission to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Deadline: This form must be submitted to the Office of the Provost and Executive Vice President by December 15th for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable a Curriculum Change Form and Course Approval Forms must accompany the short form when submitted to provost@uidaho.edu

Submission Information
This section must be completed

College:	College of Engineering		
Department/Unit:	Technology Management, Nuclear Engineering		
Dept/Unit Approval Date:	9/6/2018	Vote Record:	TM 9/6/18; NE 10/26/18
College Approval Date:	21 Sept 2018	Vote Record:	7 yes/0 no
CIP code (Consult Institutional Research):	Nuclear Engineering 14.2301		
Primary Point of Contact (Name and Email):	Lee Ostrom, Rich Christensen		ostrom@uidaho.edu

Rationale and Overview of Program Component Request or Name Change
This section must be completed

Provide the rationale and overview of this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change if applicable.

Nuclear Technology Management Certificate.

The certificate consists of 18 credits, i.e., it requires six 3-credit courses. The courses would be taken in conjunction with the Technology Management MS or the Nuclear Engineering MS.

Required courses (15 cr):
- TM 514 Nuclear Safety (3 cr)
- TM 516 Nuclear Rules and Regulations (3 cr)
- INDT 434 Power Distribution (3 cr)
- TM/NE xxx (requested 528) Management of Nuclear Facilities (3 cr)
- TM/NE xxx (requested 527) Nuclear Material Storage, Transportation and Disposal (3 cr)

Required course for TM/NE (3 cr):
- TM xxx (requested 520) Leadership and Conflict Resolution (3 cr) (required for NE majors)
- NE 450 Principles of Nuclear Engineering (3 cr) (required for TM majors)

UCC-19-041a

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement. If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms. **Note: a substantive change to a program degree, major, or program component may require a program proposal form.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using Track Change or strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

Create New:	x	Modify:		Discontinue:		Implementation Date:			
Graduate Level:	x	Undergraduate Level:		Law Level:		Credit Requirement:			
Are new courses being created:	No		Yes	x	If yes, how many courses will be created:				3

If the request is for an option or emphasis enter the associated major and degree:

Major:		Degree:	

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	Certificate of Critical Infrastructure Resilience (15 credit hours)
Teaching Endorsement (Major/Minor):	

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1.	List the intended learning outcomes for the program component, 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:
	This certificate is to be in accordance with the International Atomic Energy Agency's (IAEA) International Nuclear Management Academy (INMA) guidelines for Nuclear Technology Management programs. There are 4 overarching areas of these programs:

External Environment; Technology; Management; and Leadership. Each of these areas are broken down and mapped to specific IAEA guidelines. In a brief statement the students who complete this program will:

1. Be able to discuss and interpret the United States' regulatory requirements for managing a nuclear facility.
2. Be able to discuss and explain the technology of basic nuclear reactor types.
3. Be able to plan and implement a budget for a nuclear facility.
4. Be able to recognize leadership qualities and apply leadership qualities to complex workplace settings.

2.	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 by assignments, examinations, course projects and interactive presentations. The courses that comprise this certificate program are and/or will be developed to contain the content that maps to the four overall learning outcomes that are briefly described about. The IAEA will visit UI, along with representatives from other certified programs, to verify that the courses provide the necessary assessments as part of the process to have the program attain an IAEA stamp of approval. The examinations for the courses, for example, will be mapped to the IAEA criteria. These criteria can be found on the attached sheet. Exit interviews will also be conducted with the students.

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

The results from the assessment instruments will be used to determine if course content, delivery, or even the assessment tools need to be modified. On an annual basis the faculty associated with this planned certificate will review the student work and student course evaluations and use these data to determine if the courses and the certificate in general need to be modified. It is anticipated that the courses will be updated on a regular basis. These updates will be made as new technologies, regulations, and public perceptions evolve in the nuclear engineering world. Information from the IAEA's INMA site visit team will be used to modify course/program content. The IAEA INMA team meets once a year to determine how the programs are doing.

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

Direct measures are scores on assessments and results of the exit interviews. Obviously, good scores and exit interview results indicate a quality program. An indirect measure is how well the program is attracting students. If it isn't then changes will be made.

5.	When will assessment activities occur and at what frequency?

The assessment activities will occur in every class in every semester. The overall program assessment will occur annually and will be in conjunction with the IAEA annual meeting.

Financial Impact

This section must be completed if program component request section is completed

Greater than $250,000 per FY:		Less than $250,000 per FY:	x	
Brief Description of financial impact:	The program will be funded from the INL contract as a part of normal course delivery. The individual courses will be made available to all graduate students. No additional funds will be requested.			

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*	X	No	
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes	X	No	

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow			
Coeur d'Alene			
Boise*			
Idaho Falls*	X		
Other**	X	Location(s):	Online

*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected identify the specific area(s) this program component will be offered.

Office of the Registrar Information

Implementation Effective Date:			
Date Received by the Office of the Provost and Executive Vice President:			
Date Received by Budget Office, if applicable:			
Date Received by Institutional Research and Assessment:			
Date Received by UCC Secretary:			
UCC Item Number:			
UCC Approval Date:		Vote Record:	
Faculty Senate Item Number:			
Faculty Senate Approval Date:		Vote Record:	
General Policy Report Number or Faculty Meeting Date:			
Office of the President Approval Date:			
State Board of Education Approval/Acknowledgement Date:			

College of Engineering
Proposed Catalog Changes
Effective Summer 2019

NUCLEAR ENGINEERING

1. Add the following courses:

NE 521 Nuclear Material Storage, Transportation and Disposal
3 credits
Cross-listed with TM 521
There is a wide range of nuclear materials that are stored, transported and disposed of each day. The materials include medical radioisotopes, new fuel pellets, used fuel, and industrial radioisotopes. This course will cover the regulations that govern nuclear material storage, transportation and disposal, as well as the engineering requirements and practical aspects of handling these materials.
Prereq: Permission

Available via distance: Yes
Geographical availability: Idaho Falls, online
Rationale: This course will be part of an 18-credit academic certificate entitled Nuclear Technology Management. The goal is to have the certificate certified by the International Atomic Energy Agency (IAEA).

NE 522 Management of Nuclear Facilities
3 credits
Cross-listed with TM 522
Nuclear facilities need a sustainable management system to make sure that matters of importance are not dealt with in isolation of other issues in the decision making process. Integrating all relevant issues, ranging from safety, security and safeguards to health and economic and environmental questions, leads to well-informed and balanced decisions. This course addresses from a practical point of view the safety and regulatory issues of operating and planned reactors in the U.S. and other countries.
Prereq: Permission

Available via distance: Yes
Geographical availability: Idaho Falls, online
Rationale: This course will be part of an 18-credit academic certificate entitled Nuclear Technology Management. The goal is to have the certificate certified by the International Atomic Energy Agency (IAEA).

TECHNOLOGY MANAGEMENT

1. Add the following courses:

TM 520 Leadership and Conflict Resolution in a Technological Environment
3 credits
The course explores leadership and related conflict management issues; personal and collective ways in which interpersonal and organizational conflict from a leadership perspective can be managed; focuses on theoretical and practical analysis of principles and processes for the management of conflict in relationships. Through a leadership framework, the skills and techniques for the identification, prevention, and resolution of conflict in interpersonal and workplace relationships will be discussed.
Prereq: Permission

Available via distance: Yes
Geographical Area: Idaho Falls, online
Rationale: This course has already been offered as a special topics course in 2017 and it is requested to be added as a permanent course.

TM 521 Nuclear Material Storage, Transportation and Disposal
3 credits
Cross-listed with NE 521
There is a wide range of nuclear materials that are stored, transported and disposed of each day. The materials include medical radioisotopes, new fuel pellets, used fuel, and industrial radioisotopes. This course will cover the regulations that govern nuclear material storage, transportation and disposal, as well as the engineering requirements and practical aspects of handling these materials.
Prereq: Permission

Available via distance: Yes
Geographical availability: Idaho Falls, online
Rationale: This course will be part of an 18-credit academic certificate entitled Nuclear Technology Management. The goal is to have the certificate certified by the International Atomic Energy Agency (IAEA).

TM 522 Management of Nuclear Facilities
3 credits
Cross-listed with NE 522
Nuclear facilities need a sustainable management system to make sure that matters of importance are not dealt with in isolation of other issues in the decision making process. Integrating all relevant issues, ranging from safety, security and safeguards to health and economic and environmental questions, leads to well-informed and balanced decisions. This course addresses from a practical point of view the safety and regulatory issues of operating and planned reactors in the U.S. and other countries.
Prereq: Permission

Available via distance: Yes
Geographical availability: Idaho Falls, online
Rationale: This course will be part of an 18-credit academic certificate entitled Nuclear Technology Management. The goal is to have the certificate certified by the International Atomic Energy Agency (IAEA).

University of Idaho

UCC-19-042

PROPOSAL TO CREATE CYBERSECURITY UNDERGRADUATE CERTIFICATE

CURRICULUM:

A grade of 'C' or higher is required in all coursework for this academic certificate.

Required Courses		**21**
CS 150	Computer Organization and Architecture	
CS 240	Computer Operating Systems	
CS 270	Systems Software	
CS 336	Introduction to Information Assurance	
CS 438	Network Security	
CS 439	Applied Security Concepts	
CS 447	Computer and Network Forensics	

Courses to total 21 credits

UCC-19-042

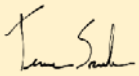
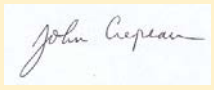
PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Yellow indicates a required field. Green are fields that are optional depending on the change you are requesting. Following the appropriate department and college approvals the **department chair** will e-mail the completed form to provost@uidaho.edu.

Deadline: This form must be submitted by **October 1** for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form. Incomplete forms will be returned.

Submission Information

Dept Chair Name:	Terence Soule	Email:	tsoule@uidaho.edu
Department/Unit:	Department of Computer Science		
College:	College of Engineering		
Dept/Unit Curriculum Committee Approval Date:	2018 September 20	Vote Record:	Total votes: 15. Approve: 12 (80%); Reject: 2 (13%); Abstain: 1 (7%). Total current faculty members 19 with two on sabbatical this semester.
Dept Chair Signature of Approval			
College Curriculum Committee Approval Date:	28 Sept 2018	Vote Record:	7 Approve, None against
Dean Signature of Approval			
Primary Point of Contact:	James Alves-Foss	Email:	jimaf@uidaho.edu
Briefly describe the change you are requesting:	We are proposing the addition of an undergraduate academic certificate titled "Cybersecurity".		

What is the financial impact of the requested change?

	Greater than $250,000 per FY:	X	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 courses required within this proposed Cybersecurity undergraduate academic certificate are already taught on a continuous basis in the department.

Rationale for Program Component Request or Name Change

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

We propose the creation of an undergraduate academic certificate in cybersecurity for College of Engineering and other students wishing to pursue a designated cybersecurity focus on their transcripts. Using a certificate option allows students in computer science, computer engineering, and other disciplines to select this focus. Courses included in this certificate are already offered on a regular basis, and a regularly assessed. The impact will be a minor increase in workload for tracking students selecting this option.

UCC-19-042

Since 1999, the University of Idaho has been designated a National Center of Academic Excellence in Information Assurance and Cyber Defense (CAE/CD). To maintain this designation, we now need a specified required course path, and a transcript designation for all students selecting the cybersecurity area of study. This certificate will allow us to meet these accreditation requirements with minimal impact on resources.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☐ No
If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.
**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: ☐Yes ☐No
**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1	N/A	An ability to apply security principles and practices to the environment, hardware, software, and human aspects of a system.	Exam questions and/or assignments in CS 439: Will provide and measure given answers for hands-on laboratories demonstrating ability to apply cybersecurity principles, practices and tools. Answers will be evaluated for accuracy and completeness.	Yes (assessed annually)
SLO#2	N/A	An ability to analyze and evaluate systems with respect to maintaining operations in the presence of risks and threats.	Exam questions and/or assignments in CS 438: Will provide and measure given answers for scenario-based questions and/or assignments. These will provide students with a system evaluation scenario, student solutions will be evaluated for completeness, accuracy, and impact of proposed cybersecurity solutions.	Yes (assessed annually)
SLO#3	N/A	Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.	Exam questions and/or assignments in CS 336: Will provide and measure given answers for questions and/or assignments specifically focused on security, privacy, legal, and ethical aspects of computing and their potential impacts on society.	Yes (assessed annually)

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

X	Create New		Discontinue	Implementation Date:	UI catalog for 2019-2020 (Summer 2019)		
	Graduate Level	X	Undergraduate Level		Law Level	Credit Requirement:	21
Are new courses being created: (circle your response)				No		If yes, how many courses will be created:	N/A

UCC-19-042

If the request is for an option or emphasis, enter the associated major and degree:

Major:	N/A	CIP Code:	11.1003	Degree:	N/A

Enter the name of the program component in the appropriate row:

Option:	N/A
Emphasis:	N/A
Minor:	N/A
Academic Certificate less than 30 credits:	Undergraduate Academic Certificate: Cybersecurity
Teaching Endorsement (Major/Minor):	N/A

Provide a summary/description of the program component using 50 words or less:

The Cybersecurity undergraduate academic certificate provides graduates with the knowledge, skills, and abilities needed to succeed when performing professional and technical work in cybersecurity. The certificate provides a strong foundational knowledge and practical hands-on skills for securing modern computing systems and networks.

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

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

1. Graduates will be able to apply security principles and practices to the environment, hardware, software, and human aspects of a system.

2. Graduates will be able to analyze and evaluate systems with respect to maintaining operations in the presence of risks and threats.

3. Graduates will be able to recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

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

The University of Idaho is designated a National Center of Academic Excellence in Information Assurance and Cyber Defense (CAE/CD). This designation requires an annual assessment of students in the program. The UI internal CAE committee will review the direct measures and survey information each year, discuss results, and take corrective actions if needed. Assessment of program component learning outcomes will be performed based on the direct mapping of program learning outcomes to courses. Learning outcomes will be assessed in each course as described in point 4.

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

As part of our assessment process for the CAE annual review, we will examine the results of the assessments and discuss changes to course materials, presentations, assignments, and laboratories to ensure the program is meeting the student learning outcomes and is improving.

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

For learning outcome 1: Exam questions and/or assignments in CS 439: Will provide and measure given answers for hands-on laboratories demonstrating ability to apply cybersecurity principles, practices and tools. Answers will be evaluated for accuracy and completeness.

UCC-19-042

For learning outcome 2: Exam questions and/or assignments in CS 438: Will provide and measure given answers for scenario-based questions and/or assignments. These will provide students with a system evaluation scenario, student solutions will be evaluated for completeness, accuracy, and impact of proposed cybersecurity solutions. For learning outcome 3: Exam questions and/or assignments in CS 336: Will provide and measure given answers for questions and/or assignments specifically focused on security, privacy, legal, and ethical aspects of computing and their potential impacts on society.
5. When will assessment activities occur and at what frequency?
The size and scope of this program, plus the CAE/CD requirements, dictate that we will collect the assessment data during the courses and the survey data each Spring. Every Fall semester the UI internal CAE committee will evaluate the assessment data and take corrective actions if needed.

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	X

Geographical Area Availability

This section must be completed if program component request section is completed

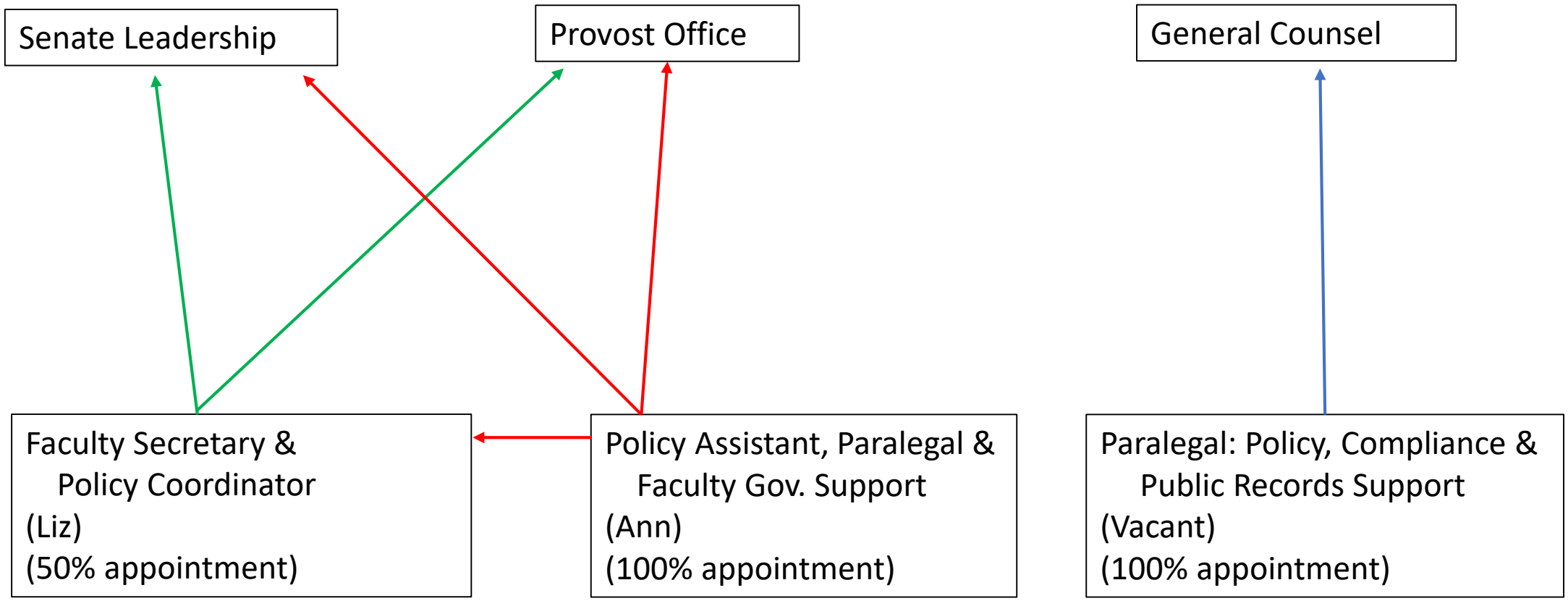
Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

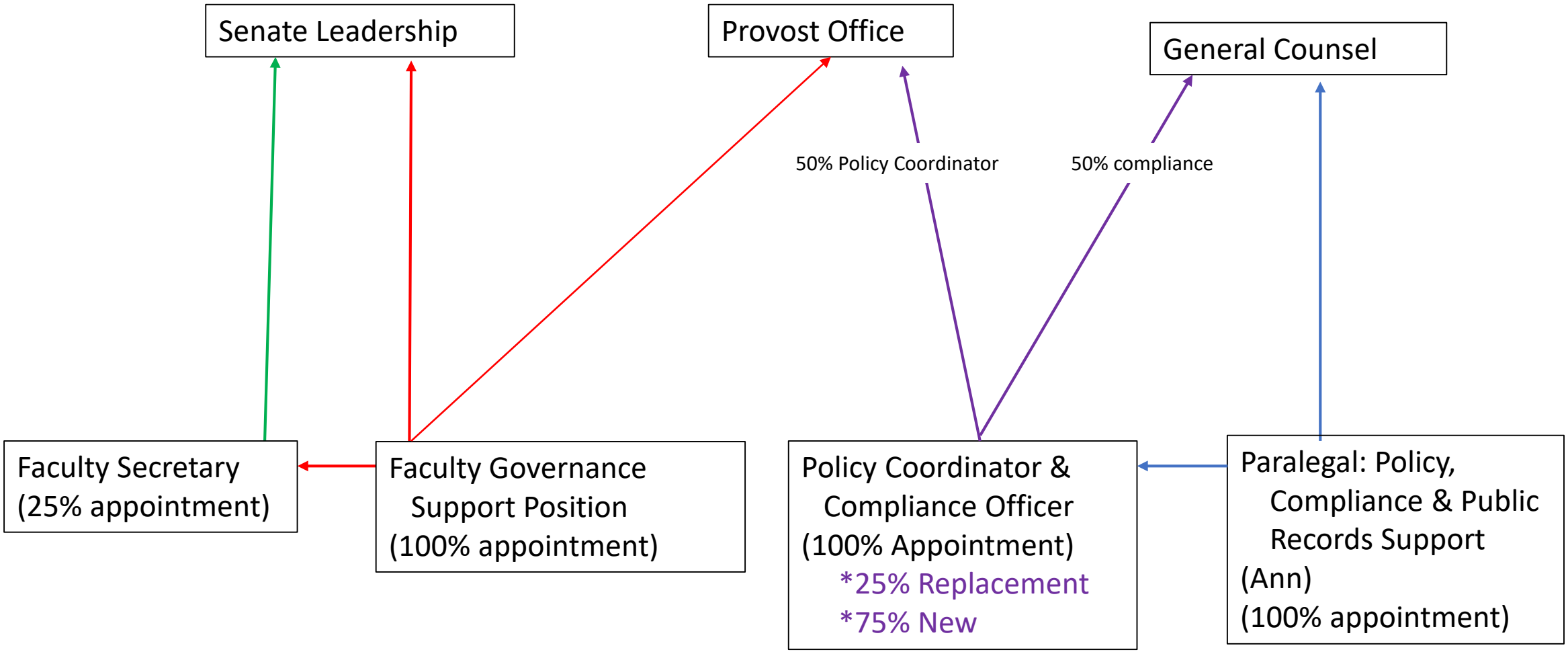
*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

Current Report/Support



New Report/Support



Why Change?

- Faculty Secretary position has been difficult to fill for past 15 years!
  - Almost no applicants.
- The Policy Coordinator portion of the position has expanded.
  - Not all Faculty Secretaries have experience with policy drafting and interpretation.
  - Backlog of APM and FSH provisions that must be reviewed and updated.
  - Ambiguities and gaps in policies hurt faculty, staff and the institution.
- At a moment of transition.

Faculty Secretary Changes

Faculty Secretary

- Channel of communication for faculty concerning administration/SBOE
- Work with Senate Chair & Vice Chair
  - Propose agenda and supporting documents for senate meetings,
  - Record and publish minutes;
  - forward actions of senate and univ. faculty to pres.
- Serve *ex officio* on Senate, ConC, UCC
- Oversee publication of general policy reports (coordinate w/ policy coordinator?)

Policy Coordinator

- Source of info on UI policy
- Oversee FSH & APM
  - Accuracy
  - Access
  - Tracking of policy changes
- Identify policy issues, consult on resolution
- Advise on policy drafting

New 25% Faculty Secretary

- How do we make this an attractive position?
- Should the appointment be multi-year? Term?
- Should a sitting senate rep serve as secretary?
- Should the buyout arrangements be codified in FSH?

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #15

3:30 p.m. - Tuesday, January 15, 2019
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.
- Minutes of the 2018-19 Faculty Senate Meeting #14, December 4, 2018 (vote)

III. Consent Agenda.

IV. Chair's Report.

V. Provost's Report.

VI. Unfinished Business and General Orders.
- Fall 2018 Graduates (vote)

VII. Other Announcements and Communications.
- **University Annual Report & Strategic Plan Update** (Brian Keenan)(FYI)
- Faculty Secretary/Policy Coordinator Transition (Intro)

VIII. Committee Reports.

University Curriculum Committee
- **FS-19-026** (UCC-19-029a) – New Sales Management Minor (Scott Metlen/Sanjay Sisodiya)(vote)
- **FS-19-027** (UCC-19-029b) – New Marketing Option (Scott Metlen/Sanjay Sisodiya)(vote)
- **FS-19-028** (UCC-19-037) – New Philosophy, Political, and Economics Minor (Graham Hubbs) (vote)

IX. Special Orders. (Deb Shaver/Casey Inge)(FYI)

FS-19-029: APM 45.05 – Early Setup and Advance Funding of Sponsored Project Budgets
FS-19-030: APM 45.06 – Allowable and Unallowable Sponsored Project Expenditures
FS-19-031: APM 45.08 – Cost Sharing (Match) on Sponsored Projects
FS-19-032: APM 45.09 – Effort Reporting and Personnel Activity Reports (PARs)
FS-19-033: APM 45.10 – Facilities and Administrative (Indirect) Rate
FS-19-034: APM 45.11 – Notice of Grant Awards Ending
FS-19-035: APM 45.12 – Sponsored Project Closeout and Recordkeeping Responsibilities
FS-19-036: APM 45.13 – Program Income on Sponsored Projects
FS-19-037: APM 45.14 – Sponsored Projects Changes Requiring Prior Approval from Sponsor
FS-19-038: APM 45.22 – Eligibility, Competency and Administrative Effort Requirements for Principal Investigators, Co-Principal Investigators, and/or Project Directors

X. New Business.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate
Attachments: Minutes of 2018-2019 FS Meeting #14
FS-19-026 through FS-19-038

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #14, Tuesday, December 5, 2018

Present: Benedum, Brandt (w/o vote), Bridges, Cannon (Boise), Caplan, Chopin, DeAngelis, Dezzani, Ellison, Foster, Grieb, Jeffrey, Johnson, Keim, Kern (Coeur d'Alene), Kirchmeier, Laggis, Lawrence (for Wiencek, w/o vote), Lee, Lee-Painter, McKellar (Idaho Falls), Morgan, Raja, Seamon, Tibbals, Vella. **Absent**: Lambeth, Luckhart, Schwarzlaender, Watson, Wiencek. **Guests:** 4

Call to Order and Minutes. The chair called the meeting to order at 3:33 pm

A motion to approve the minutes (Lee-Painter/Dezzani) passed unanimously.

Consent Agenda. No interest in removing items (**FS-19-024** – Arts Committee and Sabbaticals Fall 2019-Spring 2020) from the consent agenda having been expressed, it was moved (Lee-Painter/Benedum) that the items be approved.

Chair's Report.

- The chair thanked senators who attended the communication meetings during the past two weeks. Communication is a challenge on campus and senate leadership continues to look for ways to improve. The chair reminded senators that he is available to attend departmental and college meetings to discuss shared governance. He will be attending College of Agriculture and Life Sciences (CALS) all college meeting on Thursday. In addition, Vice Provost Lawrence will be arranging listening sessions within each college. He will coordinate with senators on these arrangements.
- Financial Aid has made a practice of trying to get a letter out to potential students by December 15 to identify the total financial aid available at UI. This year the process has been complicated by several issues. The 2019 Pell Grant chart has yet to be completed by the federal government. Pell grants often influence the rest of the financial aid award. As a result, Financial Aid is waiting until the first part of 2019 in hopes that they will receive the Pell Grant charts. If the Pell Grant information has not been received, they will move ahead with financial aid awards in any case. This issue primarily impacts prospective students.
- The 29th Jazz Choirs Holiday Concert will be held on Friday, December 7, at the Kibbie Activity Center.
- Nominations for the university-wide Teaching, Hoffman and Advising Awards are due by December 7. Nominations should be submitted to provost@uidaho.edu.
- The University Faculty Meeting will be held tomorrow, December 5 in the International Ballroom at the Pitman Center at 3:00 p.m. PST/4:00 p.m. MST. The meeting will be available by Zoom in Boise - IWC 162; Coeur d'Alene - HC 145C; Idaho Falls - TAB 350; and Twin Falls - B-66.
- The Committee on Committees' survey on committee preferences has been circulated by email. Senators are encouraged to remind their constituents to complete this survey.
- Regulation H concerning exam conflicts, which was discussed and amended at Meeting #13 on November 13, 2018, has been referred back to the University Curriculum Committee (UCC) for re-consideration. The discussion at the meeting and review of amendments after the meeting by the Faculty Secretary indicated that the proposed amendments should be clarified. The amended regulation passed senate. If UCC reconsiders the proposal and changes it in any way, the changes will come back to senate in the spring semester as a substitute motion.

Provost Report.

Vice Provost Lawrence gave the provost report in Provost Wiencek's absence.

- He reiterated Chair Johnson's announcement regarding the Jazz Choirs Holiday Concert on Friday, December 7th, and added that admission is free and donations are expected.
- Fall commencement is Saturday, December 8th, faculty are encouraged to attend.
- VP Lawrence is beginning the annual evaluation process for administrators. This year he will be soliciting input from faculty and staff using a Qualtrics survey. This survey will be managed by Dale Pietzrak in the Office of Institutional Assessment and Accreditation. Lawrence is hoping to get more feedback from faculty and staff than has been received in the past.
- Future Budget. Academic Affairs will experience a budget cut of $3.2 million out of a total $5 million budget reduction for the university as a whole. The provost is working with the deans and college financial representatives to plan for this reduction.

University Curriculum Committee (UCC) Report.

- **FS-19-020** (UCC-19-013a). CEHHS Catalog D-6. Taylor Raney from the College of Education Health and Human Services (CEHHS) presented amendments to academic regulation D-6. These changes define professional development credits utilized by CEHHS. Fifteen hours of contact time is required and the credits cannot be used toward a degree. The seconded motion from UCC passed unanimously.

Due to the absence of Interim Registrar Dwaine Hubbard, Taylor Raney, UCC Chair, presented the three amendments to academic regulations regarding general education. These changes were originally proposed by the University Committee on General Education.

- **FS-19-021** (UCC-19-013c). **Regulation J-3-b.** The proposed change adds Comm150 Online Oral Communication to the courses that may satisfy the oral communication requirement. The proposed amendment passed unanimously.
- **FS-19-022** (UCC-19-013e). **Regulation J-3-e.** The proposed change updates the list of courses that may satisfy the requirement of Humanistic and Artistic Ways of Knowing. The proposed change passed unanimously.
- **FS-19-023** (UCC-19-013g). **Regulation J-3-g.** The proposed change revises the courses that may satisfy the Senior Experience requirement. The proposed change passed unanimously.

Academic Initiatives. Vice Provost for Academic Initiatives Cher Hendricks presented to senate regarding two student success initiatives in which UI is participating. The first is the Complete College America (CCA) Momentum Pathways Project. UI previously has participated in other CCA programs. Our participation in the Momentum Pathways project is the result of a grant received by the State Board of Education (SBOE). The grant is a $500,000 matching grant. Idaho is one of three state higher education systems that received grant funding. The second initiative is Powered by Publics sponsored by the Association of Public Land Grant Universities (APLU). APLU came late to the student success arena. When Powered by Publics was announced, President Staben applied to be part of the program. We are one of 130 institutions participating and are part of the western cluster group. Both programs focus on access to education, time to graduation, and closing achievement gaps.

VP Hendricks and Chair Johnson recently attended a meeting in Boise regarding the Momentum Pathways Project. Hendricks believes that UI's participation in the program is helpful and that it will provide us with good strategies. She cautioned, however, that fully engaging the strategies will be a lot of work! UI will be part of a three-year project. We will send an institutional team to Boise in January that includes our data experts and others such as the registrar. All 8 Idaho institutions will have a team at the January meeting. The teams will work with CCA experts to develop an institutional three-year plan. In Hendricks opinion, all of the Idaho institutions are in the same basic place. The only area in which UI may be ahead is support for English pre-requisites as the English Department instituted innovative changes several years ago.

The first strategy UI will tackle is "15 to finish". This strategy aims to ensure that students take 15 credit hours each semester so they can graduate on time. UI will also be addressing math pathways. Research relied on by CCA indicates that if students complete gateway English and math in their first year and take 9 credit hours in their major, they have a much higher chance of graduation. The second year of the program will involve evaluating our progress in the prior year. The final year of the program will address academic mapping and proactive advising.

The Powered by Public program focuses on using data to support student success, reducing curricular complexity, prioritizing teaching, and improving advising. The core themes of the program are that universities must be more student centered. Every aspect of student experience should be examined to determine whether it is in the student's best interests. Participating institutions will work together to close the achievement gap. APLU will convene institutions in clusters to attack shared issues. The program will focus on reducing curricular complexity. Hendricks noted that some UI degrees are very difficult for students to complete because they have so many prerequisites. UI also has issues with the availability of gateway courses. Limited access to such courses increases student failure rates. She stated that part of the issue is that UI has too many programs for the number of students. This leads to complexity that makes it hard for students to complete their degree in four years.

Powered by Publics is also focused on prioritizing teaching. This may require changing tenure and promotion guidelines. Our cluster institutions are discussing how to reward teaching.

Finally, the project is focused on improving advising. Hendricks commented that UI is not the only school going through growing pains with centralized advising. Every school in our cluster is struggling!

A senator stated that as advising gets more centralized, she has developed concerns that faculty and advisors are not coordinating regarding academic planning. Hendricks responded indicating that many of the academic maps at UI contain errors. She stated that when faculty work on academic maps, advisors need to be present so they can understand the rationale for the course requirements and sequences. The senator agreed and stated that there needs to be good communication with advisors about the rationale for curriculum changes. Hendricks agreed and also stated that one of her goals is to decrease the number of curriculum changes.

A senator asked for more information regarding achievement gaps. He stated that he is concerned that the initiatives being discussed will lead to mediocrity. In particular he expressed concern about grade inflation and related issues. Hendricks responded that universities must respond to the changing needs of students. Hendricks does not believe this requires lower standards. Rather she is focused on providing increased support to students. However, she agreed that the university has to be attentive to the potential pitfalls particularly in light of the SBOE move toward outcomes-based funding for higher education. A senator agreed and commented that students with Attention Deficit Hyperactivity Disorder (ADHD) are a good example of how support can raise student performance. He commented that, without support, many students with ADHD under-perform other students by significant margins. However, universities that have a support program, including diagnosis and treatment, see significant improvements in student performance and success.

Hendricks stated that the current Vandal Ideas Project is focused on the Transform goal of the strategic plan. Activities will begin again in January. She encouraged faculty to participate.

A senator commented that he is very concerned about simplification of the curricula. He commented that prerequisites are necessary to enable students to understand material. He commented that if a course can be mastered without prerequisites it should have a lower course number. Hendricks responded that degree mapping will provide a better understanding of how individual degrees work. The senator expressed doubt that the initiatives would improve student performance and expressed the belief that the faculty need to return to basics and rely on experience to assist students. Hendricks responded that the old-fashioned approach was to tell students to "look in the catalog." Universities had relative standardized curricula. She pointed out that

the UI catalog is not simple any more. The complexity means that student have to go multiple places to get the information needed to complete their degrees. She indicated that there are UI programs with no degree maps. Faculty advising to assist students navigate the system is also important.

A senator commented that he has a love/hate relationship with degree maps. Students want certainty and interpret the maps as "gospel" rather than as a suggestion. However, he agreed that degree maps was a good tool for student advising. He would like to see interactive degree maps.

A senator expressed concern that simplification may result in a loss of flexibility and individualized planning. Flexibility assists students who switch majors and transfer students. She indicated that her college had developed an electronic degree map and agreed to share it with Hendricks.

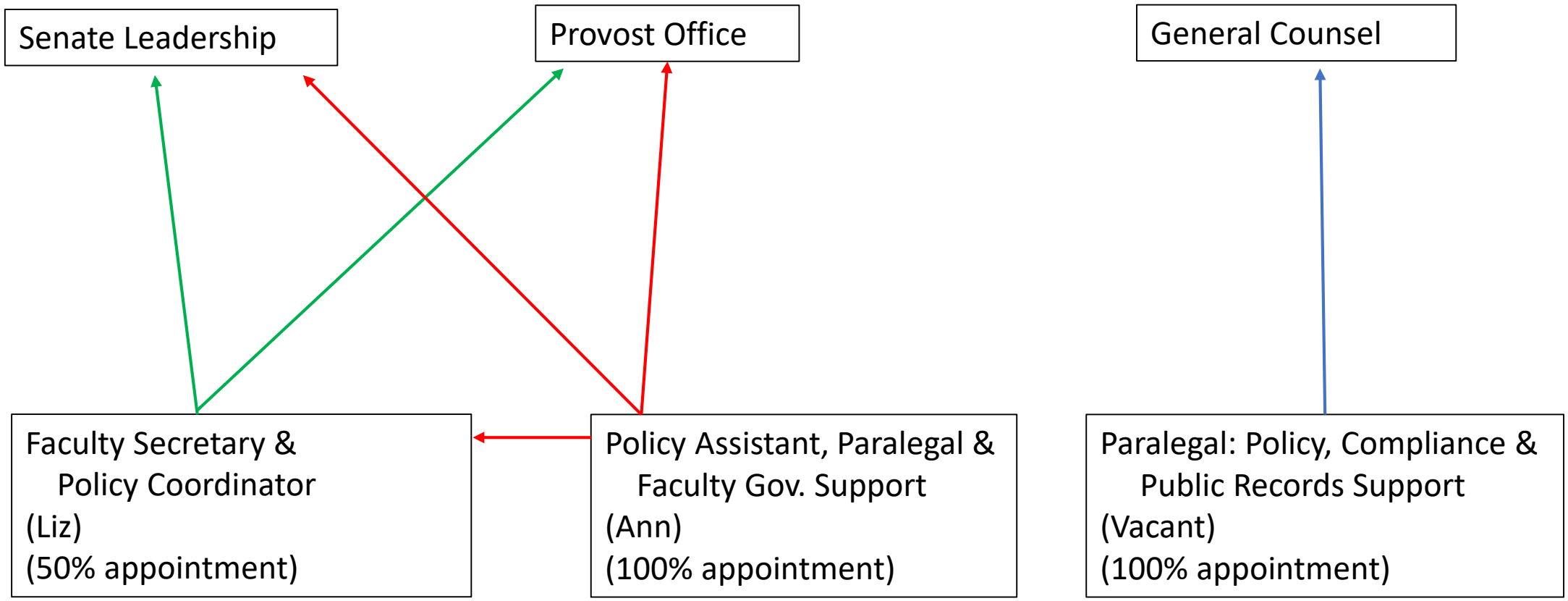
Chair Johnson commented that while the CCA program used a lot of jargon and tends to be rather rigid, at the end of the day he believes the ideas are good and in line with the university's goals. The reality is that the SBOE has committed the university to participation in CCA. He believes the university will benefit from participation.

The agenda having been completed, a motion (Morgan/Dezzani) to adjourn passed unanimously. The meeting was adjourned at 4:32 p.m.

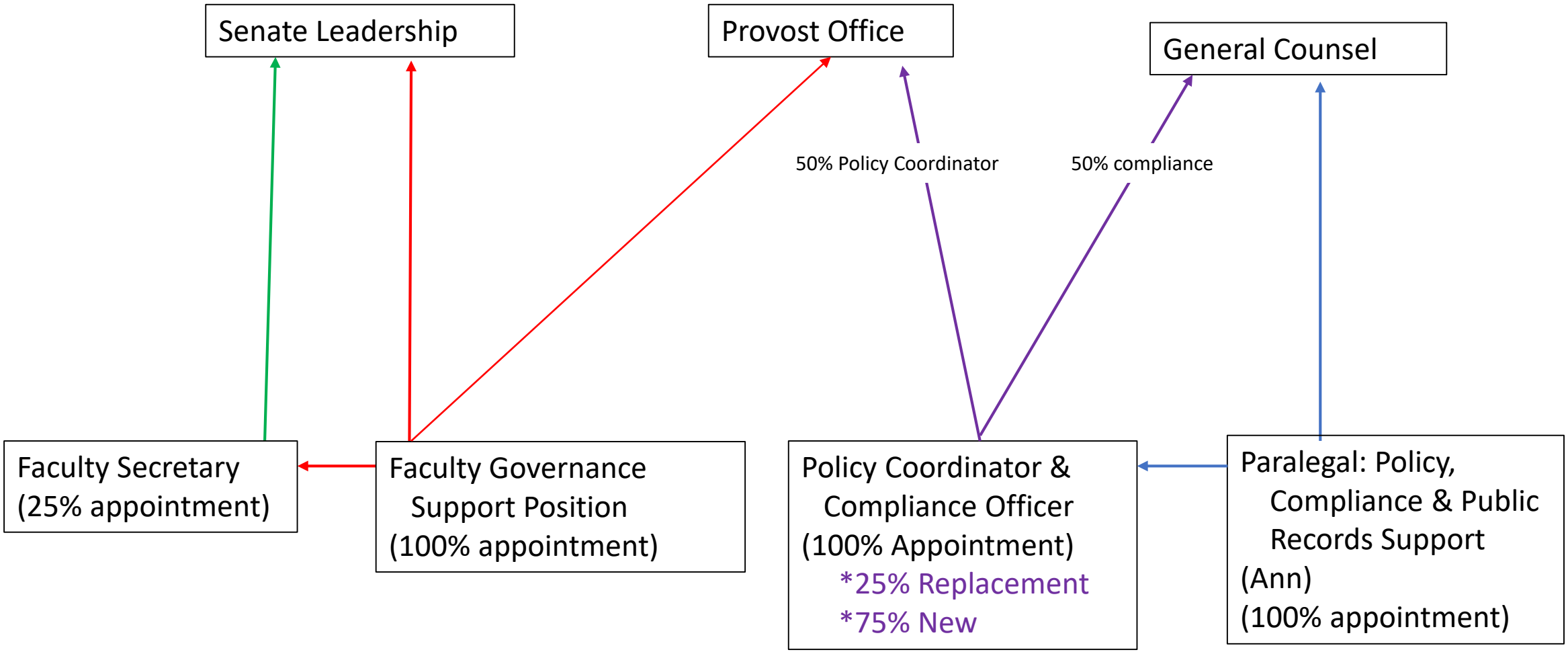
Respectfully Submitted,

Liz Brandt, Faculty Secretary &
Secretary to the Faculty Senate

Current Report/Support



New Report/Support



Why Change?

- Faculty Secretary position has been difficult to fill for past 15 years!
  - Almost no applicants.
- The Policy Coordinator portion of the position has expanded.
  - Not all Faculty Secretaries have experience with policy drafting and interpretation.
  - Backlog of APM and FSH provisions that must be reviewed and updated.
  - Ambiguities and gaps in policies hurt faculty, staff and the institution.
- At a moment of transition.

Faculty Secretary Changes

Faculty Secretary

- Channel of communication for faculty concerning administration/SBOE
- Work with Senate Chair & Vice Chair
  - Propose agenda and supporting documents for senate meetings,
  - Record and publish minutes;
  - forward actions of senate and univ. faculty to pres.
- Serve *ex officio* on Senate, ConC, UCC
- Oversee publication of general policy reports (coordinate w/ policy coordinator?)

Policy Coordinator

- Source of info on UI policy
- Oversee FSH & APM
  - Accuracy
  - Access
  - Tracking of policy changes
- Identify policy issues, consult on resolution
- Advise on policy drafting

New 25% Faculty Secretary

- How do we make this an attractive position?
- Should the appointment be multi-year? Term?
- Should a sitting senate rep serve as secretary?
- Should the buyout arrangements be codified in FSH?

University of Idaho
A LEGACY OF LEADING

UCC-19-029a

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, the **department chair** will e-mail the completed form to gracemiller@uidaho.edu.

Deadline: This form must be submitted by October 1 for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form.

Submission Information

This section must be completed

Dept Chair Name:	Scott Metlen	Email:	metlen@uidaho.edu
College:	College of Business and Economics		
Department/Unit:	Department of Business		
Dept/Unit Approval Date:	Sep 7	Vote Record:	24-0
College Approval Date:	Sep 28	Vote Record:	19-0
Primary Point of Contact:	Sanjay R. Sisodiya, Marketing Area Coordinator	Email:	sisodiya@uidaho.edu
Briefly describe the change you are requesting:	Sales Management Minor Proposal		

What is the financial impact of the requested change?

	Greater than $250,000 per FY:	X	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: None, as no new courses are being created and using existing capacity in classes being delivered.

Rationale for Program Component Request or Name Change

This section must be completed

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

Rationale

Marketing is the set of activities that focus on the interaction between the organization, its products (including goods and services), and its customers. The sales function, a subset of marketing activities, includes the art of selling products and managing the sales activities of the organization. In many organizations, the sales function is performed by individuals with varying backgrounds and educational experiences. The proposed Sales Management Minor is intended to better aid those individuals to be successful in sales careers, as evidence shows that student's with training from university sales programs ramp up 50% faster when compared to their non-sales educated peers and have lower turnover rates (salesfoundation.org).

The proposed Sales Management Minor is open to business and non-business students to enhance the skillset of students as they consider careers in the field of sales.

The proposed Sales Management Minor includes courses that provide a foundation in marketing knowledge (Econ 202 or 272; Mktg 321), the sales function (AgEc 333 and Mktg 422), an opportunity for hands-on learning, and supporting electives. Students taking the economics courses have the underpinning knowledge to understand the role between the types and quantity of products produced by an organization, prices products sell for, and the effect on income of the organization. Mktg 321 is the marketing course that introduces students to the concept of marketing and the interconnectedness of marketing activities. Introduction to Sales (AgEc 333) introduces students to the sales function and process of personal selling. Sales Management (Mktg 422) emphasizes the management of the sales force and considers topics that includes recruiting, selecting, training, compensating, motivating, supervising, and directing sales staff and managing selling efforts. The Sales Practicum Electives provides students with hand on opportunities to develop sales skills. The Sales Electives allow students to learn more about related fields and support functions that may assist a student considering a career in sales. The Sales Electives have been carefully selected to support training in sales, and includes courses in pricing (Mktg 424), the fields of channel relationships (Mktg 425, Mktg 426, and OM 470) and managing human capital (MHR 417).

We believe the offering of a Sales Management Minor is timely for a number of reasons. Per the US Bureau of Labor statistics, the sales function is identified as a business career with high pay (US Bureau of Labor Statistics; Career Outlook 2016). There is an anticipated annual growth rate of 5% for careers in sales (US Bureau of Labor Statistics; Projection of Occupational Employment, 2014-24) and identified as an occupation having some of the most career openings during the 2016-26 period (US Bureau of Labor Statistics; Projection of Occupational Employment, 2016-26). Additionally, with the right sequence of courses, a student could position themselves in a marketing specialist field (identified as #10 in the Idaho Hot Jobs 2014-24 report). Salaries in the field of sales vary widely, for example, median salary for an insurance sales agent is $48,200 while a sales engineer has median salary of $97,600 (US Bureau of Labor Statistics; Career Outlook 2016). After having completed a Sales Management Minor, students pursuing a non-marketing major may be able to position themselves for a career in sales.

Workload and Admission Requirements

The Sales Management Minor is designed to use existing courses. All College of Business and Economics (CBE) and College of Agricultural and Life Sciences (CALS) courses for the minor exist, have capacity and are offered regularly. The minor is open to all business and non-business students.

Assessment

Each area in the CBE conducts annual reviews to evaluate programs, and this includes the evaluation of courses. The data from these assessments are used to make changes to teaching and learning practices, update courses, and add/drop courses. Faculty in the marketing area will continue to work with faculty in Agricultural Economics to assess AgEc 333.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☐Yes ☐No

If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: ☐Yes ☐No

**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

X	Create New		Discontinue	Implementation Date:	Summer 2019		
	Graduate Level	X	Undergraduate Level		Law Level	Credit Requirement:	18 Credits

Are new courses being created: (circle your response)	(No)	Yes	**If yes**, how many courses will be created:	

If the request is for an option or emphasis, enter the associated major and degree:

Major:		CIP Code:	52.1804	Degree:	

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	Sales Management Minor
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Provide a summary/description of the program component using 50 words or less:

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

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

Sales-Oriented Learning Objectives:

1. Describe the personal selling process.
2. Understand and apply the various techniques of personal selling.
3. Determine the appropriate level of sales effort (through sales management) to meet the objectives of the organization.
4. Develop skills in designing and executing sales management programs.

2. 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 includes a combination of evaluating project deliverables, assignments, exams, and presentations. With respect to the Sales-Oriented Learning Objectives, assessment is performed:

Learning Objectives 1 and 2 are assessed in Mktg 321 and AgEcon 333 using a combination of assignments, exams, and a project. Learning Objectives 3 and 4 are evaluated using assignments, exams, simulation, and reflection paper in Mktg 422. Additional assessment for Learning Objectives 1-4 are done in the Sales Practicum Electives, and will be through the evaluation of work products (typically projects).

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

Each area in the CBE conducts annual reviews to evaluate programs, and this includes the evaluation of courses (including those in Sales Minor Option). The data from these assessments are used to make changes to teaching and learning practices, update courses, and add/drop courses. Faculty in the marketing area will continue to work with faculty in Agricultural Economics to assess AgEc 333.

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

We will be using direct measures to assess student learning. Here, we will evaluate a combination of project deliverables, assignments, exams, and presentations (Mktg 321, AgEc 333, and Mktg 422). Also, Mktg 422 uses a sales simulation, and students will be evaluated on their performance in the simulation and the reflection paper written after the simulation is completed.

5. When will assessment activities occur and at what frequency?

Assessment is performed for each course each semester.

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*	X	No	
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	X

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

Required Courses (9 credits)

AgEc 333 Introduction to Sales

Mktg 321 Marketing

Mktg 422 Sales Management

Economics Elective (3-4 credits):

Econ 202 Principles of Microeconomics

Econ 272 Foundations of Economic Analysis

Sales Practicum Electives (3 credits)

AgEc 433	Advanced Sales
Bus 429	Vandal Solutions
Mktg 398	Internship

Sales Elective (3 credits)

MHR 417	Deploying and Developing Human Capital
Mktg 424	Pricing Strategy and Tactics
Mktg 425	Retail Distribution Management
Mktg 426	Marketing Channels Management
OM 470	Supply Chain Management

Courses to total 18 or 19 credits for this minor

Note: This minor is not open to students pursuing the B.S. Business Administration, Marketing - Sales Management Option.

UCC-19-029b

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

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Deadline: This form must be submitted by October 1 for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form.

Submission Information

This section must be completed

Dept Chair Name:	Scott Metlen	Email:	metlen@uidaho.edu
College:	College of Business and Economics		
Department/Unit:	Department of Business		
Dept/Unit Approval Date:	Sep 7, 2018	Vote Record:	24-0
College Approval Date:	Sep 28, 2018	Vote Record:	19-0
Primary Point of Contact:	Sanjay R. Sisodiya, Marketing Area Coordinator	Email:	sisodiya@uidaho.edu
Briefly describe the change you are requesting:	Addition of Sales Management Option in Marketing		

What is the financial impact of the requested change?

	Greater than $250,000 per FY:	X	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: None, as no new courses are being created and using existing capacity in classes being delivered.

Rationale for Program Component Request or Name Change

This section must be completed

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

Marketing is the set of activities that focus on the interaction between the organization, its products (including goods and services), and its customers. The sales function, a subset of marketing activities, includes the art of selling products and managing the sales activities of the organization. Many organizations struggle with their sales efforts whereby as many as 80% of marketers indicate sales efforts can be only slightly or somewhat effective (BrightTalk, 2015). With the importance of the sales function driving revenue and the growth of revenue, it is imperative that firms employ individuals that have the skillset to be successful in sales. Unfortunately, the rate at which individuals are being hired in sales is not keeping up with the rate at which new positions are being offered (Forbes, 2014). Additionally, from conversations with employers of our students (e.g., Gallo, Stryker, CES, Farmer's Insurance, Silvaris) it is apparent there is a market demand for students trained in the field of sales. The proposed Sales Management Option is intended to provide students with a mechanism to build knowledge and differentiate themselves from the competition when they seek employment in the marketplace.

Upon graduating, over 50% of business graduates in the US enter the work forces in some form of a sales function (salesfoundation.org, 2018). Additionally, there is market demand for sales occupation, as there is a 5% annual growth rate for sales positions (US Bureau of Labor Statistics; Projection of Occupational Employment, 2014-24) and is a career option that has some of the most career openings during the 2016-26 period (US Bureau of Labor Statistics; Projection of Occupational Employment, 2016-26). If a student identifies a particular domain to specialize, they could possibly position themselves as marketing specialist (identified as #10 in the Idaho Hot Jobs 2014-24 report). Salaries in the field of sales vary widely, for example, median salary for an insurance sales agent is $48,200 while a sales engineer has median salary of $97,600 (US Bureau of Labor Statistics; Career Outlook 2016).

"New sales leaders need skills different than those of an earlier generation – skills essential for interpreting new data, leveraging technology, and aligning their organizations with shifting customer and market requirements" (Salesmanagement.org). By enhancing marketing education with a Sales Management Option, students are better able to differentiate themselves from other

marketers seeking these same positons. Students graduating from sales programs, on average, have a 90% placement rate within two years of graduation (salesfoundation.org).

Those individuals with a college degree who increase their managerial responsibilities as they progress down the track of sales managers earn a median salary of $51.98 per hour when compared to marketing executives who have a median salary of $44.66 (Forbes, 2014). Thus graduates who have a sales based education not only have the skillsets to better prepare themselves for careers in sales, but also have the potential to earn higher salaries. While there is a market demand for sales training, only 3% of universities in the US have recognized sales training programs (salesfoundation.org, 2018).

"To optimize their sales channels and drive greater levels of revenue, companies around the globe are closely aligning their strategic priorities, go-to-market initiatives, and on-the-ground sales forces." (hbs.org) Aligning Strategy and Sales executive education series from Harvard Business School highlights the market need for programs that tie sales education to the alignment of strategic goals of the organization. Since all University of Idaho marketing students take courses in consumer behavior, market research, and marketing strategy, they have developed the foundational knowledge to align marketing activities to organizational goals and objectives. Augmenting this foundation with sales specific courses and other supporting electives to help strengthen the skillset of students pursuing this Sales Management Option, students have a sounder grasp of the sales function in enhancing organizational outcomes.

All College of Business and Economics (CBE) students pursuing the BS Business degree have a common business core. The proposed Sales Management Option within Marketing is intended to provide students with a comprehensive educational foundation in core marketing courses (Mktg 324, 421, and 428) aligned with courses spanning the sales function (AgEcon 333 and Mktg 422), an opportunity for hands-on learning, and supporting electives. Introduction to Sales (AgEcon 333) introduces students to the sales function and the process of personal selling. Sales Management (Mktg 422) emphasizes the management of the sales force and considers topics that includes recruiting, selecting, training, compensating, motivating, supervising, and directing sales staff and managing selling efforts. The Sales Practicum electives provides students with hand on opportunities to develop sales skills. These very skills not only allow students to practice what they are learning, but can also serve as points of discussion when interviewing for careers in sales. The Sales Elective allows students to learn more about related fields and support functions that may assist someone considering a career in sales. The Sales Electives have been carefully selected to support training in sales, and includes courses in pricing (Mktg 424), the fields of channel relationships (Mktg 425, Mktg 426, and OM 470) and managing human capital (MHR 417).

The importance of connecting the sales function to marketing is clear, as sales is a sub-field of the promotions element of the marketing mix (Kotler and Armstrong, 2017). Thus when we combine the strength of the marketing major with sales course offerings, we can better help prepare students for careers in sales. The core of the business degree stresses the interconnectedness of business functions, and sales people will work with individuals from a variety of disciplines within in business. A sound understanding of these various domains will enable students to be able to "speak the speak" of these fields. Additionally, all marketing students are required to take a course in each of consumer behavior, marketing research, and marketing management. Here they will have a common core foundation in marketing topics, and will then be able to consider managerial implications in Mktg 422 and Mktg 428.

Students completing this Sales Management Option have the ability to seek sales employment in a wide array of industries with roles in business-to-consumer and business-to-business. A majority of students will be in a role involving personal selling (business-to-consumer or business-to-business), and then through experience, may transition to sales manager roles. US News ranks the role of Sales Manager as being the second best career within Sales and Marketing, with the occupation of Insurance Sales Agent being the third best (US News 2018). This analysis is based on the projection of jobs, median salary, and unemployment rate in the field.

Workload and Admission Requirements

The Marketing-Sales Management Option is designed to use existing courses. All CBE and College of Agricultural and Life Sciences (CALS) courses for the Sales Management Option exist, have capacity and are offered regularly. The Sales Management Option has the same admission requirements as those that exist for entry into the CBE.

Assessment

Each area in the CBE conducts annual reviews to evaluate programs, and this includes the evaluation of courses. The data from these assessments are used to make changes to teaching and learning practices, update courses, and add/drop courses. Faculty in the marketing area will continue to work with faculty in Agricultural Economics to assess AgEc 333.

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	

UCC-19-029b

New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☐Yes ☐No
If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.
**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: ☐Yes ☐No
**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

X	Create New		Discontinue	Implementation Date:	Summer 2019		
	Graduate Level	X	Undergraduate Level		Law Level	Credit Requirement:	120 Credits
Are new courses being created: (circle your response)				(No)	Yes	**If yes**, how many courses will be created:	

If the request is for an option or emphasis, enter the associated major and degree:

Major:	Marketing	CIP Code:	52.1401	Degree:	BS Business

Enter the name of the program component in the appropriate row:

Option:	Sales Management Option
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Provide a summary/description of the program component using 50 words or less:

The Sales Management Minor is open to business and non-business students prepares them for a career in sales. Academic coursework includes marketing, economics, personal selling, sales management, a practicum, and electives.

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

UCC-19-029b

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

Sales-Oriented Learning Objectives:

1. Describe the personal selling process.
2. Understand and apply the various techniques of personal selling.
3. Determine the appropriate level of sales effort (through sales management) to meet the objectives of the organization.
4. Develop skills in designing and executing sales management programs.

Marketing-Oriented Learning Objectives:

1. Develop skills in designing and executing consumer research to address specific marketing questions.
2. Determine the appropriate level, scope, and depth of information required for decision making.
3. Understand difference between marketing strategy and marketing mix.

2. 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 includes a combination of evaluating project deliverables, assignments, exams, and presentations.

With respect to the Sales-Oriented Learning Objectives, assessment is performed:

Learning Objectives 1 and 2 are assessed in Mktg 321 and AgEcon 333 using a combination of assignments, exams, and a project. Learning Objectives 3 and 4 are evaluated using assignments, exams, simulation, and reflection paper in Mktg 422. Additional assessment for Learning Objectives 1-4 are done in the Sales Practicum Electives, and will be through the evaluation of work products (typically projects).

With respect to the Marketing-Oriented Learning Objectives, assessment is performed:

The student learning outcomes in marketing are based on knowledge obtained in the three core marketing courses that all marketing majors must complete regardless of their option or emphasis. Learning Objective 1 is measured primarily in Mktg 324 using exams. Learning Objective 2 is measured using exams and assignments in Mktg 421. Learning Objective 3 is measured in Mktg 428 primarily using exams. Data will be gathered in each course during both semesters of the academic year.

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

Each area in the CBE conducts annual reviews to evaluate programs, and this includes the evaluation of courses (including those in Sales Management Option). The data from these assessments are used to make changes to teaching and learning practices, update courses, and add/drop courses. Faculty in the marketing area will continue to work with faculty in Agricultural Economics to assess AgEc 333.

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

We will be using direct measures to assess student learning. Here, we will evaluate a combination of project deliverables, assignments, exams, and presentations (Mktg 321, AgEc 333, and Mktg 422). Also, Mktg 422 uses a sales simulation, and students will be evaluated on their performance in the simulation and the reflection paper written after the simulation is completed.

5. When will assessment activities occur and at what frequency?

Assessment is performed for each course each semester.

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are

separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

B. Sales Management Option

AGEC 333	Introduction to Sales	3
MKTG 422	Sales Management	3

Sales Practicum/Sales Internship/Vandal Solutions

Select 3 credits from the following:		3
AGEC 433	Advanced Sales	
BUS 429	Vandal Solutions (Max 6 credits)	
MKTG 398	Internship	

Sales Electives

Select 6 credits from the following:		6
MHR 417	Deploying and Developing Human Capital	
MKTG 424	Pricing Strategy and Tactics	
MKTG 425	Retail Distribution Mgmnt	
MKTG 426	Marketing Channels Management	
OM 470	Supply Chain Management	

Total Hours **15**

Courses to total 120 credits for this degree

University of Idaho
A LEGACY OF LEADING

UCC-19-037

PROPOSAL TO CREATE MINOR IN PHILOSOPHY, POLITICS, AND ECONOMICS

CURRICULUM:

PHIL 103 OR PHIL 208	Introduction to Ethics Business Ethics	3
POLS 101 OR POLS 205 OR POLS 237	American National Government Introduction to Comparative Politics Introduction to International Politics	3
ECON 201 & 202	Principles of Macroeconomics & Principles of Microeconomics	4-6
OR ECON 272	Foundations of Economic Analysis	
PHIL 352 /POLS	Philosophy, Politics, and Economics	3
One upper-division (300 level or above) course in PHIL		3
One upper-division (300 level or above) course in POLS		3
One upper-division (300 level or above) course in ECON		3

Courses to total 22 or 24 credits

UCC-19-037

PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)

Instructions: Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, the **department chair** will e-mail the completed form to gracemiller@uidaho.edu.

Deadline: This form must be submitted by October 1 for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form.

Submission Information

This section must be completed

Dept Chair Name:	Graham Hubbs	Email:	hubbs@uidaho.edu
College:	CLASS		
Department/Unit:	Politics and Philosophy		
Dept/Unit Approval Date:	8/30/18	Vote Record:	Affiliated faculty 6 Y, 0 N
College Approval Date:	Sept. 19, 2018	Vote Record:	9 Y, 0 N
Primary Point of Contact:	Graham Hubbs	Email:	hubbs@uidaho.edu
Briefly describe the change you are requesting:	New minor in Philosophy, Politics, and Economics		

What is the financial impact of the requested change?

	Greater than $250,000 per FY:	X	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 negative impact. The curriculum for the minor comprises only courses that are already being taught.

Rationale for Program Component Request or Name Change

This section must be completed

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rational for a name change or degree designation change, if applicable.

Institutional Enhancement and Regional Competitive Advantage.

The minor in Philosophy, Politics, and Economics (PPE) will give students in each of the three home disciplines—Philosophy, Political Science, and Economics—an opportunity to enrich their disciplinary experience through this cross-disciplinary minor. PPE programs attract some of the best students at other elite universities across the country, including Duke University, the University of North Carolina (Chapel Hill), Yale University, the University of Pennsylvania, the University of Massachusetts (Amherst), and Virginia Polytechnic Institute, to name just a few. The PPE minor will give students at UI an opportunity that students at these and other universities enjoy to engage and transform (see below). It will provide a competitive advantage to UI, as there currently no other PPE programs in the state or the region (the nearest programs are at Western Washington University and University of Washington (Tacoma)). The minor will require no additional resources, as its curriculum comprises courses already offered.

Strategic Plan

The proposed minor aligns with the second and third goals of the University's Strategic Plan. Students in the minor will increase their engagement, developing the skills to make ethically reasoned, politically informed, economically sensitive decisions in their communities and their careers. It will provide an opportunity for transformative educational experiences by integrating the concepts and methods of the three disciplines. This integration supports a strong sense of social and personal responsibility, as it will give them a better understanding of the economic, political, and ethical dimensions of the institutions that shape contemporary global society.

UCC-19-037

Name or Degree Change Only Requests

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	
New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request: ☐Yes ☐No

If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

**Note: A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing: ☐Yes ☐No

**Note: If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed *(if no change, write N/A and move to next outcome)*	New Direct Measure *(list student work product and explain how it will be evaluated)*	Have you updated the assessment cycle to include this change? *(yes/no)*
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

X	Create New		Discontinue	Implementation Date:	August 2019		
	Graduate Level	X	Undergraduate Level		Law Level	Credit Requirement:	
Are new courses being created: (circle your response)			No ~~Yes~~	**If yes**, how many courses will be created:			

If the request is for an option or emphasis, enter the associated major and degree:

Major:		CIP Code:	45.1004	Degree:	

Enter the name of the program component in the appropriate row:

Option:	
Emphasis:	
Minor:	Philosophy, Politics, and Economics
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Provide a summary/description of the program component using 50 words or less:

This minor will provide an interdisciplinary integration of philosophy, politics, and economics. It will pursue the mission of the PPE Society, which is "to encourage the interaction and cross-fertilization of three intellectual disciplines that are, in their history, deeply intertwined and that now, and going forward, have much to offer one another."

Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

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

Learn and Integrate: *Students will be able to integrate the methods of Philosophy, Political Science, and Economics to study policies, institutions, current events, and decisions in their personal lives.*

Think and create: *Students will be able to discuss the ethical, political, and economic aspects of contemporary global society from a variety of disciplinary perspectives.*

Communicate: *Students will be able to communicate effectively about topics related to politics, ethics, and economics through oral, written, and visual formats.*

Clarify purpose and perspective: *Students will be able to explain their own social responsibilities within their economic and political contexts.*

Practice Citizenship: *Students will be able to explain the interconnected ethical, political, and economic contexts that define our current global society.*

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

Each course offered through the minor will continue to be assessed as it has been historically; we will continue to use current assessment tools to verify the quality of affiliated courses. These are completed at the department level and include feedback from students. Further, the program director will be tasked, in part, with monitoring the quality of the courses and instructors affiliated with the program.

Further, the director of the program will be tasked with completing an annual assessment through the college and university. This will include developing and disseminating assessment protocols (pre and post tests) to students as they enter and exit the program.

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

The affiliated faculty will meet each semester to discuss the program and implement needed improvements. The director will be tasked with implementing changes as weaknesses become evident. This will be completed in conjunction with the affiliated faculty.

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

The director of the program will develop an assessment tool that will be distributed to students in the gateway course, PHIL 350/POLS 350. It will then be given to people graduating with the minor in order to evaluate the success the minor has had in reaching the learning outcomes outlined above.

The director will also periodically facilitate a third party's construction of focus groups and interviews with students to evaluate areas needing improvement.

5. When will assessment activities occur and at what frequency?

Pre-tests will be completed each year in PHIL 350/POLS 350. Post-tests will be provided to graduating seniors who have completed the minor. These tests will measure integrated knowledge of Philosophy, Political Science, and Economics. They will also evaluate students' understandings of the primary methods of each of these disciplines. Interviews or focus groups with enrolled students will occur annually. There will be a faculty meeting every semester.

UCC-19-037

Distance Education Availability

This section must be completed if program component request section is completed

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 may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact provost@uidaho.edu for assistance.

The U.S. Department of Education defines distance education as follows:
Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

(1) The internet;
(2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
(3) Audio conferencing; or
(4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	X

Geographical Area Availability

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

**Note: If Other is selected, identify the specific area(s) this program component will be offered.

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: _____

Administrative Procedures Manual [APM] ☐ Addition X Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **APM 45.05**

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

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

Originator(s): **Sarah Martonick** **5/15/2017**
(Please see FSH 1460 C) Name Date
Telephone & Email: **208-885-2145 smartonick@uidaho.edu**

Policy Sponsor: (If different than originator.) Casey Inge
Name Date
Telephone & Email: **208-364-4584 cinge@uidaho.edu**

Reviewed by General Counsel _X__Yes ____No Name & Date: ____Casey Inge, 9/5/2017_____

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.
Update to clarify early setup and advance funding policy and increase base request amount to 25% to be more in line with our peer institution's policies in this area.

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.
OSP website contains guidance on the early setup and advance funding procedures, but this is the only posted policy document in this area.

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)

45.05 -- Early Set-up and Advance Funding of Sponsored Project Budgets
~~January~~ December 11, 2018~~10, 2012~~ (rewrite)

A. ~~A.~~ General.

A-1. ~~Early Setup~~. ~~Frequently, a~~ Principal ~~i~~Investigators ("PIs") ~~may be~~are frequently informed that a sponsor has made an award to the University~~sponsored award is planned,~~ but the University has either not received the award document~~,~~ or ~~a received agreement has not been~~has received but not fully executed an agreement related to the sponsored project~~.~~ (see B-2). In such circumstances, ~~A~~a PI (or unit/college) may request that the Office of Sponsored Programs (OSP) set up a grant ~~budget~~code early ("early setup"), ~~By requesting that OSP create an "early set-up" budget, project expenses can be processed using what will become the permanent budget number,~~ thus allowing the PI to start work on the project and eliminating the need for cost transfers at a later date ~~and allowing the PI to start work on the project~~.

A-2. ~~Advance Funding~~. Frequently, for an existing project, the PI may be informed that the sponsor intends to issue an amendment to add time, funding, or both, but the amendment has not yet been received and/or fully~~-~~ executed (see B-2). ~~A PI~~The unit/college may request that OSP ~~budget funds in advance~~allow expenditures beyond the current allocation or end-date ~~or extend the termination date on~~of the grant account, until an amendment is received ("advance funding"), thus eliminating ~~By requesting permission for "advance funding" of the project budget(s), project expenses can continue on the existing budget number(s) which eliminates~~ the need for cost transfers at a later date and allowing the PI to continue working on the project without interruption~~and mitigates the risk associated with transfers~~.

B. Definitions.

B-1. Award Document or Notice of Award: Any of the various funding vehicles used by external sponsors to indicate that the sponsor is making a commitment to fund a ~~proposed scope of work~~proposal. These may take the form of:

- a grant notice, which may or may not require signature by the University~~additional signatures~~;
- a contract or ~~formal~~ agreement, requiring ~~the signatures of one or more parties~~execution by the University and the sponsor;
- an award letter, which may or may not include a check payment in advance; or
- a federal non-assistance contract.

For the purposes of this policy,~~Generally, federal non-assistance type federal~~ contracts and other types of non-assistance agreements ~~are effective as of the date of the final signature~~ are not eligible for an early~~-~~setup ~~budgets~~, unless an exception is given by the authorized official of the University.

B-2. Fully-Executed Award or Amendment:~~.~~ ~~Defined as:~~ ~~AaA~~n agreement or amendment which has all of the required, authorized signatures,~~, by those individuals authorized to sign,~~ for both the University and the sponsor. For the sponsor, the authorized signatory ~~this~~ is typically the granting or contracting officer; for the University, the authorized ~~signer~~ signatory is the Director of the Office of Sponsored Programs ~~(OSP)~~ or ~~her/his~~ authorized designee.

C. ~~C.~~ Policy.

C-1. Early Setup. ~~As long as they are~~ agreement is ~~not effective as of the date of the final signature, an early set-up budget may be requested and the PI may start the research project prior to receipt and execution of the award.~~ Early setups ~~budgets~~ are ~~normally~~generally established ~~for up~~not more than ~~to~~ ninety (90) days and twenty-five percent (25%) of ~~an~~ the expected first year's ~~annual~~ funding ~~increment~~amount.

- a) For ~~projects that are~~ direct federally funded grants and cooperative agreements, the Vice President for Research and Economic Development (VPRED), or ~~his/her~~ designee, may provide the funding guarantee on the early setup ~~budget~~.
- b) For non-direct federally funded ~~projects~~ grants (flow-through) or~~,~~ cooperative agreements~~, and contracts~~ (at the discretion of the Director of OSP, or his/her designee~~his/her delegatee~~), the unit/college must provide the funding guarantee on the early setup ~~budget~~. ~~an early setup request can be processed with appropriate unit/college approvals on the Early Setup Request Form. As part of this process a budget must be identified by the unit that can be used to absorb any incurred expenditures if the project is not awarded.~~
- c) For all other sponsored program contracts, including industry sponsored contracts, OSP will perform a risk evaluation ~~will be required to be completed by OSP and a decision will be made on a case by case basis with respect to allowability~~to determine if an early setup is reasonable. Upon OSP approval,~~, and~~ the unit/college must provide the funding guarantee ~~on any~~for the early setup ~~budget of an early setup~~.

- d) Situations that arise outside of these parameters will be evaluated and a determination made on a case-by-case basis by the Director of the OSP, or ~~her/his authorized~~ designee.

- e) If the project is subject to any additional compliance obligations, including but not limited to ~~such as~~ those subject to oversight by the IACUC (see APM 45.01), IBC (see APM 35.11, APM 45.20, and 45.23), IRB (FSH 5200), Radiation Safety Committee (FSH 1640.71) or financial conflict of interest (FSH 5600 and 5650), ~~If the project is subject to any compliance terms, such as IACUC, IBC, IRB (FSH 1640.12 and 1640.54), or financial conflict of interest (FSH 5600 and 5650),~~ all associated requirements must be completed and approved via the appropriate authority before project work can begin and before an early setup ~~budget~~ will be established. ~~The above list is not exhaustive.~~

- ~~When there are compliance terms such as IACUC, IBC, or IRB (FSH 1640.12 and 1640.54), financial conflict of interest (FSH 5600 and 5650), etc., governing the project, any associated requirements must be completed before project work can begin and before an early set-up budget will be established.~~

C-2. Advance Funding. ~~Principle Investigators, departments, units, institutes and colleges should request advance funding of an existing project, to continue the next phase of work, prior to project end-date or the expenditure of all allocated project funding for that project period, when an amendment has not been received and fully-executed by OSP.~~ Advance funding is generally ~~budgeted~~authorized ~~normally approved~~ for ~~up to~~not more than ninety (90) ~~-~~days and twenty-five percent (25%) of the ~~next~~expected funding ~~increment~~amount. For direct federally funded grant projects, the Vice President for Research and Economic Development will provide the advance funding guarantee, as long as the unit/college provides ~~the email template~~ certification, using the template made available by the Office of Sponsored Programs, ~~-~~that confirms that the PI is compliant with all deliverables and protocols per Section D-2.

To initiate advance funding approval, see D-2 below.

a) By ~~providing~~ submitting an advance funding request, ~~authorization,~~ the unit/college is requesting that OSP allow expenditures beyond the current allocation or end-date of the grant account for federal or state awards (but not contracts), only when the agency has indicated in writing to the University that it intends to issue an amendment for the proposed addition of time, funding, or both. If an amendment is not

received to continue the project, all expenditures will be transferred to the unit/college guarantee source and the project account will be closed.
b) Situations that arise outside of the parameters cited in this policy will be evaluated and a determination made on a case-by-case basis by the Director of the OSP or ~~her/his authorized~~ designee.
c) If the project is subject to any ~~existing~~additional compliance obligations, such as those subject to oversight by the IACUC (see APM 45.01), IBC (see APM 35.11, APM 45.20, and 45.23), IRB (FSH 5200), Radiation Safety Committee (FSH 1640.71) or financial conflict of interest (FSH 5600 and 5650), and the amendment that gives rise to the advance funding request either extends, alters, or creates new compliance obligations, all such research compliance requirements must be met before any work with respect to such obligations may be undertaken.
d) If advance funding is not approved by the ~~University~~ unit and OSP ~~not by both the University and sponsor~~, the ~~department~~PI must cease all project-related work and ~~expenditures~~spending until ~~such a time that~~ an amendment is received and executed.

~~Situations that arise outside these parameters will be evaluated and a determination made on a case-by-case basis by the Director of the OSP or her/his authorized designee.~~

D. Process/Procedures.

D-1. Early ~~Budget Set Up~~Setup Request. The ~~If the~~ PI (or unit/college) ~~needs to have a budget number established for payroll or other startup expenditures prior to the receipt of a fully-executed award, the PI and/or the Departmental Grant Administrator (DGA)~~ must submit an ~~Preliminary~~ Early ~~Budget~~ Setup Request Form to OSP for review and approval. ~~The department must indicate that either a VPRED guarantee is being sought (only PI signature required) or that the College/Unit is providing the guarantee (PI, Chair and Dean signatures required). If approved, the preliminary budget setup will automatically be established at 25% of each primary expense code budget line of the proposed funding increment, unless the department requests a different budget breakdown on the form.~~ This form is available on the OSP website.

D-2. Advance Funding Request. Written a~~ll project a~~dvance funding approval is to be provided~~written~~ to OSP from the D~~dean, P~~provost,

dean, ~~i~~institute ~~D~~director, or equivalent, or an approved designee~~e~~, prior to expenditures in deficit or past the end-date of a continuation project, confirming the following:

a) The project is in ~~o C~~compliance with all project deliverables, including technical reports;
b) ~~A~~all project compliance protocols, if any, are up to date; and
c) ~~that o providing confirmation that t~~The unit/college understands they will be responsible for incurred costs, ~~on a specified budget number,~~should the amendment not be received and/or approved. ~~All incurred costs outside of the project period or in excess of the awarded funding amount are the responsibility of the department or college.~~

For s~~S~~ample ~~confirmation ,please email~~unit/college certification and approval text, as well as additional details on advance funding (and how it differs from an early setup) please visit the Departmental Grant Administrator (DGA) tab of the OSP Website.

D-3~~2~~. Non-Receipt of Award Within 90 Days. Barring extenuating circumstances and the ~~approval~~ approval ~~decision~~ of the Director of OSP or ~~his/her~~ designee to do otherwise, if an official award ~~document or notice~~document, notice of an award, or amendment is not received within 90 days of the early set~~-~~up establishment or advance funding approval, all expenditures must be ~~cost~~ transferred by the unit/college to the ~~unit's unrestricted~~ previously identified guarantee ~~budget~~ source identified. ~~in section C and per D-2, above~~

E. Information. Any questions regarding the early setup of a sponsored project ~~budget~~ or advance funding of an existing project should be addressed to the Office of Sponsored Programs Post Award Unit at 208-885-6651 or ~~postaward@uidaho.edu~~by emailing the OSP Post Award team.

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: _____

Administrative Procedures Manual [APM] ☐ Addition X Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **APM 45.06**

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

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

Originator(s): **Kris Freitag** **12-7-18**
(Please see FSH 1460 C) Name Date
Telephone & Email: **208-885-8994** **kfreitag@uidaho.edu**

Policy Sponsor: (If different than originator.) Deborah N Shaver
Name Date
Telephone & Email: **208 885 6651 osp@uidaho.edu**

Reviewed by General Counsel ___Yes __x__No Name & Date: _____

I. Policy/Procedure Statement: Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.
Update to clarify policy and remove outdated information.

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.
https://www.uidaho.edu/research/faculty/manage-award/guide/managing-transactional
https://www.uidaho.edu/research/faculty/dga#accordion-row-3e3a13cb-4747-4f4a-a17f-f5d6213d5bc6-
https://www.uidaho.edu/research/faculty/manage-award/guide/budget/unallowable-expenses

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)

45.06 Allowable and Unallowable Sponsored Project Expenditures

~~January 18, 2012~~December 2018 **(rewrite combined 45.06 & 45.18)**

A. Definitions.

A-1. Allowable Costs. For a cost to be regarded as an allowable charge to a sponsored project, it must satisfy four conditions per federal regulation 2 CFR 200 or any future federal guidance *~~federal 2 CFR 200 (on or after 12/26/2014), or such future federal guidance~~ as may become applicable:*

a. Reasonable. A cost is considered reasonable if the nature and the amount involved for goods or services acquired or applied reflect the action that a prudent person would have taken under the circumstances prevailing at the time the decision to incur the cost was made~~.~~ (*~~OMB Circular A-21, §C3; 2 CFR 200.404~~*~~.~~).

b. Allocable to sponsored agreements ~~under the principles and methods provided in OMB Circular A-21~~. A cost is considered allocable to a particular project if the goods or services involved are chargeable or assignable to the project in accordance with relative benefit received or other equitable relationship. Subject to the foregoing, a cost is considered allocable if:

- It is incurred solely to advance the work under the sponsored agreement;
- i~~I~~t benefits both the sponsored agreement and other work of the institution, in proportions that can be approximated through use of reasonable methods, or
- i~~I~~t is necessary to the overall operation of the institution and is deemed to be assignable in part to sponsored projects (*~~OMB Circular A-21, § C4; 2 CFR 200.405~~*).

c. Consistently Applied. Costs must be given consistent treatment~~,~~ by ~~through application of generally accepted accounting principles appropriate to the circumstances~~applying them uniformly to both federally-financed and other activities of the institution~~.~~ (*~~OMB Circular A-21, §C10-C11; 2 CFR 200.403~~*~~(bc)~~).

d. Conforming to any limitations or exclusions. Costs must conform to any limitations ~~as~~ set forth in ~~OMB Circular A-21~~the federal guidance, or in the sponsored award itself, as to types or amounts of cost items ~~(*OMB Circular A-21, §C2*)~~(*~~OMB Circular A-21, §C2; 2 CFR 200.403~~*). ~~(b)~~. ~~OMB Circular A-21 designates c~~Certain costs are designated as *expressly* unallowable ~~(*OMB Circular A-21, §J*)~~.

A-2. Unallowable Costs. Costs that fail to meet *any* of the four conditions described above ~~must~~ will be treated as unallowable. Questions regarding the allowability of costs should be directed to the Office of Sponsored Programs, (208) 885-6651 or emailed to osp-cost@uidaho.edu.

~~*A tool, the OSP Expense Justification Tool, is available on Vandal Web which provides details on UI expense codes that are expressly unallowable, or are normally considered to be indirect costs (consistent treatment). Look under the Office of Sponsored Programs tab on VandalWeb for the OSP Expense Justification Tool.*~~

B. Policy. The University, as a recipient of sponsored project funding, must comply with all regulations and standards established by the federal government and other sponsoring agencies. The Federal ~~The~~ Office of Management and Budget (OMB) is responsible for ~~Circular A-21, *Cost Principles for Educational Institutions (OMB Circular A-21)*~~ setting forth the general principles and practices for federal costing standards associated with federally sponsored project activity.

All sponsored projects are subject to regular review and any expenses charged against sponsored projects must be consistent with ~~Circular A-21~~Ffederal guidance, ~~,~~ University policies and procedures, and sponsor ~~regulations~~requirements. The primary responsibility for ensuring that only proper expenditures are charged to sponsored project budgets rests with the Principal Investigator (PI). The Office of Sponsored Programs (OSP) is responsible for monitoring adherence to all federal, state, and other cost-related restrictions on sponsored projects via the methods detailed in ~~Section D.~~ Section D.

B-1. Responsibility for Compliance. The general University mandate is that all employees act as responsible stewards of resources and assets under their control (FSH 3170).

a. **Principal Investigator (PI).** Under UI policy, the PI bears ~~the~~ primary responsibility for ensuring the appropriateness or allowability of all costs on sponsored projects. (FSH 5100~~, Section H-3~~).

b. A **Grant Administrator (GA)** is charged with assisting PIs in reviewing, justifying, charging and tracking costs, and is also responsible for making certain that expenditures are charged against awards in a manner that is consistent with applicable federal regulations, sponsor conditions, and University policies.

c. The **Unit Administrator** (department chair/head/director) is responsible for implementing procedures to ensure adherence to federal cost principles including allowability, accounting regulations, and University policies. ~~Payment for~~of ~~unallowable~~ C~~c~~harges which have been determined to be unallowable to sponsored projects ~~which are subject to the expenditure requirements articulated by *OMB Circular A-21,* are the responsibility of~~will be apportioned to the sponsoring unit or college for payment. (FSH 5100~~, Section F-5~~).

d. Oversight of these procedures lies within the authority of the **College Deans**, for units, and the **Vice President for Research and Economic Development**, for institutes. Decisions regarding the source(s) of repayment of unallowable costs and any penalties and interest charges shall be made by the Dean and/or the Vice President for Research and Economic Development.

e. Employees are encouraged to use the confidential hotline, speak to the Ombuds Office, or speak with their direct supervisor, college finance director, chair, director, dean or OSP in cases where there is undue influence to process charges that are unallowable. Employees should note that protections are afforded through federal and University policies to prevent retaliation in such instances. It is a violation of University policy for any employee to engage in retaliatory conduct, see FSH 3810. As public employees, University faculty and staff are responsible for reporting any actions by University employees that are illegal or incompatible with the conscientious management of resources and assets of, or entrusted to, the university. (FSH 3170~~, Section C~~).

C. Process/Procedures. Expenditures incurred for sponsored projects typically fall into one of the following classifications: salaries; fringe benefits; temporary hourly employees; travel; operating expenditures; equipment <$5k; capital outlay> $5k; subcontracts; and tuition remission, fees, stipends and Student Health Insurance Program (SHIP). The following

guidelines provide assistance to assure that all charges against sponsored projects are correctly processed.

C-1. Salaries.

- For externally-sponsored awards an individual's rate of pay may not be charged in excess of the institutional base salary rate received for that individual's regular appointment.
- Payroll expenditures and changes to an individual's effort percentage are to be processed in a timely manner through Banner Electronic Personnel Action Forms (EPAFs).
- EPAFs to terminate personnel from sponsored projects must be processed *prior* to the award end date to reduce the necessity for payroll cost transfers.
- EPAF and any Banner records must accurately reflect the percentage of time individuals are working on a given project and be verified regularly via Personnel Activity Reports (PARs) as per APM 45.09.
- Payroll and budget reports should be produced and reviewed regularly to ensure that projects are not over budget.
- ~~Any compensatory leave and/or other leave must should be taken *on the project on which it was earned, during the time period of the project.*~~
  ~~Any compensatory leave and/or other leave balance remaining after the termination of an award must be paid from the unit's budget *and may not be charged to another sponsored project*.~~
- ~~Sick and Annual~~All leave is to be charged to the appropriate budgets, as it is taken. Terminal leave is paid through a consolidated fringe benefit rate. See C-2. ~~as negotiated annually or as required with the Department of Health and Human Services. Rates are assigned based on the employee's position class of faculty, staff, or student. Check the OSP website for current rates~~Any terminal leave is ~~covered by the fringe pool.~~
- All employees who are paid in whole or in part from sponsored projects, federal funding, or committed cost share must complete a PAR as per APM 45.09.
- For guidelines on Faculty Summer Salary Release, see http://www.uidaho.edu/provost/policyguidelines/salaryinformation ~~http://www.uidaho.edu/provost/policyguidelines/salary~~

C-2. Fringe Benefits.

- ~~Estimated fringe benefit rates may change each year and should be verified when preparing proposal budgets~~A ~~fringe benefit pool has been established. It will be adjusted per federal guidelines. [see APM 45.02 A-2]. Refer to~~ The university pays fringe benefits through a consolidated rate negotiated annually or as required with the Department of Health and Human Services. Rates are assigned based on the employee's position class of faculty, staff, or student. Check the OSP website for current rates.
  ~~the~~Check the ~~OSP website for the current estimated fringe benefit rates.~~

C-3. Temporary Hourly (TH) Employees.

- The guidelines issued above for **Salaries** are also applicable to TH employees.

C-4. Travel.

- The purpose of travel must be in *direct* support of project objectives.
- Travel must take place within the time period of the project.

- Reservations or airline tickets cannot be purchased with sponsored project funds if the actual travel occurs before the start date or after the termination date of the project.
- All travel charges must be documented by receipts.
- Allowable travel expense rates must comply with UI travel policy, the terms of the agreement, or agency requirements, if more restrictive.
- All foreign travel must be registered with the International Programs Office before travel is undertaken.
- All foreign air travel on federal funds must comply with the Fly America Act. A link to this Act, and additional information are available on the OSP website.

C-5. Operating Expenditures.

- Operating supplies and services must be purchased and received during the time period of the project.
- Operating supplies and services must provide a direct, verifiable benefit to the funded project.
- It is not an acceptable procedure to "stockpile" supplies at the end of a project period. Such stockpiled supplies would not reflect a direct and verifiable connection to the project being funded and may result in an obligation back to the sponsor (2 CFR 200.314). ~~See section A-1. B. for OMB A21 reference.~~

C-6. Capital Outlay.

- Capital outlay (CO) is defined as items having a useful life of more than one year and a cost of $5,000 or more.
- Capital outlay items must be purchased during the time period of the project.
- Capital outlay items must be received with enough time remaining on the project to benefit the project.
- See APM 10.40 Property Inventory and Products for tracking and accountability. [Note: Some agencies place lower dollar limits on items that must be inventoried and insured.]
- Transfers into and out of the CO category affect the F&A ~~charges~~ allocation on a sponsored project. Budget t~~T~~ransfers into or out of the CO category ~~increase the amount of F&A charged to a sponsored project. Transfers into the CO category decrease the amount of F&A charged to the sponsored project. These budget transfers~~ require OSP involvement.

C-7. Subcontracts. If the University is subcontracting a portion of the work, a contractual~~n~~ award document will need to be issued by OSP at the request of the PI or the unit. If a subcontract is not included in the original proposal, agency approval will be required prior to subcontract issuance.

- Subcontract costs are split out from the award and budgeted on separate funds within the overall grant budget.
- ~~The full amount of the subcontract must be encumbered on a purchase order (PO); the PO number will be referenced on the subcontract.~~

~~Indirect costs are will generally only be assessed on the first $25,000 of individual subcontracts. Therefore, if a subcontract exceeds $25,000, the PO must be split, with the first $25,000 expensed to E5171 and the amount in excess of $25,000 expensed to E5172.~~

- All subcontractor requests for payment ~~invoices~~ (invoices) must be approved by both the PI and OSP prior to being charged against the purchase order.~~.~~
- Cumulative amount i~~I~~nvoice~~s~~d may not exceed the total amount of the subcontract ~~PO~~.
- Invoices must be reviewed for allowable expenses per the prime contract and PI must certif~~ied~~y both ~~by the PI~~ that the work is progressing and that expenses are appropriate. OSP will review all subcontract invoices prior to forwarding to Accounts Payable for payment.

C-8. Tuition Remission, Fees, Stipends, Scholarships, and Insurance (TFSI).

- Tuition remission and ~~F~~fees may be charged for Graduate Assistants only.
- If Graduate Assistants are receiving a salary stipend, then tuition remission~~fees~~, if allowed by the sponsor, must be paid from the same sponsored project budget on a proportional basis to the salaries.
- TFSI expenses must be specified as allowable expenses of the award.
- TFSI expenses are allowable on formal training grants as a scholarship.
- TFSI expenses are allowed on most other sponsored projects when associated with a Graduate Assistant's appointment to work on the project. [Note: USDA may restrict the expensing of tuition, fees and insurance to sponsored projects; review your project guidelines or ask OSP if you have questions.]
- Scholarships are not an allowable expense unless specifically approved by the sponsor.

D. Office of Sponsored Programs ~~Procedures~~Policy on unallowable expenses

D-1. OSP ~~shall~~ reviews expenditures periodically through the life of a sponsored project budget and prior to closeout based on information in the University's financial system. If, through this review, it is determined that an unallowable expenditure has been assessed to a project, OSP will ~~notify the dean or director and~~ contact the responsible college finance director to either correct the transaction or perform a review of the facts associated with the assessment of the expenditure.

The review will identify who was responsible for the assessment of the expenditure, the circumstances surrounding placement of the unallowable expenditure on a sponsored project budget, and where the expenditure is to be transferred. OSP may be consulted to assist in the review process to ensure allocation of costs is completed in accordance with existing regulations, award conditions, and applicability to the scope of the project. Action, such as a review of policies and procedures, identification of resources available in making cost determinations, and improvement of internal controls, will be taken by the college to ensure unallowable costs are not placed on sponsored projects in the future. Based upon the review, the college will determine the severity of the infraction and the potential for recurrence. Taking into consideration the severity and potential for recurrence, the college will make a recommendation for resolution.

Once a review has been completed, any unallowable expenditure(s) shall be removed from the sponsored project budget and placed on an unrestricted University budget. If an unrestricted University budget is not available, the expenditure(s) will be deducted from the facilities and administrative costs returned annually to the college. Copies of all back-up documentation for the review process and associated transfers must be retained by the college and originals forwarded to OSP for retention in the official University file. (***Note, any resolution and provision of necessary paperwork will not preclude OSP from conducting a full review of sponsored project activity within the area under review.***)

This process shall also be used if an unallowable expense is placed on a project and the unallowable expense is identified by persons other than OSP.

D-2. If it is determined that the potential for recurrence is high, the Office for Research and Economic Development (ORED), with the concurrence of the college, will require the individual to take or retake formal training offered by OSP.

D-3. If an individual commits the same infraction or fails to comply with responsive actions identified through the process in D-1 and D-2, his or her repeated actions may be referred

for review by an ad hoc committee comprised of the Associate Vice President for Research and Economic Development, the dean or dean's designee of the individual's college(s), a representative from OSP, a representative of the University controller, and two peers. A representative from HR and internal audit will be included in an advisory capacity. The committee will review the available facts and make recommendations for further investigation or remedial and/or disciplinary action to the appropriate individual(s). Recommended employee disciplinary action will be made to the individual's supervisor and unit administrator/dean, and any such action shall be at the discretion of the appropriate supervisor and shall proceed in accordance with the employee disciplinary procedures in the applicable University policies. Recommendations for non-disciplinary remedial actions, such as required training or revocation of access to manage sponsored project activity, shall be made to the Vice President for Research and Economic Development. Nothing herein shall limit the authority of an individual's administrative unit or ORED to otherwise impose discipline or remedial activities within their existing authority and without referral to the above described committee.

E. Contact Information. For additional information please contact the Cost Accounting Unit of the Office of Sponsored Programs at 208-885-6651 or osp-cost@uidaho.edu.

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: _____

Administrative Procedures Manual [APM] ☐ Addition X Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **APM 45.08 Cost Sharing ("Match") on Sponsored Projects**

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

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

Originator(s): **Kris Freitag** **12/2/2018**
(Please see FSH 1460 C) Name Date
Telephone & Email: **208-885-8994 kfreitag@uidaho.edu**

Policy Sponsor: (If different than originator.) Deborah N Shaver
Name Date
Telephone & Email: **208 885 4627 dshaver@uidaho.edu**

Reviewed by General Counsel ___Yes __X__No Name & Date: _____

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.
Update to replace outdated information with current info.

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

None. Changes are needed to comply with findings of a recent NSF desk review.

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.
APM 45.09 is related and we are requesting updates to that as well.

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)

45.08 -- Cost Sharing ("Match") on Sponsored Projects

March 28, 2013

A. General. Some sponsored projects require the University and/or third parties to contribute a portion of the project costs. Such contributions are known as "cost sharing" or "match." The requirement for cost sharing or matching funds is an indication that contributions beyond those provided by the sponsor are necessary to fulfill the objectives of the project. Once included in a proposal and confirmed in its corresponding award document, cost share becomes a binding obligation of the University and must be contributed towards the fulfillment of the project.

B. Definitions.

B-1. Mandatory Cost Share: The portion of the University contribution to a sponsored project which is required by the terms of the project, typically noted in the Request for Proposal (RFP). Any mandatory cost share must be included in the proposal in order for the proposal to receive consideration by the sponsor.

B-2. Voluntary Committed Cost Share: Resources that are committed and budgeted for in a sponsored agreement, but that are not required by the sponsor in order for a proposal to be considered. Although not required by the sponsor, this cost share is a binding commitment and is tracked by the University. *[rev. 3-13]*

B-3. Voluntary Uncommitted Cost Share: The voluntary contribution of institutional resources, including faculty effort, that is over and above mandatory or voluntary cost share. Such cost sharing is not required by the sponsor as a condition of the award and is not quantified in the project budget or other application (proposal) form, but is expended by the University. An example of voluntary uncommitted cost share is "The University of Idaho will provide lab space to conduct this research". This is listed in the proposal, but since there is no quantified amount listed, it is not tracked by the University. *[rev. 3-13]*

C. Policy. Due to the effect of cost sharing on the Facilities and Administration (F&A) rate, it is the position of the Office for Research and Economic Development (ORED) that when cost sharing is required by the agency, only the minimum cost share necessary to satisfy the requirement may be offered to the sponsoring agency. Requests to offer more than the minimum cost share required by a sponsor must be authorized by the unit administrator, college dean *and* the VP for Research and Economic Development. Voluntary cost share is generally prohibited. Only in rare circumstances will voluntary cost share be authorized, and such authorizations must be provided by the unit administrator, college dean *and* the VP for Research and Economic Development.

Federal sources and other sponsored projects (Fund Type 22)~~("K" accounts)~~ generally cannot be used for cost sharing or matching purposes. This includes all Smith Lever, Hatch, or other federal funds appropriated to the University. The Office of Sponsored Programs (OSP) will provide notification of any required cost sharing at the start of a project and with any subsequent funding authorizations. *[ed. 12-18]*

D. Process / Procedures.

D-1. Allowable / Unallowable Expenses. If cost share has been approved on a project, the following guidelines apply to what are allowable and non-allowable expenses for cost share purposes. Note that in order to be used as cost share, expenses must occur *during the project period.*

a) Items Unallowable as Direct Costs. An expense must be allowable as a direct cost to the project if it is to be used as cost share. One common exception is when the agency stipulates that indirect costs are unallowable but that any unrecovered indirect

costs may be used as cost share. Unrecovered indirect costs are the indirect costs that are not chargeable to an award due to sponsor limitations.

b) Equipment and Office Space. Existing equipment and office space on any University owned or leased property is part of the University's indirect cost rate calculation, and cannot be used as cost share.

PIs should be aware that when preparing proposals for sponsored agreements they cannot commit the use of University-owned or government-owned equipment as cost share. They can, however, characterize the equipment as "available for the performance of the project at no direct cost to the project."

Proposals which include the acquisition of special-purpose equipment as a direct cost may include an offer of University funds to pay for all or part of the cost of such equipment. These proposals may be for equipment or instrumentation grants, where the purpose of the grant is to buy equipment and the University is required to share the cost with the sponsor, or research-oriented sponsored projects where the purpose of equipment required for the research is an allowable expense included in the award. Note that the purchase and acquisition must occur during the period of performance. The portion of the purchase price paid by the University must be charged directly to a cost sharing account in support of the award.

c) Waiver of Indirect Costs on Cost Shared Items. The indirect costs associated with other cost shared items may be used as matching funds, if indirect costs are allowed by the granting agency.

d) Employee Salaries. If an employee's salary has been~~is being~~ committed~~ used~~ as cost share on a project, they must complete an Effort ~~receive a Personnel Activity~~ Report ~~(PAR)~~ - to verify the actual effort working on the project [see APM 45.09]. ~~The employee must report his/her time on the PAR in order to provide the information to OSP so it can be reported to the sponsor.~~ *[ed. 3-13, rev. 12-18]*

e) Third Party Cost Share Allowances. An itemized letter of commitment signed by an authorized organizational representative is required if any portion of the cost share is being funded by a third party (or parties). After the fact documentation will be required from each third party. Such documentation must certify that the cost share in the letter of commitment was provided to support the project and that none of the cost share was paid out of federal funds. This documentation must be signed by someone in authority at the third party organization. *[rev. 3-13]*

D-2. Reports Provided by OSP. OSP prepares and will provide on request the following reports concerning cost sharing requirements:

a) Cost Sharing Report: Available for each budget with a cost sharing commitment. This report lists the detailed cost-share expenses reported to OSP to date and is provided to each unit at least once a semester and when changes occur.

b) Cost Sharing Report by College: Lists both active and terminated accounts with cost share commitments. Details the matching amount required, the accumulated amount matched, and the balance remaining to match. Sent upon request.

c) Termination Report: Details the unmet cost share commitment. This report is sent to the unit at the close date of the project.

D-3. Unit Responsibilities. The PI and unit should regularly review the cost-sharing reports, and notify OSP immediately if discrepancies exist. If operating expenses, temporary

employee pay, and/or travel expenses are being used as match, the unit must provide OSP with the expense document numbers, dates, and budget(s) those expenditures were charged to on a regular basis. If the entire obligated cost share is not submitted by the PI and unit 15 days prior to the date the final financial report is due to the sponsor, the amount of direct expenditures allowed on the sponsored project must be reduced. The unit must transfer expenses off the sponsored project so that the cost share submitted meets the required proportion to the direct expenses as obligated in the award document. *[rev. 3-13]*

E. Contact Information. Further questions regarding cost sharing should be addressed to the Office of Sponsored Programs, (208) 885-6651 or osp@uidaho.edu. FAQs on cost sharing and other sponsored programs can also be found on the OSP website.

University of Idaho

POLICY COVER SHEET

(See *Faculty Staff Handbook* 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy)
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Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
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Minor Amendment ☐
Chapter & Title: **APM 45.09**

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Originator(s): **Kris Freitag** **12-7-18**
(Please see FSH 1460 C) Name Date
Telephone & Email: **208-885-8994** **kfreitag@uidaho.edu**

Policy Sponsor: (If different than originator.) Deborah N Shaver
Name Date
Telephone & Email: **208 885 6651 osp@uidaho.edu**

Reviewed by General Counsel __x_Yes ____No Name & Date: Casey Inge, 05/2017

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.
Update to clarify policy and remove outdated information.

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.
The university is moving to Banner based effort reporting and as this is still in process, the guidance and information relating to it is not yet completed and posted.

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 _____
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Pres./Prov. _____
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Track # _____
Date Rec.: _____
Posted: t-sheet _____
h/c _____
web_____
Register: _____
(Office Use Only)

45.09 -- Effort Reporting and Personnel Activity Reports (PARs)

~~January 18, 2012~~December 2018 (rewrite)

~~A.~~ A. **General.** The University of Idaho (University) is required by federal regulations (2 CFR 200.430) and accounting standards to ensure that the allocation ~~apportionment~~ of ~~employee~~ compensation for all employees accurately reflects the work performed by these individuals in connection with sponsored projects. This document sets forth University policy ~~and procedures~~ for the commitment and ~~certification~~ verification of effort expended by university employees on sponsored projects. ~~(see also APM 45.22).~~

B~~A~~B. **Definitions.**

B-1. Cost Sharing: The portion of the total project costs for a sponsored project that is borne by the University rather than the sponsor. See APM 45.08 for definitions of types of cost share.

~~B-2~~BA~~-2~~1. **Effort** (also referred to as "actual effort"): ~~Effort a~~Also ~~referred to as "actual effort," is~~ the ~~the~~ time spent in pursuit of a particular activity and~~. Effort is~~ expressed as the percentage of one's University appointment devoted to one or more activities.

~~B-3~~BA~~-3~~2. **Effort Reporting:** ~~The~~ ~~Effort reporting is~~ the process through which the University verifies and documents that the effort expended by an employee ~~is commensurate~~corr~~e~~esponds with the effort he or she has ~~committed to devote to those activities.~~ ~~C~~charged to or contributed to (as cost share) sponsored activity.

~~A-3. Person Months: Person months is the method typically used in sponsored project applications to express the amount of effort that the Principal Investigators(PIs), other faculty, or key employees devote to a specific project, expressed in terms of time rather than a percentage of one's appointment.~~

~~B~~BA~~-4~~. **Institutional Base Salary (IBS):** ~~Institutional base salary (IBS) is t~~The annual compensation paid by the University ~~for the appointment of~~to an employee, irrespective of the nature of the activities in which the employee is engaged while fulfilling the requisites of their appointment; e.g. research, instruction, service, and administration. IBS excludes any income that an individual may earn outside of the University. The ~~institutional base salary~~IBS for each faculty member is ~~listed~~ enumerated in the faculty member's annual salary letter. ~~Base salary may not be increased by replacing organizational salary funds with sponsored funds. See *OMB Circular A-21,§J10d(1); NIH Grants Policy Statement*.~~Charges for work performed on sponsored projects are only allowable at the IBS rate. (See 2 CFR 200.430)

~~A-5. Cost Sharing: The portion of the total project costs for a sponsored project that is borne by the University rather than the sponsor. See APM 45.08 for definitions of types of cost share.~~

B-5. Person Months: the ~~metric~~ method typically used in sponsored project applications to express the amount of effort that the Principal Investigators (PIs), other faculty, or key employees devote to a specific project, expressed in terms of time rather than a percentage of one's appointment.

C. Federal ~~Guidelines~~Requirements: ~~As a recipient of sponsored project funding, the University must comply with federal regulations and procedures (2 CFR 200.430) to ensure that personnel expenses charged against sponsored project awards are allowable and allocable to those projects.~~

Failure to produce reasonably accurate estimates of effort, or to otherwise comply with f~~F~~ederal cost requirements, *can result in financial penalties, expenditure disallowances, withholding of*

*future sponsored project awards b*y an agency, and damage to the reputation of the University. Providing inaccurate estimates of effort, whether knowingly or through carelessness or mismanagement, may be regarded as fraud and may subject the University and the certifying individual to civil proceedings and criminal prosecution.

~~**C-1.** *OMB Circular A-21, §J10* requires that educational institutions maintain a payroll distribution system that allows for the documentation of salary and wage apportionment.~~

~~**C-2.** *OMB Circular A-21, §J10* also requires that this payroll distribution system be supported by activity reports that offer reasonable verification of the effort expended by employees engaged in sponsored projects at the institution. Federal regulations acknowledge that a precise assessment of the factors that contribute to costs is not always feasible, given that instruction, research, service, and administration are inextricably intermingled in an academic setting. They, therefore, admit a degree of tolerance in the estimation of effort expended on sponsored research. See: *OMB Circular A-21, §J10b(1)(c)*.~~

- ~~**a)** The University follows this directive by monitoring salary allocations and requiring periodic reporting of effort by any University employee whose salary is charged or cost shared to one or more sponsored projects.~~

- ~~**b)** Reported effort must be a reasonable accounting of all institutional activities for which an employee is paid by the University and must be validated by the employee whose activity is being reported or by responsible personnel who have suitable means of verifying that the work was performed. See: *OMB Circular A-21, §J10b(2)(b)*~~

- ~~**c)** Failure to produce reasonably accurate estimates of effort or to otherwise comply with federal cost requirements *can result in financial penalties, expenditure disallowances, withholding of future sponsored project awards by an agency, and damage to the reputation of the University.* Providing inaccurate estimates of effort, whether knowingly or through carelessness or mismanagement, may be regarded as fraud and may subject the University and the certifying employee to civil proceedings and criminal prosecution.~~

C**D. ~~Process/Procedures~~Policy.** Effort reporting ~~and certification~~ begins at the proposal stage and is ultimately accomplished through review and verification of ~~Personnel Activity Reports (PARs)~~Effort Reports.

D-1. Proposal stage. When preparing proposals for sponsored projects, the primary responsibility for establishing a reasonable estimate of the effort necessary to carry out the project rests with the PI.

- **a)** In determining the amount of effort that will be devoted to the proposed project, the PI must consider existing effort commitments to other sponsored projects, University duties associated with his or her appointment, and the ability of other key project personnel who are to be involved in the project to make contributions of effort necessary for its success.

- **b)** In addition to ensuring that proposed effort commitment conforms to University expectations and policy, the PI must also make certain that it is consistent with the parameters established by the sponsor.

  ~~See: *Faculty Staff Handbook* 3120, Faculty Obligations during Period of Appointment; 3140, Performance Expectations for Faculty; 3260, Professional Consulting and Additional Workload; 5600, Financial Disclosure Policy; 5650, Financial Conflicts of Interest in Public Health Service Research; and 6240 Conflicts of Interest and~~

Commitment provide additional information in regards to calculating the appropriate amount of effort to propose on sponsored programs.

~~3050 Position Description; and 3260, Professional Consulting and Additional Workload for additional information regarding assessing the appropriate amount of effort to propose on sponsored programs.~~

c) While federal agencies may require that proposed effort be expressed in terms of person months, the University requires that employees verify actual effort expended in terms of percentages of effort. The Office of Sponsored Programs (OSP) will assist with the translation of effort between these two methods.

d) Calculating effort using a percentage basis fosters employee compliance with effort reporting requirements by encouraging an individual to estimate his or her effort on a given activity as a percentage of his or her total University activities rather than as a fraction of a fixed time-period (such as the forty-hour week). This process acknowledges that some fluctuation in effort levels is inherent in the conduct of academic activities.

~~**D-2. Expression and Calculation of Proposed Effort in a Proposal.** Proposed effort should be stated in terms that are consistent with sponsor requirements.~~

~~**a)** While federal agencies may require that proposed effort be expressed in terms of person months, the University requires that employees certify actual effort expended in terms of percentages of effort.~~

~~**b)** The Office of Sponsored Programs (OSP) will provide mechanisms to assist with the translation of effort between the two metrics a) above.~~

~~**c)** Calculating effort using a percentage basis fosters compliance with effort reporting requirements by encouraging an employee to estimate his or her effort on a given activity as a percentage of his or her total University activities rather than as a fraction of a fixed time-period (such as the forty-hour week). This process acknowledges that some fluctuation in effort levels is inherent in the conduct of academic activities.~~

~~**D-3. Accurate Tracking of Effort via the Electronic Personnel Action Form (EPAF):** Because the PAR System is based on payroll records, it is crucial that the Electronic Personnel Action Forms (EPAFs) both for new awards and for terminating awards are accurately and expeditiously completed and entered into the payroll distribution system.~~

~~**a)** Salary allocations associated with a new award must be reviewed and approved by the PI(s) for the project prior to the entry of this information into the payroll system.~~

~~**b)** Consistent with committed effort, distributions of salary on sponsored project or cost sharing accounts should coincide with the commencement of actual effort on the sponsored project.~~

~~**c)** In consultation with the employee, the Grant Administrator (GA) provides the cost shared effort to be included.~~

DC~~-~~**-2. Award Stage.** ~~**D-4. Unit and PI Effort Management**~~**.** Once a sponsor makes an award, the provisional effort commitments included in the proposal become mandatory, and the oversight and reporting of effort for faculty and staff ~~(see APM 45.22 B-3)~~ associated with the award becomes required.

a) Because effort reporting is based on payroll records, it is crucial that Electronic Personnel Action Forms (EPAFs) are accurately and expeditiously completed and entered into the payroll distribution system. Salary allocations associated with a new award must

be reviewed and approved by the PI (s) for the project prior to the entry of this information into EPAFs. Awards that are ending also need to be monitored to ensure EPAFs are completed to remove employees from these projects in a timely manner.

b) Consistent with committed effort, distributions of salary on sponsored project or cost sharing accounts should coincide with the commencement of actual effort by the employee on the sponsored project.

~~**a)** D~~**Faculty and staff with salary charged to or committed as cost sharing for one or more sponsored projects must: review initial salary allocations, regularly monitor actual effort, and certify effort through the completion of a PAR.**

~~**b) PARs must be completed by faculty and professional staff three times per year as indicated on the Effort Reporting Calendar located at , and monthly for all "other" employees. The University defines the classification of "other" as including classified staff, RA/TAs, and temporary employees paid from two or more sources of which at least one is a sponsored project.** ***[ed. 4-12]***~~

C-3.: Effort Reporting. ~~**The mechanism by which effort is verified and reported is the Effort Report.**~~

a) Drawing on data from the u~~U~~niversity payroll distribution system, the Effort Report~~s~~ allows an individual to review payroll salary allocations, represented as percentages of total effort, and to indicate whether the allocations reasonably correspond to his or her actual percentage of effort expended on each project or activity.

b) Semi-annually an Effort Report will be electronically generated for and made available online to each employee whose compensation was partially or totally charged to or committed as cost sharing to a sponsored project.

c) Reported effort must be as accurate as possible. Up to five percent variance above or below the estimated effort for any given project is permitted without requiring modification of salary allocations.

d) In cases in which actual effort differs from estimated effort by more than five (5) percent or a project or activity is missing from the Effort Report, the employee shall notify the appropriate Department Grant Administrator that a change may be necessary to realign salary and effort.

e) Effort Reports must be completed within thirty (30) working days of the date they are released to the employee.

1) If circumstances occur that are outside the u~~U~~niversity's control (e.g. weather conditions, power loss, etc.) the date for the Effort Report completion may be adjusted accordingly.

2) Effort Reports must be completed by the individual whose effort is being reported or by a person who has a suitable means of verification (direct and personal knowledge) of the effort expended.

i) PIs and Co-PIs should certify their own effort reports. PI's, providing they have direct knowledge, can certify the Effort Reports of the employees working on their sponsored projects, but employees should complete their respective effort reports, if possible.

ii) Department Grant Administrators, or other administrators, are not presumed to have the requisite means of verification; they may complete effort reports only if they have a written and signed confirmation of effort by an individual with direct knowledge of the activities of the person for whom the report was generated and only when that individual is unavailable to complete the Effort Report.

iii) If extraordinary conditions preclude a faculty member from completing their Effort Report, and no written and signed confirmation of effort can be obtained, the faculty member's unit administrator ~~Department Chair~~ or c~~C~~ollege ~~D~~dean will determine the best means for verification of effort expended.

3) Failure to certify Effort Reports in a timely manner may result in suspension of activity on any or all sponsored projects involved and limit the ability of the noncompliant individual to apply for other sponsored project funding.

~~D-5. Personnel Activity Report Form (PAR). The mechanism by which effort is verified and reported is the University of Idaho Personnel Activity Report (PAR).~~

~~**a)** The electronic PAR system is located in the University of Idaho VandalWeb System.~~

~~**b)** Instructions and training on PARs is available on the Training tab of the OSP website.~~

~~**c)** In consultation with the employee and PI, the GA provides the cost-shared effort to be included in effort reports.~~

~~**d)** Reported effort must be as accurate as possible. A five percent variance above or below the estimated effort for any given project is permitted without requiring modification of salary allocations.~~

~~D-6: Completion and Certification of PARs. Drawing on data from the University payroll distribution system, the PAR allows an employee to review payroll salary allocations, represented as percentages of total effort, and to indicate whether the allocations reasonably correspond to his or her actual percentage of effort expended on each project or activity.~~

~~**a)** At the close of each academic term (for faculty and professional staff) or monthly (for all employees in the "other" classification), a PAR will be electronically generated for, and made available online to, each employee whose compensation was either partially or totally charged to, or committed as cost share to a sponsored project.~~

~~**b)** PARs must be completed within 30 working days of the date they are released for completion.~~

~~**c)** If percent of effort allocations reasonably reflect actual effort expended during the reporting period, the employee confirming the accuracy of the data in the form should certify the effort report by selecting the "complete and submit" option that states: "I confirm that the above percentages of effort represent a reasonable distribution of the work performed by me during the period **/**/**** to **/**/****."~~

~~**d)** If, the salary allocations included in the report are not commensurate with actual effort, the employee completing the effort report should indicate the appropriate percentages of effort or provide an explanation for the discrepancy in the "notes" section of the PAR. The employee completing the effort report should then select the "provisional complete and submit" option that states: "The above percentages of effort do not represent a reasonable distribution of the work performed by me during the period **/**/**** to~~

~~**/**/****. A payroll cost adjustment will be processed to correct this effort distribution."~~

~~i) In cases in which actual effort differs from estimated effort by more than five (5) percent, the certifier shall notify the appropriate GA that a payroll cost transfer should be done to realign actual and apportioned effort. (See D-7(c), below, for information on parties responsible for certification of effort.)~~

~~ii) A payroll cost transfer request must be submitted and processed within 45 working days of the provisional certification.~~

~~iii) Upon final completion of the payroll adjustment in the payroll ledger by Payroll Services, the PAR that was provisionally approved will be reset by the Office of Sponsored Programs (OSP).~~

~~iv) The employee will receive email notification that the PAR is ready for recertification. The PAR must be recertified within 30 days of receipt of this notice.~~

~~v) In the event that an effort report does not include a project or activity for which the employee expended effort during the reporting period, the employee shall contact the GA for resolution.~~

~~D-7. Unusual Circumstances: The University has made certain provisions to account for unusual circumstances with effort certification.~~

~~**a)** If circumstances occur that are out of the University's control (e.g. weather conditions, power loss, etc.) dates for PAR certification may be adjusted accordingly.~~

~~**b)** Failure to certify PARs in a timely manner may result in suspension of activity on any or all sponsored projects involved and limit the ability of the noncompliant employee to apply for other sponsored project funding.~~

~~**c)** The University requires, in keeping with federal regulations, that an effort report be certified by the employee whose effort is being reported or by a responsible employee who has a suitable means of verification (direct and personal knowledge) of the effort expended. (See *OMB Circular A-21 J10c(2)(c)*).~~

~~**i)** PIs and Co-PIs should certify their own effort reports. PIs, providing they have direct knowledge, can certify the effort reports of the research staff working on their sponsored projects, but staff should complete their respective effort reports, if possible.~~

~~**ii)** Grant Administrators or other administrators are not presumed to have the requisite means of verification; they may certify effort reports only if they have written and signed confirmation of effort by an employee with direct knowledge of the activities of the employee for whom the report was generated and only when that employee is unavailable to perform the certification.~~

~~**iii)** If extraordinary conditions preclude a faculty member from certifying his or her effort, and no written and signed confirmation of effort can be obtained, the Vice President for Research and Economic Development, or his/her authorized designee, will determine the best means for verification of effort expended.~~

E. Contact Information. For information and help ~~on completing Personnel Activity Reports~~ please contact the Office of Sponsored Programs at 208-886-6651, or osp@uidaho.edu.

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: _____

Administrative Procedures Manual [APM] ☐ Addition X Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **APM 45.10**

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

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

Originator(s): **Kris Freitag** **12-7-18**
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Policy Sponsor: (If different than originator.) Deborah N Shaver
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Reviewed by General Counsel __x_Yes ____No Name & Date: Casey Inge, 05/2017

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.
Update to clarify policy and remove outdated information.

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:
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45.10 -- Facilities and Administrative (Indirect) Rate

~~January~~ December 2018~~5, 2012~~

A. General. Facilities and administrative (F&A) costs are those costs incurred for common or joint objectives and which therefore cannot be identified readily and specifically with a particular sponsored project, an instructional activity, or any other institutional activity (~~OMB Circular A-21, SB4~~2 CFR 200 Appendix III.A.). These costs are real costs borne by the University in support of sponsored projects, and which the University is entitled to collect from sponsors. Due to the difficulty of assigning F&A costs directly, approximately every three (3) years the University negotiates an F&A (also known as "indirect cost" or "overhead") rate with the University's cognizant federal agency, the Department of Health and Human Services (DHHS). *[ed. 12-18]*

B. Definitions.

B-1. Project Types. A project shall be categorized based on a determination of the "best fit" within the project types defined below. The Office of Sponsored Programs (OSP) shall be responsible for the final determination, if the project is difficult to classify.

a) Instruction. The instruction category includes all teaching and training activities that are part of an institution's instructional program. Instruction includes the following activities: 1) credit and noncredit courses, 2) community education programs, 3) academic, vocational, and technical instruction, 4) remedial and tutorial instruction, and 5) regular, special, and extension sessions. ~~Internally funded research that is neither proposal driven nor competitive, and not separately budgeted and accounted for is called departmental research. Departmental research does not meet the definition of organized research and, per OMB Circular A-21, should be included in the Instruction cost pool (see D-1).~~ *[rev. 12-18]*

b) Organized Research. The organized research category includes the research, development and research training activities of an institution. Research is defined ~~in OMB Circular A-110~~ as a systematic study directed toward fuller scientific knowledge or understanding of the subject studied. Development is defined as the systematic use of knowledge and understanding gained from research, directed toward the production of useful materials, devices, systems or methods including design and development of prototypes and processes. Training individuals in research techniques is classified as research when the activity utilizes the same facilities as other research activities and such activities are not included in the instruction function. Organized research includes all research and development activities that are externally sponsored by federal and non-federal agencies and organizations, as well as internally-funded University research that is project-based, proposal-driven, competitive, and separately budgeted and accounted for.

c) Public Service / Outreach. The public service category involves activities that primarily supplies~~y~~ a benefit to the public or a specific segment of the public that is external to the institution. These activities include non-instructional community service programs, broadcasting services and cooperative extension services. Included in this category are conferences, institutes, general advisory services, reference bureaus, testing services, radio and television, consulting, and similar non-instructional services to particular sectors of the community. *[ed. 12-18]*

B-2. Project Location. Location is determined by evaluating where the majority of the work will be performed.

a) On-Campus Projects. Projects where the work is being performed in University owned or operated facilities, or in a space leased by the University. *[ed. 12-18]*

b) Off-Campus Projects A project may be designated as "off-campus" if *more than 2/3* of the work occurs at locations other than University owned or operated facilities and the indirect

costs associated with physical plant and library are not considered applicable. An off-campus rate may also be used if a project is conducted in leased space *and* the lease costs are directly charged to the project. (Leased space is normally considered to be "on-campus"). Projects will not be subject to more than one indirect cost rate. If determined to be off-campus, the off-campus rate will apply to the entire project.

c) Agricultural and Forestry Research Stations (Experiment Stations). These activities are organized research activities occurring primarily (two-thirds or more of activity effort) at the following locations:

Aberdeen R&E Center
Caine Veterinary Teaching Center
Flat Creek Experimental Forest
Hagerman Fish Culture Experiment Station
Kimberly R&E Teaching Center
Lee A. Sharp Range Experimental Area
McCall Field Campus
Nancy M. Cummings R&E Center (Salmon)
PREEC – 6th Street Greenhouses
PREEC – Manis Lab – Plant Sciences
PREEC – Plant Science Farm – aka Parker Farm
PREEC – North Farm
PREEC – West Farm
PREEC – Kambitsch Farm – Genesee
Sandpoint R&E Center
Southwest Idaho R&E Center (Caldwell or Parma)
Taylor Ranch Field Station
Tetonia R&E Center (Newdale)
Twin Falls R&E Center
U.S. Sheep Experiment Station (DuBois)

B-3. Administrative. That portion of the F&A rate associated with central, unit, and research administration. This portion of the F&A rate is applicable to all sponsored projects, whether on- or off-campus (see definitions in B-2).

B-4. Facilities. That portion of the F&A rate associated only with on-campus activity (see B-2.a), such as depreciation, utilities, etc.

C. Policy. It is the policy of the University that, absent specific written sponsor limitations, all sponsored projects must budget and include the appropriate F&A expense based on both the type of project (research, instruction, or public service/outreach) and location where the majority of the work is being done (on- or off-campus). Waivers of F&A may only be granted by the Vice President for Research and Economic Development. Because F&A waivers essentially shift the cost burden to the rest of the University, they are granted infrequently. *[ed. 12-18]*

D. Process/Procedures.

D-1. F&A Cost Study. The process for establishing F&A rates begins with the F&A Cost Study. This process involves analyzing all University expenditures for the purpose of assigning expenditures to either *direct* or *indirect* cost pools.

a) Indirect cost pool allocations end up as the numerators of each type of negotiated F&A rate, and include both facilities and administrative costs.

Facilities costs (see B-4) include: *[rev. 12-18]*

- Building depreciation

- Equipment depreciation
- Capital improvements to buildings and land
-
- Operations and maintenance of plant
- Non-capitalized interest on cCapital eExpenditures ~~Campus improvements and upkeep~~
- Library ~~use charges~~costs

Administrative costs (see B-3) include:

- Unit administration
- Research administration
- Computer use charges
- General university administration
- Staff and spouse educational benefits

b) **Direct** cost pool allocations include all costs that can be identified specifically to a given project or activity, and end up as the denominators (direct bases) for the F&A rate calculation. Examples of costs that are often considered to be direct are salaries and wages, benefits, travel, materials and supplies, etc. By their nature, these costs can be easily and directly assigned to particular projects or activities with a high degree of accuracy. These costs are generally allocated on the basis of Modified Total Direct Costs (MTDC) and by type of project (see B-1 above). MTDC is the total of all direct costs less the following exclusions: equipment over $5,000, capital expenditures, charges for patient care, tuition remission, rental costs of off-site facilities, participant support, scholarships, and fellowships as well as that portion of each sub-grant and subcontract issued in excess of $25,000. *[rev. 12-18]*

(The UI calculates on- and off-campus rates for each of the project types defined in B-1 above).

D-2. F&A Space Survey. In addition to the Cost Study, the University must also complete a Space Survey, which provides the basis for a more accurate allocation of indirect costs to project types. Cost-benefit considerations do not allow for a survey of all of the buildings in the University system. The survey is focused on units that are likely to have the highest amount of space and overhead devoted to research activities. The survey requires unit coordinators to carry out a number of tasks, the goal of which is to determine functional (project type) use percentages for all rooms being surveyed. The tasks include, but are not limited to, the following:

- Discovering or confirming room occupants;
- Verifying space measurements;
- Walking through unit space in order to interview principal investigators and other room occupants;
- Entering data related to room occupants, functional use percentages and research accounts for rooms having a research component into Facilities Asset Maintenance Information System (FAMIS).

After an F&A Study is completed, the calculated rates and supporting documentation are submitted to DHHS for review and negotiation. The University negotiates "predetermined" F&A cost rates. These rates are final and not subject to upward or downward adjustment for actual costing experience during the multi-year period for which the rates are in effect. By negotiating a stable F&A cost rate in a multi-year agreement the University avoids the disruptions and costs associated with continual audits and annual negotiations. Rates are typically negotiated for three year periods, but that does not mean that a given project type will have the same rate for all three years.

E. Contact Information. For additional information or answers to specific questions please contact the Office of Sponsored Programs at 208-885-6651 or osp@uidaho.edu.

F. References. *[ed. 12-18]*

- APM 45.02, Sponsored Projects Proposal Preparation and Authorization
- Quick reference for rates https://www.uidaho.edu/research/faculty/resources/f-and-a-rates~~http://www.uidaho.edu/osp/faratetable~~
- A link to download a copy of the most current Indirect Rate Agreement is ~~under~~also found at the above link. ~~the "Info for Sponsors" section of the OSP website.~~

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: _____

Administrative Procedures Manual [APM] ☐ Addition X Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **APM 45.12**

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

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Policy Sponsor: (If different than originator.) Deborah N Shaver
Name Date
Telephone & Email: **208 885 6651 osp@uidaho.edu**

Reviewed by General Counsel ___Yes __X__No Name & Date: _____

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Update to clarify policy, incorporate APM 45.11 and remove outdated information.

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FC _____
GFM _____
Pres./Prov. _____
[Office Use Only]

Track # _____
Date Rec.: _____
Posted: t-sheet _____
h/c _____
web_____
Register: _____
(Office Use Only)

45.11 -- Notices of Grant Awards Ending

Last updated August 19, 2005

A. **General**. Termination activities for grants and contracts is a vital element in the total administrative process. Every effort must be made to ensure all commitments are met and that the expenditures against grants and contracts do not exceed total authorizations. The Grants and Contracts Office will closely monitor the final months of grant activity and provide departments with final three-month notices of awards ending. These reminders are identified as grants and contracts terminating within the next 90 days. Each document provides requirements and reminders to the department and PIs for proper final grant and contract closeouts. It is imperative that these instructions be followed in a timely manner. Failure to comply could result in the final financial invoice or report being submitted based on incorrect Banner balances and/or any pending expenses disallowed.

B. **Information**. Any questions regarding termination procedures for grants and contracts should be addressed to the Grants and Contracts Office, (208) 885-6689.

45.12 – Sponsored Project Closeout and Recordkeeping Responsibilities

~~Last updated~~~~Updated March 31, 2011~~December 2018

A. **General**. To ensure proper award termination procedures, the Office of Sponsored Programs (OSP), the ~~department~~unit, and the principal investigator (PI) have each been designated specific responsibilities. Typical regulatory or contractual requirements for sponsored research projects ~~are for~~include final technical reports,~~billings~~ invoices, financial reports, ~~technical reports,~~ patent reports, and property reports, which are usually to be submitted within 30-90 days of the project end date. ~~As such~~Because of such requirements, it is important that closeout activities are finalized in a timely manner.

~~A~~**B. Policy.** It is the policy of the University to prepare and submit all required closeout documents within the time period specified by the terms and conditions of the award document. Beginning approximately three (3) months prior to the award termination OSP will provide ~~departments~~units and PIs notifications ~~beginning approximately three (3) months prior to the award termination. Each notification will provide~~ that serve as reminders of required actions and responsibilities for timely award closeout. Non-compliance with University required actions may result in disallowed expenses ~~being disallowed~~. ~~Additionally, failure to produce or provide required reports in the manner and according to the timeline prescribed by the sponsor may call into question the ability of the PI to manage the project.~~

~~B~~**C. Process/Procedures**. Departmental grant administrators (DGA~~s~~) and PIs should work together to review and verify to OSP via email: that all accrued expenses have posted to Banner~~,~~; that no expenses incurred after the end date have posted to the award~~,~~; and that all expenses are applicable to the project. Failure to respond to requests for confirmation of expense review will result in the submission by OSP to the sponsor of a final invoice based on what has posted to the Banner accounting system, net ~~of~~ any dis~~un~~allowed expenses.~~A detailed~~ A list of expenditures that have posted to the project can be viewed via the Banner report FWRITEM. ~~If there are differences and/or any revised circumstances, the Department or PI should proceed as follows:~~

C~~B~~**-1. ~~B-1. Expense Changes and/or~~ Revised Circumstances**. If there are extensions of time required in order to complete the project or increased funding pending, the ~~department~~ unit ~~should~~ shall notify OSP immediately.

C~~B~~**-2. Expense Changes.** Information on additional expenses that have not yet posted to Banner~~unposted~~ ~~that~~ and need to be included on the final invoice, ~~should~~ must be submitted to the OSP Financial Unit by the due date specified in the "notice to final invoice"~~bill"~~ emailed at award termination.

~~B-2.~~C~~B~~**-3. No Changes Required.** If there are no corrections, the final invoice and financial ~~r~~report (if required) will be prepared from the information available in Banner. The ~~D~~GA must verify the accuracy of the Banner numbers to the OSP Financial Unit by the due date specified in the "notice to final invoice"~~bill"~~ that is emailed at award termination. If there is no response, the invoice and report will be submitted to the granting agency based on the allowable expenses posted into Banner.

C~~B~~**-~~4~~3. Limited Revised Final ~~Billings~~ Invoices and~~or~~ Reports**. If revisions are needed after the final invoice has been submitted to the sponsor, OSP will evaluate whether to resubmit the final invoice and/or financial report on a case-by-case basis.~~A revised final invoice and/or financial report will not be done without written explanation from the PI, approved by the department chair or director, and the Director of OSP.~~

~~B. 4.~~C~~B~~. 5. **Closeout Letter and Statement of PI Responsibility**. When an award has terminated and all financial reporting has been completed, a "Closeout Letter and Statement of PI Responsibility" is forwarded to the PI and the DGA. This letter outlines the final financial numbers submitted and indicates any items pending completion. For audit purposes, documents relating to the award must be kept for three (3) years, or longer if specified by the award terms. The audit files maintained ~~in~~ by OSP consist at a minimum of the following items:

- Original ~~P~~proposal~~(s)~~ and any additional proposals
- Award notices and any amendments
- Invoices and financial reports
- Cost sharing records
- ~~Personnel Activity Reports~~Compensation confirmation (personnel activity reports or other mechanism) and payroll cost transfer records
- ~~Inventory~~ Property/equipment reports and patent reports
- Subcontract and service agreement documentation

In addition, the ~~department~~ unit is required to maintain the following audit information:

- Technical reports (progress and final)
- Supporting documentation for cost transfers, inventory, and all expenditures
- Miscellaneous correspondence regarding the project(s)

~~C.~~D. Contact **Information**. Any questions regarding closeout procedures for ~~grants and contracts~~sponsored projects should be addressed to the Office of Sponsored Programs at 208-885-6651 or osp@uidaho.edu.

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: _____

Administrative Procedures Manual [APM] ☐ Addition X Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **APM 45.13**

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

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

Originator(s): **Heather Nelson** **12/22/2014**
(Please see FSH 1460 C) Name Date
Telephone & Email: **208-885-6680 hnelson@uidaho.edu**

Policy Sponsor: (If different than originator.) Deborah N Shaver
Name Date
Telephone & Email: **208 885 6651 osp@uidaho.edu**

Reviewed by General Counsel ___Yes __X__No Name & Date: _____

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.
Update to clarify policy and remove outdated information.

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)

45.13 -- Program Income on Sponsored Projects

December 2018~~January 5, 2012~~

A. General. This section explains program income and the proper use, accounting, and reporting of program income at the University of Idaho (University). Sponsors provide funding to cover the costs of conducting research, training, and public service related activities. The federal government encourages grantees to supplement federal project funding or defray program costs by earning program income (see B-1). Program income from federally-sponsored awards must be managed in accordance with ~~the Office of Management and Budget (OMB) Circular A-110, *(Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations)* and the applicable~~ the *Code of Federal Regulations* (2~~45~~ CFR, §~~Part 74~~200), or such subsequent guidance as may become effective, which ~~which together s~~set out the processes to be used in the identification, use, recording, reporting, and monitoring of program income generated by sponsored projects. *[rev. 1-12, 12-18]*

B. Definitions, Examples, Exclusions, Accounting Methods. *[ren~~n~~. 1-12]*

B-1. Program Income. Program income is revenue resulting from sponsored project activities that is earned from a third party during the active phase of a sponsored project. The federal definition of program income (~~according to OMB Circular A-110 and incorporated in 45 CFR, Part 74 [OMB A-110, Section A.2(x) and~~ 2 CFR §200.800~~45 CFR 74.2 (2008)]~~) is:

> "...~~G~~gross income earned by a non-f~~F~~ederal entity~~the University~~ that is directly generated by a supported activity or earned as a result of the f~~F~~ederal award during the period of performance~~sponsored activity or earned as a result of an award~~."

Note that unless federal awarding agency regulations or the terms and conditions of the award provide otherwise, recipients shall have no obligation to the federal government regarding program income earned after the end of the project period ~~[~~(~~OMB A-110, Section C~~24(e)~~,~~ 2 CFR §200.307)~~(f)]~~. *[ed. 12-18]*

a) Examples of program income include:

- Fees for services performed, such as laboratory tests,
- Money from the use, sale, or rental of equipment purchased with project funds,
- Sale of supplies or items fabricated with project funds, *[ed. 1-12]*
- Sale of software, tapes or publications,
- Sale of research materials, such as animals, models or reagents,
- Fees from participants at conferences or symposia, *[ed. 9-09]*
- Royalties from patents and copyrights (Although this federal definition includes royalties and copyrights as program income, unless otherwise restricted by the terms and conditions of the award, the University has no obligation to the federal government with respect to income derived from license fees and royalties.) (2 ~~[OMB A-110, Section 24(h), 2~~CFR §200.307)~~(g)]~~. *[ed. 12-18]*

b) Exclusions from program income are the following:

- Patient care credits,
- Interest earned on advances of federal funds,
- Receipt of principal on loans, credits, discounts, etc. or interest earned on them,

- Taxes, special assessments, levies and fines raised by government recipients.
- Proceeds from the sale of real property, equipment or supplies (other guidance applies) *[add. 12-18]*

B-2. Methods for Use of Program Income. Federal funding agencies may elect to use one of ~~four~~ three methods to handle program income: additive; cost share/match; and deductive~~; and additive/deductive.~~ (2 ~~[OMB A-110, §24(b-d)2~~CFR §200.307)~~(e)]~~. In the event that the Ffederal awarding agency does not specify in its regulations or the terms and conditions of the award how program income is to be used, the ~~**deductive**~~ **additive** method shall apply automatically to all projects ~~or programs **except research**. For awards that support **research**, the **additive** method shall apply automatically unless the awarding agency indicates in the terms and conditions another alternative on the award or the recipient is subject to special award conditions, as indicated in OMB Circular A-110, §14~~. The following examples define and illustrate the four methods for handling program income: *[rev. 9-09, 12-18]*

Example: A sponsor awards $100,000 for a project. The project generates an income of $30,000.

- **Additive.** Program income is added to the funds committed to the project by the federal awarding agency and recipient and used to further eligible project or program objectives.

  Example: *The total project cost could be $130,000. ~~–~~[rev. 1-12]*

- **Cost Share/Match.** Program income is used to finance the non-federal share of the project or program.

  Example: *If the University was required to match project funds in the amount of $50,000, the University would now only have to provide an additional $20,000, using the $30,000 in program income as part of the match. The sponsor would still pay $100,000.*

- **Deductive.** Program income is deducted from the total project or program allowable cost in determining the net allowable costs on which the federal share of cost is based.

  Example: *The sponsor will now only fund $70,000 of the total project costs. The sponsor will deduct the $30,000 in program income from the $100,000 original award.*

- ~~**Additive/Deductive.** When an agency authorizes the disposition of program income as either additive or match, program income in excess of any limits stipulated shall be used in accordance with the deductive method.~~

  ~~***Example:*** *If the sponsor limit is $25,000, then $25,000 can be added to the total project cost and $5,000 will be deducted from the total award to reduce the award to $95,000. The total amount available is $125,000.*~~

In each of the above-listed examples the additional funds ~~should~~ must be kept in a separate sponsored project ~~("K")~~ program income ~~budget (XXK99P)~~restricted fund and will ~~need to~~ be reported to the sponsor as required. [add. 1-12]

C. Roles and Responsibilities. The Principal Investigator (PI), unit, and the Office of Sponsored Programs (OSP) each have specific responsibilities with regard to program income as follows: *[ren. 1-12]*

C-1. Principal Investigators (PIs)/Units. *[ren. & ed. 1-12]*

- Understand and abide by the University's program income policies and procedures. *[ed. 1-12]*
- Identify program income at the proposal stage or notify OSP if unanticipated program income is identified during the project. *[rev. 1-12]*
- Follow the ~~main~~ grant award terms and conditions and charge only allowable expenses to the program income ~~budget~~fund. *[ed. 9-09, 1-12, 12-18]*
- Follow guidelines for disposition of program income.
- Submit close-out information for program income with the close-out information for the main grant. *[ed. 1-12]*

C-2. Office of Sponsored Programs (OSP). *[ren. 1-12]*

- Help the PI determine whether program income will be generated under a specific sponsored project. *[rev. 9-09, ed. 1-12]*
- Identify and/or negotiate terms with the agency with respect to method of use regarding program income. *[ed. 9-09]*
- Establish the program income ~~budget~~ fund at award or upon request. *[rev. 9-09, ed. 1-12, 12-18]*
- Ensure that all agency and award guidelines ~~for the main grant budget~~ are ~~also~~ applied to the program income budget. *[rev. 9-09, ed. 1-12, 12-18]*
- Determine the program income reporting requirements and report program income to the sponsor.
- Confirm program income amounts with the unit. *[ed. 1-12]*
- Assist unit in transferring program income balances, if appropriate. *[ed. 1-12]*

D. Process/Procedures for Identifying, Recording, Accounting for, Reporting and Monitoring Program Income: *While the University's procedure is based upon the federal definition and treatment of program income, all sponsored funding is subject to the following procedures: [ren. 1-12]*

D-1. Identifying Program Income. It is the responsibility of the Principal Investigator (PI) to identify sources of actual or potential program income at the proposal stage. For all proposals that include program income, the PI must: *[ren. 1-12]*

- Check "YES" to the program income question at proposal submission ~~on the Review Boards Tab in the Electronic Internal Proposal Routing System (EIPRS) found on the OSP website~~ and briefly indicate how the income will be generated. *[rev. 1-12, 12-18]*
- Include how program income will be generated and used in the budget narrative to the sponsor, along with an estimated amount. *[rev. 9-09, 1-12]*

D-2. Recording Program Income. *[ren. 1-12]*

- If program income question was checked "YES" at proposal submission~~was checked in EIPRS in answer to the program income query,~~ OSP shall set up a separate program income ~~budget~~ fund~~ending in "P"~~ at the time the main funding is set up. *[rev. 9-09, 1-12, 12-18]*
- If program income was~~is~~ not anticipated at the proposal stage of a project and the PI subsequently determines that he or she will begin to earn program income during an active project, it is the responsibility of the PI to identify the program income, notify

OSP, request review of the sponsor guidelines, and initiate a request for set up of a program income ~~budget~~fund. *[rev. 9-09, 1-12, ed. 12-18]*

D-3. Accounting for Program Income. *[ren. 1-12]*

- The unit/college is responsible for invoicing and/or receiving the program income. All program income funds received must be forwarded to OSP along with a GRT form and a budget breakdown. Upon receipt of these items, OSP will deposit the funds and an appropriate budget entry will be completed to reflect the income received. *[rev. 1-12]*
- As expenses related to the project are incurred, the unit should, as much as is feasible, charge the expenses against the program income budget before charging expenses against the ~~main~~ grant fund (2 CFR 200.305~~(b)(5)~~). ~~(OMB Circular A-110 §C22g).~~ NOTE: ***Expenses that are unallowable (see APM 45.06) on the main grant budget are not allowable on the program income budget***. *[rev. 9-09, 1-12, ed. 12-18]*
- Requirements for the retention of program income records are identical to those for the retention of records of sponsored program activities (APM 45.12~~ B-5~~): Source documentation must be retained by the unit for a period of three (3) years following final payment by the award sponsor, unless award indicates a longer retention period or there is an audit/litigation still in progress. *[ed. 1-12]*

D-4. Monitoring and Reporting Program Income. (Reporting requirements are determined by sponsor terms or agency specific regulations.) *[ren. 1-12]*

- OSP, with assistance from the unit, will ensure that all program income is identified and recorded properly in the correct ~~budget~~fund. *[rev. 9-09, ed. 1-12, 12-18]*
- OSP will verify that only allowable costs are charged to the program income ~~budget~~fund. *[rev. 9-09, ed. 1-12, 12-18]*
- The OSP Financial Unit is responsible for reporting program income as required to the sponsor on any financial reports. *[rev. 9-09, 12-18]*
- Reporting and disposition of any residual program income funds will be in accordance with the requirements of the individual sponsor, but in general, excess funds will reduce the amount of the sponsor obligation unless otherwise negotiated. *[rev. 9-09]*

E. Contact Information. For questions or additional information about program income please contact the Office of Sponsored Programs at 208-885-6651 or osp@uidaho.edu. *[add. 1-12]*

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: _____

Administrative Procedures Manual [APM] ☐ Addition X Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **APM 45.14**

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

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

Originator(s): **Sarah Martonick** **5/15/2017**
(Please see FSH 1460 C) Name Date
Telephone & Email: **208-885-2145 smartonick@uidaho.edu**

Policy Sponsor: (If different than originator.) Deborah N Shaver
Name Date
Telephone & Email: **208 885 6651 osp@uidaho.edu**

Reviewed by General Counsel ___Yes __X__No Name & Date: _____

I. Policy/Procedure Statement: Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.
Update to clarify prior approval policy and remove outdated information.

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.
OSP website contains guidance on prior approvals procedures, but this is the only posted policy other than the sponsor's individual policies.

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. _____
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web _____
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(Office Use Only)

45.14 -- Sponsored Projects Changes Requiring Prior Approval from Sponsor

December 2018~~January 17, 2012~~ (rewrite)

A. ~~General~~Overview. Changes to a sponsored project ~~("K" account)~~ that require prior approval from the sponsor are to be coordinated through the ~~unit, college~~unit/college, and the Office of Sponsored Programs (OSP) and approved by OSP. Such changes can include, but are not limited to:

a) A change to the period of performance;

b) ~~a~~ A change in the status of the Principal Investigator (PI), co-PIs or other key personnel working on the project (including changes to level of effort greater than 25% or as required by the sponsor, PI/Co-PIs ~~leaving~~ departure from the University, ~~and~~ project transfer or relinquishment requests, *etc*.);

c) C~~c~~hanges to line-item budgets not falling within the authority prescribed by a sponsor (also known as "rebudgeting" greater than as allowed by the award terms). Note that rebudgeting more than 25% of the award funding requires a justification from the PI to confirm the scope of work is not changing (whether or not sponsor approval is required~~.~~); ~~(rebudgeting);~~

d) Rebudgeting of participant support costs;

e) A change to the approved scope of work, ~~or~~ project methodology, ~~or~~ objectives, or deliverables;

f) ~~rebudgeting~~a change in the statement/scope of work that is greater than as allowed by the award terms (note that rebudgeting greater than 25% of the award will automatically be reviewed by OSP to verify whether there has been a change in scope)considered significant (i.e. greater than 25% rebudget request or sponsor defined in the terms of the award); Subawards and foreign travel~~and subawards~~ (for certain sponsors, prior approval is required even if proposed);

g) ~~an increase in amount of funding; and~~
Any other changes requiring prior sponsor approval, as determined by the terms and conditions of the specific award and/or by~~of~~ the applicable regulations of the sponsoring agency ~~award~~ (*e.g*. some equipment purchases, sub-awards not initially proposed, travel not proposed, carry-forward of funding, cost sharing, ~~-~~and pre-award costs). ~~greater than 90-days (and 90 days or less for some sponsors))~~ ~~as determined by the terms of the award.~~

Whether prior approvals are required is ~~defined~~determined by ~~your~~specific award terms and conditions and~~,~~ by the ~~the~~ general terms and conditions ~~on~~or

applicable regulations of the sponsoring entity. ~~for certain sponsors t~~. ~~There is also a~~A prior approvals matrix that defines the specific requirements for ~~t~~select~~hose~~ sponsors ~~of research terms addressing the requirements of many federal sponsors.~~ ~~-~~is available on the OSP website and is regularly updated by the National Science Foundation on their grants terms and conditions (policy) website. Contacting~~ing~~ the OSP Post Award and/or Cost Accounting Unit for a determination on the need for prior approvals is ~~recommended~~best practice.

B. Policy.

Principal Investigators are responsible for review of the award document(s) and for contacting OSP, if there are questions regarding specific deadlines.

To allow time for processing by OSP, ~~R~~ a request~~s~~ for an extension~~s~~ of time must be submitted a minimum of five (5) working days *~~prior to~~ ~~the sponsor~~ prior to the sponsor submission ~~requirements~~deadline~~s~~*. Sponsor submission deadlines are ~~(~~typically 10-30 ~~-~~days for first-time extension requests and 45 days for any subsequent extension requests. ~~; review your award document or contact OSP for guidance)~~ ~~to allow for processing by OSP.~~

Requests for sponsor approval~~changes~~ of any other changes ~~must~~ should be received by OSP and approved by the authorized official of the ~~sponsor~~ UI 30 days *in advance* of the requested effective date of the change. Note that some sponsors require more than 30 days advance notice.

R~~Late r~~Requests ~~that are received after the fact require approval by the Vice President for Research and Economic Development or his/her designee will~~ made outside of the sponsor submission deadline may be declined by OSP or be rejected by the sponsor. ~~be denied with few exceptions~~not be approved by the ~~University.~~.

~~The Vice President for Research and Economic Development or his/her designee may Note that as~~Because OSP is responsible for the monitoring of all regulations and obligations associated with sponsored program funding, OSP (as the VPRED designee) serves as the final University approval for ~~any and~~ all proposed changes. ~~grant an exception to this policy under rare and unusual circumstances.~~ ~~Additionally, requests for extensions of time must be submitted a minimum of one week prior to sponsor guidelines (typically 10 days for first-time extension requests and 45 days for any subsequent requests; review your award document or contact OSP for guidance) to allow for processing by OSP.~~

~~**C. Procedures.** OSP shall review all proposed changes and provide guidance to the PI, unit, and college, on how approval should be requested for the proposed change. *Note that as OSP is responsible for the monitoring of all regulations and obligations associated with sponsored program funding, OSP serves as the final University approval for any and all proposed changes.*~~

~~The Oofficial notification request to the sponsor is generally completed via a letter, an electronic system, or an email. The notification request should detail the requested change, and includeing a justification for why the change is needed. Thise request letter shall be written by the PI and countersigned by OSP. Sample letters are available on the OSP website. While the PI is encouraged to discuss potential changes with their technical contact at the agency, official changes to the projectrequests *must* be submitted through OSP to the administrative contact of the sponsor to ensure that any required contractual amendments are appropriately signed. Note that the sponsor administrative contact is generally the only individual with authority to approve administrative or contractual changes for the sponsor.~~

C~~D~~. Procedural and Contact Information. See the OSP website for sample letters and procedural guidance. For questions or additional information, please contact the Office of Sponsored Programs at 208-885-6651 or ~~osp@uidaho.edu~~postaward@uidaho.edu.

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: _____

Administrative Procedures Manual [APM] ☐ Addition X Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **APM 45.22**

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

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

Originator(s): **Heather Nelson** **12/7/2018**
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Telephone & Email: **208-885-6680 hnelson@uidaho.edu**

Policy Sponsor: (If different than originator.) Deborah N Shaver
Name Date
Telephone & Email: **208 885 6651 osp@uidaho.edu**

Reviewed by General Counsel ___Yes __X__No Name & Date: _____

I. Policy/Procedure Statement: Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.
Update to clarify policy and remove outdated information.

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]*	*FSH* Appr. _____ FC _____ GFM _____ Pres./Prov. _____ *[Office Use Only]*	Track # _____ Date Rec.: _____ Posted: t-sheet _____ h/c _____ web_____ Register: _____ *(Office Use Only)*
APM *F&A Appr.:* _____ *[Office Use Only]*		

45.22 -- Eligibility, Competency and Effort Requirements for Principal Investigators, Co-principal Investigators, and/or Project Directors

December 2018~~2~~

A. General. This policy applies to all proposals for projects submitted to external sponsors seeking monetary or non-monetary support for a sponsored project which, if awarded to the University of Idaho (University), will be governed by a contract, grant, cooperative agreement, or other binding agreement, and to all projects, irrespective of the source of funding or other support, including activities that are subject to federal, non-financial compliance regulations and are overseen at the University by the Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC), Institutional Biosafety Committee (IBC), and/or Export Controls (EC) (see APM 45.19). This policy does not apply to consultant agreements or the procurement of goods or services from vendors.

B. Definitions:

B-1. Principal Investigator (PI) or Project Director (PD): A PI or PD is the primary individual responsible for the preparation, conduct, and administration of a sponsored project (see B-4, below) or a project which includes a regulated activity (see B-5, below) to ensure it is in compliance with applicable laws, regulations, and institutional policy governing such projects. More specifically, this individual is directly responsible and accountable to the University for the proper programmatic, scientific, technical and/or professional conduct of the project, and its financial and day-to-day management (see FSH 5100 H). The PI/PD retains the majority of the responsibility to meet the requirements of the sponsorship and/or aspects of a project which involve regulated activities. For the purposes of this policy, the term PI will be used to indicate both PIs and PDs.

B-2. Co-Principal Investigator/Co-Investigator (Co-PI/Co-I) or Co-Project Directors (Co-PD): Co-PIs/Co-Is or Co-PDs are key personnel who have responsibilities similar to that of a PI. While the PI has ultimate responsibility for the project, the Co-PI/Co-I/Co-PD(s) are also obligated to ensure the project is conducted in compliance with applicable laws, regulations, and institutional policy governing the conduct of sponsored projects or other regulated activities. Specific responsibilities assigned to each Co-PI/Co-I/Co-PD(s) are defined within the Electronic Internal Proposal Routing System (EIPRS). For the purposes of this policy, the term Co-PI will be used to indicate Co-PIs, Co-Is and Co-PDs.

B-3. Faculty or Staff Participant: University faculty and staff may be involved in projects as key personnel without the same responsibilities of a PI or Co-PI. However, any faculty and staff member who is involved in a regulated activity (see B-5, below) is responsible for the appropriate conduct/performance of that activity, irrespective of whether he/she is a PI or Co-PI. Faculty and staff may participate in the activities of the sponsored project, may collect salary, and may have a role in project outputs (e.g., performer, instructor, author, patent holder). A faculty participant may also be referred to as a faculty investigator. Senior personnel and staff participants may also be referred to as professional staff or senior staff.

B-4. Sponsored Project: For the purpose of this policy, a sponsored project is any project or portion of a project, in which the University is engaged through its faculty, staff, or students that involves an interaction between the University and another party which may be an entity, unit, or individual inside or outside of the University. Normally, the agreement involves a transfer of funds, a non-monetary exchange, or payment for services and/or products. Sponsored projects include interactions such as awards, sub-awards, grants, research contracts, outreach contracts, instruction contracts, cooperative agreements, capacity building contracts, public service work, community service project agreements, class projects with communities, task orders, extension projects, etc. where the University is committed to deliver a service or product. All sponsored projects must be entered into EIPRS.

B-5. Regulated Activity: For the purpose of this policy, a regulated activity is any project or portion of a project, in which the University is engaged through its faculty, staff, or students that is subject to one or more federal, non-financial compliance regulations. Such

regulations may include: human subject protection regulations (FSH 5200), animal care and use regulations (APM 45.01), biosafety and select agents regulations (APM 35.11), and export control regulations (APM 45.19). At the University, such activities are overseen by the IRB, IACUC, IBC, (FSH 1640.54, 1640.12, 1640.14) or EC. Any project involving a regulated activity must be entered into EIPRS.

C. Purpose. The purpose of this policy is to:

- Position the University, PIs, and Co-PIs to reduce the institutional risk involved in accepting and carrying out a sponsored project, or in carrying out regulated activity within any project;
- Establish criteria permitting individuals to fulfill the role of PI or Co-PI on a sponsored project and/or project which includes a regulated activity; and
- Ensure that sponsored projects and/or regulated activities are conducted by those who have the requisite training, competencies, skills, commitment, and resources, as well as the appropriate relationship to the University.

As a condition of its acceptance of sponsored project awards from external sponsors, or its engagement in a project that involves a regulated activity, the University is obligated in its role as the recipient of the award and/or overseer of regulated activities to ensure that:

- Sponsored projects and/or other projects including regulated activities are adequately administered by the PI;
- Only individuals meeting the eligibility requirements of this policy are listed as PI or Co-PI(s), and that proposed projects are submitted through the University (see APM 45.02), following approved University procedures in place at the time of the submittal;
- All proposals and projects involving regulated activities are reviewed and approved by the unit administrator, dean and, if it is an external proposal, by an authorized individual in the Office of Sponsored Programs acting on behalf of the University; and
- All submitted proposals or projects involving regulated activities meet the requirements of the sponsor and/or the University. If sponsor requirements are less restrictive than University policies, University policy shall take precedence.

~~**D. Administrative Requirements.**~~

~~**D-1.** Because the PI is primarily responsible for meeting sponsor and/or regulatory requirements, he/she is expected to have a minimum two (2) percent of his/her effort assigned to and paid for by the sponsor (see APM 45.09). If the sponsor and program do not expressly allow the charging of faculty salary (e.g., grants for equipment, travel, dissertation support, conference support) this requirement will be waived. In most cases, a PI will have additional effort assigned to the project to complete other project specific tasks.~~

~~**D-2.** This two (2) percent minimal direct charge effort requirement for project administration may be converted from direct charge effort to voluntary committed cost share (APM 45.08 B-2 if the following four criteria are met:~~

~~i. the annual sponsored project budget is less than $45,000; and~~
~~ii. at least 85% of the funding by the sponsor is to be used to pay for student stipends and/or tuition and fees remission; and~~
~~iii. the allowable F & A rate) is charged; and~~
~~iv. the faculty member has state or other unrestricted salary available to cover the two (2) percent effort for the period in which the effort is devoted.~~

~~This policy is consistent with the Office of Management and Budget (OMB) Memorandum 01-06, Clarification of OMB A-21 Treatment of Voluntary Uncommitted Cost Sharing and Tuition Remission Costs, which states that most federally funded research programs should have some level of committed faculty or senior researcher effort. (See also FSH 1565 C-4, b(2) and APM 45.08).~~

~~E~~**D. Eligibility Requirements:** *[ren. 12-18]*

~~E~~D-1. In order to ensure that sponsored projects and/or projects which include a regulated activity are conducted by those who have the requisite training and competencies and who have the appropriate relationship to the University of Idaho, PIs and Co-PIs must generally be employed by the University in a faculty or staff status.

Persons holding the following positions may be designated as PI or Co-PI in applications for externally sponsored funding or for other projects which require carrying out a regulated activity. The positions listed in categories (i)-(v.) are defined in FSH 1565, Academic Ranks and Responsibilities. For each of these categories, the leaders of the appropriate unit(s), school(s), disciplinary or interdisciplinary program(s), and college(s) determine and approve the qualifications of the individual. Approval of eligibility and capacity is indicated by the electronic signature of the named unit leaders in EIPRS:

i. All tenured and tenure-track university faculty, including instructors and senior instructors; assistant, associate, and full professors; research faculty; extension faculty; librarian faculty; psychologist or licensed psychologist faculty; officer-education faculty; and university distinguished professors.

ii. All persons holding University-approved non-tenure track faculty appointments (temporary, full or part-time), including lecturers, visiting faculty, research faculty, outreach associates, and clinical faculty.

iii. All persons holding faculty emeritus status at the University of Idaho and not included under category ii. PIs in this category must work with a Co-PI from appointment types included in categories i and ii above and have the approval of the VP ORED.

iv. All persons holding associated faculty titles, such as adjuncts and affiliates. Individuals in this category may only serve as a Co-PI and the PI must be from appointment types included in categories i and ii above.

v. All postdoctoral fellows who have the approval of their appropriate unit leaders. Individuals in this category can serve as the PI, but the postdoctoral fellow's faculty mentor must be listed as a Co-PI.

vi. All staff members, who are not also students, and who have the approval of their appropriate unit leaders. Individuals in this category may automatically serve as a Co-PI working with a PI from categories i and ii above, and with special approval from the VP ORED may serve as the PI.

vii. Neither undergraduate nor graduate students may be designated as PIs or Co-PIs. When a sponsor's program guidelines require the student to be listed as PI on the proposal application, the student's mentor/advisor shall be the PI of record in EIPRS and shall be responsible for the conduct and oversight of the project.

For all other members of the University of Idaho community, special approval from the Vice President for Research and Economic Development (VP ORED) is required. The VP ORED also retains the right to reject, suspend, or remove any proposed PI or Co-PI in applications for externally sponsored funding, based upon previous evidence of inadequate project or financial management. At his or her sole discretion, the VP ORED may waive for individuals who fall under categories (iii)-(v) the requirement that such individuals have another UI individual serve as Co-PI (see categories [iii.] and [v.], above) or the requirement that such individuals have another UI individual serve as PI (see category [iv.], above). *[rev. 12-12]*

D~~E~~-~~-~~2. Special Eligibility Situations. *[ren. 12-18]*

i. Non-US Persons: Non-US PIs and Co-PIs wishing to apply for sponsored funding, and who meet one of the general eligibility requirements listed above 1-7, must also have the appropriate immigration status to participate in the proposed sponsored activity. Current regulations place severe penalties on non-U.S. persons who violate the terms

and conditions of their immigration status and on PIs and universities that violate export control laws and regulations. These issues must be addressed if a non-immigrant investigator is to be included on a sponsored project.

For example, prior to beginning a new project or new employment, non-immigrants currently employed by the University in H-1B, O-1, TN or J-1 visa status should consult with Human Resources about changes that may be required as a result of the new project or employment. . H-1B, O-1 and TN visa status is employer-specific and job-specific; therefore, a change of employment may require a petition to the Immigration and Naturalization Service for new, amended or concurrent employment authorization. In addition, J-1 Research Scholars and Professors are admitted to the U.S. in order to complete a specific objective, defined prior to issuance of the Certificate of Eligibility for Exchange Visitor (J-1) Status (Form DS-2019). Changes and additions to that objective will require review by the program sponsor prior to beginning a new project. These two cases point out the importance of clearly understanding an investigator's immigration status prior to his or her involvement in a sponsored project or regulated activity.

In order to promote openness in research, the University generally does not accept sponsored projects that include citizenship-based restrictions on participation. In limited circumstances, and after review and approval by the VP ORED or designee, the University may engage in research in which the sponsor imposes citizenship restrictions that permit participation only by U.S. citizens and/or permanent residents (green card holders). Such restrictions are generally acceptable in connection with fellowship support for graduate and undergraduate students and may be acceptable, on a case by case basis, in connection with sponsored funding intended to advance the research careers of new faculty. International sponsors (e.g., European Union, international development bank, non-governmental organization, etc.) may have similar eligibility requirements; such requirements are also subject to review and approval by VP ORED or designee.

In cases where U.S. permanent residence/citizenship is not a sponsor requirement (e.g., working with a faculty member from an international university on a non-governmental organization sponsored project) and where the individual proposed for involvement meets the general eligibility requirements listed above i-vii, they are eligible to participate in non-export-controlled sponsored projects. If the project involves export-controlled technologies and/or materials, non-U.S. persons may require licenses in order to work on the project. Normally, this is dealt with when the proposal is developed and moves through the University's approval process in EIPRS. The University does not guarantee that it will be able to obtain a license, if required, and reserves the right to fulfill export control regulations through other means, including exclusion of the person for whom a license would be required from participation in the export controlled project or portion of a project.

Additional information on immigrant and non-immigrant statuses in the U.S. may be obtained by contacting the University's International Programs Office. When working internationally, it is expected that the PI or Co-PI will contact the Office of International Programs and inform them of the proposed effort.

ii. Directors of University Approved Cooperative Arrangements: In cases where administrative funding is provided by contributing members/organizations (such as cooperatives, special extension programs, etc.) and/or an individual clearly has the responsibility and designated time set aside in their position description (FSH 3050) for the administration and management of sponsored projects or projects involving regulated activity, there is no need for a PI or Co-PI to request additional funding for project administration from the sponsor. Such arrangements must be articulated in a University approved master agreement (one official agreement covering all projects for a given time period) prior to submittal; or via the rare approval by the VP ORED when such an agreement is still under development. These projects must be entered into EIPRS.

iii. Federal Employees as Primary Principal Investigators or Project Directors for the University of Idaho: Unless faculty rights and privileges have been contractually granted to them, federal employees are not eligible to serve in a PI or a project director role at the University. Federal employees may cooperate with or collaborate with University of Idaho faculty within the limits imposed by applicable legislation and regulations and, in this capacity, may serve as Co-PI. The federal employee may participate in planning, conducting, and analyzing the research directed by a University of Idaho PI, but cannot direct projects on behalf of the University of Idaho. The University may subcontract with a federal agency (if allowable through applicable legislation and regulation) for research personnel, supplies, equipment and other expenses directly related to the research. Salaries for permanent federal employees may not be provided.

~~F~~E. **Roles and Responsibilities.** The roles of unit leaders (e.g., Chair, Head, Program Director, Dean, Provost, appropriate equivalent non-academic administrative unit leaders) and VP ORED with respect to this policy, and sponsored projects, are set forth in FSH 5100 F and G. *[ren. 12-18]*

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #14

3:30 p.m. - Tuesday, December 4, 2018
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2018-19 Faculty Senate Meeting #13, November 13, 2018 (vote)

III. Consent Agenda.

Committee on Committees (Terry Grieb)

- **FS-19-024**: FSH 1640.46 – Arts Committee

Sabbatical Leave Evaluation Committee - Sabbaticals Fall 2019-Spring 2020

IV. Chair's Report.

V. Provost's Report.

VI. Unfinished Business and General Orders.

VII. Committee Reports.

University Curriculum Committee (vote)

- **FS-19-020** (UCC-19-013a): CEHHS Catalog D-6 (Taylor Raney)
- **FS-19-021** (UCC-19-013c): Regulation J-3-b (Dwaine Hubbard)
- **FS-19-022** (UCC-19-013e): Regulation J-3-e (Dwaine Hubbard)
- **FS-19-023** (UCC-19-013g): Regulation J-3-g (Dwaine Hubbard)

VIII. Other Announcements and Communications.

- **Academic Initiatives** (Cher Hendricks)

IX. Special Orders.

X. New Business.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments: Minutes of 2018-2019 FS Meeting #13
FS-19-020 through 024
Sabbaticals

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #13, Tuesday, November 13, 2018

Present: Benedum, Brandt (w/o vote), Bridges, Cannon (Boise), Caplan, Chopin, DeAngelis, Dezzani, Ellison, Foster, Grieb, Jeffrey, Johnson, Keim, Kern (Coeur d'Alene), Kirchmeier, Laggis, Lawrence (for Wiencek, w/o vote), Lee, Lee-Painter, McKellar (Idaho Falls), Morgan, Raja, Seamon, Tibbals, Vella. **Absent**: Lambeth, Luckhart, Schwarzlaender, Wiencek. **Guests: 7**

Call to Order and Minutes. The chair called the meeting to order at 3:30 p.m.

A motion to approve the minutes (Lee-Painter/Dezzani) passed unanimously.

Chair's Report:

- The chair announced that Senate Leadership will be reaching out to senators to begin a dialog about communication opportunities and barriers around campus. He will be scheduling meetings over the next week including Zoom meetings with off campus members.
- The University Faculty Meeting will be held on December 5 at 3:00 p.m. PST (access information and locations here)
- Nominations for honorary degrees for the spring 2019 graduation are due on November 15th.
- The CALS Speaker Series will host Professor Temple Grandin, from Colorado State University on November 15 at 5:30 PST in the International Ballroom at the Pitman Center. The title of Grandin's presentation is "Educating Different Kinds of Minds.)
- There will be no Senate meeting on Tuesday November 20th or on Tuesday November 27th. The next senate meeting will be Tuesday December 12th.

Provost Report: Provost Wiencek is out of town. Vice Provost for Faculty Torrey Lawrence gave the provost report in his absence.

- Final candidates in the dean search for the College of Natural Resources have been on campus.
- The new position description (PD) system has gone live. The colleges are currently working to get all faculty to complete the new PD before leaving for winter break.
- The UI is sponsoring a free Thanksgiving Dinner for the entire UI community on Tuesday, November 21 from 11:00 a.m. to 2:00 p.m. PST. The event will be at The Hub in the Wallace Residence Center.
- Vice Provost Lawrence called senate's attention to an email from Provost Wiencek entitled "Meeting Our Mission in Uncertain Times". The email includes a link to the provost web page containing updates and public communications, status, and responsibilities on major university-wide initiatives.

A senator commented that the funding status for University Budget and Finance Committee projects was not included among the updates of university initiatives on the new web page. Lawrence responded that Vice President for Finance and Administration Brian Foisy is working on the response to the UBFC recommendations. Lawrence commented that he has received many questions about the status of the UBFC recommendations and the need to communicate before the deadline to submit new funding requests.

A senator commented that faculty in her college (particularly junior faculty) have expressed concern that the new PDs are too formulaic and not flexible enough to reflect the actual faculty time spent on the activities. She indicated that her colleagues felt pressure to follow an "across-the-board" approach that does not provide the opportunity for individual differences. Lawrence responded that while the new PD should be a more general description to the faculty member's responsibilities, it also should reflect the individual responsibilities of each person. He has encouraged deans and unit administrators to discuss the opportunities for standardization with their colleagues. If issues are not resolved through these efforts, a broader discussion may be warranted. Most who have talked to the senate are junior faculty. The faculty secretary added that aspects of the PD such as

the faculty member's teaching load, may be more standardized than others. Dean Marc Chopin added that in his college faculty have the flexibility to emphasize some aspects of their responsibilities over others. He stated the opportunities for flexibility are narrow, but important.

Jazz Festival. Professor and Education Director of the Lionel Hampton Jazz Festival, Vanessa Sielert, updated senators on the upcoming festival and opportunities for faculty and staff participation.

1. Volunteer opportunities. The Jazz Festival has a number of volunteer opportunities. These include the Adopt-a-Site program pursuant to which a group can adopt a jazz fest site. This program allows groups of faculty staff and/or students to volunteer together. In addition, there is a need for volunteer site managers, site volunteers and drivers (who transport artists and VIPs). The festival offers a free ticket for every 4 hours of volunteer service. The contacts for the festival are manager Josh Skinner, and graduate students Ben Price and John Stein.

2. Workshops by UI faculty. The festival will again offer workshops presented by UI faculty that tie UI disciplines to jazz. Departments and faculty across campus are encouraged to give a workshop that might tie back into the jazz festival. Many creative workshops were offered last year.

3. Engagement by College and Departments. This year the university will be sponsoring mini "EnVision Idaho" events during the Jazz Festival hosted by college and departments. The plan is that these will be open house events (as opposed to all day events) in each college that might spark interest of students who are on campus. Sielert emphasized that over 5000 students come to UI for the Jazz Festival and 90% of these students aren't going to be music majors. They are active and engaged students. She hopes that colleges and units will take advantage of these opportunities to give student participants an opportunity to explore UI programs. She also stressed that these programs provide faculty an opportunity to engage with the educators who bring their students to campus. She encouraged faculty to attend performances and briefly engage the educators who have student participants by thanking them for attending and welcoming them to campus. These short contacts are significant to the educators who participate.

4. New Ideas. Sielert also stated that the Jazz Festival is interested in hearing from faculty about ideas for improving the festival. They are looking for easy ideas that can be quickly implemented this year and for bigger ideas that might inform planning for future festivals. Their goal is to make the festival into an event that supports the broad advancement of UI goals, particularly for student recruitment.

A senator encouraged faculty to volunteer and commented that he had a great experience volunteering with elementary teachers and students. Sielert added that getting UI students to engage with visiting students is also important. Students can communicate the message that UI is a cool place to be. A senator asked about the preparation time for the Adopt-a-Site program or volunteering as a site manager. Sielert responded that the system is very organized. Volunteers need to attend a 90-minute meeting to review responsibilities. The training is very systematic and structured. Each site has a specific site manual.

FS-19-015: Final Exam Schedule. University Registrar Dwaine Hubbard presented the final exam schedule recommended by UCC for the 2019-2020 academic year. The seconded motion of UCC passed unanimously without discussion.

2. Catalog Changes. The chair suggested the four proposed catalog changes be considered together. The changes were presented by Registrar Dwaine Hubbard and Associate Dean Mark Nielsen.

> **Regulation J-5 Credit Limitations**. Hubbard explained that, through technical consultation with the SBOE, UI has determined that the board-prescribed limits for experiential learning does not apply to credits earned by students through programs such as International Baccalaureate and Advanced Placement. The regulation revision reflects this determination. A senator commented that he had expressed concern that the limits on experiential learning credits might impact some UI coursework.

He has clarified that the changes will not have this impact because the definition of experiential learning is very narrow.

Regulation C-3 Withdrawing from a Course. Nielsen stated that the proposed change was requested by the associate deans. Under the prior language, if a student was assigned a final grade prior to the deadline for withdrawing from a course, the student could erase the grade by withdrawing. This may happen where a student is assigned an early grade because of academic dishonesty. The purpose of the change is to prevent such a student from erasing the grade by withdrawing from the course. A senator asked whether final grades can be assigned that early in the semester? Nielsen and others explained that a grade could be assigned for academic dishonesty and that certain intensive short courses may be completed early in the semester. Nielsen also stated that enforcement of the proposed regulation would be difficult. The registrar does not have a way to block the withdrawal, if the registrar does not know about the academic dishonesty. The associate deans plan to work with the Dean of Students Office to implement a plan for enforcement. Faculty members would have to work with the registrar to make this happen. A senator expressed concern about how this regulation will be communicated.

Regulation H Final Examinations. The proposed change would increase the number of consecutive finals students could have before requesting a reschedule and implements a system for re-scheduling. Nielsen explained that the question of how to deal with final exam re-schedules has been discussed frequently by the associate deans. The current rule provides that if a student has more than two exams scheduled in one day, the student can request that an exam be rescheduled. Nielsen stated that this happens frequently. However, the current academic regulation does not provide a mechanism to determine which exam should be re-scheduled.

Nielsen also stated that the printed proposal circulated with the senate agenda did not reflect the actual language approved by UCC. Nielsen stated that the first sentence of the proposal should read "Students with four or more finals…" rather than "Students with more than three finals…" He stated that the change would limit the number of alternative exams that must be given but would provide an improved process to determine which instructor must offer an alternative exam. Nielsen commented that preparing an alternative exam imposes significant workload on the instructor and impacts the fairness of the process. It was moved (Chopin/Lee-Painter) that the motion be amended to provide "Students with four or more finals…" This motion to amend the UCC seconded motion passed unanimously.

A senator asked how many students have more than three finals on the same day? Nielsen responded that he did not know. The senator asked whether the university could resolve the problem with a different approach to scheduling exams. Hubbard responded that this problem is very difficult to deal with through scheduling because the registrar's office does not know which courses require finals. A senator pointed out that if a class does not have a final it is supposed to meet during the time scheduled for the final. A senator commented that there are many fairness issues involved in exam scheduling. For example, it is not fair that some students may be taking their third final in a day when other students in the same class may only have that one final. Hubbard responded that the registrar's office has looked at the practices of peer institutions. Most do not reschedule finals unless the student has four or more finals in a day. A senator commented that three finals is approximately 6 hours of exams! The time between finals is barely enough to get to the next final. Several senators expressed concern that the change would impact student performance on finals. Another senator – unclear about the policy – asked how many students would have to be impacted for the professor to move the exam. Nielsen clarified that only one student's exam is rescheduled. Under the proposal as amended, if a student has four in a day – the instructor of the class with the lowest enrollment would be obligated to provide an alternative exam for that student. A senator commented that focusing on the smallest enrollment class seemed arbitrary. Another senator indicated that the larger enrollment classes

impose a more significant workload on the instructor, so requiring an alternate exam in the smaller class seems fair.

A senator also commented that section H.1.b of the regulation should be revised to change "faculty council" to "faculty senate".

The chair pointed out that the recently approved final exam schedule refers in the footnotes to the existing final re-schedule rule. Hubbard responded that if the revised regulation passes, these sorts of cross references will be updated to comply with the new regulation.

Regulation L-7 Fresh Start. The proposed changes revise the fresh start program so that more students are eligible for the program. Currently the university receives many petitions from students who could have benefitted from the fresh start program but were not aware they qualified. These students then must petition to qualify for the fresh start. In revising the policy, the committee looked at the practices of peer institutions. An example of the problems in the existing policy relates to the requirement that a student must not have been enrolled in any higher education program for the past five year in order to qualify. Thus, a student who takes a couple of online or community college programs is not qualified for the existing fresh start. The new policy provides that the student must not have been enrolled at UI for five years.

At the conclusion of the discussion of the four proposed catalogue changes, the chair suggested that senate vote separately on Regulation H and vote on the remaining three changes as a group. The senate unanimously approved the revisions to Regulation J-5, C-3 and L-7.

Senate then resumed its discussion of Regulation H. It was moved (Vella/Jeffrey) that the third sentence in the UCC proposal be revised as follows to change the order of the last four sentences and clarify the deadline for requesting a reschedule: "Students who need to have a final rescheduled should make arrangements as early in the semester as possible. [The next sentence was formerly the third sentence in this section of the provision and would now be moved to the second sentence.] If voluntary accommodation is not achieved, the instructor of the class with the lowest enrollment will offer an alternative exam. Requests submitted ~~after this date~~ after two weeks prior to the start of the examination week are left to the discretion of the instructor. The rescheduled exam will take place during one of the designated conflict exam periods or as arranged with the course instructor." This motion passed 19-1.

A senator commented that it might be appropriate to consider the question of how many finals entitled a student to a reschedule from the question of the process for obtaining the reschedule. He stated that while he supported the new process for requesting a reschedule, he would have to vote the entire policy down if the number of finals triggering the reschedule was changed from two to three. It was moved (Jeffrey/Grieb) that the senate vote separately on sentence one of the proposed changes and the rest of the proposal. This motion passed 18-2.

A senator asked whether exams could be rescheduled optionally. Nielsen replied that the department chair could approve an optional reschedule.

After the actions of senate, the first sentence of the proposed motion as previously amended by senate was read by the faculty secretary: "Students with four or more finals in one day may have the excess finals rescheduled." This motion was defeated 2-18.

Next, the remaining four sentences as amended above were considered. The faculty secretary read the motion: "Students who need to have a final rescheduled should make arrangements as early in the semester as possible. If voluntary accommodation is not achieved, the instructor of the class with

the lowest enrollment will offer an alternative exam. Requests submitted after two weeks prior to the start of the examination week are left to the discretion of the instructor. The rescheduled exam will take place during one of the designated conflict exam periods, or as arranged with the course instructor." This motion passed 19-1.

Plus/Minus Grading - Teaching and Advising Committee Report (TeAC). Professors Erin Chapman and Stephen Flores gave the report of the committee regarding the adoption of a +/- grading system. The chair commented first that the report was being presented to senate for information. Because the recommendations of TeAC require revision of the catalogue, the TeAC report has been referred to the UCC for further action. Flores summarized the history of the issue. In 2005, Faculty Senate narrowly passed a proposal for a +/- grading system. The proposal was approved after the university faculty meeting without a vote (because of lack of a quorum). Then President White vetoed the proposal. The issue arose again in 2015. TeAC took on the responsibility of researching the merits of adopting a +/- grading system. At the time TeAC voted to again recommend the adoption of a +/- system in general and voted separately to recommend a system that did not include an A+ grade. A student survey that was done showed student opposition to the change. The recommendation came to senate at the end of the year and was referred back to TeAC for further consideration. The detailed report prepared by TeAC includes the committee's research and recommendation as well as proposed revisions to the university catalog.

A senator asked what the process for consideration would be. The chair explained that if UCC endorses the proposal it would come to senate as a seconded motion. If passed by senate, the proposal would go to the University faculty. The faculty secretary and the registrar also explained that in addition to its consideration by UCC input would be sought from the graduate council, associate deans and other interested constituencies.

A senator asked whether faculty would be required to use the +/- system. She commented that problems may emerge if the university does not have a uniform approach to grading. The registrar responded that the policy would apply to every faculty member. It could be the case that an individual faculty member might decide not to give plusses or minuses. However, the system would not be an opt out/in system.

A senator asked for insight on why the policy was vetoed previously. The faculty secretary and a senator who was involved at the time stated that the faculty support was fairly close and several people including students spoke against the proposal at the time.

The agenda having been completed, a motion (Tibbals/Dezanni) to adjourn passed unanimously. The meeting was adjourned at 4:57 p.m.

Respectfully Submitted,

Liz Brandt, Faculty Secretary &
Secretary to the Faculty Senate

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] ☐ Addition X Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **FSH 1640.46 – Arts**

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

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

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

Originator(s): **Leah Evans-Janke** **10/18/2018**
(Please see FSH 1460 C) Name Date
Telephone & Email: **leahe@uidaho.edu** **208-885-1771**

Policy Sponsor: (If different than originator.) _____
Name Date
Telephone & Email: _____

Reviewed by General Counsel ___Yes ____No Name & Date: _____

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.
Replacing the Laboratory of Anthropology representative with the Director University Galleries is a long overdue transition that will not only provide a better fit for the mission of the committee but also allow for the immediate utilization of that person's expertise regarding art acquisition, care, placement, and materials already in the campus collection.

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

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

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

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)

1640.46
ARTS COMMITTEE
[rev. 7-99, extensively revised 7/08]

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 community outreach and enrichment in the effort of increasing the University of Idaho's reputation as a leading cultural center in the Northwest.

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 four ex-officio (non-voting) members to include one administrator designated by the president, ~~a representative of the Laboratory of Anthropology ,~~ Director of University Galleries, or designee, a representative from Facilities Management, and the Moscow Arts Commission Art Director, or designee.

University of Idaho
Office of the Provost and Executive Vice President

M E M O R A N D U M

TO: Aaron Johnson, Chair, Faculty Senate
Terry Grieb, Vice Chair, Faculty Senate

FROM: Torrey Lawrence
Vice Provost for Faculty

DATE: November 27, 2018

SUBJECT: Items for Faculty Senate

Please see the below table with the faculty members who were approved for a sabbatical in the 2019-20 Academic Year.

Name	College	Dept.	Sabb. Term
Julie Amador	CEHHS	Curriculum & Instruction	Fall 2019
Lyudmyla Barrannyk	COS	Mathematics	AY 1920
Bert Baumgaertner	CLASS	Politics & Philosophy	Fall 2019
Marta Boris Tarre	CLASS	Modern Languages & Cultures	Spring 2020
Kenneth Cain	CNR	Fish & Wildlife Science	Spring 2020
Lisa Carlson	CLASS	Politics & Philosophy	Fall 2019
Mark Coleman	CNR	Forest, Rangeland and Fire Sciences	AY 19-20
Dan Eveleth	CBE	Business	AY 19-20
Herbert Hess	ENGR	Electrical & Computer Engineering	AY 19-20
Hasan Jamil	ENGR	Computer Science	AY 19-20
Karen Launchbaugh	CNR	Forest, Rangeland and Fire Sciences	Fall 2019
Paul Lewin	CALS	Ag Econ & Rural Sociology	Spring 2020
Kenneth Locke	CLASS	Psychology & Communication Studies	Fall 2019
Craig McGowan	COS	Biological Sciences	Spring 2020
Sarah Nelson	CLASS	Modern Languages & Cultures	Spring 2020
John Rumel	LAW	Law	AY 19-20
Danielle Tonina	ENGR	Civil & Environmental Engineering	Spring 2020
Chantal Vella	CEHHS	Movement Sciences	Fall 2019

cc: Ann Thompson, Faculty Secretary Office
Jill Robertson, Budget Office
Erin James, Chair, Sabbatical Leave Evaluation Committee

UCC-19-013a

College of Education, Health and Human Sciences
Proposed Catalog Changes
Effective Summer 2019

D-6 Professional Development Credit.

Professional development credit may be offered to improve effectiveness of teachers and administrators in raising student achievement. Courses must include a minimum of 15 contact hours per credit. Credits earned in professional development courses may not be applied toward a baccalaureate degree.

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University Committee on General Education
Proposed Catalog Changes
Effective Summer 2019

J-3-b. Oral Communication (2-3 cr)

Students who receive a passing grade in one of the following four courses are expected to meet the proficiencies for Oral Communication courses contained in Section III-N of the Idaho State Board of Education Governing Policies and Procedures. Students should be able to demonstrate basic competency in

1. organization and preparation,
2. oral language use and presentation, and
3. addressing audience needs and interests.

COMM 101	Fundamentals of Public Speaking	2
COMM 150	Online Oral Communication	3
ENGL 313	Business Writing	3
ENGL 317	Technical Writing	3
PHIL 102	Reason and Rhetoric	2

University Committee on General Education
Proposed Catalog Changes
Effective Summer 2019

J-3-e. Humanistic and Artistic Ways of Knowing (6 cr, from two different disciplines) and Social and Behavioral Ways of Knowing (6 cr, from two different disciplines)

The purpose of these liberal arts courses is to provide students with critical tools for understanding the human experience and providing the means for students to respond to the world around them.

Humanistic and Artistic Ways of Knowing courses enable students to reflect upon their lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic interpretative manner, with the goal of fostering understanding of culture and inspiring a citizenry that is more literate, respectful of diverse viewpoints, and intellectually inquisitive.

Social and Behavioral Ways of Knowing courses enable students to apply rigorous analytic skills for the purpose of explaining the dynamic interaction among history, institutions, society and ideas that shape the behaviors of individuals, communities and societies. With these skills students can critically address the social issues of our contemporary world.

Courses on the humanities and social science lists that are also listed as satisfying the American diversity or international requirement are indicated by a D or I designation.

Approved Humanistic and Artistic Ways of Knowing Courses:

AMST 301	Studies in American Culture	3
ARCH 151	Introduction to the Built Environment	3
ART 100	World Art and Culture	3
ART 205	Visual Culture	3
ART 213	History and Theory of Modern Design	3
ART 302	Modern Art and Theory	3
ART 382	History of Photography	3
ART 407	New Media	3
DAN 100	Dance in Society	3
ENGL 175	Introduction to Literary Genres	3
ENGL 221	History of Film 1895-1945	3
ENGL 222	History of Film 1945-Present	3
ENGL 257	Literature of Western Civilization	3
ENGL 258	Literature of Western Civilization	3
ENGL 322	Environmental Literature and Culture	3
ENGL 341	Survey of British Literature	3
ENGL 342	Survey of British Literature	3

ENGL 343	Survey of American Literature	3
ENGL 344	Survey of American Literature	3
ENGL 345	Shakespeare	3
ENGL 375	The Bible as Literature	3
FLEN 210	Introduction to Classic Mythology	3
FLEN 313	French/Francophone Literature in Translation	3
FLEN 324	Topics in German Literature in Translation	3
FLEN 331	Japanese Anime	3
FLEN 391	Hispanic Film	3
FLEN 394	Latin American Literature in Translation	3
FREN 101	Elementary French I	4
FREN 102	Elementary French II	4
GERM 101	Elementary German I	4
GERM 102	Elementary German II	4
HIST 340	Modern India, 1757-1947	3
HIST 350	The Age of Enlightenment: European Culture & Ideas, 1680-1800	3
HIST 357	Women in Pre-Modern European History	3
HIST 366	Modern European Cultural and Intellectual History, 1880-1980	3
HIST 378	History of Science I: Antiquity to 1700	3
HIST 379	History of Science II: 1700-Present	3
HIST 414	History and Film	3
HIST 442	The Medieval Church: Europe in the Early and High Middle Ages	3
HIST 443	The Medieval State: Europe in the High and Late Middle Ages	3
HIST 445	Medieval English Constitutional and Legal History: 1066-1485	3
HIST 447	The Renaissance	3
HIST 448	The Reformation	3
HIST 485	Chinese Social and Cultural History	3
IS 370	African Community, Culture, and Music	1-3
MUSH 101	Survey of Music	3
MUSH 111	Introduction to Music Literature	3
MUSH 201	History of Rock and Roll	3
PHIL 103	Ethics	3
PHIL 200	Philosophy of Alcohol	3
PHIL 201	Critical Thinking	3
PHIL 208	Business Ethics	3
PHIL 240	Belief and Reality	3
PHIL 351	Philosophy of Science	3
PHIL 361	Professional Ethics	3
SPAN 101	Elementary Spanish I	4
SPAN 102	Elementary Spanish II	4
THE 101	Introduction to the Theatre	3
THE 468	Theatre History	3

WGSS 201	Introduction to Women's, Gender, and Sexuality Studies	3

Approved Social and Behavioral Ways of Knowing Courses:

Code	Title	Hours
ANTH 100	Introduction to Anthropology	3
ANTH 220	Peoples of the World	3
ANTH 261	Language and Culture	3
ANTH 329	North American Indians	3
ANTH 350	Food, Culture, and Society	3
ANTH 462	Human Issues in International Development	3
COMM 233	Interpersonal Communication	3
COMM 335	Intercultural Communication	3
COMM 410	Conflict Management	3
ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
ECON 272	Foundations of Economic Analysis	4
EDCI 201	Contexts of Education	3
EDCI 301	Lrng, Dvlpmnt, & Assessment	3
FLEN 270	Introduction to Greek and Roman Civilization	3
FLEN 307	Institutions of the European Union	3
FLEN 308	European Immigration and Integration	3
GEOG 165	Human Geography	3
GEOG 200	World Regional Geography	3
GEOG 260	Introduction to Geopolitics	3
GEOG 365	Political Geography	3
HIST 101	History of Civilization 1	3
HIST 102	History of Civilization 2	3
HIST 111	Introduction to U.S. History	3
HIST 112	Introduction to U.S. History	3
HIST 180	Introduction to East Asian History	3
HIST 270	Introduction to Greek and Roman Civilization	3
HIST 315	Comparative African-American Cultures	3
HIST 462	History of the American West	3
HIST 461	Idaho and the Pacific Northwest	3
HIST 380	Disease and Culture:History of Western Medicine	3
HIST 382	History of Biology: Conflicts and Controversies	3
HIST 388	History of Mathematics	3
HIST 412	Revolutionary North America and Early National Period	3
HIST 419	Topics in the American West	3
HIST 420	History of Women in American Society	3
HIST 424	American Environmental History	3

Code	Title	Hours
HIST 426	Red Earth White Lies: American Indian History 1840-Present	3
HIST 430	U.S. Diplomatic History	3
HIST 431	Stolen Continents, The Indian Story: Indian History to 1840	3
HIST 438	Modern Mexico and the Americas	3
HIST 439	Modern Latin America	3
HIST 440	Social Revolution in Latin America	3
HIST 441	Slavery and Freedom in the Americas	3
HIST 449	Tudor-Stuart Britian 1485-1660	3
HIST 452	Europe in the Age of the Revolution, 1770-1880	3
HIST 456	Anti-Semitism and the Holocaust	3
HIST 457	History of the Middle East	3
HIST 460	Conspiracies and Secret Societies in History	3
HIST 466	Eastern Europe Since 1774	3
HIST 467	Russia to 1894	3
HIST 468	Russia and Soviet Union Since 1894	3
HIST 482	Japan, 1600 to Present	3
HIST 484	Modern China, 1840s to Present	3
IS 325	The Contemporary Muslim World	3
IS 326	Africa Today	3
IS 350	Sports and International Affairs	3
NRS 125	Introduction to Conservation and Natural Resources	3
POLS 101	Introduction to Political Science and American Government	3
POLS 205	Introduction to Comparative Politics	3
POLS 237	Introduction to International Politics	3
POLS 275	American State and Local Government	3
POLS 331	American Political Parties and Elections	3
POLS 332	American Congress	3
POLS 333	American Political Culture	3
POLS 338	American Foreign Policy	3
POLS 381	European Politics	3
PSYC 101	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3
SOC 130	Introduction to Criminology	3
SOC 230	Social Problems	3
SOC 201~~301~~	Introduction to Diversity and Stratification	3
SOC 336	Comparative Criminal Justice Systems	3
SOC 340	Social Change & Globalization	3
SOC 343	Power, Politics, and Society	3
SOC 423	Economic (In)Justice in the United States	3
SOC 424	Sociology of Gender	3
SOC 427	Racial and Ethnic Relations	3

Code	Title	Hours
SOC 431	Personal and Social Issues in Aging	3
SOC 439	Inequalities in the Justice System	3
SOC 450	Dynamics of Social Protest	3

Within the J-3-e, J-3-f, J-3-g categories, students must complete a total of 18 credits.

UCC-19-013g

University Committee on General Education
Proposed Catalog Changes
Effective Summer 2019

J-3-g. Integrated Studies - ISEM 101 (3 cr), ISEM 301 Great Issues Seminar(1 cr), and Senior Experience

The purpose of these courses is to provide students with the tools of integrative thinking, which are critical for problem solving, creativity and innovation, and communication and collaboration. Integrated learning is the competency to attain, use, and develop knowledge from a variety of disciplines and perspectives, such as the arts, humanities, sciences, and social sciences, with disciplinary specialization (to think divergently, distinguishing different perspectives), and to incorporate information across disciplines and perspectives (to think convergently, re-connecting diverse perspectives in novel ways). It is a cumulative learning competency, initiated as a first-year student and culminating as reflected in a graduating senior.

One course from ISEM 101 (open to first-year students only). One credit of ISEM 301. One course chosen from the approved Senior Experience courses listed below.

Approved Senior Experience Courses:

AGEC 478	Advanced Agribusiness Management	3
AGED 471	Senior Capstone in Agricultural Education	1
AGED 498	Internship (Max 10 credits)	1-10
ARCH 454	Architectural Design: Vertical Studio	6
ART 410	Professional Practices	2
ART 490	BFA Art/Design Studio	6
ART 491	Information Design	3
ART 495	BFA Senior Thesis	2
AVS 450	Issues in Animal Agriculture	2
BE 478	Engineering Design I	3
BE 479	Engineering Design II	3
BE 491	Senior Seminar	1
BIOL 401	Undergraduate Research	1-4
BIOL 405	Practicum in Anatomy Laboratory Teaching	2-4
BIOL 407	Practicum in Biology Laboratory Teaching	2-6
BIOL 408	Practicum in Human Physiology Laboratory Teaching	2-4
BIOL 411	Senior Capstone	2
BIOL 491	Practicum in Teaching	2
BUS 490	Strategic Management	3
CE 494	Senior Design Project	3
CHE 452	Environmental Management and Design	1-16
CHE 454	Process Analysis and Design II	3

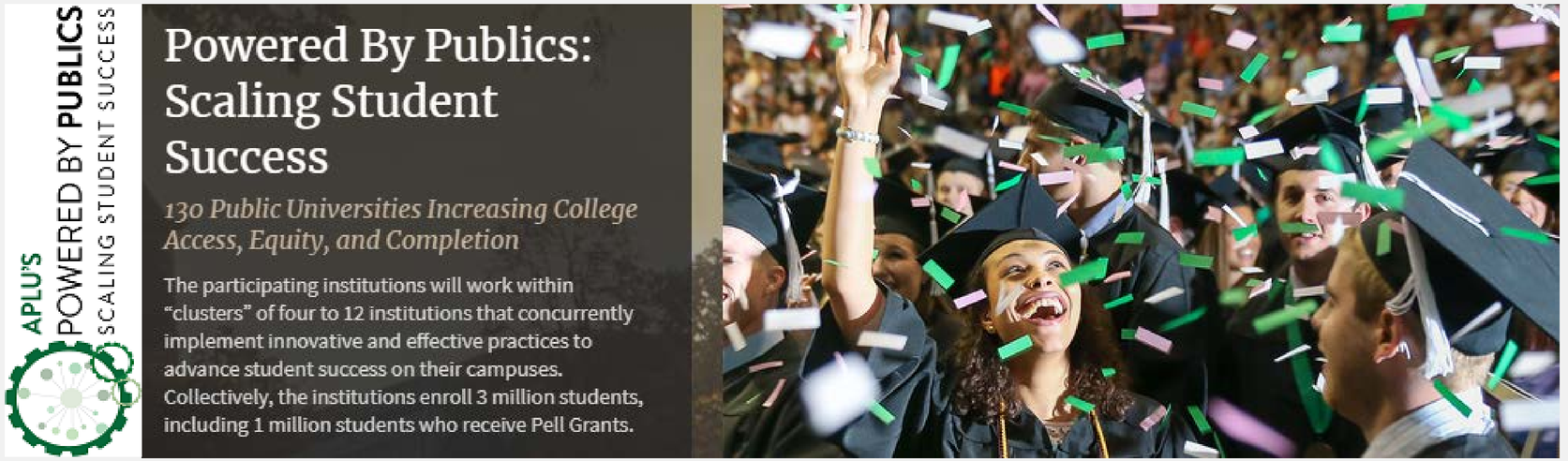
CHEM 409	Proseminar	1
COMM 453	Communication Theory	3
CS 481	CS Senior Capstone Design II	3
ECE 481	EE Senior Design II	3
ECE 483	Computer Engineering Senior Design II	3
ECON 490	Economic Theory and Policy	3
ENGL 440	Client-Based Writing	3
ENGL 490	Senior Seminar	3
EDCI 401	Internship Seminar	1
EDCI 485	Secondary Internship	15
ENT 438	Pesticides in the Environment	3
ENVS 497	Senior Research	2-4
FCS 401	Professional Ethics and Practice in CFCS	1
FCS 424	~~Apparel Product Line Development:~~ Senior ~~Capstone~~ Experience: Apparel Design	4
FCS 432	Apparel Promotion and Merchandising	3
FCS 486	Nutrition in the Life Cycle	3
FCS 492	Nutrition Education in the Life Cycle	3
FCS 497	Internship Preschool	1-16
FISH 418	Fisheries Management	4
FISH 473	ECB Senior Presentation	1
FISH 495	Fisheries Seminar	1
FL 401	MLC International Experience	1
FOR 424	Silviculture Principles and Practices	4
FOR 427	Prescribed Burning Lab	3
FOR 473	ECB Senior Presentation	1
FS 489	Food Product Development	3
GEOG 493	Senior Capstone in Geography	3
GEOL 490	Geology Field Camp	3
~~HIST 401~~	~~Seminar~~	~~1-16~~
HIST 495	History Senior Seminar	3
ID 452	Interior Design VI	6
INDT 484	Industrial Technology Capstone I	3
INTR 401	Career and Leadership Development	2
IS 495	International Studies Senior Seminar	3
JAMM 448	Law of Mass Media	3
JAMM 476	Advanced Digital Media Production II	3
LARC 480	The Resilient Landscape	3
MATH 415	Cryptography	3
ME 424	Mechanical Systems Design I	3
ME 426	Mechanical Systems Design II	3
MUSA 490	Half Recital	0

MUSA 491	Recital	0
MUSC 481	Senior Thesis in Music Theory II	1
MUSC 490	Senior Recital	0
MUSH 481	Senior Thesis in Music History II	1
MUST 432	Practicum: Music Teaching	11
MVSC 486	Healthy Active Lifestyle Assessment and Intervention	3
NRS 411	Environmental Project Management & Decision Making	4
NRS 473	ECB Senior Presentation	1
~~NRS 475~~	~~Conservation Planning and Management~~	~~4~~
ORGS 410	Capstone Project in Organizational Sciences	1-6
PEP 498	Internship in Exercise Science & Health	1-16
PHIL 490	Senior Seminar	3
PHYS 407	Communicating Science	1
PHYS 492	Senior Research	1
POLS 490	Senior Experience	3
PSYC 415	History and Systems of Psychology	3
REC 498	Internship in Recreation, Sport, and Tourism	1-16
REM 456	Integrated Rangeland Management	3
REM 473	ECB Senior Presentation	1
RMAT 473	ECB Senior Presentation	1
RMAT/MKTG 495	Product Development and Brand Management	3
SOC 460	Capstone: Sociology in Action	3
SOC 461	Capstone:Justice Policy Issues	3
SOC 462	Senior Practicum	3
SOC 464	Criminology Abroad	3
THE 483	Senior Capstone Project	1
VTD 457	Capstone Design Studio I	6
WLF 473	ECB Senior Presentation	1
WLF 492	Wildlife Management	4

Within the J-3-e, J-3-f, J-3-g categories, students must complete a total of 18 credits.

MOMENTUM PATHWAYS & POWERED BY PUBLICS

- Access
- Completion
- Closing Achievement Gaps



LINDA CLARK: THE IDAHO STORY

When Idaho first adopted an attainment goal – 60 percent of Idahoans between the ages of 26 and 35 with a postsecondary credential or degree by 2020 – there was no clear plan for how to reach it.

“The efforts were not as focused on things that can really make a difference,” said Linda Clark, Idaho State Board of Education president. “It was a little more complicated than it should have been. Looking back, CCA helped us begin to focus on the specifics.”

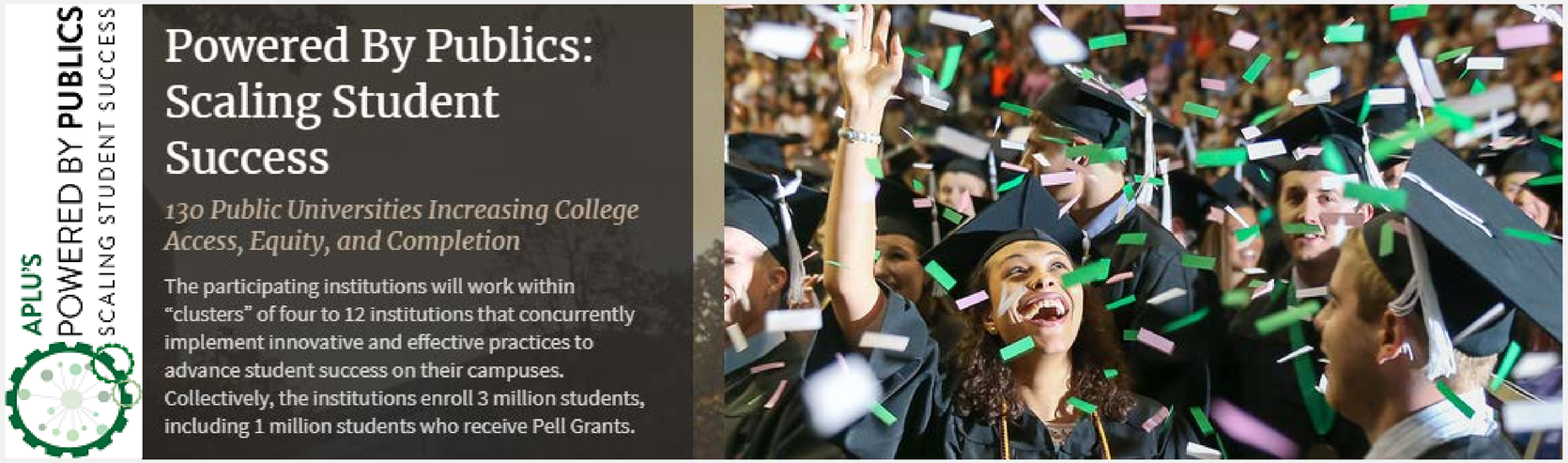
When Clark was appointed ISBOE president in 2015, Idaho had already joined the CCA Alliance. State institutions had started Corequisite Support in English and were seeing improvements in withdrawal rates from developmental courses. In most other ways, Clark says institutions were essentially “embarking on their own plans.”

COMPLETE COLLEGE AMERICA (CCA) MOMENTUM PATHWAYS

	YEAR 1	YEAR 2	YEAR 3
Advisors	15 to Finish	Momentum Year	Academic Maps & Proactive Advising
Faculty	Math Pathways	Corequesite Support	

POWERED BY PUBLICS

- Using data to support student success
- Reducing curricular complexity
- Prioritizing teaching (and rewarding & recognizing it)
- Improving advising (shared, coordinated)



VANDAL IDEAS PROJECT: TRANSFORM

Proposals are due by **5 p.m.**
on Tuesday, Jan. 22, 2019

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #13

3:30 p.m. - Tuesday, November 13, 2018
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2018-19 Faculty Senate Meeting #12, November 6, 2018 (vote)

III. Consent Agenda.

IV. Chair's Report.

V. Provost's Report.

VI. Unfinished Business and General Orders.

VII. Other Announcements and Communications.

- **Jazz Festival** – student attendance (Sielert)

VIII. Committee Reports.

University Curriculum Committee

- **FS-19-015** (UCC-19-021): Final Exam Schedule (Hubbard)
- **FS-19-016** (UCC-19-022): Regulation J-5 (Hubbard/Hendricks)
- **FS-19-017** (UCC-19-026a): Regulation C-3 (Nielsen)
- **FS-19-018** (UCC-19-026b): Regulation H (Nielsen)
- **FS-19-019** (UCC-19-026c): Regulation L (Nielsen)

TEAC (Chapman)

IX. Special Orders.

X. New Business.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments: Minutes of 2018-2019 FS Meeting #12
Jazz Festival PP
FS-19-015 through 019
Plus/Minus documents

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #12, Tuesday, November 6, 2018

Present: Brandt (w/o vote), Bridges, Cannon (boise), Caplan, DeAngelis, Dezzani, Ellison, Foster, Grieb, Jeffrey, Johnson, Keim, Kern (Coeur d'Alene), Kirchmeier, Laggis, Lawrence (for Wiencek, w/o vote), Lee, Lee-Painter, Luckhart, McKellar (Idaho Falls), Morgan, Raja, Seamon, Tibbals, Vella. **Absent**: Benedum, Chopin, Lambeth, Schwarzlaender, Watson, Wiencek. **Guests: 6**

Call to Order and Minutes. The chair called the meeting to order at 3:30 p.m. A motion to approve the minutes (Lee-Painter/Seamon) passed unanimously.

Chair's Report:

- Veterans and Military Week Events are taking place this week. These include "Working with Veterans: Professional Discussion for Faculty and Staff" at 9:00 - 10:30 a.m. on Thursday, November 8, Commons Clearwater Room, Idaho Commons and "NPR War Correspondents and Ensemble Galilei Present 'Between War and Here'" at 7:30 p.m. Wednesday, November 7, in the Administration Building Auditorium.
- The Teaching and Advising Committee has completed a report that will be circulated to senators and discussed at the senate meeting next week.
- The Center for Excellence in Teaching and Learning is hosting a Teaching & Learning with Technology mini-conference on November 14 at 8:30-12:30 in the Commons: Conference Schedule and Sessions descriptions and Register to Attend.
- UI dining contract goes out to bid in mid-2019 and UI is hoping to gather information on current operations. Faculty, staff and students are encouraged to attend a series of dining forums on Wednesday, November 7, at 4:45pm to 6:00pm in Living & Learning Center Garnet Room (Taco bar and beverages provided), Thursday, November 8 at 11:45am to 1:00pm in Wallace Morin Room (Taco bar and beverages provided) and Thursday, November 8 at 1:45pm to 3:00pm in Wallace Morin Room ("I" cookies and beverages provided).
- The next University Faculty Meeting will be at 3 p.m. Pacific time Wednesday, Dec. 5. Locations and more information will be available soon.

Provost Report: Vice Provost for Faculty Torrey Lawrence attended the meeting in Provost Wiencek's absence. He did not have a report.

Ombuds. The chair introduced Laura Smythe, the university's new ombuds. Smythe explained that she operates the ombuds office according to the four core tenets promulgated by the International Ombuds Association. She offers confidentiality unless there is an imminent risk of danger. She is impartial and does not advocate for either the university or individuals who consult her. She is particularly trying to let students know that she is available for their consultation. She offers informal services and is not an office of record for purposes of reporting. Finally, within the bounds of being a UI employee, she is independent. She is not part of a unit or department and does not report through a chain of command. She reports to the president on staff issues and makes him aware of patterns of issues that raise concern. In addition to meeting campus constituencies and reaching out to students, Smythe is also visiting various UI locations throughout the state. She was in Coeur d'Alene last week and has upcoming visits planned to Boise and Idaho Falls. She concluded by wishing senate a conflict-free evening!

Improving IT Support. Vice President for Information Technology and Chief Information Officer Dan Ewart presented plans for improving Information Technology Support (ITS). He has presented proposed general principles to the president who has authorized him to move forward.

Support for technology is currently provided through a combination of both centralized and decentralized services. Approximately half of the information technology (IT) support is provided through units and the other half is provided centrally through ITS. Decision-making and funding are also divided in both centralized and decentralized ways. This system has both good and bad aspects. Ewart is hoping to improve the system without harming its positive features. Throughout the university users experience problems with the level of support available, the consistency of support and the speed of support. The university also faces extensive security and compliance pressures. ITS must work to protect important and expensive data that is the livelihood for many researchers and for the institution. ITS also struggles to meet the level of user expectations for immediate and always available IT support. External changes also require the UI to improve. In 2015-16 the governor issued a cyber-security executive order that imposed unfunded mandates on state entities to implement higher levels of computer security. Both the state government generally and the State Board of Education (SBOE) are working on centralizing IT support and IT purchasing. These changes will put pressure on UI to also centralize its IT operations. The SBOE is specifically interested in the concept of "system-ness" among the various state universities and is considering the coordination of business operations across all the 4-year institutions. UI also has some budget challenges right now that can be addressed through efficiencies. Ewart believes that these problems are the result of trying to do too many things. He advocates that a small narrowing in the breadth of support would result in efficiencies, cost savings and higher levels of support for all users.

Currently ITS spends the vast majority of its time ensuring that UI technology operations remain functional. The university has over 400 software applications in its portfolio. It has approximately 140 staff to manage these apps and maintain functionality for end users of technology. One goal of the improvement process is to reallocate resources so that more planning and "upstream" support is possible, and less time is spent patching and fixing the various systems.

To accomplish the planned improvements, Ewart has identified six priorities.

1. Improving IT governance and Prioritization. Currently end users who need software often invest without consulting ITS but later need support from ITS. This has resulted in duplication of efforts and software and has resulted in slowing support to all users. This approach has also raised security risks. The institution must inventory the software it already has and should evaluate its capacity before purchasing new applications. Ewart gave the example that ITS supports multiple card-swipe software systems and multiple Customer Relations Management (CRM) applications. Not only does the institution need to make better use of existing applications, but the purchasing and implementation of new applications should be prioritized. Ewart recognized that reforming IT governance will require the university community to collaborate.

A senator asked for examples of software currently in the purchasing and implementation queue. Ewart responded giving examples of an artificial intelligence-based system that will enable admissions to more effectively use text messages that are in the queue to implement, software to support faculty curriculum vitae and the promotion and tenure process, software to support market-based compensation, student requests to improve wireless services and software to provide a student portal to BBLearn, VandalStar and Banner. He pointed out that the university does not currently have a process to determine whether existing applications can meet any of these demands or to prioritize the competing demands for support and implementation represented by these requests.

A senator asked whether the new process is completed or whether there would be an opportunity for faculty and staff input. Ewart responded that the president has approved the concept, but that each of the six priorities must be developed. He anticipates that there will be significant faculty and staff input on how the priorities are implemented. Ewart pointed out that procedures must be developed and that a process for exceptions and consideration of special circumstances must be included. The senator followed up expressing concern that neither his college dean nor IT staff were familiar with the initiative. Ewart responded indicating that he is in the process of presenting his approach to many different groups on campus. He was not able to present to the Provost Council until earlier in the day of the senate meeting. He also indicated that he has worked with others

on a number of different aspects of his approach, although they have never been bundled together in a single proposal previously.

A senator asked where the funds to support the proposal were coming from. Ewart responded that he developed the proposal, in part, to decrease the demand on resources and thus no additional resources are needed for the proposal.

A senator asked how granular the proposed changes would be. Ewart responded that the scope of each priority is different. He recognized that the proposed changes should not stop innovation on campus but pointed out, again, that duplicative applications, unexpected demands on support and applications that raise security concerns must be more effectively managed. He plans to roll initial changes in the context of the institutions' "big data" applications and needs. But he anticipates that the institution will move to a standard list of software and hardware that must be purchased through IT. He also acknowledged that at some levels the system must be self-executing – there must be a way for purchasers to move forward without waiting for IT approvals for relatively small matters. With respect to larger projects, the system will likely require executive-level support to move forward and will be part of a list of desired projects that are evaluated for duplication and are prioritized.

A senator asked about the review and evaluation process. Ewart responded that recommendations would be made by a high-level review committee, but that Ewart (or the person in his position) would be ultimately responsible for the final decision. The senator commented that the only faculty member represented on the proposed review committee is the head of the university IT committee. The senator suggested that more faculty representation is needed and that faculty on the review committee should serve for a longer term than a single year so as to develop expertise. The senator cautioned that the review committee should not become a vehicle by which responsibility for the ultimate decision is deflected. Ewart indicated that he appreciated the comments and would take them under advisement. He pointed out that decisions about hardware and software support are being made now with no process. His goal is that the institution develops a transparent process up front. A senator asked if Ewart had a sense of the time the process will required. Ewart responded that his goal would be to make decisions within a month of a proposal being submitted.

Finally, the senator suggested that the process should include some sort of an appeal mechanism in case a request for support is denied. Ewart responded that he does not anticipate an appeal process and that he anticipates that employees would work through existing supervisory channels to seek review.

2. Annual IT Security Training for All Employees. This is a priority that is already being implemented through the Employee Development and Learning Process. This training must be completed at least annually because changes in technology happen rapidly.

3. Common Work Flow Management System for All Employees. Ewart envisions a common system for submitting requests for support that will automatically route requests to the most appropriate central or decentralized support location. Under the current system, not all requests for support are routed through the central support ticket system. This means that central IT support personnel end up handling matters that should be more properly handled by local IT support and vice versa. Ewart wants to give everybody access to a ticket system so decentralized support personnel can get access to ITS and has already implemented this approach on a volunteer basis. Universal use of the support ticket system will also help ITS analyze workload issues and address common problems. A senator asked whether the system uses an algorithm or Artificial Intelligence to analyze trends. Ewart indicated that the system does this. Another senator expressed frustration that the institution has changed how employee access IT support several times. Ewart responded that we have uneven levels of support across the university that impose challenges for implementing a system for accessing support.

4. Central and End-User Technology Procurement and License Management. To gain efficiencies and reduce the amount of money used for end-user technology, the university must be able to procure technology in bulk. Also, more consistency in end-user computers is needed. Each laptop has different support systems and drivers. This means ITS must spend more time supporting the diversity of computers on campus. Ewart stressed that he recognizes that different users have different needs. However, he stressed that the institution must identify two or three laptops across campus to streamline support needs. He envisions a system in which the supported systems would be purchased centrally and would be configured, tagged with university asset tags before being provided to the end user. This approach would also permit the institution to recycle more used machines.

A senator commented that there is a need for individualized computers in many parts of the university for example some faculty need Linux machines and other high-power workstations. Ewart acknowledged these needs and stated that there would be a process for exceptions. Ewart stressed that most users should be able to order a computer from a list of supported systems.

A senator commented that the proposals seem to envision a lot of process that might be overly burdensome. Ewart commented that at some level these processes would result in cost savings and efficiencies for all. But he also stated that his goal is to make the system as efficient as possible.

5. Central Device Management. Ewart explained that IT needs to know all the devices and applications with access to the university's network. This includes instituting an automated process for updating computers. This process will eliminate some of the hands-on time for ITS. He acknowledged that some faculty and staff worry that this will allow ITS to "spy" on them through their computer. Ewart stressed that ITS does not have the time to do this, rather the proposal is needed for basic security so that software and devices accessing the system are up-to-date and loopholes in security are minimized.

6. IT Personnel and Risk Study. Ewart proposes to more clearly define the responsibilities of centralized and decentralized support personnel and to provide better coordination between the two groups. Currently some of the decentralized personnel are "islands" institutionally crucial information that could be jeopardized if they leave employment. This can not only lead to disruption but also subject the entire network to risks. He stressed that he is not proposing to centralize ITS support personnel. However, ITS must be familiar with the responsibilities and work of the decentralized personnel.

In conclusion, Ewart stressed that there is much that must be fleshed out regarding the concepts and priorities he has outlined. He is committed to listening to feedback and collecting suggestions for implementation and, as mentioned earlier, is in the process of introducing the proposal to many different groups. ITS will be sponsoring open fora in December to further disseminate the proposal and to gather input.

A senator asked if Ewart could discuss the SBOE initiative to centralize IT across all Idaho 4-year institutions. Ewart responded that he could not address the specifics. However, he believes his proposal places UI in a better position to respond to SBOE inquiries about centralization. He believes the board will respond positively to the institutions in house efforts to eliminate duplication and gain efficiencies. He believes that the consultants hired by the SBOE will see that four institutions in Idaho have very different needs. However, he believes there are possible efficiencies, particularly regarding such operations as purchasing.

The chair thanked Ewart for his presentation.

FS-19-004 - FSH 4930 Honorary Degrees. Professor Beth Hendrix, chair of the Commencement Committee presented a seconded motion from the committee to clarify the eligibility language for honorary degrees. She explained that when the policy was last revised in 2002 some language was omitted. The current proposal attempt to resolve this long-standing problem. The motion passed unanimously.

FS-19-013 and FS-19-014 - APM 30.10 and APM 30.17 Identity and Access Management and Identity Theft Protection. Dan Ewart returned to the meeting along with Chief Information Security Officer Mitch Parks to discuss recent procedure updates. Parks explained that APM 30.10 replaces an out-of-date policy. It attempts to implement current best practices to manage user accounts incompliance with federal and state law (e.g. the Family Educational Rights and Privacy Act (FERPA), the Health Insurance Portability and Privacy Act (HIPPA) and the governor's cyber security executive order). The proposal aligns UI with the National Institute of Standards and Technology (NIST) Cybersecurity Framework. The new policy establishes that the university user account is the preferred email address for all important communications. It also establishes more clear policy for the lifecycle of accounts. Under the new policy no account will be created until properly authorized and the access permissions for each account will be evaluated when a user's position changes. Mapping our account access and management policies to NIST will also help the UI as it interfaces with other networks in support of research and other operations. In HR employees have access to protected info but when they move, we need to have that access changed.

A senator commented that social science graduate students who interact with the public do not want to use the term "vandals" in their email addresses. Parks responded that the new policy establishes a clear way for such students to obtain a sponsored account that does not include "vandals" in the address. He also pointed out that Teaching Assistants and Research Assistants will also generally be considered university employees.

A senator expressed concern that the lifecycle of student accounts may result in closing accounts for students who take a break from school. Parks stressed that the policy is focused on truly inactive accounts and would require a two-year period of inactivity.

APM 30.17 applies to accounts maintained by the UI. Parks explained that for some purposes, the Federal Trade Commission (FTC) considers the UI to be an account provider analogous in some ways to a financial institution because UI handles monies in accounts such as student financial aid accounts and short-term loan accounts. For this reason, the UI is required to comply with the FTC's "Red Flag Rule" that requires security that prevents a third party using a stolen identity from accessing the accounts.

FS-19-009 (FSH 3220), FS-19-010 (APM 95.15), FS-19-011 (APM 95.20), FS-19-012 (APM 95.33) - Sexual Harassment Policies. Associate General Counsel Jim Craig and Director of Civil Rights and Investigations Erin Agidius presented editorial changes to the *Faculty-Staff Handbook* and three APM provisions. The changes were required to bring UI policy into compliance with SBOE policy. The changes require employees to report Title IX violations within 24 hours of obtaining knowledge of the violation. Agidius pointed out that the institution has already been providing training on the SBOE provision. A senator asked whether the language in FSH 3220.C-1 should be "learn of <u>behavior or</u> of an allegation of sexual harassment." He suggested that the reporting responsibility of employees should extend to behavior that is observed directly not just allegations reported to the employee. Agidius and Craig responded that the proposed language tracks the SBOE policy. The faculty secretary suggested that she, Craig and Agidius review the policies and the SBOE language and suggest appropriate changes. The senator also pointed out that the language problem is present in the related APM also.

A senator asked what is the consequence of failing to report under the policies? Agidius responded that such a failure would be addressed by the supervisor. She stated that possible consequences could include a letter of warning, or educational reminder of obligations. The senator suggested that, as a matter of due process, the consequences of not reporting should be included in the policy. Craig responded that any violation of university policy can have employment consequences up to and including termination. The senator reiterated his request.

The agenda having been completed, a motion (Morgan/Foster) to adjourn passed unanimously. The meeting was adjourned at 4:47 p.m.

Respectfully Submitted, Liz Brandt, Faculty Secretary & Secretary to the Faculty Senate

University of Idaho

LIONEL HAMPTON JAZZ FESTIVAL

"GROUNDED IN TRADITION
BREAKING NEW GROUND"
2019

VOLUNTEERS NEEDED!

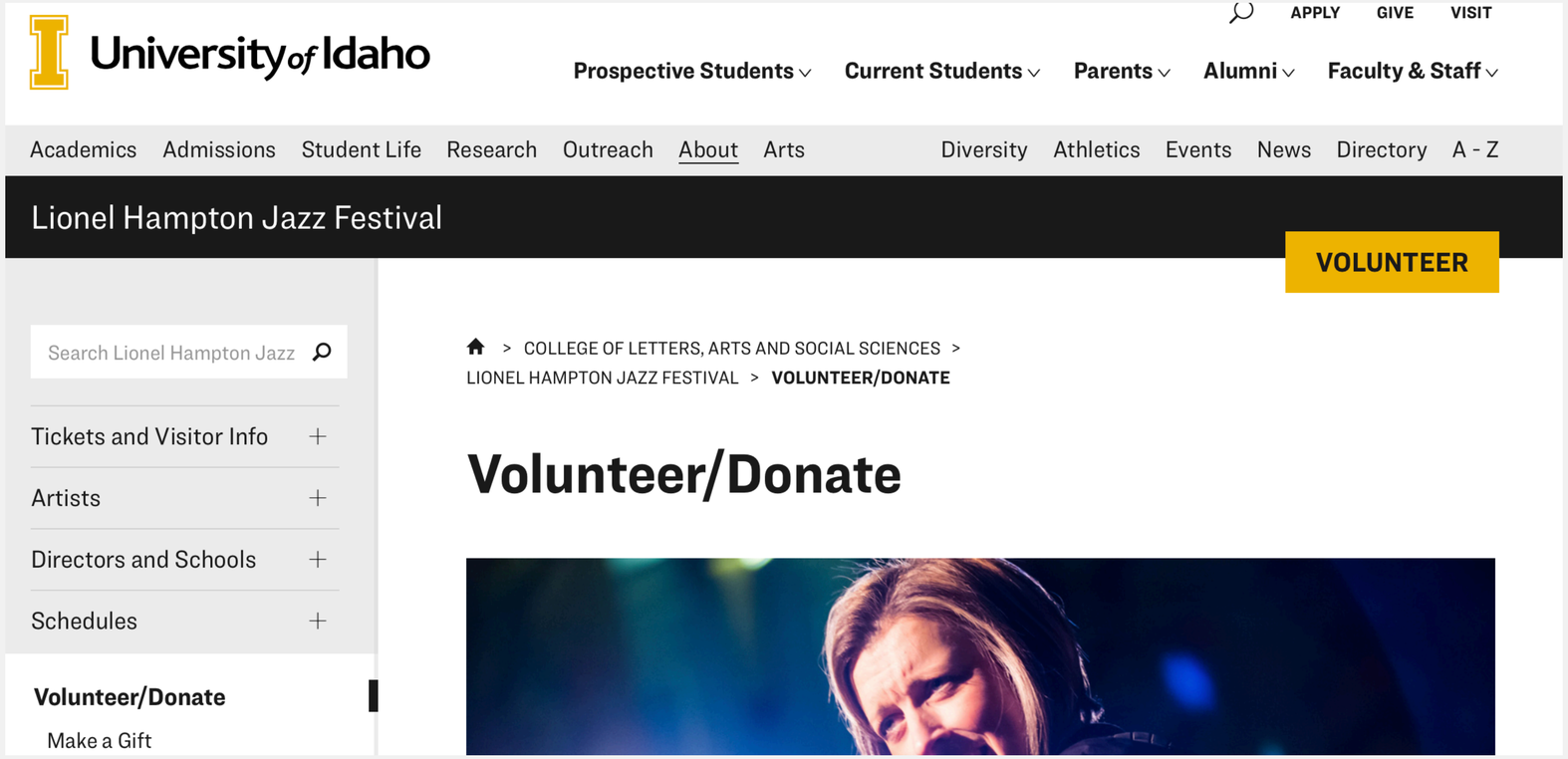
- ADOPT-A-SITE
  - Ideal for Units or organizations that what to work as a team
- SITE MANAGER
  - Individuals needed to manage performance and workshop sites
- SITE VOLUNTEER
  - Individuals needed at performance and workshop sites
- DRIVERS
  - Drive artists and VIP’s to their workshops, concerts, airport and more

JOIN OUR VOLUNTEER TEAM

HOW TO SIGN UP TO VOLUNTEER

www.uidaho.edu/class/jazzfest/get-involved

Click yellow ”VOLUNTEER” link to fill out Google interest form



CONTACT INFORMATION

- Jazz Festival Manager:
  - Josh Skinner
  - 208-885-0112
    jwskinner@uidaho.edu
- Volunteer Coordinators
  - Ben Price & Jon Stein
  - (208) 885-5900, or email
    jazzvolunteer@uidaho.edu

THINKING ABOUT COLLEGE

WORKSHOPS BY U OF I FACULTY

Offered to visiting students to think about all of the exciting opportunities at the U of I.

- The Interconnection of Jazz Dance and Music
- The Collision of Science and Art
- The Blues and the Rule of Law: Musical Expressions of the Failure of Justice and of Extra- Legal Recourse
- Rad Rhythms: Learning Languages to a Global Beat
- What Might Be Living In My Instrument?
- Math and Musical Scale

COLLEGES & DEPARTMENTS

IDEAS WE HAVE FOR ENGAGEMENT

- Envision Idaho style experiences in your home departments
- Willing faculty engaging with educators to thank them for attending

IDEAS FOR ENGAGEMENT

WE WANT TO HEAR FROM YOU

- Easy ideas to implement this year
- Long term goals for next year and beyond
- Crazy ideas that may not even be fully-formed

With nearly 5000 students on your campus, let’s make this advantageous for you

Fall Final Examination Schedule
December 16-20, 2019

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.

Spring Final Examination Schedule
May 10-14, 2020

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

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

- **Common final exam** periods are from 7:00 to 9:00 p.m. on Monday, Tuesday, Wednesday, and Thursday.
- Students with more than two finals in one day may have the excess final(s) rescheduled. The **conflict exam** periods are from 5:00 to 7:00 p.m. on Thursday and Friday. A student must make arrangements with the department and the instructor of the course to schedule the final exam in one of the conflict exam periods.
- Evening classes, those starting at 5:00 p.m. or later, will have the final examinations during the final exam week at the regular class time.
- For online classes that have in person finals, the final examination will be on the Saturday following the final examination week in the Fall semester. In the Spring semester these in person finals will be held on the Saturday prior to the final examination week.
- Non-Standard time patterns will use the final exam start time in the day/time pattern of the earlier hour. For example, a Tuesday section with an 8:30 a.m. start time would use the 8:00 a.m. final exam time for Tuesday.
- If a class meeting day and time is not found in the final examination schedule above, the instructor of the class is responsible for contacting the Office of the Registrar to identify the appropriate day and time for the final examination.

Office of the Registrar
Proposed Catalog Changes
Effective Summer 2019

J-5. Credit Limitations

A candidate may count toward a baccalaureate degree no more than:

J-5-a

Thirty credits earned in ~~alternative credit opportunities~~Experiential Learning and Technical Competency (see regulation I-2-b and I-2-c).

J-5-b

Twelve credits earned under the pass-fail option (see regulation B-11).

J-5-c

Zero credits in remedial-level courses.

Office of the Registrar
Proposed Catalog Changes
Effective Summer 2019

Regulation C-3. Withdrawing from a Course

Beginning with the eleventh day of the semester and ending with the tenth week of the semester a student may withdraw from a course. During this period a grade of W will be recorded on the student's record and will count against their 21 credit withdrawal limit (see regulation C-4). This period is prorated for accelerated or short courses. A student may not withdraw from a course after a final grade has been assigned for that course, even if this occurs before the deadline to withdraw from the course.

Office of the Registrar
Proposed Catalog Changes
Effective Summer 2019

Regulation H - Final Examinations

H-1. The last five days of each semester are scheduled as a final exam week (two-hour exams) in all divisions except the College of Law. The following provisions apply:

H-1-a. No quizzes or exams may be given in lecture-recitation periods during the week before finals week. Exams in lab periods and in physical education activity classes, final in-class essays in English composition classes, and final oral presentations in speech classes are permitted.

H-1-b. Final exams or final class sessions are to be held in accordance with the schedule approved by the Faculty Council. Instructors may deviate from the schedule only on the recommendation of the college dean and prior approval by the provost or provost's designee.

H-1-c. The final exam time will be scheduled based on the lecture portion of a course. The final exam time is based on the meeting schedule of the course section, as it exists in the class schedule for that semester. If a class meets Monday, Wednesday, and Friday, for example, the final exam time will be based on the time the class is scheduled to meet on these days. If the meeting day(s) and/or time of the lecture portion of a course change during the semester the final exam time will be scheduled based on the first meeting time.

H-1-d. Where exams common to more than one course or section are required, they must be scheduled through the Registrar's Office and are regularly held in the evening.

H-1-e. Students with more than ~~two~~three finals in one day may have the excess final(s) rescheduled. ~~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.~~ Students who need to have a final rescheduled should make arrangements as early in the semester as possible; but in no case later than two weeks prior to the start of final examination week. Requests submitted after this date are left to the discretion of the instructors. If voluntary accommodation is not achieved, the instructor of the class with the lowest enrollment will offer an alternative exam. The rescheduled exam will take place during one of the designated conflict exam periods or as arranged with the course instructor.

H-1-f. Athletic contests are not to be scheduled during finals week.

H-2. Students who miss final exams without valid reason receive Fs in the exams. Students who are unavoidably absent from final exams are required to present evidence in writing to the instructor to prove that the absence is/was unavoidable.

H-3. Instructors, with the concurrence of their departments, may excuse individual students from final exams when such students have a grade average in the course that will not be affected by the outcome of the final exam. In such instances, the grade earned before the final exam is to be assigned as the final grade.

H-4. Early final exams are permitted for students, on an individual basis, who clearly demonstrate in writing that the reasons for early final exams are compelling. Such requests require approval by the department and instructor of the course.

Office of the Registrar
Proposed Catalog Changes
Effective Summer 2019

Regulation L-7. Fresh Start

~~Qualified~~Former University of Idaho undergraduate students who wish to reenter the university as an undergraduate student ~~in a specific degree program after a period of absence will be allowed~~ may apply for a "Fresh Start" as described below. A student may receive a Fresh Start only once.

L-7-a. To qualify for a Fresh Start, students (1) must not have been enrolled as a degree seeking student at the University of Idaho ~~in any college or university as a full-time matriculated student~~ for at least the five years immediately before reentering the university as a degree seeking student~~applying for the program,~~ and (2) must have a University of Idaho cumulative GPA of less than 2.00~~, and (3) must be approved for the program by the college dean that administers the academic program they wish to pursue~~.

L-7-b. After returning to the University of Idaho, a student must complete 24 credits of academic courses with a minimum cumulative GPA of 2.00 before applying for a Fresh Start. A student must apply for a Fresh Start through their College Dean's Office by the end of the semester following that in which they met these minimum credit and GPA requirements. ~~Once the student has completed an additional 24 credits of course work with a Fresh Start cumulative GPA of at least 2.00 and has been in the program at least two semesters,~~ Once the student's Fresh Start application has been approved the student's cumulative GPA will be reset to 0.00 as of the time of readmission to the ~~Fresh Start Program~~University of Idaho.

L-7-c. ~~Students in the Fresh Start Program will be allowed a maximum of six credits of "W" during the first two semesters after admission to the program.~~ If the Fresh Start is ~~successfully completed~~approved by the college, the count for the 21-credit limit on withdrawals (see C-2) will be reset to 0 as of the time of admission to the Fresh Start Program.

L-7-d. University probation and disqualification regulations apply throughout the Fresh Start process.

L-7-e. To graduate with honors, a student in the Fresh Start Program must have at least 56 credits in UI courses after the Fresh Start (see K-1). Fresh Start Program participants are eligible for the dean's list (see K-2) on a semester-by-semester basis.

L-7-f. Application forms and explanatory materials are available at the Registrar's Office.

TO: Faculty Senate, University of Idaho
FROM: Teaching and Advising Committee (TeAC)
RE: Proposed Changes to UI Catalog to Shift to Plus/Minus Grading System
DATE: 31 October 2018

Proposed Changes to UI Catalog, from the Teaching and Advising Committee, recommended to take effect Fall Semester 2023 to Enact Shift to Plus/Minus Grading

Note: This proposal excludes the grades of A+ and D-. See supplemental notes on these recommended changes, a rationale, and responses to select questions and concerns, below the specific changes highlighted in the catalog language (deleted language highlighted in red, with strikeouts, and new language to be added, highlighted in blue).

https://catalog.uidaho.edu/general-requirements-academic-procedures/e-grades/
UI 2018-2019 Catalog

E-1. Grading System
E-1-a

For purposes of reporting and record, academic work is graded as follows: A ~~- superior~~; A-; B+; B ~~- above average~~; B-; C+; C ~~- average~~; C-; D+; D ~~- below average~~; F-failure; I-incomplete work of passing quality (see regulation F); W-withdrawal; WA-withdrawal to audit; WU-withdrawal from the university; P-pass (see below); IP-in progress (see E-2); N-unsatisfactory and must be repeated (used only in ENGL 101 and ENGL 102); S-satisfactory (used only in CEU courses); CR-Credit, and NC-No Credit (may be used only in professional development courses).

E-2. In-Progress (IP) Grades.
E-2-a. Grades in Undergraduate Senior Thesis or Senior Project

The grade of IP (in progress) may be used to indicate at least minimally satisfactory progress in undergraduate courses such as senior thesis or senior project that have the statement "May be graded IP" in the course description. When the thesis or project is accepted, the IP grades are to be removed (see E-2-c). Grades of IP in undergraduate courses are considered to represent grades of at least C or P. If, in any given semester, the instructor considers the student's progress unsatisfactory, an appropriate letter grade (C-, D+, D or F) should be assigned for that semester.

E-2-b. Grades in Graduate Research Courses

The grade of IP (in progress) may be used in courses 500 (Master's Research and Thesis), 599 (Non-thesis Master's Research), and 600 (Doctoral Research and Dissertation). When the thesis, dissertation, or other research document is accepted, or when a student ceases to work under the faculty member who is supervising his or her research, the IP grades are to be removed (see below). Grades of IP in graduate courses are considered to represent at least grades of B or P. If, in any given semester, the faculty member supervising the student's research considers the student's progress unsatisfactory, a regular letter grade (C+, C, C-, D+, D, or F) should be assigned.

E-2-c. Removal of IP Grades

Departments may use on a department-wide basis either the P/F grading system, or regular letter grades, as well as P, when removing the previously assigned IP grades (e.g., a student who enrolled for six credits in course 500 one semester, four credits another semester, and five credits an additional semester could have 15 credits of IP grades removed with different grades for each of the blocks of credit registered for each semester, such as six credits of A, four credits of B, and five credits of P).

E-4. Computing Grade-Point Averages

Grades are converted by assigning the following number of points per credit for each grade: A (4.0); A- (3.7); B+ (3.3); ~~4,~~ B (3.0); B- (2.7); C+ (2.3); ~~3,~~ C (2.0); C- (1.7); D+ (1.3); ~~2~~, D (1.0); ~~1~~, F (0.0) ~~0~~. In computing the grade-point average, neither credits attempted nor grade points earned are considered for the following: courses graded I, IP, P, S, W, WU, N, CR, NC, correspondence courses, continuing education units, credits earned under regulation I, or courses taken at another institution. Credit earned at non-U.S. institutions is recorded as pass (P) or fail (F), except for some courses taken through an approved study abroad program.

[The UI considers only the Institutional grade-point average official. Although both institutional and overall grade-point averages are printed on transcripts, the overall grade-point average (which includes transfer courses) is informational only. To calculate a grade-point average divide the Quality Points (course credits times the points assigned for the grade earned) by the GPA Hours (course credits attempted not including grades of I, IP, P, W, WU, or N). Earned Hours indicate the total number of semester credits successfully completed (course grades of A, A-, B+, B, B-, C+, C, C-, D+, D, or P earned). Grades of P are included in Earned Hours but do not earn any quality points; grades of F are included in GPA Hours , but not in Earned Hours .]

E-5. Replacing Grades

E-5-b. Replacing a Grade by Repeating a Course

A student who has received a D+, D or F in a course at UI may repeat the course at the UI provided credit has not been earned in a more advanced vertically related course in the same subject area. Although all grades remain on the record, the first repeat will replace the grade and credit earned initially in the course. The second and subsequent repeats of the same course will be averaged in the student's institutional GPA. See the College of Law section for the exception to this regulation applicable to students in that college.

Supplemental Notes and Observations on the Proposed Changes:
1. Plus/Minus grading to be implemented beginning Fall semester 2023. This should provide sufficient time to transition to a plus/minus grading scale and provide for advance notice to incoming undergraduate and graduate students about this upcoming change.
2. A grade of C or better is still required to receive a grade of S.
3. The plus/minus system proposed above provides for a full range of grades from A to D, and does not use plus or minus grades for the failing grade of F. There is not an A+ grade available in this scale—this maintains the grade of A as well as the 4.0 as the top of the grading scale; the D- is not available—to maintain our current grade system criteria, this continues to draw a line at D rather than D-, for a passing grade and may prevent inadvertent awarding of a D- grade by faculty who either think it *would* be a passing grade, or who think it *would not* be a passing grade. The perception that a D- grade is too marginal to be considered in the same category as "below average" in the way that a D+ and D may be considered, and yet also too close to register a meaningful distinction from a failing grade, may be reasons why some institutions do not include the D- in their grading systems. These proposed changes would match the same range of plus/minus grades

(excluding A+ and D-) used, for example, at Lewis Clark State College, Washington State University, Utah State University, and the University of Wyoming.
4. Institutions vary on whether descriptive, definitional language is attached for each grade and grade range, such as Distinguished and/or Superior, Above Average, Average and/or Adequate or Acceptable, or Below Average or Marginal. The revisions suggested above follow the lead of institutions that do not try to parse out precisely such definitions, because typically the same term is used for two to three different grades, which itself may pose a contradiction when, for example, all grades in the B range are defined as above average, or all grades in the C range are defined as average.
5. These specific changes to the UI catalog would not apply to the College of Law, which already uses a plus/minus grading system as noted in the current catalog, and which therefore already has an approved system in place for its own range of plus/minus grades.

Rationale for Shifting from a Whole Letter Grade system to a Plus/Minus Grading System

- Plus/minus grades letter grades provide for a more specific representation of a student's performance than a whole grade letter system.
- An academic transcript with plus/minus grades provides a more nuanced account of a student's academic performance.
- A transcript of plus/minus grades can sharpen academic advising to support students' progress towards degree.
- Plus/minus grades can support and clarify a sense of academic integrity, both in the student's individual academic record and in differentiations/distributions of grades assigned among students.
- Transferring credits and grades from other Idaho colleges and universities, and also cooperative/shared degree programs between the University of Idaho and Washington State University (which uses this proposed plus/minus system) will enable one-to-one equivalencies, be more transparent, and more equitable.
- Other Idaho institutions use plus/minus grading, and it may be that the Idaho State Board of Education supports continued efforts to align the grading systems of the state's institutions, as the institutions work in other ways to align and to clarify what institutions share in common, such as ongoing efforts to align select courses in general education.
- USAC and other study abroad program grades may be easier to transfer.
- Students may be motivated to persist to achieve a higher grade when there are at least ten passing grades possible in a plus/minus system compared to four grades in a whole letter grade system: with sustained effort, incremental improvement may enable a student to achieve the next higher grade.
- Faculty would have and may appreciate the flexibility to decide grades more readily in borderline cases.

Responses to Several Perceptions and Concerns Expressed by Faculty and Students about Shifting to Plus/Minus Grading

Concern: Students with 4.0 GPAs may have their 'perfect record' undermined.
Response: This may occur in a transition to a more accurate record of a student's academic performance. Note, however, that the number and percentage of seniors who graduate with 4.0 GPAs is small, less than 3%. For UI graduates earning undergraduate degrees from 2015-2017, 2.9% (104 students of nearly 3500 graduates) graduated with 4.0 GPAs (104/3492 = .029).

Concern: Students may be more likely to challenge grades when they just miss achieving the next higher grade increment.

Response: As at present, faculty determine grades that students earn and achieve, and as before, continue to need to communicate as fully as possible criteria for evaluation to support student' education and learning. As noted above, some faculty may decide that they can decide borderline grade situations more readily, when in a plus/minus system shifting a grade increment involves a significantly smaller percentage than in a whole letter grade system. The priority remains awarding grades that are more closely commensurate with students' performance than what is possible to specify under a whole letter grade system.

Concern: Might the shift to plus/minus grading affect enrollments and morale among students?
Response: Other peer and regional institutions with plus/minus grading have experienced strong enrollments, and once established, the plus/minus system in due course becomes the anticipated 'norm,' as it is with all other university and colleges in Idaho, as well as with several of designated official peer- and aspirational-institutions, and also at Washington State University.

Concern: Might some students' overall cumulative GPAs be affected negatively under a plus/minus system, particularly with students whose C average (2.0) may slip to C- (1.7), placing them on academic probation?
Response: As research and the Teaching and Advising Committee report shows, studies vary a bit on this question, with some institutions showing no shift in the mean GPA following a change to plus/minus grading, another study showed a slight shift downward (-0.03) that was not statistically significant, while another study also showed a very slight decline. As the University of Texas stated when announcing its shift to plus/minus grading (to match all other institutions in Texas), for the substantial majority of students "effects on GPA will likely even out."

TO: Faculty Senate, University of Idaho
FROM: Teaching and Advising Committee (TeAC)
RE: Proposal to Adopt Plus/Minus Grading, with Report
DATE: 31 October 2018

The Teaching and Advising Committee recommends that a plus/minus grading system be implemented at the University of Idaho beginning Fall Semester 2023. The recommended plus/minus grading system proposed would include grades from A to F, but not include the grades of A+ and D-. This is the same grade range used, for example, by Washington State University, Lewis Clark State College, and several regional and peer institutions. All colleges and universities in Idaho other than UI, use a plus/minus grade system.

Votes in favor of adopting a plus/minus system of grading were cast by faculty representatives from the College of Agricultural and Life Sciences (two members), the College of Engineering, the College of Art and Architecture, the College of Letters, Arts, and Social Sciences (two members), and a student representative (ASUI Vice President); one member expressed support for plus/minus grading systems but abstained from voting; one faculty member (CLASS) also abstained.

In a separate vote to specify the precise range of grades to recommend to Faculty Senate, the committee voted *unanimously* to approve a plus/minus system that does not include A+ or D-.

List of Sections and Subsections of this Report:
-Proposed Changes to UI Catalog to Adopt a Plus/Minus Grading System (pp. 1-3)
-Supplemental Notes on the Changes Proposed to the Catalog (pp. 3-4)
-Rationale for Shifting from a Whole Letter Grade system to a Plus/Minus Grading System (p. 4)
-Responses to Several Perceptions and Concerns Expressed by Faculty and Students about Shifting to Plus/Minus Grading (pp. 4-5)
-Research Report of the Teaching and Advising Committee on the Question of Adopting a Plus/Minus Grading System (5-19)
    -Recent History of this Issue at UI (p. 6)
    -Observations from the Teaching and Advising Committee (pp. 6-7)
    -Examples of Plus/Minus Grading Systems (pp. 7-8)
    -UI 2018-2019 catalog, excerpts on the current grading system (pp. 8-9)
    -UI Surveys of Internal Perspectives on Plus/Minus Grading (p. 9)
    -External Perspectives and Studies (pp. 10-16)
    -Sampling of comments from 2016 Faculty Survey (pp. 16-18)
    -Sampling of comments from the 2017 Survey of UI Students (pp. 18-19)

Proposed Changes to UI Catalog, from the Teaching and Advising Committee, recommended to take effect Fall Semester 2023 to Adopt a Plus/Minus Grading System

Note: This proposal excludes the grades of A+ and D-. See supplemental notes on these recommended changes, a rationale, and responses to select questions and concerns, included below the specific changes highlighted in the catalog language (deleted language highlighted in red, with strikeouts, and new language to be added, highlighted in blue).

https://catalog.uidaho.edu/general-requirements-academic-procedures/e-grades/

UI 2018-2019 Catalog

E-1. Grading System
E-1-a

For purposes of reporting and record, academic work is graded as follows: A ~~superior~~; A-; B+; B ~~above average~~; B-; C+; C ~~average~~; C-; D+; D ~~below average~~; F-failure; I-incomplete work of passing quality (see regulation F); W-withdrawal; WA-withdrawal to audit; WU-withdrawal from the university; P-pass (see below); IP-in progress (see E-2); N-unsatisfactory and must be repeated (used only in ENGL 101 and ENGL 102); S-satisfactory (used only in CEU courses); CR-Credit, and NC-No Credit (may be used only in professional development courses).

E-2. In-Progress (IP) Grades.
E-2-a. Grades in Undergraduate Senior Thesis or Senior Project

The grade of IP (in progress) may be used to indicate at least minimally satisfactory progress in undergraduate courses such as senior thesis or senior project that have the statement "May be graded IP" in the course description. When the thesis or project is accepted, the IP grades are to be removed (see E-2-c). Grades of IP in undergraduate courses are considered to represent grades of at least C or P. If, in any given semester, the instructor considers the student's progress unsatisfactory, an appropriate letter grade (C-, D+, D or F) should be assigned for that semester.

E-2-b. Grades in Graduate Research Courses

The grade of IP (in progress) may be used in courses 500 (Master's Research and Thesis), 599 (Non-thesis Master's Research), and 600 (Doctoral Research and Dissertation). When the thesis, dissertation, or other research document is accepted, or when a student ceases to work under the faculty member who is supervising his or her research, the IP grades are to be removed (see below). Grades of IP in graduate courses are considered to represent at least grades of B or P. If, in any given semester, the faculty member supervising the student's research considers the student's progress unsatisfactory, a regular letter grade (C+, C, C-, D+, D, or F) should be assigned.

E-2-c. Removal of IP Grades

Departments may use on a department-wide basis either the P/F grading system, or regular letter grades, as well as P, when removing the previously assigned IP grades (e.g., a student who enrolled for six credits in course 500 one semester, four credits another semester, and five credits an additional semester could have 15 credits of IP grades removed with different grades for each of the blocks of credit registered for each semester, such as six credits of A, four credits of B, and five credits of P).

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Grades are converted by assigning the following number of points per credit for each grade: A ~~-~~(4.0); A- (3.7); B+ (3.3); ~~4,~~ B (3.0); B- (2.7); C+ (2.3); ~~-3,~~ C (2.0); C- (1.7); D+ (1.3); ~~-2~~, D (1.0); ~~-1~~, F (0.0)~~-0~~. In computing the grade-point average, neither credits attempted nor grade points earned are considered for the following: courses graded I, IP, P, S, W, WU, N, CR, NC, correspondence courses,

continuing education units, credits earned under regulation I, or courses taken at another institution. Credit earned at non-U.S. institutions is recorded as pass (P) or fail (F), except for some courses taken through an approved study abroad program.

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A student who has received a D+, D or F in a course at UI may repeat the course at the UI provided credit has not been earned in a more advanced vertically related course in the same subject area. Although all grades remain on the record, the first repeat will replace the grade and credit earned initially in the course. The second and subsequent repeats of the same course will be averaged in the student's institutional GPA. See the College of Law section for the exception to this regulation applicable to students in that college.

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1. Plus/Minus grading to be implemented beginning Fall semester 2023. This should provide sufficient time to transition to a plus/minus grading scale and provide for advance notice to incoming undergraduate and graduate students about this upcoming change.
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all grades in the B range are defined as above average, or all grades in the C range are defined as average.
5. These specific changes to the UI catalog would not apply to the College of Law, which already uses a plus/minus grading system as noted in the current catalog, and which therefore already has an approved system in place for its own range of plus/minus grades.

Rationale for Shifting from a Whole Letter Grade system to a Plus/Minus Grading System

- Plus/minus grades letter grades provide for a more specific representation of a student's performance than a whole grade letter system.
- An academic transcript with plus/minus grades provides a more nuanced account of a student's academic performance.
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Concern: Students with 4.0 GPAs may have their 'perfect record' undermined.
Response: This may occur in a transition to a more accurate record of a student's academic performance. Note, however, that the number and percentage of seniors who graduate with 4.0 GPAs is small, less than 3%. For UI graduates earning undergraduate degrees from 2015-2017, 2.9% (104 students of nearly 3500 graduates) graduated with 4.0 GPAs (104/3492 = .029).

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Response: Other peer and regional institutions with plus/minus grading have experienced strong enrollments, and once established, the plus/minus system in due course becomes the anticipated 'norm,' as it is with all other university and colleges in Idaho, as well as with several of designated official peer- and aspirational-institutions, and also at Washington State University.

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Research Report of the Teaching and Advising Committee on the Question of Adopting a Plus/Minus Grading System

The Teaching & Advising Committee has explored different perspectives on the prospect of shifting from the current whole letter grade system to a plus/minus grading system. This inquiry included internal surveys of UI faculty (2016) and UI students (2017), and review of research reports from other colleges and universities, with examples from institutions that shifted to plus/minus grading scales as well as those that decided against such a shift.

Members of the committee acknowledge different perspectives on shifting to plus/minus grading, including varying degrees of support as well as expressions of reservation or opposition. Those who support shifting to plus/minus grading accord with the majority of UI faculty (60%) who favor switching to plus/minus grading. Some TeAC members voiced reservations about a shift, with concerns that echo those expressed by approximately a third of surveyed faculty, who anticipate, for example, that students may challenge grades more frequently under a plus/minus system. TeAC also recognizes that 65% of students are *strongly* opposed to a plus/minus system (at least 77% overall *oppose* a plus/minus system).

A representative sampling of the range of reasons and sentiments over this issue are collected at the end of this report, excerpted from comments by faculty and by students. These comments are preceded by a series of excerpts and encapsulations of studies from other universities. Full results from the surveys also are available.

Summary-Review observations from the committee's findings, reflections, and conversations follow. As might be anticipated, particularly given such different perspectives on this issue, any 'final' determination and decision proceeds initially with the committee presenting these findings and

deliberations to the Vice Provost of Academic Initiatives, and to Faculty Senate for representative consideration, and these representatives in turn report to the university faculty and to the president.

Recent History of this Issue at UI: in spring 2005 UI faculty approved shifting to a Plus/Minus system of grading (FC-05-025, vote to approve by Faculty Council was 10-2, with one abstention; approv. 3/8/05; approved at General Faculty meeting 5/4/05): President Tim White vetoed the proposed change (6/28/05).
Here is the plus/minus grading system proposed in 2005 (FC-05-025), as quoted below:
"The University of Idaho uses letter grades and the four (4) point maximum grading scale. The grade A is the highest possible grade, and grades below D are considered failing. Plus (+) or minus (-) symbols are used to indicate grades that fall above or below the letter grades, but grades of A+ and D- are not used. For purposes of calculating grade points and averages, the plus (+) is equal to .3 and minus (-) equals .7 (e.g., a grade B+ is equivalent to 3.3 and A- is 3.7). (This statement would replace language in first two and half lines of E-1 Grading System in current catalog)
Grades are converted by assigning the following number of points per credit for each grade: A=4, A-=3.7, B+=3.3, B=3, B-=2.7, C+=2.3, C=2, C-= 1.7, D+=1.3, D=1, F=0.
(This would replace the first sentence in E-4 Computing Grade-Point Averages in current catalog)."

Observations from the Teaching and Advising Committee

A shift to plus/minus grading may register most visibly among the less than nearly 3% of graduating (undergraduate) students who have 4.0 GPAs (e.g., 104 students of 3500 graduating seniors, 2015-2017). It is to be expected that plus/minus grading would affect other students along a distribution within each grade range in which, for instance, students who might be likely to receive B- grades (according to, for example, an instructor's point system) would fare differently than students who tend to receive B+ grades, with additional possibility of variation if some faculty members end up altering their grading practices in a shift to a plus/minus system. In other words, in aggregate, the distribution of GPAs for undergraduates should not be affected greatly by a shift to plus/minus grading though some studies suggest that overall GPAs may decrease; nevertheless, a high percentage of UI students oppose such a shift.

The committee's discussion included the challenges posed for students in some disciplines where a plus/minus system could mean that it would be more difficult to earn a high grade—that is, the amount of work required to earn an A would increase "exponentially" for high-achieving students, and also that the number of students who challenge grades may increase under a plus/minus system. There was also some discussion about how precisely faculty could accurately differentiate among different percentages or grades within a range, in order to assign grades in a plus/minus system. On the other hand, the authority to assign and determine grades always rest with faculty, who must assign grades in any system of grading, whether there are whole grades or plus/minus grades.

Another concern has to do with undergraduate students who are on academic probation because of a cumulative GPA that falls below 2.0. Under a plus/minus system that counts the grade of C-, for example, the GPA equivalent for a C- grade (and for a cumulative C- average) is approximately 1.7. A similar concern is that students on financial aid must maintain Satisfactory Academic Progress for renewal of aid, which for undergraduates includes a minimum 2.5 GPA—"At the end of each

academic year, a student's University of Idaho Grade Point Average (GPA), completion rate of all attempted classes (Pace) and maximum number of attempted credits are evaluated to determine if satisfactory progress towards a degree has been made" (https://www.uidaho.edu/financial-aid/keep-your-aid).

Examples of Plus/Minus Grading Systems

Example of Plus/Minus Grading System adopted by Western Kentucky University: As noted below, in approving a shift to plus/minus grading (2008), Western Kentucky University considered four different plus/minus grading systems; they adopted a "widely used" scale for a full range of grades from A+ to F, with no reduction in G.P.A. for a C-, as follows:
A+ (4.3)
A (4.0)
A- (3.7)
B+ (3.3)
B (3.0)
B-(2.7)
C+ (2.3)
C (2.0)
C- (2.0)
D+ (1.3)
D (1.0)
D- (.7)
F (0.0).

For comparison note that Boise State University, in contrast to WKU, does not award extra points for an A+ (4.0 rather than 4.3), and a C- receives 1.7 (rather than WKU's 2.0). As noted further below, BSU's scale is the same as that implemented at the University of Maryland in Fall 2012.
Example of Plus/Minus Grading Scale at Boise State University
A+ 4.0
A 4.0
A- 3.7
B+ 3.3
B 3.0
B- 2.7
C+ 2.3
C 2.0
C- 1.7
D+ 1.3
D 1.0
D-0.7
F 0

Example of Plus/Minus Grading Scale at Lewis Clark State College (same range as Washington State University, Utah State University, and University of Wyoming).

Grade	Points	Status
A	4.0	Distinguished

A-	3.67	Distinguished
B+	3.33	Superior
B	3.0	Superior
B-	2.67	Average
C+	2.33	Average
C	2.0	Average
C-	1.67	Below average
D+	1.33	Below average
D	1.0	Below average
F	0.0	Failing

Additional Examples of Peer and Regional Institutions with Plus/Minus Grading
- Iowa State University (Aspirational Peer, full range, A to F, A/4.0, B+/3.67 …)
- University of Nebraska, Lincoln (fullest range, A+ to F, A+/4.0, A/4.0, A-/3.67 …)
- University of New Hampshire, Durham
- University of Wyoming (ranges A to F, with no D-, A/4.0, A-/3.667, B+/3.333)
- Utah State University (A to F, no D-, A/4.0, A-/3.67 …)
- Washington State University (ranges A to F, with no D-, A/4.0, A-/3.7 …)
- Virginia Tech (Aspirational Peer, ranges A to F, A/4.0, A-/3.67 …)
- University of Montana (full range from A to F, A/4.0, A-/3.7 …)
- Oregon State University (full range from A to F, A/4.0, A-/3.7, …)

Idaho State University (full range from A to F, A/4.0, A-/3.7, …, with grades in the A-range described as Excellent Performance, B range/Good Performance, C range/Adequate Performance, D range/Marginal Performance, F/Unacceptable Performance)

Additional comparison: the conversion scale used by the College Board is as follows A+ or 97 to 100 = 4.0 A or 93 to 96 = 4.0 A- or 90 to 92 = 3.7 B+ or 87 to 89 = 3.3 B or 83 to 86 = 3.0 B- or 80 to 82 = 2.7 C+ 77 to 79 = 2.3 C or 73 to 76 = 2.0 C- or 70 to 72 = 1.7 D+ or 67 to 69 = 1.3 D or 65 to 66 = 1.0 F or below 65 = 0.

An *alternative* grading system uses fewer points of differentiation (7-8 points along the scale): 4.0, 3.5, 3.0, 2.5, 2.0, 1.5, 1.0, 0, but this is not typical and not the case with other institutions in Idaho. Some committee members agreed that this alternative scale offers some greater ability to differentiate further among students' grades relative to a whole grade system while not prompting some of the perceived difficulties and effects of a finer grading scale, such as the plus/minus system (11-12 points along the scale).

UI 2018-2019 catalog, excerpts on the current grading system.
E-1. Grading System
E-1-a
For purposes of reporting and record, academic work is graded as follows: A-superior; B-above average; C-average; D-below average; F-failure; I-incomplete work of passing quality (see regulation F); W-withdrawal; WA-withdrawal to audit; WU-withdrawal from the university; P-pass (see below); IP-in progress (see E-2); N-unsatisfactory and must be repeated (used only in ENGL 101 and ENGL 102); S-satisfactory (used only in CEU courses); CR-Credit, and NC-No Credit (may be used only in professional development courses).

E-4. Computing Grade-Point Averages
Grades are converted by assigning the following number of points per credit for each grade: A-4, B-3, C-2, D-1, F-0. In computing the grade-point average, neither credits attempted nor grade points earned are considered for the following: courses graded I, IP, P, S, W, WU, N, CR, NC, correspondence courses, continuing education units, credits earned under regulation I, or courses taken at another institution. Credit earned at non-U.S. institutions is recorded as pass (P) or fail (F), except for some courses taken through an approved study abroad program.

Internal UI Surveys: Perspectives on Plus/Minus Grading

The Teaching and Advising Committee discussed perspectives from undergraduates (Spring 2017 survey, see Appended Studies) and faculty (Spring 2016 survey, see Appended Studies) on a potential shift from the current whole letter grade system to a Plus/Minus grading scale, for undergraduates. *Note*: other public colleges and universities in Idaho use a Plus/Minus grading scale for undergraduates.

Faculty Survey: The Spring 2017 survey shows that of 269 UI instructional faculty surveyed, 60% strongly agree or agree that the UI should shift to a Plus/Minus system (64% of faculty had taught at a college that used a Plus/Minus grading system); 78% believe that a Plus/Minus system would "allow faculty members greater precision in assessing student work"; 35% believe that a Plus/Minus system would "lead to more student appeals of grades." *Note*: *Nearly ten years prior to this 2016 survey, UI faculty approved shifting to Plus/Minus grading, but President Tim White vetoed that proposed change.*

Student Survey: The Spring 2016 survey included a concise rationale for exploring a shift to Plus/Minus grading, along with contextual information of several examples of peer and aspirational institutions that use a Plus/Minus system, and a sample grading scale from Boise State University.

The spring 2016 survey of 820 UI students showed that they overwhelming oppose a shift to a Plus/Minus system (approximately 65% strongly disagree with and 12% somewhat disagree with). 44% of those students did not have experience with a Plus/Minus grading system; 31% had experienced a Plus/Minus system in high school. Students disagreed that Plus/Minus grading will allow for "more accurate representation of students' performance," will make it "easier to assign grades in borderline cases," will reduce "grade inflation," and will reduce "discrepancies when courses are transferred from another university or college." Students also disagreed that a Plus/Minus system will make them "more competitive in the job market," "more competitive in applying to graduate programs and/or professional schools"; they also disagreed strongly that a Plus/Minus system will help them to "earn a higher GPA at the University of Idaho," or that a Plus/Minus system will help them to "better calculate" their GPA. 77.21% of the students stated that they have a scholarship or financial aid that depends upon maintaining a certain GPA; 60% stated that their current GPA was in the range of 3.5-4.0; 29% stated that their GPA was 3.0-3.49; 9% in the 2.5-2.99 range; 1% in the 2.0-2.49 range. *Note*: *according to the UI Registrar's office, for UI graduates earning undergraduate degrees from 2015-2017, 2.9% (104 students of nearly 3500 graduates) graduated with 4.0 GPAs (104/3492 = .029).*

External Perspectives and Studies

The committee also surveyed and reviewed studies and rationales from other colleges and universities, including a number that have shifted to Plus/Minus grading and instances where faculty elected not to switch to or to reestablish Plus/Minus scales.

Excerpts and encapsulations of those studies appear immediately below, beginning with examples of institutions that decided to shift to a plus/minus system, followed by examples of more divided and also negative perspectives on implementing a shift to plus/minus grading, and concluding with further examples of several institutions that made the shift to a plus/minus system.

1. Western Kentucky University's final "Report of the Senate Academic Quality Committee on Potential Revisions to the Grading System" (March 18, 2008)

The UI Teaching and Advising Committee (TeAC) reviewed the primary findings of WKU's report; this report was an outcome that followed a vote of the WKU university senate in March 2007 to implement Plus/Minus grading. That vote followed earlier studies (2005-2006) of data and a three-semester pilot program "during which plus/minus grades were assigned by faculty but did not appear on student transcripts or affect students' G.P.A.s" (report on prior data study entitled "Report on Plus and Minus Grading Fall 2006").

The final report of WKU's Senate Academic Quality Committee recommended unanimously changing in two years to a full-range plus/minus grading system that would be implemented "wholesale" without an opt-in or a rolling option for all students.

WKU's report stated several reasons for advocating the shift to a plus/minus grading system, including citing research that suggests plus/minus grading increases student motivation and academic performance, that it promotes academic quality and fairness in grading, and that in repeated surveys, a majority of faculty were in favor of plus/minus grading.

The WKU committee considered four different plus/minus grading systems, and recommended a "widely used" (IV.4 'Rationale') scale for a full range of grades from A+ to F, with no reduction in G.P.A. for a C-. This is WKU's recommended Plus/Minus Grading Scale: A+ (4.3)/A- (3.7)/B+ (3.3)/B (3.0)B-(2.7)/C+ (2.3)/C(2.0)/C- (2.0)/D+ (1.3)/D (1.0)/D- (.7)/F (0.0).

2. Barnes and Buring, "The Effect of Various Grading Scales on Student Grade Point Averages" (U of Cincinnati College of Pharmacy, 2012)
Excerpt: "From 2005 to 2010 there was transition from use of predominantly whole-letter scales to plus/minus grading scales. The type of grading scale used did not affect the mean cumulative GPA. Students preferred use of a plus-only [whole letter] grading scale while faculty members preferred use of a plus/minus grading scale. In this study, there was no difference between the mean cumulative GPA calculated using a plus/minus and that using a whole-letter grading scale. Similar results occurred in a Principles of Management course in which the GPAs of 944 students taking the course either before or after implementation of plus/minus grading were compared. Mean GPA on a whole-letter grading scale before and after implementation of plus/minus grading was 2.2 and 2.2, respectively. Despite no change in the average course GPA after implementation of plus/minus

grading, the new grading scale did impact individual students' grades with 129 (13.7%) grades being increased, and 115 (12.2%) grades being decreased.
Although most faculty members and students believed implementation of plus/minus grading would decrease GPA, our study showed no difference in cumulative-mean GPA when calculated using retrospective application of plus/minus and whole-letter grading scales.

3. Louisiana State University's Final Report of the Ad Hoc Committee on Plus/Minus Grading (April 27, 2012)
Excerpt: "The majority of comparable Universities considered currently employ suffix grading scales. Based on available information, use of a suffix grading scale would have negligible effects on GPA, grade distribution and credentialing.
There was general agreement that use of a suffix [Plus/Minus] grading system is consistent with current standards in the majority of peer Universities considered and that the suffix grading system provides greater resolution in student grades that is relevant to some, but not all courses. Further, there is no conclusive evidence of negative effects on student GPAs, credentialing, or admission to post-baccalaureate programs."

4. Andrew Bressette, "Arguments for Plus/Minus Grading: A Case Study" (Educational Research Quarterly, 2002)
This year-long study by an ad-hoc committee comprised of faculty, student representatives, and the registrar, concludes that Plus/Minus grading has positive effects in four areas: "reduced grade inflation, better differentiation among students, increased student motivation, and enhanced image of grades and an undergraduate degree." The reduced rate of grade inflation included data from Washington State University; their own institution's study showed "that students involved in majors that traditionally have lower GPAs [such as the sciences] would be less affected by adoption of a +/- grading system." The committee excluded A+ and D- from its scale [note that this, for example, matches the grading scale at the UI College of Law]. Bressette's study also draws on others' (psychometricians) research to argue that the reliability of grades increases as the number of marking categories also increases, such as in a shift from a five-letter grading scale to a 10-11 categories scale (plus/minus scale). The ah-hoc committee argues that adding a plus/minus system motivates students throughout the semester, because as the spread between grades becomes smaller, students "are able to increase their grades through extra effort even at the end of the semester," or they may increase effort to avoid dropping to the next lower grade, whereas in a whole grade system, after mid-semester a student may determine that she or he is not likely to be able to improve to the next grade level, or fall to the lower grade level (38). The shift to a plus/minus system was set three years in the future, to enable most current students to complete their degrees before the change, and to give sufficient advance notice to future students.

5. Edgar, Leslie D., et al. "Student and Faculty Perceptions of Plus/Minus Grading and Its Effect on Course Grade Point Averages." College Student Journal, vol. 48, no. 1, 2014, pp. 184–197.
Analyzes results of providing instructors at the College of Agricultural, Food and Life Sciences at the University of Arkansas, the option of assigning plus and minus grades; consequently, one-half of courses were graded using plus/minus and one-half were graded with a straight letter grade system. A majority of students opposed plus/minus grading; a slight majority of faculty felt that plus/minus grading was fair to students, while others felt that though a plus/minus system helped average and low achieving students, it also resulted in lower student GPAs and preferred straight letter grades. Effects on GPA showed that for "straight letter grade, pre-period mean was 3.35 and

post-period mean was 3.32. The difference between the two periods, -0.03, was not statistically significant. For plus/minus the pre-period mean was 3.01 [significantly lower, perhaps indication of faculty grading practices who opted for plus minus grading system] and post-period mean was 2.89 with a difference of -0.12 which was statistically significant" (192). "Within the B, C, and D categories, the proportions of plus grades were larger than for minus grades . . . . the overall proportion of minus grades exceeded the plus grades . . . . This was attributable to no A+ grades being assigned" (193-194, 196). Again, while "a plurality of faculty agreed plus/minus grading helped average and low-achieving students, a majority of students disagreed" (195). Use "of the plus/minus grading system resulted in lower grades on average reversing grade inflation" (195). Also, "if the plus/minus system is retained, there may be value in removing the minus from the A scale since it is not counterbalanced with an A+ . . . . These findings by and large support previous research that noted students do not like the plus/minus grading system; primarily because students have the chance of earning an A-. However, faculty tend to support a plus/minus grading system because it allows them to differentiate between students in a course" (196).

6. Fries, Ryan N., et al. "Student and Faculty Perceptions on Plus-Minus Grading: A Case Study." Educational Research Quarterly, vol. 36, no. 4, 2013, pp. 49–68.
Primary findings of this study show that "1) an overwhelming majority of students (83%) are satisfied with Southern Illinois University Edwardsville's current whole letter grading scale, 2) most faculty (59%) favored a change to plus-minus grades, and 3) students and faculty alike noted that an accurate reflection of performance was the most important issue to consider when choosing a grading system. Based on the evidence collected, SIUE chose to retain the whole letter grading system for the time being" (49). In this study's review of the literature on this issue, "Faculty and students in favor of plus-minus grades cite more accurate grades as a benefit of this system, while those opposed consider a low benefit/cost ratio as a downside" (50-51). In contrast, this study also notes that faculty at Northern Illinois University recently (2011) recommended a change from a whole-letter grading system to a plus-minus system (57).

7. Arizona State, "Report of the Ad Hoc Committee on Plus/Minus Grades"
Excerpts:
Cites Wake Forest University study supporting the "the common sense understanding that a student whose "true" grade is represented by the score of 81 on a 100 point scale is more accurately captured with a grade of B– (assuming 80 is the minimum required to fall in the B range) than either a grade of B or C" and an MIT survey: "A 1999 analysis of faculty and student reactions to the implementation of +/– at MIT over the previous three years revealed overwhelming support by faculty and strong support from students regarding the efficacy of +/–."
On articulation with other Arizona institutions: "If adopted, ASU will be the only higher education institution among Arizona's state universities and the community colleges to employ +/–" [report also notes, however, that all other universities in the Pac-10 system use plus/minus grading].
"Committee Recommendation: The majority expression of the Committee is that the University maintain a grading system that does not use +/–. However, given the previous resolution of the Senate to adopt a +/– system, the Committee has opted to place a +/– option before the Senate."

8. Eastern Kentucky University, "Ad Hoc Committee on Plus/Minus Grading, 2002-2003"
Excerpts:
Only one of the seven other Kentucky public universities use plus/minus grading, and 50% of Kentucky's other 'benchmark' institutions use plus/minus grading.

"Participants from the benchmark and Kentucky public universities reported that they thought plus/minus grading had a positive effect on student motivation and grading accuracy. Participants were split on grade inflation. . . . Furthermore, the nine benchmark and Kentucky public universities using plus/minus grading were asked what benefits their university perceived their plus/minus grading system to have. Reported benefits included more accurately reflects students' work, more precision in grading, and increased student initiative. EKU faculty reported that positive effect of plus/minus grading was grading accuracy. EKU students reported no positive effects of plus/minus grading." The committee concluded: "Plus/minus grading was instituted on the EKU campus as a method of reducing grade inflation. Research from this campus, other campuses, and the scientific literature suggests that it does not accomplish that goal. In addition, members of the campus community perceive far more drawbacks than benefits of plus/minus grading. Furthermore, the majority of the faculty and students are opposed to re-establishing plus/minus grading on this campus. Therefore, the Ad Hoc Committee on Plus/Minus Grading recommends that plus/minus grading not be reinstated at EKU at this time."

With the experience of using plus/minus grading for the 2001-2002 academic year, this follow up survey reports that slightly more EKU faculty were dissatisfied with plus/minus grading (48%) than those satisfied (40%), and most faculty were against re-establishing plus/minus grading (51% vs. 41%).

9. Mohler, Chad. "Information on Plus/Minus Grading" (Truman State, 26 October 2000)
Excerpts:
Advantages of the plus/minus grading system
• More accurate reflection of differing levels of student achievement in a class
• Less grading error (greater reliability) in the grades that are assigned
• Greater fairness in grading: students who do (for example) B+-quality work will get a better grade than those who do B- -quality work.
• More informative feedback to students on the quality of their work
• More honest to our liberal arts commitment to the value of a discriminating mind
• Students in the middle of a letter grade range will find themselves with greater motivation to do end-of-the semester work. They will want to try achieve the "+" grade and avoid the "-" grade. Under the current system, doing a little better or doing a little worse on end-of-the-semester work will have no effect on those students' grades.
• For A-level students, a greater competitive edge in the grad school admission process: a 4.0 GPA from a school with the A- (3.667) grade looks better than a 4.0 GPA from a school without the A-grade, since the latter 4.0 may consist entirely of A-'s, whereas the former 4.0 is straight A's (and/or A+'s).
• Grading scale can be set up so that straight letter grades retain their current meaning (A equals a 4.0, B equals a 3.0, etc.).
Disadvantages of the plus/minus grading system
• Studies (e.g., Wake Forest's and NC State's studies) show that while plus/minus grading generally has little effect on student GPAs, GPAs may decrease very slightly in a plus/minus system. For instance, the mean undergraduate GPAs from the six semesters NC State has been using a +/- system are within four hundredths of a point of what they would be under a simple letter grade system. The Wake Forest study indicates that the GPAs of students with GPAs close to 4.0 may decrease by up to eight hundredths of a point. Students with GPAs in the D- range may also have GPAs reduced by a tenth of a point or so.

- Note that . . . the small decrease in near-4.0 GPAs can be made even smaller with the adoption of a 4.333 A+ grade (together with a cap on cumulative GPA of 4.0, if desired). See also the accompanying NC State charts.
• Possibility of greater clerical error in the recording of grades

10. Notes on "Plus and Minus Grading Options: Toward Accurate Student Performance Evaluations" The Academic Senate for California Community Colleges (1996)
Excerpt: Proposed grading scale excludes C- and an A+ is not calculated into the GPA (A+=4.0, A=4.0, A-=3.7, B+=3.3 …). "The primary motivation for use of the plus/minus grading option stems from an ethical imperative. Faculty are ethically obligated to ensure evaluations of student performance are consistent, fair, and accurate. . . . In essence, the implementation of the plus/minus grading option allows for better and more accurate information to and for students about their performance. . . . The current system is too coarse. Students' achievement can differ by nearly 25% and result in the same grade. . . Conversely, students' achievement may not differ by more than 1% yet result in adjacent grades 25% apart in value for GPA purposes." "…the use of plus minus grading could support student motivation and success. . . . In the current system, students … can become… discouraged by having significant improvement evaluated as if there were no improvement and, in another circumstance, complacent by having significant decline in achievement evaluated as if there were no decline."

11. Plus/Minus Grading Implemented Fall 2009 at the University of Texas
http://www.utexas.edu/cola/student-affairs/news/1876
(Jul 27, 2009)
Excerpts:
Starting in the Fall of 2009, the University of Texas will switch from its current [whole letter] system to a plus/minus system [A/4.0, A-/3.67 …C-/1.67, D+/1.33, D-/.67, F]
*Why is the University Switching**?
Plus/minus grading allows for more accurate representation of students' performance.
Plus/minus grading makes it easier to assign grades in borderline cases.
Plus/minus grading may be used to reduce grade inflation.
All 11 of our peer institutions (the group of large public universities that UT Austin uses for comparison purposes) use some form of plus/minus grading.
The new system will help with transfer student discrepancies.
The more grade options we have means that students are awarded grades appropriate to their performance in a course.

Will Student's GPAs be Affected?*
No. Effects on GPA will likely even out, and the effect on top students is as likely to be positive. In any case, given that most of our peer institutions use plus/minus grading, this change would increase the equity of comparisons for students from different universities.

12. Plus/Minus grading implemented fall 2012 at U. Maryland (A+, A/4.0, A-/3.7, … C-/1.7, D+/1.3, D/1.0, D-/0.7, F/0):
http://www.testudo.umd.edu/plusminusimplementation.html

Excerpts:

In Fall 2005, the [University of Maryland] University Senate voted to adopt a policy for plus/minus grading, which was approved by the President. A slight revision to the policy was passed by the Senate and approved by the President in Fall 2011. As of Fall 2012, plus/minus grading is the University's new official grading policy. Under the policy, quality points for each letter grade from A through D reflect plus and minus components of the grade, as shown below. The plus/minus system applies to both undergraduate and graduate courses.

Degree Requirements Based on Calculated GPA

All existing requirements that are based on any calculated GPA of grades earned in more than one course will continue under the plus/minus policy. For example, the College of Education has a degree requirement that students must maintain an overall GPA of 2.75. This requirement is unaffected by the introduction of plus/minus grading.

University Requirements for Graduation

The University's current requirements of a minimum overall GPA of 2.0 for bachelor's degrees and 3.0 for graduate degrees are unchanged.

Undergraduate students who matriculate to the University in Fall 2012 and after must earn a minimum grade point average of 2.0 in their major/minor/certificate requirements. All students must also earn an overall cumulative grade point average of 2.0 in all courses in order to graduate. Individual department, college, school or program requirements may exceed this minimum.

Acceptance of Undergraduate Transfer Credits

In general, credit from academic courses taken at institutions of higher education accredited by a regional association will transfer provided that the course is completed with a grade of at least C- and the course is similar in content and level of work offered at the University of Maryland, College Park. Grades of D- or better will be accepted from appropriate course work completed at a regionally accredited Maryland public institution. The University will accept grades of C- (or D- from Maryland public institutions) from students who matriculate to the University of Maryland in Fall 2012 or after. The University will accept transfer course grades of C- (or D- from Maryland public institutions) from current students for transfer courses completed in Fall 2012 or after.

13. Minus grades added to reg. and plus grades for a plus/minus system at U. Florida in 2009 (A/4.0, A-/3.67 … C-/1.67, D+/1.33, D/1.0, D-/.67, F/0): http://www.clas.ufl.edu/faculty/minus-grades.html

Excerpt:

- The implementation of minus grades will not change the definition of a grade point deficit. A C average will remain a 2.00.
- Only grades higher than C will lower a deficit. Every credit of C+ earned removes .33 from a deficit (a C+ in a three-credit course removes .99 deficit points); every credit of B removes 1 deficit point; and every credit of A removes 2 deficit points.
- UF academic policies relative to "C" thresholds remain the same ("C" equals 2.0)!
- A "C-" will be treated differently than a "C" in repeat course processing since "C" is the threshold grade.

S/U Option

Currently an S/U course must be graded as a "C" or better to receive an "S." Therefore, if a faculty member assesses the work of a student as a "C-" (1.67) or lower they should assign a grade of "U."

General Education Credit

A "C-" (1.67) will *not* result in an award of General Education credit.

Writing and Math (Gordon Rule) Requirement

Students earning a "C-" (1.67) in writing/math courses taken to fulfill these requirements will *not* receive writing/math (Gordon Rule) credit.

President's Honor Roll policy remains the same!

"A-" grades will *not* yield the perfect 4.0 GPA required to achieve the President's Honor Roll designation.

Sampling of comments from 2016 Faculty Survey:

Potential benefits of giving plus/minus grades.

-Better ability to distinguish different levels of work. Makes smaller assignments more meaningful.
-Greater accuracy in grading - clearer differentiation in assessment!!! I do like the idea that students might work even a little harder to get the +
-less rounding up of grades by faculty -more impact on students being able to increase GPA without having to earn an A
-It is more fair, currently someone earning a 71% and 79% end up with the same grade. The current system isn't dynamic enough.
-More accurate assessment. No longer would a 79.5% and an 89.4% receive the same grade. Would provide motivation for students to do more than "just get by."
-Would provide a more accurate assessment of student performance.
-More accurate feedback will be necessary, leading to increased student learning Greater student buy-in, in some/many cases, to their grades
Faculty will be able to feel better about their grades
-1) Better reflects actual student performance, particularly in courses where majority of the student work is in teams/groups. Reflects distinction between levels of effort that students can clearly understand. 2) Provides closer tracking of performance for students who are struggling to maintain passing grades, thereby allowing students to better understand when they need to be proactive about improving their performance.
-1. Especially at midterms, it would more effectively communicate to advisers and to the student how the term was going. There's a big difference between a C+ and a C- in a class. 2. It could potentially lower the grade-grubbing phenomenon if students understood that as far as their GPA went there was little difference between a B+ and an A-, unlike the giant leap that an A to B is.
-None - just more confusion and inequity.

The difference between a B- and a B+ is considerable. I have long felt that plus and minus grades would be fairer to students. The other benefit would be that I'm sure we would deal with less student appeals of grades. Although I have not taught at an institution that used a plus/minus grading system. I have attended a university that used plus/minus grades, and as a student, I felt it was much fairer than the college I attended that did not use plus/minus grades.
Avoids inflation of GPAs at the top end; Enables me as instructor to differentiate between levels of achievement.
More accurately describes student performance. It never really feels right to give a student who earns 89% the same grade as a student who earns 80%. Students may have greater motivation to work towards the next highest grade.
-For graduate students, I think it will show important differences between top students. Will help decrease grade inflation.

Potential drawbacks of giving plus/minus grades.

-More complex grading formulas. Definitely will take more time, particularly in large classes. I teach a 100-level course with more than 100 students, so time is an issue.
-I believe there are *NO drawbacks* to this system (multiple replies just like this, such as "
-Having worked in an R1 university that uses this system, I can honestly say *I see no drawbacks* whatsoever, only potential benefits.
-Having used as +/- system at the university level for 19 years prior to coming to UI, *I do not believe there are any drawbacks*. The system allows faculty to be more accurate and ultimately rewards students much more eff
-My experience is that there will be a lot more kibitzing and grade creep. It is a lot harder to argue from a B to an A than from a B to a B+ or even a B+ to an A-. You are really opening the grading system up to arguments about splitting hairs. 2. My experience is that plus/minus grades are often handed out subjectively and that they enable subjective grading. Again, one presumably has to have a hard rationale for assigning an A vs a B. Plus/minus opens the door to soft rationales (I feel like this student put in the extra effort, was most improved, etc.) and soft rationals are more subject to unintentional bias and even arbitrariness.
-students might see their gpa's fall slightly - there may be slew of complaints
-Students might whine about the grade they receive. News flash: these will be the same students that whine under the current grading system. In addition, some UI employees (nonstudents) who do not teach nor evaluate student understanding nor assign grades will complain about the grading. 2) This will likely add a little more time to the assignment of the final grades in each course. For me *this would be a fair trade* (a modest amount of time at the end of the semester for the ability to assign plus/minus grades).
-Students did not want this when we asked them in the past
-In my opinion after using the plus/system for large university gen ed classroom grading, that most students receive a lower grade than they would for the same work on the current 5 point grading scale
-Added squabbling
-A definite drawback is that a +/- system will further promote grade inflation. In my classes at the introductory level, the median grade is typically at about the equivalent of a C+. As such the A, B, C, D, F system has sufficient resolution. If we had more subdivisions in our grades, professors and instructors would be more comfortable with a higher median grade since they would feel they have

more "steps" to the grading. Also, students will come to expect a higher median grade for all of their classes.
-I really *don't see drawbacks*; I've taught in both 2-year and 4-year schools that used a plus-minus system (which the checkboxes above didn't allow me to say), and I've seen it work extremely well and reduce grade inflation.
-Student disappointment at losing half a letter

Sampling of comments from the 2017 Survey of UI Students

-I feel very strongly against a plus/minus grading system. As a 4.0 student my whole life, I feel as though the current grading system accurately reflects my skills as a student. I don't think students should be penalized for having "less of an A" than someone else. An A should remain an A, whether you get a 90% in the class or 100%.
-I think that this would definitely bring down the all men's and all women's gpa on campus which will make our university less competitive with other schools. I currently have a very high cumulative gpa (3.81) after about 80 credits of undergraduate work and I definitely feel this would have a negative impact on my gpa. I really hope that this will not pass and I know the majority of students will be very upset.
-I don't see the point in changing it. It may reduce the amount of actual 4.0 students we have but in the end I think everyone's grades will still average out pretty equally. It would be interesting to take a study and look at say 100 students and their grades. Apply a +/- scale and compare if their actual GPA changed or remained pretty constant. Then report these findings to the students for a second opinion.
-It's very difficult to get an A in classes. I don't want to have to get a 93 to get an A. ---Not concerned with achieving any other grade other than A.
-I think that this grading system *will keep students motivated to work towards achieving higher grades* within individual classes, especially when they're well into the semester and would otherwise be locked into a letter grade. For example, if I have an 85% and I am 2/3 through the semester, the likelihood of me getting good enough grades to achieve an 'A' are slim so I will put in the minimum effort to sustain my 'B' rather than continue working hard towards a 'B+' if we had a plus-minus grading system. That being said, as I typically get A's that are in the lower end of the range, my GPA will likely go down as a result of this change but it would provide extra incentive to continue pushing towards that next break-point should this system be implemented.
-*I appreciated the plus/minus grading system at my undergrad school*. Also, I would suggest including an A+. At times, I was in a very small % of students (1-3% of a total class) at that performance level and it was good reference for ppl writing my LOR to see that I had earned A+s in rigorous and competitive classes.
-I think *it is a good switch* if the University's comparative schools have implemented the plus/minus system. It mostly helps to separate the low/high within the A's/B's. -Maybe some value in that but GPA is an increasingly less important component of my portfolio because there is already so much variation in course difficulty levels.
I believe that a plus minus grading system should still allow a student to maintain the same GPA as a traditional letter system. There will be times that the system falls in the students favor and times it does not. It does make achieving a 4.0 more difficult however for the majority of students they will see in a benefit in working hard to try and do their best because someone with a 80% in a class and someone with an 89% will not be treated the same which can be very frustrating and demotivating.

-As a student, teaching assistant, and instructor of record in Computer Science - *I am strongly in favor of UIdaho adopting a +/- grading system*. It helps not only in grading, but better evaluating students' performance. As of now, students who work hardest and students who not so hardworking get the same grade: "A". This creates a vacuum of no-motivation of hardworking students because they see others no working so hard get the same grade as well.
-This is literally the dumbest thing this university could do. If I got a 90% in a class, that should be an A. PERIOD! Therefore I should get a 4.0 for that course, not anything else. It's bullshit that if I work my ass off to get an A, that it not be rewarded as such. I have heard that a majority of students are against this, and a majority of professors are for it. Why should the professors get any say in this? They're not paying for anything. The students are the ones paying for an education, so they should get a say in things like a grading scale. If this passes, I guarantee a drop in attendance at the University of Idaho. I warn you not to pass this.
-I think that the grading system that is currently in place does a fine job of representing students and their achievement in classes. I believe that I have earned the grades I received even if they were on the fringe of a higher or lower grade. I am sure that many other students share my same opinion and I believe that the student body opinion should take precedence in this matter, seeing as we as a student body are paying to be enrolled at this university. I do not think that the teachers opinion should outweigh the students in this matter and hope that the university decides to back its students in the end.
-I strongly believe that *we should switch to this system*. It is unfair that if I have an 89% I get the same grade as someone who has an 81%. Furthermore, it sucks that I'm 1% away from getting an A but I lose a whole point on my GPA. Switching to the plus/minus system more accurately depicts a students GPA.
-A plus minus grading system would create an unnecessary stressor. With the current system students can be more confident that their grade will be near their perceived performance. With the smaller range of a plus/minus system any small change (up or down) will result in a GPA change (instead of only borderline grades). I feel this constant change of grade would cause stress that currently doesn't exist.
-It would be more difficult for students to maintain a 4.0 GPA if a difference is made between A and A+ (I like that for selfish reasons), and so it could easily make for less competitive pre-med graduates (my area of concern). However, it's probably a good idea in that it would combat grade inflation, and allow for more nuanced assessment.

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting 12

3:30 p.m. - Tuesday, November 6, 2018
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. **Call to Order.**

II. **Minutes.**
- Minutes of the 2018-19 Faculty Senate Meeting #11, October 30, 2018 (vote)

III. **Consent Agenda.**

IV. **Chair's Report.**

V. **Provost's Report.**

VI. **Other Announcements and Communications.**

- **Ombuds** (Smythe)
- **Improve IT Support** (Ewart)

VII. **Committee Reports.**

Commencement Committee
- **FS-19-004** – FSH 4930 – Honorary Degrees (Hendrix)

VIII. **Special Orders.**

Identity Theft and Access Management (Ewart/Parks)(FYI)
FS-19-013: APM 30.10 – Identity and Access Management
FS-19-014: APM 30.17 – Identity Theft Protection
Sexual Harassment Policies - compliance changes (Agidius/Craig)(FYI)
FS-19-009: FSH 3220 – Sexual Harassment
FS-19-010: APM 95.15 – Campus Law Enforcement and Crime Reporting
FS-19-011: APM 95.20 – Education/Prevention and Responding to Sexual Assault
FS-19-012: APM 95.33 – Reporting Incidents of Violent or Threatening Behavior

IX. **Unfinished Business and General Orders.**

X. **New Business.**

XI. **Adjournment.**

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments: Minutes of 2018-2019 FS Meeting #11
FS-19-004; FS-19-009 through 014

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #11, Tuesday, October 30, 2018

Present: Benedum, Brandt (w/o vote), Bridges, Cannon, Caplan, Chopin, DeAngelis, Dezzani, Foster, Grieb, Jeffrey, Johnson, Keim, Kern (Coeur d'Alene), Lee, Lee-Painter, Luckhart, McKellar (Idaho Falls), Morgan, Raja, Schwarzlaender, Seamon, Tibbals, Vella, Wiencek w/o vote). **Absent**: Ellison, Kirchmeier, Laggis, Lambeth, Watson. **Guests:** 6

Call to Order and Minutes. The chair called the meeting to order at 3:31 p.m. A motion to approve the minutes (Seamon/Foster) passed unanimously.

Chair's Report:

- The UI College of Engineering Grand Challenge Scholars Program will be featured at the Lunch and Learn program at the Integrated Research and Innovation Center this week. The event will be on Thursday November 1, at 1:00 pm at the IRIC. The Great Challenge Scholars Program is a multi-faceted curricular and extra-curricular program designed to prepare students for 21st Century engineering challenges.
- Annual benefits open enrollment for 2019 is underway and will run until midnight PST on November 6, 2018.

A senator noted that a link to the *Talking Points* (TPs) was published in The Register. He asked whether senators should continue to forward the TPs to their constituents. Secretary Brandt explained the inclusion of the TPs in The Register was part of an effort to make sure that staff at the university, many of whom are not part of a college, are able to read the TPs. She stressed that Senators should continue to distribute them because it is much more likely that faculty will read items forwarded by a colleague than more general communications. Vice Chair Grieb also pointed out that distributing the talking points provides faculty and staff in the colleges a point of contact with senate. Chair Johnson stated that distribution of the TPs by senators facilitates good communication.

Provost Report: The provost stated that he had come to the meeting from the Cultural Literacy and Diversity Symposium. He also gave kudos to the College of Law for its recent successful Bellwood Lecture with former Secretary of Homeland Security Michael Chertoff. He commented that Chertoff was the most recent in a number of excellent speakers at the university.

The provost also updated senators on the ongoing work of the Institutional Planning and Effectiveness Committee (IPEC). The committee continues to examine improvements in the process of Program Prioritization (PP). The provost reiterated what he has said several times previously, that PP is a process required by the State Board of Education (SBOE). IPEC is putting together a new framework for PP. A subcommittee, Re-Engaging Another Program Prioritization (REAPP), chaired by Dean Ali Carr-Chellman, was tasked with proposing revisions to the process. REAPP presented its recommendations to IPEC last week. REAPP has recommended a rubric for evaluating programs based on their cascaded strategic plans. These evaluations would be conducted by a small group rather than through broad surveys. Simultaneously, Vice Provost Cher Hendricks has been leading an effort to revise our process of program evaluation – also required by the SBOE. After clarifying the SBOE's expectations for program evaluation, the UI has determined that review by external visitors is not required and is thus focused on developing an internal program evaluation process. After discussing VP Hendricks's process and reviewing the recommendations of REAPP, it has become clear that the PP process and the program evaluation process should be coordinated. The discussion of how to accomplish this continues. IPEC is focused on two larger questions – how to collect the data and narrative needed to support the evaluation and, more difficult, how to best evaluate the data.

Provost Wiencek also explained that while the SBOE has mandated PP, it has not required that the process be undertaken every year. Rather, the board expects an annual report of progress. He is comfortable that UI's work to evaluate our initial effort and to coordinated program evaluation and PP will satisfy the board's expectations. The SBOE has PP in policy and expect us to do it. They want annual reports about where we are. Wiencek also offered a preview of Vice President Brian Foisy's upcoming presentation regarding the budget. He stated that it is natural that the process of financial reallocation should look to the results of PP. However, he stressed that reliance on the results of the last process will only be at the vice presidential and college levels. The college deans and the vice presidents will be making the decisions about how to reallocate funds within their areas and colleges.

The provost reported that a consulting firm – Huron Consulting Group – has been retained to examine the opportunities to leverage efficiencies in the operations of the various four-year institutions in Idaho. This group is currently visiting campus. It will be looking at whether processes such as Information Technology, Administrative computing software (Banner) and/or advising and teaching support systems (e.g. VandalStar and BBLearn) can be centralized. The SBOE is engaged in this effort to reduce expenses and reallocate funds to scholarships.

Finally, the provost reported that he will be taking a family vacation to Vietnam in the near future. He added that his wife was born in Vietnam and has never returned since emigrating.

Establishing Institutes and Centers. The chair reminded senators that questions about institutes and centers arose at the retreat. In response, senate leadership invited Associate Vice President Bradley Ritts to discuss this topic with senate. AVPR Ritts is also new to the university and will also give an overview of his role.

Ritts provided basic information about his background. He has worked both in academia and in industry and is a geologist by training. Throughout his career, even in industry, he has been engaged with university research. He hopes to serve as a liaison between the university and the private sector on research issues. Ritts moved to the Palouse from the San Francisco area.

Within the Office of Research and Economic Development (ORED), Ritts has two primary responsibilities. First, he works with faculty and others to increase the scope and impact of research and creative activities at the university. Second, his responsibility is to ensure that his office runs well and is supportive and effective in advancing UI interests. He has taken over responsibility for some of the more "growth-oriented" aspects of ORED's operations including tech transfer, faculty development, and supporting research entities.

Regarding UI's research entities, Ritts discussed a new process for approving, supporting and reviewing such entities that was adopted by the Research Council last year. Ritts' philosophy that such entities are a way of highlighting the strengths of the university. The new process classifies research entities into three different levels. The levels are not a progression but, rather, are based on the different scope and reporting process for entities. Level I entities normally exist within a college. Level II entities involve more than one college. Level II entities normally cross disciplinary lines and draw from multiple units, external agencies and institutions. No matter the level a dean and ORED must approve the creation of the research entity. The guidelines establish a process for approval which Ritts is implementing. The guidelines also call for periodic review of research entities at least every five years. Ritts believes the review process will assist research entities in bringing people together and maintaining focus.

Ritts concluded his presentation by promoting the "Short and Sweet Research Talks" sponsored by ORED. These talks are important to building an interdisciplinary research community.

University Finances. The chair introduced Vice President Brian Foisy. Foisy presented the first part of his talk on university finances at Senate Meeting #10 on October 23, 2018. Foisy reviewed the information he presented previously indicating that the UI has a $2.1 million structural budget shortfall that has resulted from

overly optimistic estimates of enrollment over the past ten years. Last year, rather than further reallocating funds from colleges and administrative units, the shortfall was covered by the provost using one-time funds. While this allowed the university to continue its existing budgeting priorities for the coming year, it did not solve the structural problem. Unless the university adjusts its spending, it will continue to spend one-time funds to cover the structural deficit. Foisy likened the problem to a worker who had a job that paid $60,000, lost the job and found a new job that paid $50,000. If the worker has $10,000 in savings those can be deployed to cover the difference in salary so the worker does not have to change her spending habits immediately. However, once the worker exhausts the savings, the worker will be faced with adjusting spending to respond to the new reality that her income has been reduced. Foisy stressed that the university's decreased tuition revenue has continued for long enough that we must reallocate base budgets rather than continuing to hope that enrollment will increase.

Foisy presented two groups of recommendations -- one for FY19 and a second for future years beginning in FY20. First, Foisy stated that we could take three approaches to project tuition revenue: 1) the university can assume that our current situation is a "new normal" and project that our revenues will be relatively flat for the coming years; 2) it can assume that the decrease in tuition revenue is a temporary situation; or 3) it can assume that the downward trend in tuition revenue will continue. Until now the assumption has been that the drop in tuition revenue is temporary. However, given the length of time the decrease has persisted, Foisy stated that we should assume that, for budgeting purposes, the decrease is long term and that we are in a period of relatively flat enrollment growth. Based on the assumption of flat enrollment growth, the institution has committed to the development of a new budget model. Foisy created a finance committee to develop a new budget plan. One of the most important conclusions of this group is that budget adjustments should be pushed out to the UI community once and that piecemeal efforts to balance the budget temporarily should be avoided.

It is too late in the process to change the FY2019 approach to budgeting. Thus, the FY19 deficit must be dealt with through one time funds. Changes in base budgeting will be implemented for FY20.

A senator asked why the focus of the budget discussion was exclusively on general education funding. She asked whether other categories of funds such as Facilities and Administration (F&A) recovery from grants could be used to address the shortfall. Foisy responded that he would address this issue further in his presentation. He also explained that college and university accounting involves the management of thousands of individual accounts. Many of these individual accounts have restrictions and dedicated purposes. For this reason, it is difficult to utilize such funds to meet general budgeting priorities. The senator followed up asking whether some of the individual funds might overlap some of the general budget needs and be used, within their purposes, to meet such needs. This might alleviate pressure on the general education budget. Foisy did not believe such overlaps exist. He used several familiar dedicated funds as examples including funds collected from student fees to operate the Student Recreation Center or funds dedicated from central F&A for debt reduction on facilities such as the IRIC.

In addition to the structural tuition revenue deficit, Foisy also indicated that several of the priorities identified by the University Budget and Finance Committee (UBFC) have been identified as urgent. These projects total $2.9 million for FY19. When these urgent priorities are considered, the total budget shortfall for FY19 is $5 million.

A senator asked how the urgent UBFC projects were identified. Foisy reviewed the UBFC process and estimated that there had been 90-100 requests in the cycle. Last year the committee rated the requests as recommended or not recommended. The President's Cabinet examined the recommended requests and ranked several as urgent. The senator followed up asking whether unit administrators had been involved in identifying the urgent requests. Foisy responded that deans were asked to provide input. Some deans participated, and others did not participate. The senator responded that he would have liked the process of identifying urgent requests to be more transparent and to include more faculty input. Foisy responded giving examples of the urgent requests. The largest request was for $700,000 for marketing and communications. Currently the university

has no marketing budget. We support the staff who create marketing, but do not have a budget for actually placing our marketing. We provide funding to get our marketing out to the public on an annual one-time basis. The judgment was that funding marketing was an urgent priority. Every vice president supported this priority. The faculty secretary reminded senators that since the current UBFC process was created, the university budget process has responded to and been able to fund the highest priorities identified by faculty.

In addition to marketing, other priorities included funding a big request from the Library – 400k to salvage existing library subscriptions.

FY19 budget reductions will be largely based on ability to pay. The committee discussed whether budget reductions should be based on the size of existing base budgets. Foisy did not believe this would be appropriate. Some units have good reasons for not having any carryforward funds to meet a reduction based on base budgets. For example, the College of Law expanded in Boise with no new infusion of funds. The understanding was that this expansion would result in deficits in the Law budget that would be resolved over time. If reductions are based on base budget, Law would not be in a position to manage such reductions. The plan is to look at existing general education carryforward balances as of FY18. There is a strong relationship between carryforward funds and the university budget shortfall. At some level, these funds were made possible by the university's optimistic tuition projections and the fact that unit budgets were never adjusted when projections were not met. If base budgets had been adjusted five years ago, many of the general education carryforward funds would not exist today. The decisions as to how to specifically meet the reductions will be made at the vice-presidential level. There will not be a mandated reduction on general education carryforward budgets. Rather, each vice president will have the ability to determine how to allocate reductions. The provost will work with deans to make these determinations within academic affairs. The reductions will be made based on June 30 year end balances.

In FY20, the university will implement base budget reductions. The amount of the base budget reduction is likely to be slightly larger than the FY19 shortfall. This is because the university is expecting to have more tuition waivers as interest from students in other states in the Western Undergraduate Exchange (WUE) continues to grow. Foisy estimates that the FY20 base budget adjustment will be approximately $3 million, plus projects identified by the UBFC. He expects that this will include permanent base funding for marketing. The total will likely be approximately $5 million.

Finally, as part of the base budget adjustments, Foisy proposes that the university create two additional funds. His estimates for the cost of these funds are purely estimates.

1. **Enrollment Contingency Fund**. The university must move away from a budget approach where every dollar is committed. This leads to the situation we are in where any flux in revenue leads to shortfalls and the need to make mid-year reallocations and adjustments. Because tuition revenue is the most unpredictable part of the UI budget, Foisy recommends that the institution create a contingency fund as part of the regular budgeting process that would be available to cover idiosyncratic ups and down in tuition revenues. This would provide a buffer that would help eliminate the need for holdbacks and gain-sharing.

2. **Presidential Initiatives**. Foisy also recommends that the university create a budget to fund presidential initiatives. He believes this is necessary to make our presidency an attractive position. Otherwise, the new president will have no resources to move forward new initiatives. Foisy pointed out that the budget in the President's area was particularly hard hit by the PP process.

If these two recommendations are added to the budget, Foisy estimates that the total base budget adjustment in FY20 would be $9 million.

Regarding timing, Foisy stated that the plan for implementing base budget reductions must be finalized between now and the end of January 2019. The FY20 budget will be developed during February and March

2019 and will be implemented on July 1, 2019. The plan will likely utilize existing planning processes such as PP as a basis for implementing base reallocations. Foisy indicated that the differences at the college and VP levels between relying on the percentage of base budget versus PP were not significant. He pointed out that the academic affairs area fared well in PP and that finance and administration and the president's areas fared the worst. Even so, within the overall budget of $180 million the differences in reallocations between the two approaches was most often less than $100,000. He also reiterated that the budget decisions will be made at the level of the vice presidents and not at the unit level.

Foisy also addressed some additional steps he recommends as part of the budget process. He would like to implement a strategic staff hiring plan similar to the faculty plan being implemented by the provost. He also plans to articulate some "guiding principles" regarding the budget process aimed at eliminating holdbacks and gain-sharing.

He is planning university-wide open forums in the coming weeks to provide opportunities for input and information sharing. In answer to a question from a senator, he stated that these would be available via Zoom at all UI locations throughout the state and would be recorded and posted online.

A senator asked for clarification of whether "Y" accounts are general education accounts. Foisy responded that general education accounts are "X" accounts. Y accounts are not general education funds, but rather are dedicated local funds from course and lab fees, F&A and other income generating activities. Theoretically the institution could shuffle the funds from Y accounts to X accounts because Y accounts are not technically restricted. However, Foisy stated that doing so would be a very aggressive approach that could raise serious questions since the monies in Y accounts were collected for particular purposes. For example, students paid lab fees on the belief that these funds would be used to support the lab. Foisy stated that across the university there are $20 million in general education carryforward funds. At this time there is no need to consider other types of funds to meet our budget priorities.

A senator pointed out that some faculty have acquired salary savings to keep their labs operating. He stated that these funds have helped enhance our research efforts. He expressed concern that such funds would be subjected to reallocation. Such an approach would harm our research efforts and breach a contract with faculty who have managed these funds. Foisy responded that considering these types of situations is one of the reasons the reallocation decisions will be made by deans and VPs. These individuals are familiar with the specific situations within their colleges and areas and are in a better position to consult with units and make strategic decisions regarding reductions. He gave an example from his area. UI must replace the trailer used by facilities to transport wood chips to campus for the heating plant. Facilities has been saving money to fund the replacement. Foisy plans to replace that trailer and make reallocations from other portions of his unit.

Provost Wiencek emphasized that while the university will strive to manage and reduce the impact of reallocation, we cannot let the perfect be the enemy of the good. The institution is paying for ten years of not managing this issue. He stressed that increasing enrollment is one way to address the issue. He encourages faculty to work together to implement the new budget plan and support enrollment growth efforts.

Adjournment. The time for the meeting having approached, a motion (Keim/Morgan) to adjourn passed unanimously. The meeting was adjourned at 4:59 p.m.

Respectfully Submitted,

Liz Brandt, Faculty Secretary &
Secretary to the Faculty Senate

University of Idaho

IT AT UI: BEST USE OF OUR RESOURCES

DAN EWART, VP FOR IT AND CIO

NOVEMBER 2018

CURRENT STATE

Statewide information technology (**IT**) support at UI is provided through 140+ hard-working employees both inside and outside Information Technology Services (**ITS**). Decision making and budgets are decentralized, leading to challenges in coordinating efforts to achieve UI's priorities in our very complex environment. This situation has evolved over time for a multitude of reasons.

Changing the model for IT support will help UI in many ways.

IT and ITS

- Roughly 50-50 split in tech employees between ITS and units/colleges, likely more without tech titles
- "The Cloud" has blurred the lines of tradition ITS support
- ITS has many statewide responsibilities

Decentralized Decisions

- Prioritization often done from a unit rather than an institutional perspective
- Often "first in, first out"
- Based on budget available to a unit
- Many duplicative solutions

Budgets

- ITS funded for operations, not new projects or infrastructure replacements
- "Rich versus poor" departments create technology gaps
- Many purchases with on-going obligations are made through one-time funds

Coordination

- Extremely complex technology, security and compliance environments
- ITS often involved late, slowing down or stopping projects
- Limited communication between unit technology teams

WHY CHANGE IT SUPPORT NOW?

FEEDBACK, TRENDS AND BEST PRACTICES

Internal

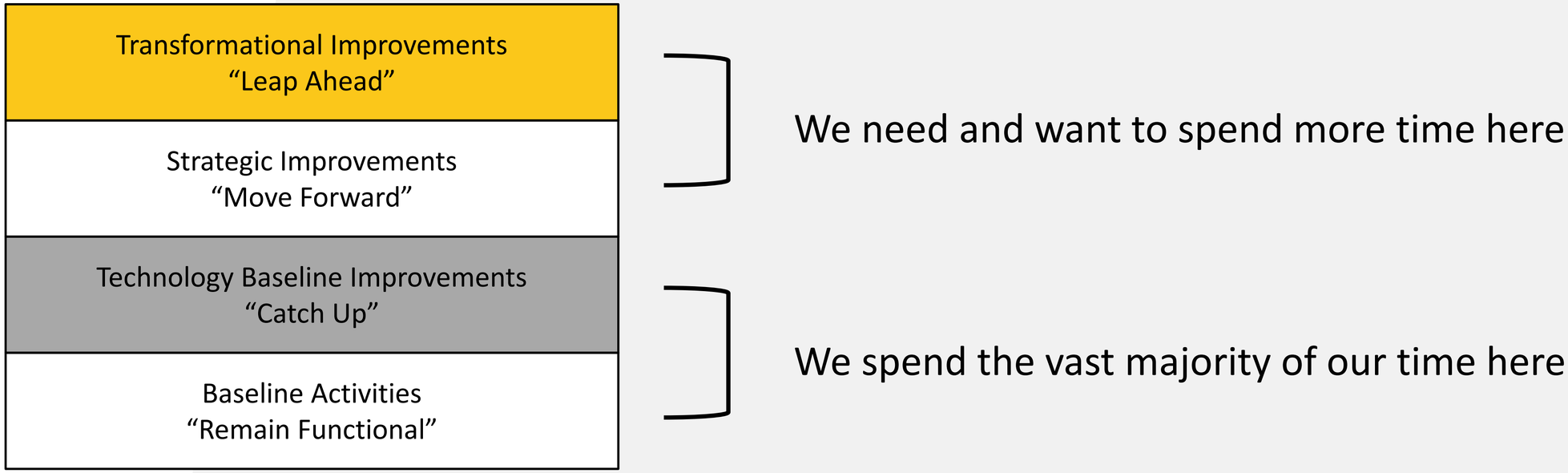
- Improve level, consistency and speed of support
- Manage growing security and compliance requirements
- Manage high expectations of technology support
- Manage risks & minimize duplication
- Improve institutional prioritization of resources
- Focus resources on strategic value
- Balance maintaining needed systems with implementing new
- Balance current budget situation with institutional needs

External

- Continue to address Governor's 2015 and 2016 executive orders on cybersecurity
- Recognize potential impact of centralized IT for State agencies as of July 2018
- Recognize potential impact of centralized purchasing for many technologies as of August 2018
- Prepare for possible outcomes of SBOE's focus on "systemness"

LAYERS OF IT EFFORTS

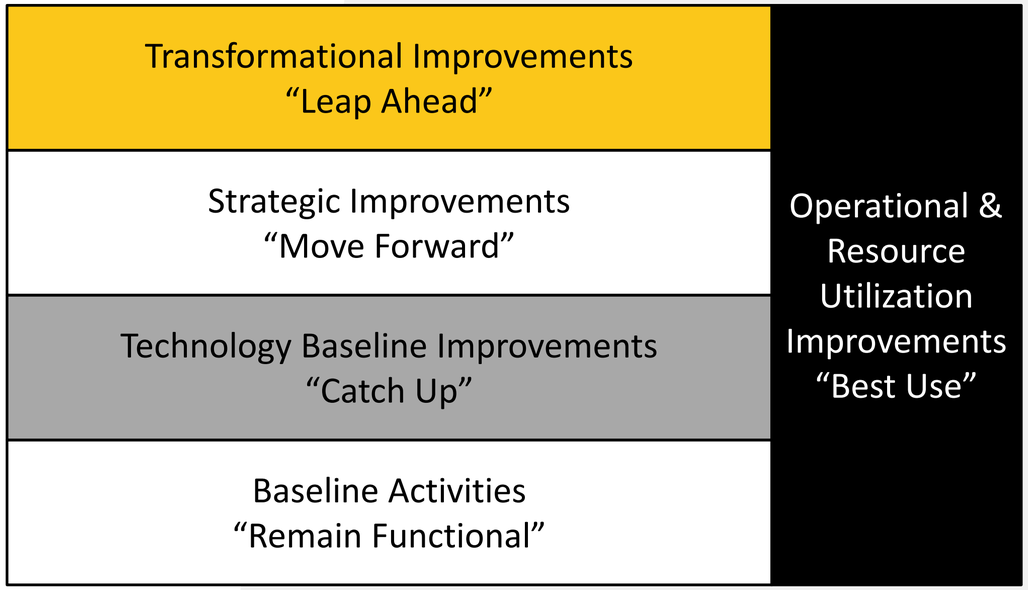
USING OUR RESOURCES



With limited and finite resources, how are we going to move forward?

MOVING FORWARD

IMPLEMENTING “BEST USE”

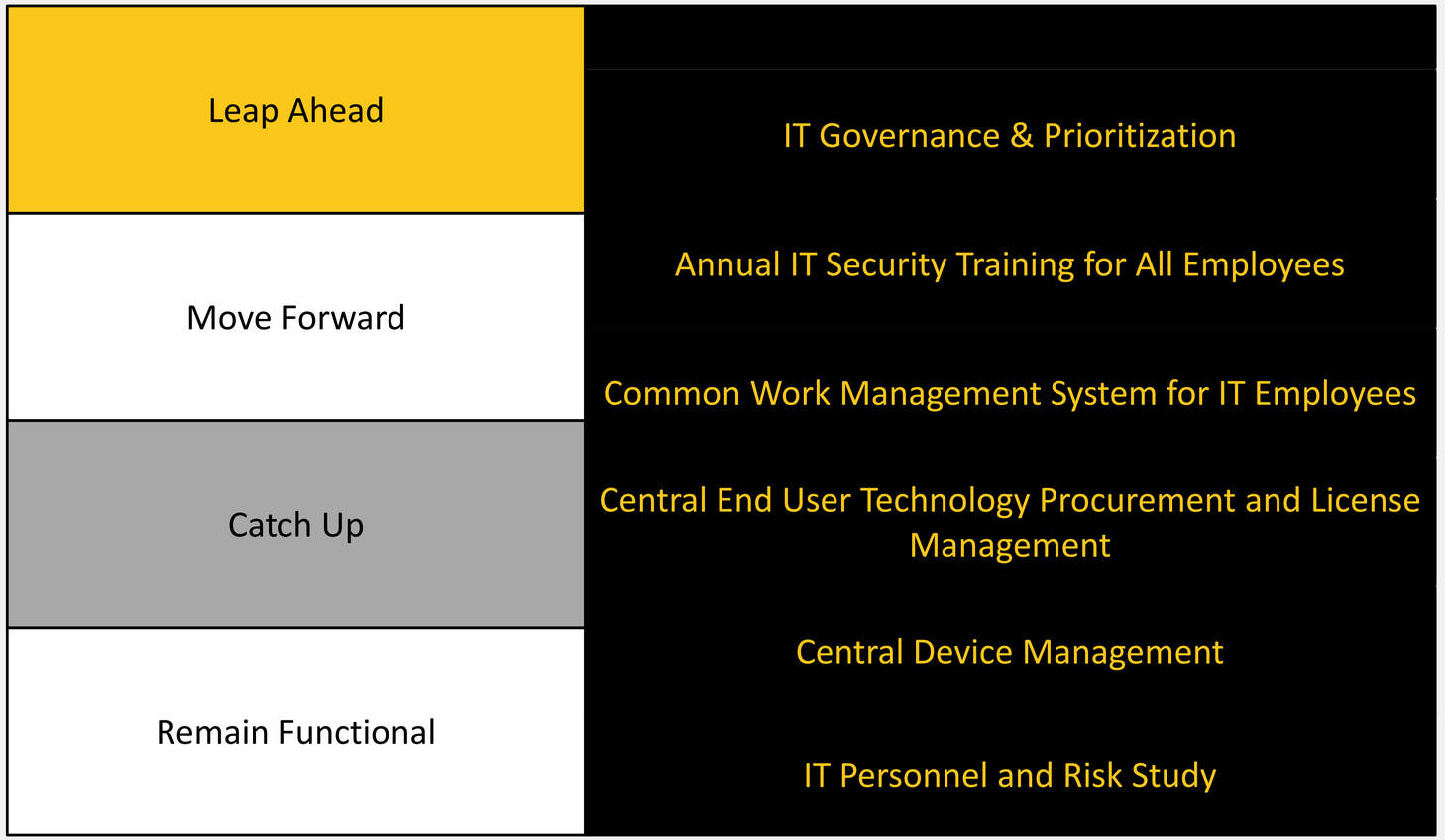


Best Use

- We need to do more than just continuous improvement on ITS processes and procedures
- “Best use” means optimizing how we use UI’s available financial and personnel resources without adding any additional cost or requiring more resources
- Focusing on “best use” now will provide more resources for moving forward and leaping ahead

COMPONENTS OF “BEST USE”

SIX SEPARATE BUT RELATED EFFORTS APPROVED AND MOVING FORWARD



COMPONENTS OF “BEST USE”

IT GOVERNANCE & PRIORITIZATION

Leap Ahead	IT Governance & Prioritization
Move Forward	Annual IT Security Training for All Employees Common Work Management System for IT Employees
Catch Up	Central End User Technology Procurement and License Management
Remain Functional	Central Device Management IT Personnel and Risk Study

Why

- Maximize the chances of project success by aligning all necessary resources for project completion
- Ensure institutional resources are working on the highest priority initiatives and to be transparent on those priorities

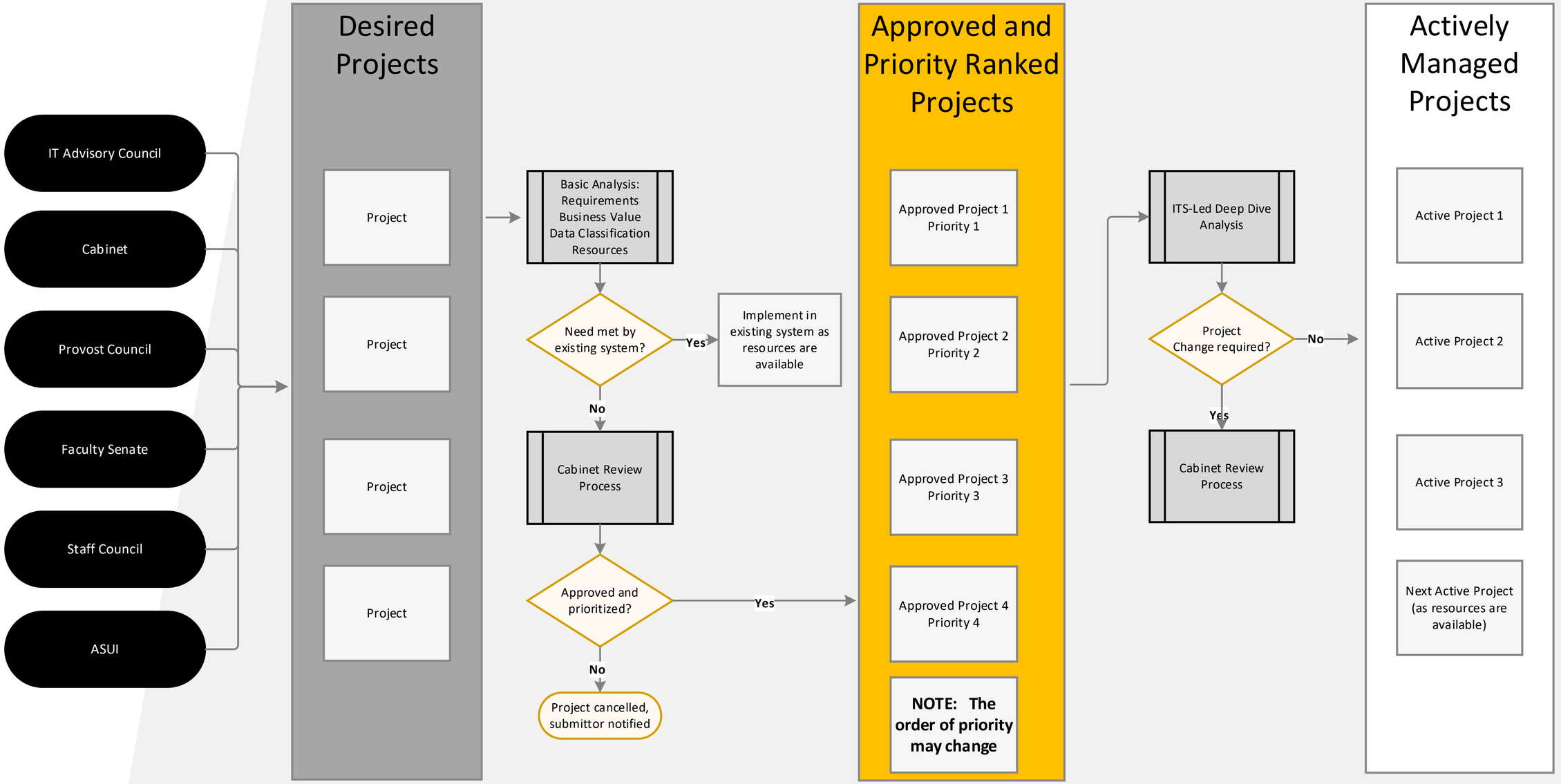
Process

- Following a best practice methodology, collect requests and see if existing technology will suffice. If not, prioritize projects from an institutional perspective, align resources and complete projects.

Implementation

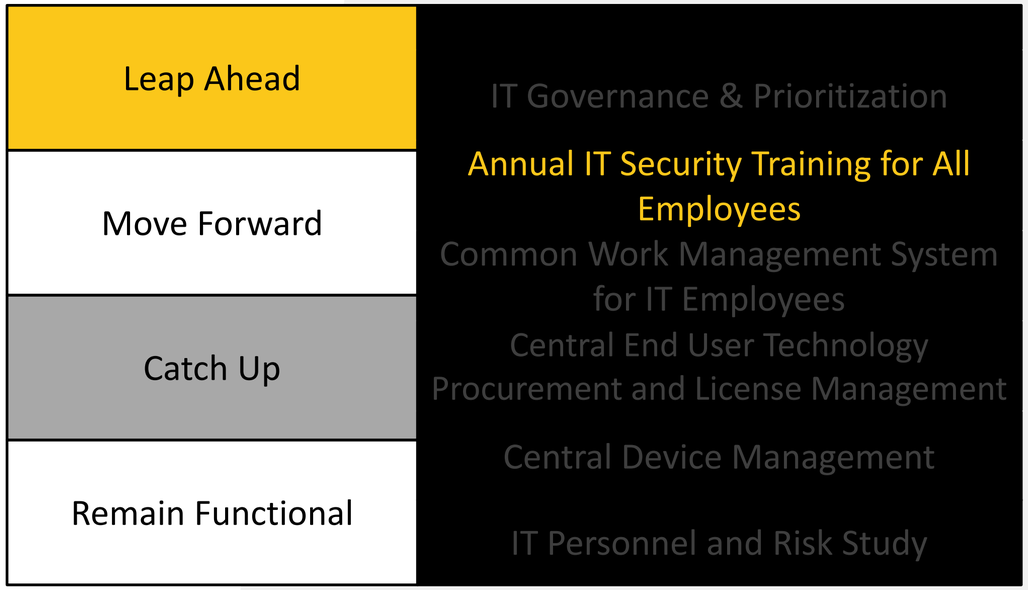
- Immediate, continue partnership with Purchasing Services

IT GOVERNANCE & PRIORITIZATION



COMPONENTS OF “BEST USE”

ANNUAL SECURITY TRAINING FOR ALL EMPLOYEES



Why

- Majority of security and compliance issues are due to social engineering and user error
- Rapid pace of change requires regular refreshers

Process

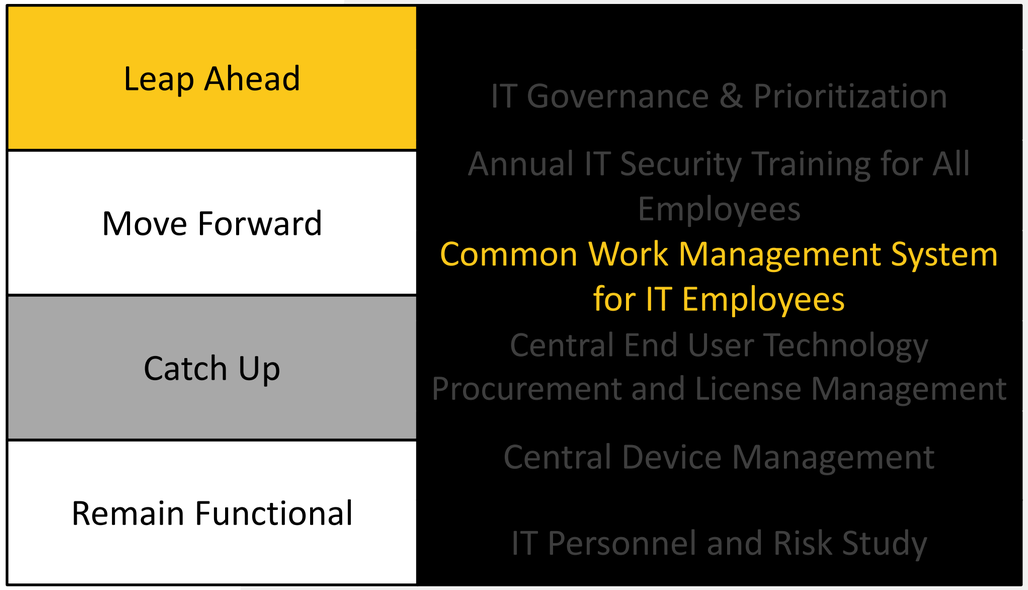
- ITS will continue to partner with Employee Development & Learning (EDL) to make training available and report on completion
- Training content is purchased through SANS, an industry leader

Implementation

- Immediate – continue current activities

COMPONENTS OF “BEST USE”

COMMON WORK MANAGEMENT SYSTEM FOR ALL IT EMPLOYEES



Why

- Connect customers more quickly to those who can fix their issues
- Provide one place for customers to go with technology issues
- Provide one place to track technology projects
- Provide one place to analyze and manage human resource investment for technology support

Process

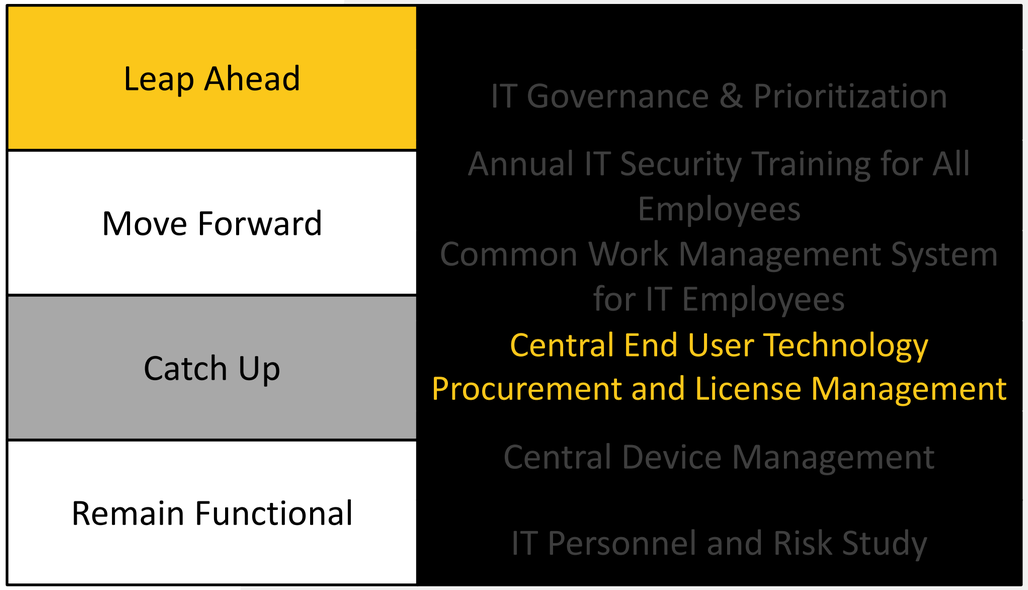
- Review business processes, build necessary forms, train technology employees and inform customers

Implementation

- Complete by March 1, 2019 - finish volunteers, then complete others; software is provided through an ITS budget

COMPONENTS OF “BEST USE”

CENTRAL END USER TECHNOLOGY PROCUREMENT & LICENSE MGMT



Why

- Take advantage of economies of scale and reduce duplications
- Standardize technologies for lower costs and higher support quality with less time spent on custom solutions
- Provide end-to-end ordering, inventory tracking, deployment and retirement for reduced steps and paperwork

Process

- Process to be developed to include online ordering, common items in stock, choices (Mac vs. Windows) and exceptions
- Budget remains with the unit

Implementation

- By August 2019, finish process development and rollout, continue partnership with Purchasing Services

CENTRAL END USER TECHNOLOGY PROCUREMENT

ITS will develop standards for and facilitate purchase of:

- Windows and Mac desktops and laptops, Windows and iOS tablets
- Multi-function devices (copiers) and printers
- Office/conference/mobile phones plus mobile plans and hotspots
- Monitors, televisions, projectors, digital signage and streaming devices (Apple TV, etc.)
- Video conferencing equipment
- Peripherals (scanners, speakers, keyboards, mice, webcams, microphones, storage, Cables, UPS power backups, etc.)
- Approved end user software and apps

ITS will consult and provide recommendations on:

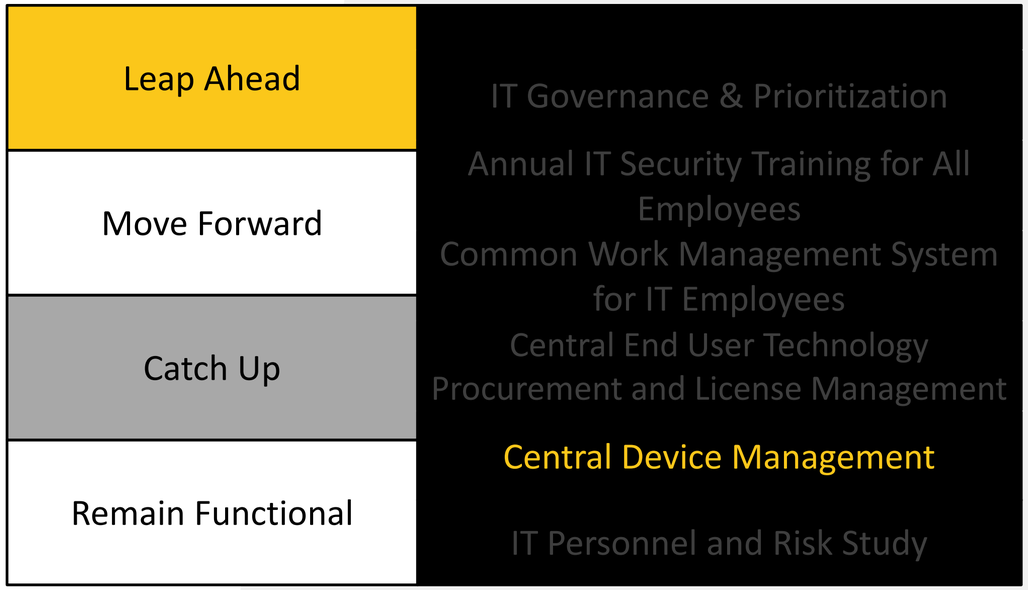
- Computer furniture and monitor arms
- Cases and skins
- Security devices (locks, cables)
- Power strips and cords per fire code
- Facilities cabling
- Non-standard software

The implementation process will consist of:

- Finalizing guidelines, strategies, processes and an exception mechanism through consultation with Purchasing Services FIG, CUIBO and IT personnel
- Developing a portal for standard products
- Developing and implementing a communication plan
- Training UI personnel

COMPONENTS OF “BEST USE”

CENTRAL DEVICE MANAGEMENT



Why

- Improved user experience through automated software delivery and patching
- Improved security and reaction to security/compliance issues
- Improved ability to implement time-saving standards
- Allows IT employees to focus on critical initiatives
- Improved planning: replacement cycles, common challenges

Process

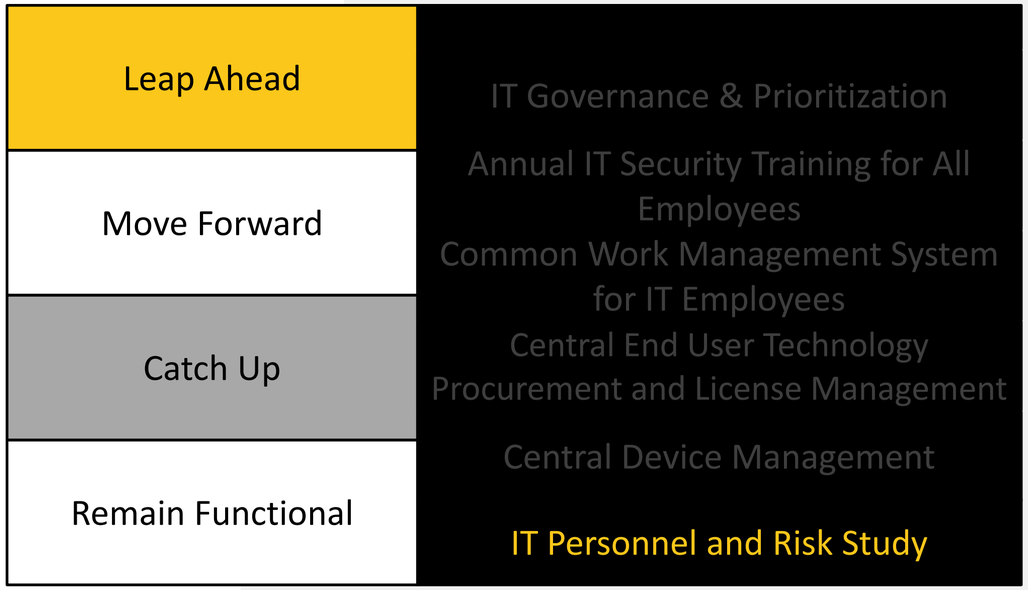
- For new devices, it will be part of the centralized purchasing
- For existing devices, each device will have software installed to facilitate patching, monitoring and security

Implementation

- By August 2019, finish process development and rollout

COMPONENTS OF “BEST USE”

IT PERSONNEL AND RISK STUDY



Why

- Better understanding of employee roles and existing tech
- Better understanding of institutional risks
- Focus employee time on strategic priorities and minimize risks by better coordinating resources

Process

- Document current positions with technology roles and current technology in use at UI
- Analyze data to understand risks and develop recommendations

Implementation

- By August 2019, complete the process and start an institutional discussion of next steps

KEYS TO SUCCESS

The University of Idaho is moving forward with the “IT Best Use” initiative with the support of the President and the Cabinet.

Success will come as we work together to make this initiative successful. It will, at times, be difficult but we must stay the course to realize the benefits. We will change and adapt as we learn and learning will come through collaboration and communication.

Continued Support

Consistent, active support through words and actions

Do not circumvent the processes – suggest improvements

Encourage constructive feedback

Communication

Discuss widely and openly

Promote the “why”

Actively solicit feedback on “Best Use” implementation

Be open with metrics, successes and areas for improvement

Continuous Improvement

Solicit and positively accept feedback

Utilize data and surveys to improve

Adjust processes as necessary

Explain why some changes do not happen

Please share and discuss the information in this presentation and refer questions, comments and suggestions to Dan Ewart, VP for IT and CIO.

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **FSH, Chapter 4, 4930 Honorary Degrees**

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

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

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

Originator(s):
(Please see FSH 1460 C) _____ Name _____ Date
Telephone & Email: _____

Policy Sponsor: (If different than originator.) **Beth Hendrix** **August 31, 2018**
Name Date
Telephone & Email: **208-885-6066 bhendrix@uidaho.edu**

Reviewed by General Counsel ___Yes __x__No Name & Date: _____

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

These edits are requested because they clarify the University of Idaho honorary degree criteria.

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

N/A

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

N/A

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)*

4930

HONORARY DEGREES

PREAMBLE: This section outlines UI's policy and procedures with regard to the granting of honorary degrees. Original to the 1979 Handbook, *subsection A-1 was revised in February of 1991 for clarification purposes. The procedures were amplified and clarified a bit in a revision of January 1996. A more substantial change was made in 2003. For more information, contact the Faculty Secretary's Office (208-885-6151). [see also 4910 A]* [ed. 7-03, 2-10]

HONORARY DEGREES.

A-1. General Criteria. UI awards degrees *honoris causa* (i.e., for the purpose of honoring) to honor outstanding persons. Honorary degrees may be awarded to a person deserving of honor by virtue of scholarly distinction or ~~,~~ noteworthy public service resulting in significant contributions to the University of Idaho, the State of Idaho, the Nation or the world. In the selection of candidates for honorary degrees, although preference ~~is~~ may be given to those who are Idaho residents or UI graduates, the University is pleased to honor persons who have made significant contributions to national and international scholarship or public service that advance the principles of academic excellence and public education upon which the University of Idaho was founded. *[rev. 7-03]*

A-2. Restriction. No person who is employed by UI, is a member of the affiliate or adjunct faculties, is a member of the Board of Regents or of the board's staff, is an incumbent elected governmental official, may be granted an honorary degree until after he or she has ceased to hold that position. *[rev. 7-03]*

A-3. Nomination Procedures.

a. All aspects of the nomination process are confidential.

b. Nominations may be submitted by any person or organization. However, each nomination must be endorsed by the Dean of an appropriate college and Chair or Head of an academic department. *[rev. 7-03, 1-18]*

c. Each nomination must be accompanied by a biographical sketch of the candidate, a summary of the accomplishments or deeds for which the nominee would be honored, and supporting documents.

A-4. Schedule.

a. Each year announcements inviting nomination of candidates for honorary degrees are published in the issues of the *Idaho Register* which are published nearest February 15 and September 15. *[rev. 7-03]*

b. The deadline for receipt of the nominations by the Commencement Committee [see FSH 1640.26] are April 15 and November 15. *[rev. 7-03, ed. 2-10]*

c. The Commencement Committee makes its recommendations to the President before May 15 and December 15. *[rev. 7-03, ed. 2-10]*

A-5. Disposition of Nomination Packets.

a. The Commencement Committee shall return a nomination packet to the nominator, *[ed. 2-10]*

(1) If the packet is incomplete or

(2) If the nomination is not forwarded to the president.

b. The president shall return nomination packets to the nominator if the person nominated is not chosen to receive an honorary degree.

c. Nomination packets of persons selected to receive honorary degrees become part of the official record of the university to be preserved in the Alumni Office. *[rev. 7-03]*

A-6. Conferring of Honorary Degrees.

a. Scheduling of conferring of an honorary degree depends on the convenience of the university and of the person being honored. The president has complete discretion in scheduling.

b. Typically, an honorary degree is conferred at the spring or fall commencement in the school year the candidate was nominated or at the spring or fall commencement following that. *[rev. 7-03]*

University of Idaho

POLICY COVER SHEET

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

Administrative Procedures Manual [APM] ☐ Addition ☐X Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐

Chapter & Title: **30.10 Identity and Access Management Policy**

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.
*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s): **Mitch Parks** **10/8/18**
Mary George **10/8/18**
(Please see FSH 1460 C) Name Date
Telephone & Email: **mitch@uidaho.edu 5-2522; maryg@uidaho.edu 5-5222**

Policy Sponsor: (If different than originator.) Dan Ewart 10/8/18
Name Date
Telephone & Email: dewart@uidaho.edu 5-2271

Reviewed by General Counsel _X__Yes ____No Name & Date: Casey Inge – Oct 2018

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

Major revision and update of previous "APM 30.10 - Computer User Account Procedures" policy. Describes various accounts, preferred email addresses, and responsibilities of account managers and account holders.

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

No fiscal impact anticipated with this policy.

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.
30.11 – University Data Classification and Standards
30/12 – Acceptable Use of Technology Resources

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

If not a minor amendment forward to: _____

Policy Coordinator Appr. & Date: _____ *[Office Use Only]*	*FSH* Appr. _____ FC _____ GFM _____ Pres./Prov. _____ *[Office Use Only]*	Track # _____ Date Rec.: _____ Posted: t-sheet _____ h/c _____ web _____ Register: _____ *(Office Use Only)*
APM *F&A Appr.:* _____ *[Office Use Only]*		

30.10 – Identity and Access Management Policy

October 5, 2018 (rewrite)

Preamble: This establishes access management policies and standards that allow only authorized individuals to manage and access university data and systems. It also requires use of university accounts for university business.

Contents:

A. Definitions
B. Policy
C. Scope
D. Exceptions
E. Contact Information
F. References

A. Definitions.

A-1. Account: For purposes of this policy, an account is an electronic identifier used by systems and applications to authenticate and authorize users or processes to access university technology resources and to facilitate auditing of activities associated with an individual user.

A-2. Account Types:

a. Individual – Primary account assigned to a single individual for access to technology resources, including interactive logon to computers, email, VPN, Banner, or other U of I resources.

b. Shared – Account used or shared where multiple users know the password or otherwise use the account for interactive logon.

c. Functional – Account used by applications and processes and not interactively by end users.

d. Privileged – Individual account utilized for elevated access to systems or data, which may include authority to make changes to access permissions, roles, security configuration, or non-public data of other users.

e. Resource – Account utilized for tracking or use of a resource (typically for rooms or equipment in Office 365), and not logged on to interactively.

f. Sponsored – Individual account assigned to a single individual where the user does not have a formal affiliation with the University, either as an employee or student.

g. Temp or Emergency – Account utilized for temporary access to a system or resource outside of automated account management. This account type may include generic guest accounts.

h. Third party accounts – Individual or shared accounts created in non-university systems (e.g., Twitter, Instagram, etc.) for performing duties on behalf of the University.

A-3. Authentication: Authentication is the process by which a system or application confirms that a person or device really is who or what it is claiming to be and through which access to the requested resource is authorized. Authentication factors may include something you know (e.g., password), something you have (e.g., hardware token, certificate, or Duo software authenticator), or something you are (usually a biometric, like a fingerprint).

A-4. Authorization: A process by which access to a resource is authorized based upon the authenticated identity or account.

A-5. Federated Identity: An account which can be used across disparate technology systems or organizations, typically through a Single Sign On (SSO) service.

A-6. Single Sign On: Use of a single account to access multiple applications or systems.

A-7. Account manager: An individual or system that manages accounts, assigns accounts to individuals, and grants privileges to accounts.

B. Policy. Access to university systems and data must be provided in a way that such access can be audited and uniquely tied to the persons and their role with the university.

B-1. Responsibilities of Account Managers:

a. Authority: Managing accounts is the responsibility of Information Technology Services (ITS). All accounts must be managed in accordance with current ITS standards, including requirements for identity vetting, passwords, multifactor authentication, federation, auditing, and lifecycle (creation and termination). ITS may publish standards to supplement and enforce this policy.

b. Automation: Automated account management (software and/or scripts) shall be used to ensure accounts are managed as appropriate when each account user's role with the university changes according to official university records in Banner. Use of all accounts shall be monitored by automated tools to detect atypical use and take appropriate action, up to and including disabling of the account.

c. Access: Access granted to each account must be reviewed at least annually by appropriate data stewards (see APM 30.11) or account managers to ensure all access is authorized.

d. Temp Accounts: Temporary or emergency accounts shall be disabled or removed automatically to prevent misuse. Such accounts shall not be created when another method of providing access to university technology resources reasonably exists.

e. Shared Accounts: Shared accounts shall not be created or assigned when an individual account access method is available.

f. Sponsored Accounts: All such accounts must be sponsored by a full-time, benefits-eligible university employee and periodically renewed. Only individuals with legitimate and documented work or academic reasons may hold an account. Sponsored accounts shall not be assigned when another method of account assignment is available.

g. Inactive Accounts: Built-in or automated systems shall disable any account which has been determined to be inactive. Account inactivity timeframes will be determined according to risk and published as ITS Standards, but in no case should they exceed 180 days. Exceptions can be made for accounts which are not used interactively or where active use is not expected or cannot be accurately determined.

h. Lifecycle: All accounts shall be maintained only as long as there is a documented affiliation of the account holder with the university. Accounts shall not be created until there are sufficient records in Banner to uniquely identify the account holder. Changes to university roles of the account holder require review of access granted to their accounts. This includes changing of assigned access, or up to and including account renaming or creation of a new account for the new role.

i. Auditing: Information systems used at the UI must audit account creation, modification, enabling, disabling, and removal actions and notify the account managers or security operations team and/or log centrally.

j. Relationship/Affiliation: All individual accounts shall be assigned appropriate "eduPersonAffiliation" (see Internet2 eduPerson Object Class schema) according to their relationship(s) with the university.

k. Federation: Federated identity services for university accounts shall only be provided by ITS or ITS-approved systems or vendors. Federation shall be used by all university applications and websites, to meet Standards for Data Classifications, or for any service used by a large number of faculty, staff, or students.

l. Preferred Email: Accounts and records shall be maintained to enforce use of @uidaho.edu email addresses for communication to employees or other approved individuals conducting university business. This includes publishing in the campus directory. Students, alumni, and retirees should use alternate domains or email addresses for personal or student matters to ensure their records are separate from university business that may be subject to public records request. Active students, enrolled in the current term, must have their preferred email address set to their @vandals.uidaho.edu email address if they are not also a benefits-eligible employee. Individuals with multiple roles should be assigned a preferred email address based upon their primary role. Where possible, use of student and employee addresses for communication should favor role-based official UI addresses, rather than using the preferred address.

m. Auto-forwarding Email: University systems shall be configured to prevent automatic forwarding of email directly, or via rule or filter, for accounts created for conduct of university business. Where not possible to prevent this configuration, automation shall be used when possible to correct the automatic forwarding and notify the user of the change. Accounts not directly, or reasonably expected, to be involved in university business, including but not limited to students, alumni, and retirees will be allowed to auto-forward email.

n. Account Reuse: Once an individual account has been assigned and used by a person, it shall not be assigned or re-used by any other person. This includes both the specific account, and re-use of the email address at any future date.

o. Privileged Accounts: Separate individual accounts shall be created and must be used for any privileged access. Use of privileged accounts shall be logged. Privileged accounts shall not be used for non-privileged functions (email, web-browsing, etc.).

p. Passwords: All systems and accounts shall be configured to require or meet current ITS password standards.

q. Least Privilege: When provisioning accounts, principles of least privilege shall apply. To the extent possible, accounts should be granted sufficient privileges to perform approved functions and no more.

B-2. Responsibilities of the Individual:

a. Authentication: All users of accounts must protect any authentication mechanisms, including passwords or other authentication factors (MFA tokens, certificates, internet cookies, etc.) to ensure only appropriate access to university data and resources. Passwords shall not be shared.

b. Policy: All users of accounts must follow university policies and standards, including but not limited to, the Acceptable Use of Technology Resources (APM 30.12) and the Standards for Data Classifications.

c. Privileges: All accounts shall be used only for the purpose they were authorized.

d. Misuse: Any disclosure of an account password or suspected compromise or misuse of accounts or data must be reported immediately to the Information Security Office at security@uidaho.edu.

e. Accounts: All university business shall be conducted using an account associated with @uidaho.edu addresses, or approved exceptions. Non-university accounts such as personal Gmail, Yahoo, etc. accounts shall NOT be used for conducting university business. To protect personal information, Student, Alumni, and Retiree accounts shall not be used for conducting university business.

f. Communication: Official university communications may be delivered to preferred or required addresses for those with @uidaho.edu or @vandals.uidaho.edu addresses. Account holders must periodically check these accounts for required communication and, if forwarding is allowed, are responsible for checking the destination address. The university is not responsible for messages forwarded to third party mailboxes. Some university business processes may require receiving messages from valid U of I email addresses, and may not accept messages from third party accounts (Gmail, Yahoo, etc.).

g. Third Party Accounts: Accounts created in non-university systems but used for university business must be handled consistent with the policies for accounts, including association with @uidaho.edu email addresses, and the current standards published by ITS.

B-3. Remediation and Compliance. Noncompliance with this policy shall be considered a violation of Acceptable Use (APM 30.12) and will be addressed and remediated accordingly.

C. Scope. This policy applies to all account holders regardless of affiliation with access to university data or information systems.

D. Exceptions to the Policy. Exceptions to this policy may be submitted in writing to the UI Information Security Officer who will assess the risk and make a recommendation to the U of I Chief Information Officer. Exceptions must be reviewed for reauthorization on no less than an annual basis.

E. Contact Information. The ITS Information Security Office (its-security@uidaho.edu) can assist with questions regarding this policy and related standards.

F. References.

APM 30.12 – Acceptable Use of Technology Resources
APM 30.11 – University Data Classifications and Standards
APM 30.15 – UI Password/Passphrase Policy
NIST SP800-53r4
NIST SP800-171
HIPAA Security Rule 45 CFR 164.312(d)
eduPerson Object Class Specification

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: _____

Administrative Procedures Manual [APM] ☐ X Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **30.17 NEW – IDENTITY THEFT PROTECTION POLICY**

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

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

Originator(s): **Mitch Parks – mitch@uidaho.edu 5-2522**
Mary George – maryg@uidaho.edu – 5-5222
(Please see FSH 1460 C) Name Date
Telephone & Email: _____

Policy Sponsor: (If different than originator.) Dan Ewart, dewart@uidaho.edu 5-2271
Name Date
Telephone & Email: _____

Reviewed by General Counsel ___Yes __X__No Name & Date:
Jim Craig reviewed our identity theft plan, but has not reviewed the policy draft.
Also reviewed and approved by Dan Ewart, Brian Foisy, Linda Campos, and Liz Brandt

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.
Create new identity theft policy for compliance w/ federal regulations.

II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
No fiscal impact anticipated.

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.
Not aware of any related policies

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. Policy should be implemented ASAP.

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)

30.17 – Identity Theft Protection Policy

October 2018

Preamble. The U.S. Congress has provided protection for consumers from identity theft by enacting the Fair and Accurate Credit Transactions Act ("FACTA") and the Fair Credit Reporting Act ("FCRA"). FACTA directed the Federal Trade Commission ("FTC") to issue regulations, now generally referred to as the "Red Flags Rule" (the Rule), which require financial institutions and creditors to adopt policies and procedures that protect consumers from identity theft.

Accordingly, UI adopts this policy to identify, prevent and mitigate identity theft in compliance with the Rule; approve and establish an Identity Theft Prevention Program; and appoint a program administrator who has primary responsibility for oversight of the Program.

A. Definitions.

A-1. Creditor: any natural person, corporation or other entity that regularly, and in the ordinary course of business, advances funds to or on behalf of a person, based on an obligation to repay the funds or repayable from specific property pledged by the person.

A-2. Covered Account: an account that the university offers or maintains for individuals that are primarily for personal, family, or household purposes and designed to permit multiple payments or transactions, or is any account that is subject to a reasonably foreseeable risk of identity theft.

A-3. Identifying Information: any name or number that may be used alone or in conjunction with any other information to identify a specific person, including: name, address, telephone number, social security number, date of birth, driver's license or identification number, alien registration number, passport number, employer or taxpayer identification number.

A-4. Identity Theft: a fraud committed or attempted using the identifying information of another person without authority.

A-5. Red Flag: a pattern, practice or specific activity that indicates the potential for identity theft.

A-6. Red Flag Rule (the Rule): regulations adopted by the FTC requiring creditors to adopt policies and procedures that protect consumers from identity theft.

A-7. Program Administrator: the individual designated to have primary responsibility for oversight of the Program.

B. Policy. It is the policy of UI to comply with the requirements of the Rule. Accordingly, UI has developed a program that is designed to meet the requirements of the Rule to identify, prevent, and mitigate identity theft. The Program contains mechanisms to identify and detect relevant Red Flags; respond appropriately to prevent identity theft and mitigate damages; and ensure that the Program is updated periodically to reflect changes in risks.

B-1. Identification of Red Flags. To identify relevant Red Flags, the UI considers the types of covered accounts that it offers and maintains; the methods it provides to open and access the covered

accounts, including in-person, mail or online methods, and the UI's previous experience with identity theft. Covered accounts examples include, but are not limited to the following:

1. Accounts managed by the Student Accounts Office
2. Accounts managed by the Student Financial Aid Office related to the administration of emergency short-term loans and disbursement of funds

The UI has identified the following Red Flags which may arise with respect to covered accounts and/or external accounts:

a. Notifications or Warnings from Consumer/Credit Reporting Agencies: Alerts, notifications, or other warnings received from consumer reporting agencies or service providers indicating:

1. A credit freeze
2. Active duty alert
3. Address discrepancy in response to a credit report request
4. Activity that is inconsistent with the usual pattern or activity of the account holder

b. Suspicious Documents: Presentation of suspicious documents which appear to be altered, forged or inauthentic, including inconsistent appearance of photographs or physical description on a document with the person presenting it.

c. Suspicious Personal Identifying Information: Presentation of inconsistent personal identifying information such as:

1. An inconsistent birth date
2. An address that does not match a prior address submitted on an application
3. A social security number, telephone number or address that is the same as that given by another account holder
4. Repeated failure to provide identifying information on an application

d. Suspicious Use or Activity in Covered Account: Unusual use of or other suspicious activity related to a covered account including, but not limited to:

1. Requests made from a non-UI issued email account
2. "Unofficial" forms which are presented with requests for information
3. Mail returned as undeliverable
4. Notice of change in payments for an otherwise consistent account

e. Alerts from Others: Notice from an account holder, victim of identity theft or law enforcement authorities that the UI has opened or is maintaining a fraudulent account for a person engaged in Identity Theft.

B-2. Detection of Red Flags. The Program is required to establish procedures for the detection of Red Flags in the designated areas of activity. These procedures are set forth below:

a. Opening of Covered Accounts: Identity verification of first-time account holders will be required, including presentation of identifying information such as name, date of birth, academic records or insurance card, and home address, which will be subsequently verified by review of driver's license, passport or other government- issued photo identification and insurance company information.

b. Existing Covered Accounts: Authentication of account holders and monitoring of transactions on the covered account will be required, including:

- Verification of the identity of account holders if they request information (in person, via telephone, via facsimile, via email)
- Verification of changes in banking information given for billing or payment purposes
- Requests for billing address changes for covered accounts must be verified and means provided to account holders for notification of changed or incorrect billing addresses

c. Consumer/Credit Report Requests: When a consumer/credit report request results in notice of an address discrepancy from the reporting agency, UI personnel will request written verification from the subject of the report that the address he/she provided is accurate, and once an address is verified, UI personnel will report such address to the reporting agency.

d. Risk Assessment: A risk assessment will be conducted annually as well as in the event that actual instances of identity theft occur.

B-3. Response to Red Flags. In response to the detection of Red Flags, UI personnel will take the appropriate action to prevent and mitigate identity theft depending upon the degree of risk posed by the Red Flags, including:

1. Monitoring a covered account for suspicious activity
2. Denying access to the covered account until information is verified to eliminate Red Flags
3. Contacting the account holder to verify activity in the covered account
4. Changing passwords, security codes or other security devices
5. Closing and reopening the covered account
6. Refusing to open a new covered account
7. Notifying law enforcement
8. Determining that no response is warranted upon reasonable investigation of the particular circumstances

B-4. Updating the Program. UI shall update the Program (including the Red Flags determined to be relevant) periodically, to reflect changes in risks to students or others or to the safety and soundness of UI from identity theft, based on factors such as:

1. The experiences of UI with identity theft
2. Changes in methods of identity theft
3. Changes in methods to detect, prevent, and mitigate identity theft
4. Changes in the types of accounts that UI offers or maintains
5. Changes in the business arrangements of UI, including mergers, acquisitions, alliances, joint ventures, and service provider arrangements

B-5. Methods for Administering the Program.

a. Oversight of Program: This Program shall be overseen by the Vice President for Information Technology and the Vice President for Finance and Administration. This oversight shall include:

1. Implementation of the Program by the Vice President for Information Technology. Primary responsibility for oversight of the Program will belong to the Chief Information Security Officer, in the role of the Program Administrator.

2. Review of reports, prepared by staff regarding compliance by UI with the Identity Theft Prevention Policy and Program, by the Program Administrator.
3. Making material changes to the Program as necessary to address changing identity theft risks.

b. Staff Training and Reporting: UI personnel will be trained at least annually by or under the direction of the Program Administrator to effectively implement the Program and detect and respond to Red Flags. UI personnel will notify the Program Administrator of any incident of identity theft or failure to comply with the Program. UI personnel designated by the Program Administrator will report to the Program Administrator at least annually, or as requested. Such reports will include, among other relevant issues:

1. The effectiveness of the specific policies and procedures for addressing the current risks of identity theft in connection with the covered accounts
2. Any significant incidents involving identity theft and the response taken
3. Recommendations for material changes to the Program

c. Oversight of Service Providers: In the event that the UI contracts with an outside service provider to perform any activity in connection with covered accounts, the UI will ensure that:

1. The service provider's activities are conducted in accordance with reasonable policies and procedures designed to detect, prevent and mitigate risk of identity theft
2. The service provider reviews the Program and reports any Red Flags to the Program Administrator or the designated UI personnel with primary oversight of the service relationship

B-6. Noncompliance. Noncompliance with this policy may result, depending upon the nature of the non-compliance, in the user's account or access to UI technology resources being temporarily suspended, or disabled, or permanently terminated. In the case of temporary suspension, UI may require implementation of certain remedial measures or satisfaction of certain educational courses prior to reinstatement of the user's account or access. Additionally, the user may be referred for institutional sanctions to the appropriate UI disciplinary body.

C. Scope. This Policy applies to all UI employees, students, volunteers and agents who are involved in handling information that can be used to identify a specific person in connection with certain accounts of that person maintained by UI.

D. Exceptions. Requests for exceptions in all or part of this policy may be submitted in writing to the Program Administrator who will assess the risk and make a determination. Determinations will be provided back to the requestor in writing. Any exceptions must be reviewed at least annually.

E. Contact Information. The responsible party for this policy is Vice President for Information Technology, its-security@uidaho.edu. The Program Administrator can assist with questions regarding this policy and program.

F. References.

- Fair and Accurate Credit Transactions Act
- Fair Credit Reporting Act

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] ☐ Addition ■ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ■
Chapter & Title: FSH 3220 Sexual Harassment

Administrative Procedures Manual [APM] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: N/A

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

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

Originator(s): Erin Agidius, 10/5/18
(Please see FSH 1460 C) Name Date
Telephone & Email: 208-885-4285

Policy Sponsor: (If different than originator.)
Name Date
Telephone & Email:

Reviewed by General Counsel ☑ Yes ☐ No Name & Date: Jim Craig, 7/20/18

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.

The addition is to align policies with State Board/Regents policy.

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

N/A at this time.

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

N/A at this time.

IV. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy. ASAP (Jan 1, 2019)

If not a minor amendment forward to: _____

Policy Coordinator Appr. & Date: _____ *[Office Use Only]*	*FSH* Appr. _____ FC _____ GFM _____ Pres./Prov. _____ *[Office Use Only]*	Track # _____ Date Rec.: _____ Posted: t-sheet _____ h/c _____ web _____ Register: _____ *(Office Use Only)*
APM *F&A Appr.:* _____ *[Office Use Only]*		

3220

SEXUAL HARASSMENT

PREAMBLE: This section outlines the university's policy with regard to sexual harassment. It was added to the Handbook in *June of 1981 and greatly enlarged in July of 1987. Further information regarding sexual harassment and the federal and state laws lying behind this policy may be obtained from the Human Rights, Access and Inclusion Office (208-885-4285) or Student Advisory Services (208-885-6757).* [ed. 7-00, 7-02, 9-06, 6-09]

CONTENTS:

A. Policy
B. Definition
C. Investigation of Complaints
D. Resolution of Complaints

A. POLICY.

A-1. The university must maintain a learning and work environment for students and employees that is fair, humane, and responsible. Sexual discrimination, including sexual harassment, interferes with the educational process and with the productivity of the faculty and staff; thus, it is inimical to the university.

A-2. Like discrimination on the basis of race, color, national origin, religion, sex, age, disability, or status as a Vietnam-era veteran, sexual harassment violates federal and state laws and the policies of the Board of Regents of the University of Idaho. It is, therefore, the policy of the University of Idaho to condemn sexual harassment.

B. DEFINITION.

B-1. Sexual harassment of a student is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when: (a) submission to such conduct is made either explicitly or implicitly a term or condition of the student's grade, receipt of a grade, or status as a student; (b) the student's submission to or rejection of such conduct is used as a basis for a decision affecting that student; or (c) such conduct has the purpose or effect of substantially interfering with the student's learning or learning performance, or creating an intimidating, hostile, or offensive learning environment. In addition, it includes behavior that overtly or covertly uses the power inherent in the status of a professor, teacher, or other officer to affect a student's educational experience or career opportunities by intimidating, threatening, or coercing the student to accept sexual advances or risk reprisal in terms of a grade, a recommendation, an opportunity for professional growth, or a job. Moreover, a student is deemed to be a victim of sexual harassment if he or she is denied educational benefit because someone else has received preferential treatment in return for sexual favors.

B-2. Sexual harassment of an employee or applicant for employment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when: (a) submission to such conduct is made either explicitly or implicitly a term or condition of the person's employment, promotion, or status as an employee; (b) the person's submission to or rejection of such conduct is used as a basis for a decision affecting that person; or (c) such conduct has the purpose or effect of substantially interfering with the person's work or work performance, or creating an intimidating, hostile, or offensive environment. Moreover, an employee or applicant for employment is deemed to be a victim of sexual harassment if he or she is denied employment, promotion, or other employee benefit, for which he or she is fully qualified, because someone else received preferential treatment in return for sexual favors.

B-3. Sexual harassment of a recipient of UI services is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature toward a recipient that prevents or impairs the recipient's full use of university services.

C. INVESTIGATION OF COMPLAINTS.

C-1. ~~Anyone having information about possible violation of this policy is encouraged to bring that information to the attention of UI's Director of Human Rights, Access and Inclusion. Students may also report such concerns to the dean for student advisory services or to the director of the Women's Center.~~ Pursuant to Board of Regents Policy I.T.6, all employees who learn of an allegation of sexual harassment, including sexual violence and gender-based harassment, (and are not required by law to maintain the confidentiality of the disclosure, such as licensed medical professionals or counselors) are required to report the matter to the UI's Title IX coordinator within 24 hours *[ed. 7-02, 9-06, 6-09, rev. 10-18]*

C-2. Because damage could result to the career and reputation of any person who is accused of sexual harassment falsely or not in good faith, all investigations of and hearings on such matters will be conducted insofar as possible to protect the privacy of, and minimize suspicion toward, the accused as well as the complainant, until the matter is impartially resolved. Only those persons responsible for investigating and enforcing civil rights matters will have access to confidential communications.

D. RESOLUTION OF COMPLAINTS.

D-1. In determining whether the alleged conduct constitutes sexual harassment, the designated investigative authority (initially the ~~Director of Human Rights, Access and Inclusion Officer~~Title IX Coordinator or their designee) will consider the record as a whole and all relevant circumstances. Determination of the legality of a particular action will be made on a case-by-case basis. *[ed. 7-02, 9-06, 6-09, 10-18]*

D-2. If the investigative authority determines that sexual harassment did occur, UI will take immediate and appropriate corrective measures, including disciplinary action commensurate with the scope and severity of the occurrence. Such disciplinary action may include, but is not limited to, warning, reprimand, demotion, suspension, or dismissal with notation in the personnel file. In addition, UI will make every effort to provide appropriate relief for the victim. A reiteration of the policy against sexual harassment may be an appropriate response in certain situations.

D-3. If there appears to be no foundation for the allegation other than the complaint:

a. No record is made of the allegation in the personnel records either of the accused or of the accuser.

b. Malicious or dishonest allegations may result in disciplinary action against the accuser.

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: _____

Administrative Procedures Manual [APM] ☐ Addition ☒ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☒
Chapter & Title: 95.15 Campus Law Enforcement and Crime Reporting

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

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

Originator(s): Erin Agidius, 10/5/18
(Please see FSH 1460 C) Name Date
Telephone & Email: 208-885-4285

Policy Sponsor: (If different than originator.)
Name Date
Telephone & Email:

Reviewed by General Counsel ☑ Yes ☐ No Name & Date: Jim Craig, 7/20/18

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.

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95.15 Campus Law Enforcement and Crime Reporting

October 1, 20183

Preamble: *This policy was created to comply with the Jeanne Clery Act which requires the university to disclose policies concerning campus law enforcement, crime reporting and reporting role, if any, for pastoral and professional counselors.*

A. Policy.

A-1. Campus Law Enforcement: The enforcement authority of security personnel, including their relationship with State and local police agencies and whether those security personnel have the authority to arrest individuals.

A-2. Crime Reporting: Accurate and prompt reporting of all crimes to campus security and the appropriate police agencies is encouraged.

A-3. Role of Pastoral and Professional Counselors: Procedure, if any, that encourages pastoral and professional counselors – if and when they deem appropriate – to inform the persons they are counseling of any procedures to report crimes on a voluntary, confidential basis for inclusion in the annual disclosure of crime statistics.

B. Procedures:

B-1. Campus Law Enforcement Authority *(see A-1 above)*

a. Police services are provided by Moscow Police Department under a contract between the Regents of the University of Idaho and the City of Moscow. The Moscow Police Department has full police authority to investigate, apprehend and arrest to enforce applicable laws and ordinances on the campus. The Moscow Police have jurisdiction over streets, alleys and other public areas. Fraternities and sororities are located in the City of Moscow and receive police services from the Moscow Police Department. The Moscow Police Department interacts with federal, state and local law enforcement agencies. The contract with the City of Moscow for police services provides for the services of nine (9) FTE officers. When spread over 24-hours a day, 365 days a year this staffing level generally allows one or two officers to be on the campus or in adjacent areas of the city at all times, although variations will occur. There is a Police Sub-Station on the Moscow campus, located in the Idaho Commons at 875 S. Line Street.

b. The University of Idaho **Campus Security** services are managed through the Department of Public Safety and Security at the University of Idaho. The mission of the University Campus Security is to create a safe, secure campus to provide a safe educational environment through a community approach to security, the promotion of personal safety, and awareness and the deterrence of crime. They strive to preserve this safe and healthy environment through quality training, effective leadership, and collaboration with the Moscow Police Department.

c. To make the University safer, the non-sworn, unarmed Campus Security team's core duties are:

i) Performing regular visible patrols of the facilities to watch for potential safety hazards and crimes;
ii) Checking to ensure buildings are locked and secured;
iii) Documenting detected problems;

iv) Escalating issues to the University staff that has responsibility for the area/facility or to the Moscow Police Department as directed; and
v) Providing safe walk services by accompanying students, faculty, and/or staff across campus to make sure they can safely traverse the campus without fear of personal harm.

~~C-2~~C. Accurate and Prompt Reporting *(see A-2 above)[ren. 10-18]*

C-1. All students, faculty, staff, and visitors are encouraged to promptly and accurately report criminal incidents, accidents, emergencies and non-emergencies. *[ren. 10-18]*

C-2. If there is an emergency on campus, call 911. For non-emergencies and other reports, call Campus Security at (208) 885-7054 on the 24/7 line, or the Office of Public Safety and Security *(contact information below)* during campus business hours. *[ren. 10-18]*

C-3. Per FSH 3220, if the incident also constitutes a violation of the University's sexual harassment policies, the incident must be reported to the Title IX Coordinator within 24 hours (unless the UI employee with knowledge of the incident is required by law to maintain the confidentiality of the disclosure, such as licensed medical professionals or counselors). *[add. 10-18]*

C-~~3~~4. Pastoral and Professional Counselor Reporting *(see A-3 above).* The University Counseling and Testing Center provides a supportive and confidential environment for students to explore their concerns and learn new skills to deal more effectively with problems that may be interfering with their personal well-being and academic goals. Crisis appointments are also available during normal operating hours, and for after-hours crisis intervention students may call the CTC at (208) 885-6716. Professional counselors at the University are encouraged, if and when they deem appropriate, to inform those they counsel of the procedures for reporting crimes voluntarily for inclusion in the annual security and fire safety report. *[ren. 10-18]*

D. Contact Information:

The Office of Public Safety and Security
875 Perimeter Drive, MS 2281
Moscow, ID 83844-2281
208-885-2254
Fax: 208-885-7001
campus-security@uidaho.edu

University of Idaho

POLICY COVER SHEET

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Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
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Chapter & Title: _____

Administrative Procedures Manual [APM] ☐ Addition ■ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ■
Chapter & Title: 95.20 - Education/Prevention and Responding to Sexual Assault

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95.20 – Education/Prevention and Responding to Sexual Assault

October 2018~~February 10, 2011~~

Contents:

A Sexual Assault
B. Educational Programs
C. Procedures If Sexual Assault Occurs to You or Someone You Know
D. Optional Law Enforcement Reporting
E. Services for Victims/Survivors
F. Survivors Academic and Living Arrangements
G. Procedures for Disciplinary Action for Alleged Sexual Assault
H. Possible Sanctions/Disciplinary Actions
I. Registered Sex Offenders

A. Sexual Assault. A reasonable beginning point for understanding sexual assault is for someone to ask themselves if they felt any sense of violation or being disregarded during activities of a sexual nature. A series of behaviors by one person can create a sense of violation through disregarding the other person's wishes.

Sexual assault is a term often used to describe various types of assaults committed by one person without the consent of the other person. For purposes of this policy, sexual assault is defined as an act of sexual penetration or sexual conduct, or attempted sexual penetration or sexual conduct, that may involve the use of threats, force, violence, or any other form of coercion or intimidation. It is also considered to be sexual assault when a person is unable to give consent due to being under the influence of drugs or alcohol, if a person is asleep, or otherwise impaired. These may differ from state and federal laws. The University strongly encourages anyone who feels they may have been a victim of sexual assault to report to local law enforcement and contact Violence Prevention Program for assistance and support. See section B-5.2.

B. Educational Programs. The University of Idaho (UI) houses its Violence Prevention Program within the Office of the Dean of Students. The Violence Prevention Program employs a full time director and a ½ time resource specialist to oversee sexual assault education and training within the campus community as well as providing advocacy and crisis services to students and employees. To provide a law enforcement perspective, Moscow Police Department (MPD) officers collaborate with some of the educational training.

The majority of the educational training provided by the Violence Prevention Program addresses rape awareness and risk reduction to reduce perpetration and victimization. In addition to the educational training, resources and materials for the reduction of dating violence and stalking are provided. The educational training comprises:

B-1. Sexual Assault and Risk Reduction Awareness Education for New Students

a. All in-coming new students attending orientation (1 hour) during fall and spring semester;
b. Orientation leader training (1 hour) during fall semester;

B-2. Sexual Assault and Risk Reduction Awareness Education to Greek Recruitment

a. Men (2 hours) during fall semester;
b. Women (2 hours) during fall semester;

B-3. Sexual Assault and Risk Reduction Awareness Education for Parent Orientation during fall semester;

B-4. Sexual Assault and Risk Reduction Awareness Education for UI Counseling and Testing Center Pre-Doctoral Intern Training (1 hour) during fall semester;

B-5. Sexual Assault and Risk Reduction Awareness Education for ASUI Government Training on services and sexual harassment (2 hours) during fall semester and by request;

B-6. Sexual Assault and Risk Reduction Awareness Education for Judicial Officers and Judicial Board Training (1 hour) during fall semester;

B-7. B.E.A.R. (Brotherhood Empowerment Against Rape) Men's Group

a. Twice a month educational meetings;
b. E-mail list;
c. Facebook presence;
d. Website;
e. On-site education and programming concerning risk reduction for Residence Life, Greek Organizations, Classroom, and Community Outreach (Junior High and High School) by request;

B-8. Sexual Assault and Risk Reduction Awareness Education for Residence Life Training for resident directors and resident assistants

a. Group training during fall semester and by request;
b. Individual training provided on an on-going basis;

B-9. Sexual Assault and Risk Reduction Awareness Education for Awareness Activities by BEAR members and Violence Prevention Program staff

a. Awareness Tables in various campus locations are set up throughout the academic year to provided resources, education, and promotion of outreach programs;
b. Outreach Programs
    i. Take Back the Night occurs in the fall semester;
    ii. Vagina Monologues occurs in the spring semester;
    iii. Clothesline Project occurs in the fall and spring semester;
    iv. White Ribbon Campaign occurs in the spring semester;
    v. You Are Beautiful Campaign is an on-going program;
    vi. Denim Day occurs on April 22;
    vii. Day of Action occurs in the spring semester;
    viii. Safe Spring Break occurs in the spring semester;
    ix. Walk in her Shoes occurs in the fall semester;
    x. Homecoming Parade with Alternatives To Violence of the Palouse occurs in the fall semester;
    xi. BEAR Sponsored Media Promotion at athletic events

C. Procedures If Sexual Assault Occurs to You or Someone You Know.

C-1. Go to a place that is safe.

C-2. It is best that you DO NOT change your clothes, bathe, douche, go to the bathroom, drink, eat, or brush your teeth before you go to the hospital or to see a doctor. If you have already changed your clothes, place the worn clothing in a paper bag to take to the hospital. Also, un-washed sheets, other bed coverings or any items where critical DNA or other evidence may be found should be kept and given to the police. Evidence preservation is important in later pursuing a criminal case.

C-3. Seek medical treatment at the below locations or the nearest hospital.

Moscow: Gritman Medical Ctr.
804 S Washington Street
Moscow, ID
(208) 883-6476

Boise: St. Alphonsus
901 North Curtis Road
Boise, ID 83706-1342
(208) 367-3221

or

St. Luke's
190 E Bannock Street
Boise, ID 83712
(208) 381-2611

Coeur d'Alene: Kootenai Medical Ctr.
2003 Lincoln Way
Coeur D'Alene, ID
(208) 666-2000

Idaho Falls: Eastern Idaho Regional Medical Ctr.
3100 Channing Way
Idaho Falls, ID
(208) 529-6111

C-4. Contact a trained assistance provider at:

Moscow: 24 Hotline (208) 883-HELP (4357)
Alternatives to Violence on the Palouse

Boise: 24 hour Hotline (208) 345-7273
Women's and Children's Alliance

Coeur d'Alene: Rape Crisis Line (208) 661-2522
Coeur d'Alene Women's Center

Idaho Falls: Hotline/Crisis (208) 525-1831
Rape Response & Crime Victim Center

C-5. Reporting a Sexual Assault to Authorities. Reporting a sexual assault may help to prevent another assault. Filing a report with a University staff member does not obligate the survivor to prosecute the accused party either through the legal system or the University student disciplinary process~~Judicial Council~~. Filing a police report, however, will provide the opportunity for collection of evidence helpful in prosecution, which cannot be obtained later. Per FSH 3220 C-1, all employees who learn of an allegation of sexual assault (and are not required by law to maintain the confidentiality of the disclosure, such as licensed medical professionals or counselors) are required to report the matter to the UI's Title IX coordinator or the UI's Office of

Civil Rights and Investigations within 24 hours. Survivors of sexual crimes can receive assistance reporting to university officials or law enforcement agencies. *[rev. 10-18]*

1. Call 911, or 8-911 if the call is from the Idaho Falls Campus.
2. Reporting Assistance. Contact the Violence Prevention Program Office (208) 885-2956 or:

Moscow:	24 Hotline (208) 883-HELP (4357) Alternatives to Violence on the Palouse
Boise:	24 hour Hotline (208) 345-7273 Women's and Children's Alliance
Coeur d'Alene:	Rape Crisis Line (208) 661-2522 Coeur d'Alene Women's Center
Idaho Falls:	Hotline/Crisis (208) 525-1831 Rape Response & Crime Victim Center

D. Optional Law Enforcement Reporting. Students have an option to report a sexual assault to the MPD or the Latah County Sherriff's Office, depending on jurisdiction. MPD serves as the UI police response. Students can request support and accompaniment to report a sexual assault to the authorities. A police officer, detective or sheriff will take an initial crime report. If a rape exam is requested, the police may take a statement at the hospital or at a later time. This will be arranged with the survivor. After the initial statement there may be follow-up interviews to gather information for the crime report. Detectives will conduct an investigation, informing the survivor of the progress and any additional information needed. Students may contact the police directly or contact the 24 hour crisis line for Alternatives to Violence of the Palouse and an advocate will assist with making the report to authorities.

E. Services for Survivors.

E-1. Alternatives to Violence of the Palouse 24 hour/Crisis Response (208) 883-HELP (4357)

Alternatives to Violence of the Palouse is a community-based crisis agency serving Latah and Whitman counties. Sexual Assault and Domestic Violence survivors may utilize these services, which include: 24 hour staffed crisis line, and accompaniment to hospital, investigative interviews, and court hearings. Alternatives to Violence of the Palouse advocates provide support and resources to students on and off campus.

E-2. Moscow Police Department (208) 883-7054 / 911

The people most capable of untangling these complex and complicated scenarios are well-trained detectives assigned to a law enforcement agency. Their background, training, and experience place them in an important social position to gather relevant details, identify and collect potential evidentiary sources, write detailed reports, identify and interview suspects, with the goal of completing a thorough investigation. It is important for the community to hold those who violate its standards accountable, as well as determining if the behaviors rise to the level of a criminal violation or not. These goals can only be reached through

the cooperation of community members bringing suspected wrong behaviors to the attention of those trained to investigate and document them. The MPD has trained detectives who respond to the reports of sexual assault.

E-3. Medical treatment provides medical care and forensic exams to survivors of sexual assault. The emergency department has trained doctors and nurses that perform the exams.

Moscow:	Gritman Medical Ctr. 804 S Washington Street Moscow, ID (208) 882-4511
Boise:	Treasure Valley Hospital 8800 Emerald Boise, ID (208) 373-5000
Coeur d'Alene:	Kootenai Medical Ctr. 2003 Lincoln Way Coeur D'Alene, ID (208) 666-2000
Idaho Falls:	Eastern Idaho Regional Medical Ctr. 3100 Channing Way Idaho Falls, ID (208) 529-6111

E-4. University of Idaho Student Health Center, (208) 885 6693.

Provides medical care for students covered under SHIP (student health insurance program).

E-5. University of Idaho College of Law Victims' Rights Clinic (208) 885-6541.

The Victims' Rights Clinic is staffed by third year law students with limited licenses to practice law issued by the Idaho Supreme Court. The students provide legal services to crime survivors under the direct supervision of an experienced attorney. Some of the services include enforcing your rights as a crime survivor, help with restitution, accompaniment and representation in court proceedings, and referrals to other agencies for services.

E-6. University of Idaho Counseling and Testing Center, (208) 885-6716.

Licensed psychologists provide confidential services to students. Crisis appointments are available as well as individual and group counseling. Services are free and confidential. Students can experience a variety of difficulties after an assault and may find it helpful to work with a professional for support and assistance.

E-7. University Resources/Violence Prevention Program, (208) 885-2956, Monday-Friday 8:00-5:00 pm.

The Violence Prevention Program is housed in the office of the Dean of Students Staff provides onsite support and assistance to anyone who reports a sexual assault. Services are also available for friends and family who may also be affected by these violations. Services include; working collaboratively to inform the student of available options, resources and referrals. Staff works closely with university judicial affairs to determine if the report violates the student code of conduct (FSH 2300). Violence Prevention Program staff also provide education and training for the campus and community regarding issues of sexual assault.

E-8. Educational Programs/Brotherhood Empowerment Against Rape/BEAR, (208) 885-2095, Monday-Friday 8:00-5:00 pm.

The Violence Prevention Program oversees the BEAR peer education group that provides assistance and educational programming to students about sexual assault and gendered violence.

E-9. Women's and Children's Alliance, Boise 24 hour Hotline (208) 345-7273.

Since 1980, the Women's & Children's Alliance (WCA) has been in the forefront of providing services to women and their children escaping violent circumstances. Since that time, the WCA's crisis program has evolved into one of the most vital, unduplicated, comprehensive programs in our community and region. The Women's and Children's Alliance is proud to be a community leader in providing critically needed services to women and children victimized by domestic and sexual violence and was recently approved as a specialty substance abuse provider for pregnant and parenting women and women with children.

E-10. Coeur d'Alene Women's Center Rape Crisis Line, Coeur d'Alene, (208) 661-2522.

The Women's Center provides 24-hour crisis intervention to people in need due to domestic or sexual violence. The Women's Center has been assisting families in crisis as a result of violence since 1977. It is a non-profit agency with services provided free of charge. The Women's Center is victim advocacy-based and maintains confidentiality for its clients.

E-11. Rape Response & Crime Victim Center, Idaho Falls, (208) 525-1831.

The Rape Response & Crime Victim Center has been serving victims since January 1979. The purpose of this program is to aid crime victims by using self-help techniques taught to victims by trained advocates, and making our community a safer place.

F. Survivor Academic and Living Arrangements.

F-1. Academic Changes. The Violence Prevention Program will assist the survivor of an alleged sexual assault in changing classes if the alleged offender is also in that class. The alleged offender may be moved due to a criminal report or a no contact order being issued through a law enforcement agency or the courts. With the survivor's permission, the Violence Prevention Program will inform the faculty and instructors of the need for additional assistance or resources.

F-2. Living Changes. The Violence Prevention Program will work with Residence Life or the Greek advisor to accommodate a living change, including requesting refunds or reducing additional fees.

G. Procedures for Disciplinary Action for Alleged Sexual Assault.

G-1. The student judicial system is described in FSH 2400. Disciplinary hearings and procedures are set forth in FSH 2200 Section IV. Both the accused party and the survivor will be allowed to choose one person to accompany them throughout the University Judicial Council process, including the hearing, as a support person. This regulation is in addition to both students' rights to legal representation in this process.

G-2. Both the survivor and accused party will be informed of the outcome of the hearing. Such disclosure is mandated by 20 U.S.C. 1092(f)(8), and does not violate privacy rules associated with the Family Educational Rights and Privacy Act.

H. Sanctions regarding rape, acquaintance rape or other forcible or non-forcible sex offenses. A student found guilty of violating the University sexual misconduct policy could be criminally prosecuted in the state courts and may be suspended or expelled from the University for even a first offense.

I. Registered Sex Offenders. In accordance to the "Campus Sex Crimes Prevention Act" of 2000, which amends the Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Act, the Jeanne Clery Act and the Family Educational Rights and Privacy Act of 1974, the University of Idaho, Emergency and Security Department has provided a link to the Idaho State Police website at http://www.isp.idaho.gov/sor_id/ for Registered Sex Offenders through the University's Security website, http://www.uidaho.edu/security/sexualassault/awareness. The Registered Sex Offender information, and the maintenance of that information, is the responsibility of the Idaho State Police.

The University notifies the campus community annually in the Policies and Information of Interest to Students handbook and Information for Employees Relative to Campus Security and Substance Abuse of the location of the registry.

University of Idaho

POLICY COVER SHEET

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Chapter & Title: 95.33 -- Reporting Incidents of Violent or Threatening Behavior

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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.

The addition is to align policies with State Board/Regents policy.

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

N/A at this time.

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

N/A at this time.

IV. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy. ASAP (Jan 1, 2019)

If not a minor amendment forward to: _____

Policy Coordinator Appr. & Date: _____ *[Office Use Only]*	*FSH* Appr. _____ FC _____ GFM _____ Pres./Prov. _____ *[Office Use Only]*	Track # _____ Date Rec.: _____ Posted: t-sheet _____ h/c _____ web _____ Register: _____ *(Office Use Only)*
APM *F&A Appr.:* _____ *[Office Use Only]*		

95.33 -- Reporting Incidents of Violent or Threatening Behavior
October 2018~~February 2015~~

A. **General**. The University of Idaho is committed to providing a safe working, living and learning environment for its members and visitors. This commitment applies to all facilities and locations, including vehicles and field locations, where University business is conducted or services are provided. Individuals who are found to have engaged in violent or threatening behavior shall be held accountable under University policy, as well as local, state, and federal law. Violators will be referred to the appropriate disciplinary procedure as identified below. Violations of the law may also be referred for criminal or civil prosecution.

A-1. **University Employees**. Employees who engage in violent or threatening behavior will be subject to disciplinary action as governed by FSH 3910, 3920 or 3930.

A-2. **University Students**. Students who engage in violent or threatening behavior will be subject to disciplinary action as governed by the applicable article(s) of the Student Code of Conduct (FSH 2300). *[ed. 12-10]*

A-3. **Campus Visitors**. Campus visitors who engage in violent or threatening behavior will be removed or barred from University premises and may be subject to arrest and criminal prosecution.

B. **Definition**. Violent or threatening behavior is behavior that would cause a reasonable person to fear for his or her safety, or the safety of others. *[rev. 2-15]*

C. **Procedures**. All members of the University community benefit by helping to maintain a safe working, living, and learning environment. Anyone having information about a possible incident should report the information by contacting Campus Security's 24/7 number: (208) 885-7054. Or, a report can be submitted using one of the Office of Public Safety and Security's (OPSS) online forms, available at: http://www.uidaho.edu/public-safety-and-security/emergency-management/behavior. Retaliation against individuals who report incidents of violent or threatening behavior is strictly prohibited. The -procedures below should be followed when reporting incidents of violent or threatening behavior at the University. *[rev. 2-15]*

C-1. **Emergency or Life-Threatening Incidents.**

i) All individuals at the Moscow or Coeur d'Alene campuses should call 911 at any time during the day or night for immediate assistance. Individuals at the Boise campus should dial 9-911, while individuals at the Idaho Falls campus should dial 8-911 for immediate assistance. *[rev. 12-10, 2-15]*

ii) After reporting the incident to the police, the incident should be reported to the appropriate University officials as identified in C-2 below.

C-2. **All Other Incidents.**

i) **University Employees**. Report the incident to the appropriate University official:

a) Contact your immediate supervisor first; if your supervisor is not available, contact the next level administrator; or

b) For incidents at a University outreach location, contact the center dean or manager; or

c) If none of the above are available, contact the Executive Director of Public Safety and Security, (208) 885-2254; or Campus Security's 24/7 number: (208) 885-7054. *[ed. 4-12, 2-15]*

ii) **University Students**. Report the incident to the Dean of Students, (208) 885-6757.

iii) **All Other Individuals**. All other individuals should contact the Executive Director of Public Safety and Security, (208) 885-2254; or Campus Security's 24/7 number: (208) 885-7054. *[ed. 4-12, 2-15]*

C-3. **Reporting Incidents to the Executive Director of Public Safety ~~-~~and Security**. Supervisors and the Dean of Students should report all incidents to the Executive Director of Public Safety~~-~~ and Security, (208) 885-2254, within 24 hours or on the first business day after the incident is reported. *[ed. 4-12, 2-15]*

C-4. **Human Resources Contacted**. The Executive Director of Public Safety and Security will subsequently contact the Executive Director of Human Resources if the incident involves an employee. *[ed. 4-12, 2-15]*

C-5. **Reporting Sexual Harassment and/or Discrimination**. Per FSH 3220, ~~B~~behavior that may constitute a violation of the University's sexual harassment and/or discrimination policies (Reference FSH 3200, 3210, 3215, and 3220) ~~should~~ must be reported ~~immediately~~ within 24 hours to the ~~Office of Human Rights, Access and Inclusion~~Title IX Coordinator (unless the UI employee with knowledge of the incident is required by law to maintain the confidentiality of the disclosure, such as licensed medical professionals or counselors)~~:~~ (208) 885-4285. *[ed. 7-10, 12-10, 4-12, 2-15, rev. 10-18]*

D. Contact Information *[add. 2-15]*

The Office of Public Safety and Security
875 Perimeter Drive, MS 2281
Moscow, ID 83844
(208) 885-2254
Fax: (208) 885-7001

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting 11

3:30 p.m. - Tuesday, October 30, 2018
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2018-19 Faculty Senate Meeting #10, October 23, 2018 (vote)

III. Consent Agenda.

IV. Chair's Report.

V. Provost's Report.

VI. Other Announcements and Communications.

- Establishing Institutes & Centers (Brad Ritts, Vice President of Research & Faculty Development)

VII. Committee Reports.

VIII. Special Orders.

IX. Unfinished Business and General Orders.

- **University Finances** cont. (Foisy)

X. New Business.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments: Minutes of 2018-2019 FS Meeting #10
Instituting Institutes PowerPoint
UI Finances PowerPoint

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #10, Tuesday, October 23, 2018

Present: Benedum, Brandt (w/o vote), Bridges, Cannon (Boise), Caplan, Chopin, DeAngelis, Dezzani, Ellison, Foster, Grieb, Howard (for Tibbals, w/o vote), Jeffrey, Johnson, Kern (Coeur d'Alene), Kirchmeier, Laggis, Lambeth, Lawrence (for Wiencek, w/o vote), Lee, Lee-Painter, Luckhart, McKellar (Idaho Falls), Morgan, Schwarzlaender, Seamon, Vella, Watson. **Absent**: Keim, Tibbals, Raja, Wiencek. **Guests: 11**

Call to Order and Minutes. Chair Johnson was delayed in arriving at the meeting due to his participation in a meeting of the presidential screening committee. In his absence the meeting was called to order by Vice Chair Grieb at 3:32 p.m.

A motion to approve the minutes (Lee-Painter/DeAngelis) passed unanimously.

Chair's Report:

- Former Secretary of Homeland Security Michael Chertoff will be giving the Bellwood Lecture on Wednesday, October 24 at 4:00 pm PDT in the International Ballroom at the Pitman Center. The Lecture is entitled "Solving the Immigration Crisis." Chertoff is participating in a number of campus events associated with the lecture.
- University Level Promotion Committee (ULPC) nominations are due to the Provost Office by Friday, November 2, 2019. A letter from the Provost soliciting nominations and the nomination form were circulated to senators with the meeting agenda. The nominations create a pool from which the Provost appoints members of the committee.

In answer to a question from Vice Chair Grieb, the faculty secretary explained that senators must nominate a full complement of individuals from their colleges, even if they know that one of the prior nominees from their college will be continuing on the committee for a second year. She explained that generally appointment to the committee is for a one year term. However, each year 1/3 of the members are asked to continue for a second term. A full complement of nominations is needed in case a committee member must withdraw after appointment or otherwise cannot serve. The secretary stressed that the right to nominate belongs to the senator, but that when making nominations senators should consult with colleagues and administrators in their college and with the other senators from the same college. A senator asked whether the representative should also make nominations from the center faculty? Brandt responded that service on the ULPC is based on colleges and the number of faculty within a college. Nomination responsibility lies with college representatives. She encouraged college representatives to consult with their center colleagues in making nominations. In answer to another question, Brandt indicated that the Provost Office would be making available to senators a list of individuals who have served on the ULPC for the past five years.

Provost Report: Vice Provost for Faculty Torrey Lawrence attended the meeting for Provost Wiencek. He did not have a report.

Presidential Search Firm. At this point Chair Johnson arrived at the meeting with Alberto Pimentel, of the search firm Storbeck/Pimentel & Associates. Johnson apologized for being late and thanked Vice Chair Grieb. Johnson continued the meeting. He first asked the members of the screening committee of which he also is a member, to introduce themselves. The screening committee will be chaired by State Board of Education (SBOE) member Emma Atchley. Atchley is an alumna of UI and has long been active in efforts to support the university. She has been a member of the SBOE for 10 years and expressed her commitment to leading a successful search. Don Soltman, also a member of the SBOE, is originally from Grangeville and currently lives in Twin Lakes. Stephen Parrot is a 2012 graduate of UI with a degree in Agri-Business and is a former president of The Associated Students of the University of Idaho (ASUI). Linda Davidson is a member of the University of Idaho

Foundation Board of Directors. Her father and husband are past members of the UI faculty. She recently returned to Idaho from the University of Tennessee and is currently living in Coeur d'Alene.

The chair next introduced Alberto Pimentel of the firm, Storbeck/Pimentel & Assoc. Pimentel will be leading the UI search. Pimentel discussed his process for moving the presidential search forward. He has been on campus for the past two days and has been leading listening sessions with as many campus groups as possible to develop his familiarity with UI. As part of that process, he has asked members of the UI community to respond to four questions:

- Based on your experience at UI, what do you see as the short-term (immediate) and long-term (three to five years) challenges and opportunities facing the next president?
- Given the opportunities and challenges you have described, what professional experiences and qualifications must the successful candidate possess? What personal qualities must the new president have to be a good cultural fit?
- What current ongoing initiatives must the president be informed about and be ready to guide to completion?
- What are the key positive attributes and most attractive features of UI and how might those be used to attract the right candidates?

Pimentel encouraged members of the UI community who did not have an opportunity to attend one of the listening sessions to participate in a surveymonkey poll to provide input on these questions.

Pimentel stated that the characteristics of a strong leader depend on institutional needs. For this reason, the search firm must develop a deep understanding of institutional context. Based on all the information gathered at the listening sessions, and from the screening committee, Pimentel will develop a Position Profile (PP) for the UI presidency. The PP is similar to a position description, but contains more nuanced and depth regarding what the university is looking for in a president. This document will be reviewed by the screening committee and then used as part of the recruitment of candidates for the presidency. The PP will be broadly shared across campus and beyond campus. Once the PP is completed, Pimentel will start an aggressive recruiting cycle. He elaborated that he has already begun the process of contacting individuals of whom he is aware to determine their potential availability and interest in the UI presidential position. The PP will provide more direction and focus for his continuing recruitment efforts. For example, the PP should provide direction about whether the new president should be a person already working within the academy or whether non-academic candidates should be considered. Outside the academy we must determine whether a range of individuals would be qualified such as former university presidents, high level federal agency personnel, national laboratory personnel, non-profit foundation directors, etc. He believes based on the listening tour that there may be some interest on campus in considering non-academic candidates. The timing is that he will be aggressively recruiting candidates of the next 4-5 weeks before the Thanksgiving break and then for the first two weeks in December. He believes that he will have the equivalent of 6 weeks of recruitment time prior to the winter break during which he will be able to actively recruit candidates.

The plan is that the screening committee will meet again the first half of December and discuss the candidates identified by Pimentel and the challenges he is experiencing in the marketplace. The committee will then assess whether Pimentel should continue recruitment and what the focus of his further efforts should be. The committee will meet again in January to review candidates. If the committee is satisfied with the pool of candidates at that time, it will begin preliminary interviews with candidates. If the committee has reservations about the pool, Pimentel will continue his recruitment efforts. Realistically, however, Pimentel believes the screening interviews should be completed in February and a pool of prospective final candidates forwarded to the SBOE. Once the SBOE has identified the final candidates, they will be announced publically and will visit campus. Pimentel's goal is that final candidates will visit campus in March. However, that timing will depend on the pool and how quickly the recruitment process progresses. Pimentel stressed that high level candidates do not stay long on the market. Even if they have not considered looking for a presidential position prior to his contact, once they decide to become part of the UI search, they most likely will become part of other searches.

It is in the university's best interest to move quickly. Even if the screening committee rejects the candidates, quick action means he can continue to move forward with further recruitment efforts.

A senator asked what would be the advantage of considering non-academic candidates. Pimentel responded that he was not pursuing such candidates based on the belief that they would be more advantageous for the university than academic candidates. In looking at such candidates, the question would be whether their skills are transferrable to higher education. He commented that if you look at the top 100 research universities, there are approximately 12 presidents who might be considered non-traditional. Each of those individuals had a specific fit with the institution they lead. He also cautioned against "zeroing in" on such non-traditional candidates at the beginning of the search. The best strategy is to look broadly and then consider the qualities of a broad range of candidates. He returned to the original question and concluded that there is no sense at this time that a non-traditional candidate would be superior, but rather a sense that the university is interested in considering whether such a candidate would fit our needs.

A senator asked whether candidates who have changed universities frequently would be evaluated more negatively. Pimentel responded that he is concerned when he sees people in leadership positions who have left quickly. It takes a lot of time to learn an institution. Leaders can put many things in play during a short tenure, but the "acid test" of leadership is whether the person can carry out their plans and priorities. If they aren't there long enough to know whether plans work and can demonstrate necessary changes, they have not been a successful leader. The key to the best administrators is not that they started brilliant initiatives, but rather that they had the talent to make the moves and changes necessary to carry initiatives through to completion or change what didn't work.

Another senator questioned whether the desire to finish the search by March would result in UI compromising on an uninspired final candidate. Pimentel responded that we need to take the time necessary to have a successful search. However, he cautioned that the longer the search takes, the more pressure there will be to take the candidate we can get. Pimentel explained that he would not be involved in the process of an interim president, if the search is not concluded in the spring. He also explained that the reality is that there are external pressures to move the search quickly including competition and the needs of the candidates. If a search drags out, it can reach a point at which a candidate says "if I waited this long, why not wait for a better position next year." He urged that we should not be frivolous with time, but we should take the time necessary. He concluded stating the only failed search is one in which the university ends up with a candidate we didn't want. The momentum of the search can't be the driving factor.

Screening Committee Chair Atchley added that the SBOE is committed to getting the best presidential candidate possible for the university.

Chair Johnson asked how can senators make nominations and provide input in the search. Pimentel responded that the most important activity for senators, and faculty and staff in general, is to think creatively about who could take on this role. He urged senators to consider individuals we have encountered in our work who might be great leaders and to submit those names to the committee. The best recommendations and nominations in most searches come from the faculty and staff at the institution. He also stated that faculty and staff should refrain from nixing a candidate in advance, because we think they aren't on the market or won't come to the UI. The university needs to recruit such individuals. The future UI president is most likely not thinking of UI today, but they may be recruited in any case. He suggested that in the short term, nominations should be forwarded to the chair of senate [NB: forward nominations to facsec@uidaho.edu]. There is no need for fancy nomination letters – rather just state the candidates name, institution and title, and include a short sentence about who they are. Storbeck/Pimentel has a research team that will follow up on nominations. Very shortly a survey will be created for input and will have an email address to which nominations also may be directed.

A senator commented that the best way for faculty to engage in process is to put forth a positive view of the university. Pimentel commented that faculty and staff may receive phone calls from interested candidates. He

encouraged us to be honest and not sugar-coat our comments, but he also encouraged faculty to focus on the university's potential and the reasons we are all here. He also stated that once candidates' names are public, faculty and staff do not have to ask permission to contact colleagues outside the UI who might know the candidate. He encouraged faculty and staff to do so and to forward feedback and comments to the screening committee. He urged faculty and staff to make the time to visit the candidates and ask the hard questions when they are on campus – determine for ourselves whether the candidate fits UI's needs and to provide our input to the committee. Finally, when the PP is available, he urged faculty and staff to circulate it to as many people as possible and to ask our colleagues around the country to make nominations.

A senator asked whether the screening committee had discussed the prospective candidate views on Greek life. Pimentel responded that the topic of Greek life had come up, but had not yet been discussed.

The Chair thanked Pimentel for his presentation.

Financial Update. The chair introduced Vice President for Finance and Administration Brian Foisy and commented that earlier in the day Foisy lead a report and discussion of enrollment and budget issues at the President's Leadership Breakfast.

Foisy began by affirming his goal to improve transparency regarding institutional budgeting and finances particularly with respect to general education funds. He explained that general education funds, which come from state appropriations and tuition revenues, are the largest part of UI's budget. Other parts of the budget come from research funding, course fees, among other sources. He explained that the appropriated portion of the budget is very reliable – UI can count on the amount the state appropriates. This predictability is not true with student tuition revenue because the Budget Office must predict likely student enrollment levels as part of the process. Because tuition revenue is such a large portion of our budget, variability in enrollment has a significant impact on the budget.

Foisy utilized what he termed the "enrollment-revenue timeline" to demonstrate the steps in the budgeting process. Student tuition is due on the first day of class. The vast majority of students are able to pay tuition on that day. The tenth day of class is the last day students can get a complete refund of tuition. Foisy explained that UI does not have a tiered refund policy that refunds differing amounts of tuition depending on when a student withdraws. The next important date is approximately September 18 when tuition waivers begin posting in the accounting system. Under our current system we do not generally have data on tuition waivers until they begin posting to student accounts. On October 15 the UI's official enrollment census is due to the SBOE. That census is calculated based on SBOE directives. At this point in mid-October the institution has reasonable certainty regarding the revenue from tuition.

Foisy next discussed the fall 2018 enrollment numbers. He pointed out that the total enrollment number is not useful from a budget perspective, because not all students contribute equally to the revenue from tuition. There are a number of different groups of student for tuition purposes. The first group is the largest and is critical to UI's mission – resident undergraduate students. This mission critical group of students pays one of the lowest tuition rates – approximately $5,778/year.

The next group of students is resident graduate students including law students. Enrollment increased slightly in this group of students although the long term trend is decreased enrollment in this group.

The next group of students for tuition purposes is non-resident undergraduate students. This group includes international students, as well as students participating in the Western Undergraduate Exchange (WUE). This is the second largest group of students. Although international student enrollment is up this year, the trend in enrollment of students in this group is down. This is a "revenue critical" group of students because they pay a higher amount of tuition -- $23,414. Foisy explained that enrollment of students in the WUE group went down significantly in the past when the UI withdrew from the program. However, in the past three years, as the UI

returned to limited and then full participation in WUE, the number of students in this group has grown. Foisy explained that WUE students participate in a program sponsored by the Western Interstate Commission for Higher Education (WICHE) that enables them to attend participating schools for 150% of the in-state tuition.

Other groups of students include non-resident graduate students for whom enrollment has been level over the past several years. Enrollment of Washington, Wyoming, Alaska, Montana, Idaho (WWAMI) medical students has increased because more seats in the program were authorized. International student enrollment (which overlaps non-resident undergraduate enrollment) was up this year in part due to UI's participation in the Navitas pathways program. Enrollment of dual credit students was down.

Because each group of students pays a different tuition rate, changes in enrollment of each group impacts revenue differently. Foisy also pointed out that tuition from some programs does not become part of the general fund. These include self-supporting programs such as dual credit, WWAMI, Athletic Training and the EMBA program.

When the Budget Office projects tuition revenue, it starts by estimating "gross tuition." Gross tuition is the number of paying students times the rate we charge. However, the university does not collect the full amount of tuition charged from every student such as when we offer tuition waivers to students. Tuition waivers are different from scholarships and other types of financial aid. The institution's general fund benefits from scholarships and other types of non-tuition waivers such as financial aid, because funds are transferred from the source of the aid to the general fund. With tuition waivers, tuition is simply not collected. No funds are transferred to the general fund. When a student receives a waiver, the institution essentially is saying that a student is charged X amount, but is only required to pay Y amount. The difference between gross tuition and the amount of tuition waivers is the UI's net tuition revenue.

In addition to estimating the amount of tuition revenue, the budget office also estimates the progress in collecting tuition. This is done by comparing tuition collections as of a designated point in time with collection of tuition at the same point in time in prior years. The Budget Office can determine the net tuition shortfall for the year based on the budgeted vs. projected numbers for gross tuition and net tuition. For 8 of the last 9 years projections of tuition revenue have fallen short of the budget. This has happened again this year. The shortfall in gross tuition is approximately $2,974,985. One bright spot is that the tuition waivers were also lower than budgeted by $1,916, 603. This resulted in a net tuition shortfall of approximately $1,058,383. In the past, the UI has covered the shortfall through central reserves. These reserves are no longer available.

Foisy will return to a future meeting to continue his presentation. A senator thanked Foisy for a very informative presentation and expressed his desire that Foisy return as soon as possible.

The time for the meeting having elapsed, a motion (Watson/Jeffrey) to adjourn passed unanimously. The meeting was adjourned at 4:57 p.m.

Respectfully Submitted,

Liz Brandt, Faculty Secretary &
Secretary to the Faculty Senate

INTRODUCE MYSELF

- Exploration geologist with Chevron right out of graduate school
- First faculty job at Utah State as Assistant Professor of Geology
- Academic research on frontier geology of Asia
- Returned to career in exploration geology and management with Chevron, based in California and Singapore

- Last 3+ years at Stanford starting and leading the Stanford Natural Gas Initiative
- Excited to be at U Idaho and looking for best opportunities to help

MY ROLE AND GOALS IN ORED

1. Help grow the scale and impact of the research enterprise
   - Research and Faculty Development (Carly Cummings), Office of Technology Transfer (Jeremy Tamsen), Economic Development (Jana Jones)
   - Northwest Knowledge Network (Luke Sheneman); Key link to other research entities and centers
   - Private sector interaction and involvement (working with faculty and University Advancement)
2. Ensure smooth operations and effectiveness of ORED
   - Support the VPR and provide a trusted link across the university to VPRED and ORED

RESEARCH ENTITIES

Organizational framework for transdisciplinary research efforts

Mechanism to increase visibility and signal areas of research concentration and strength within the university

Research entities provide

- Prestige and institutional recognition of existing or emerging scholarship competencies
- Resources and focus
- Thoughtful, dedicated leadership and administrative support

- *New processes instituted by Faculty Research Council last year and published on ORED website; implementing this year*

https://www.uidaho.edu/research/entities/establishing-institutes

RESEARCH ENTITIES

All entities are reviewed on:

- Mission and vision linked to university strategic plan
- Active involvement and scholarly activity
- Existing or emerging scholarship expertise and reputation
- Extramural funding support and financial sustainability

Level I – usually within single college, reports to dept. head

Level II – “Centers”, led by a director reporting to a dean

Level III – “Institutes”, led by tenured faculty member reporting to VPRED

RESEARCH ENTITY PROCESSES

https://www.uidaho.edu/research/entities/establishing-institutes

Creation. Research entities are established by two-phase proposal and review process with approval and concurrence provided by deans, VPRED, and EVP/Provost

Annual Report. Research entities should provide annual reports to ORED

Periodic Review. Research entities must undergo periodic review at least every five years (conducted by the cognizant administrator, dean, or ORED) with continuation approval and concurrent provided by deans, VPRED, and EVP/Provost

SAS RESEARCH TALKS

Gary Austin, Architecture

Ryan Long, Fish & Wildlife Sciences

Leontina Hormel, Sociology and Anthropology

Carol Padgham Albrecht, Oboe and Music History

Chyr Pyng (Jim) Liou, Civil and Environmental Engineering

Shelley McGuire, Family and Consumer Sciences

Bal Krishna Sharma, English and Linguistics

Florian Justwan, Political Science

Lisette Waits, Fish and Wildlife Sciences

University of Idaho

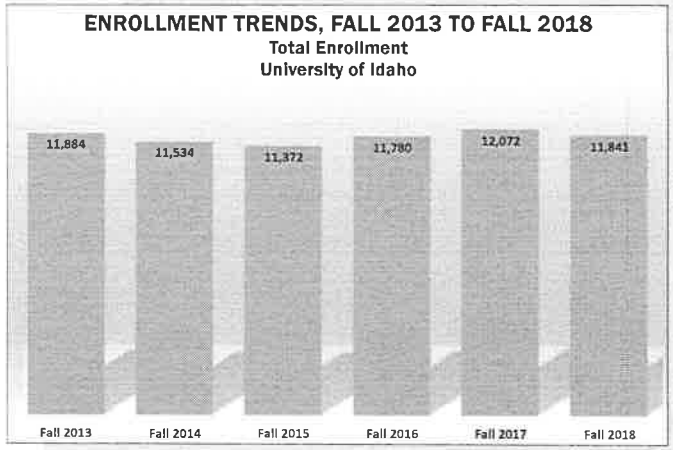
FALL 2018 ENROLLMENT AND BUDGET UPDATE

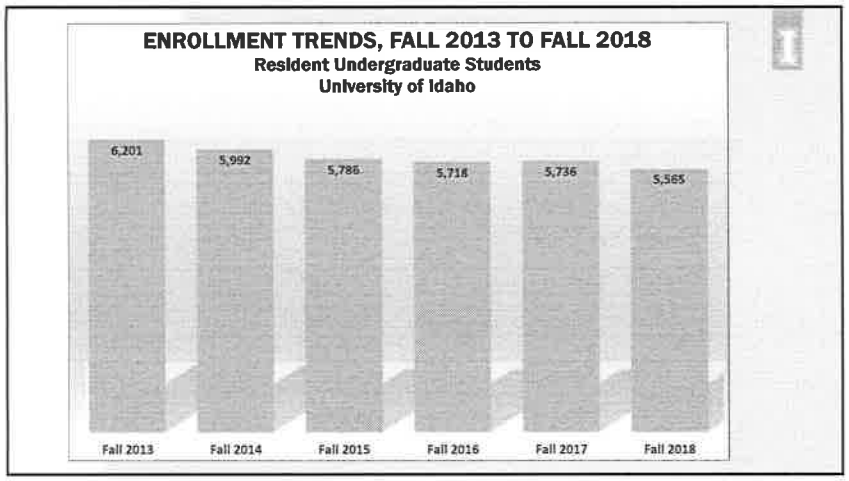
ENROLLMENT AND REVENUE TIMELINE

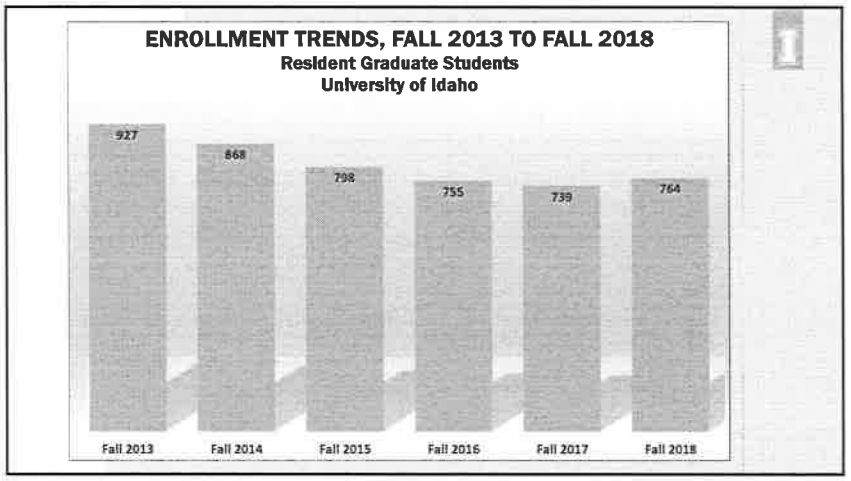
AUG 20	First day of classes (payment deadline)
AUG 31	10th day of classes (last day to receive 100% refund)
SEP 18	Tuition waivers start posting to the Banner system
OCT 15	Enrollment census date (official date for enrollment reporting)
OCT 23	Leadership breakfast (annual update on connection between enrollment, tuition revenue, and operating budgets)

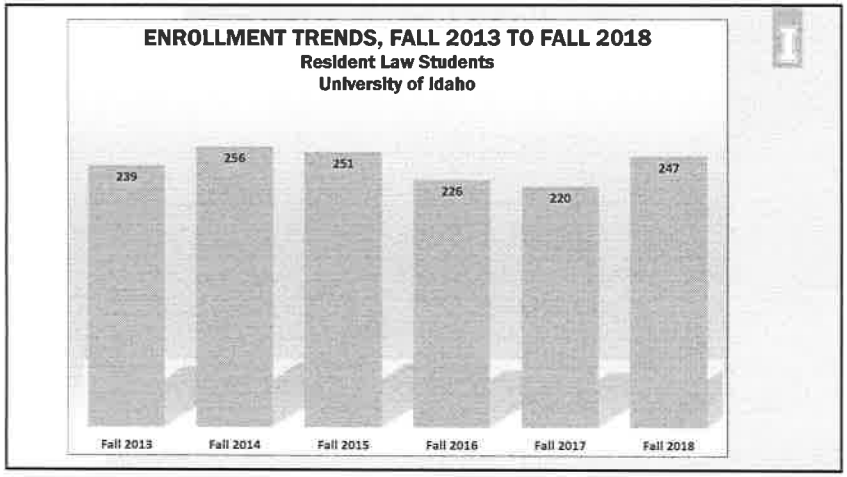
University of Idaho

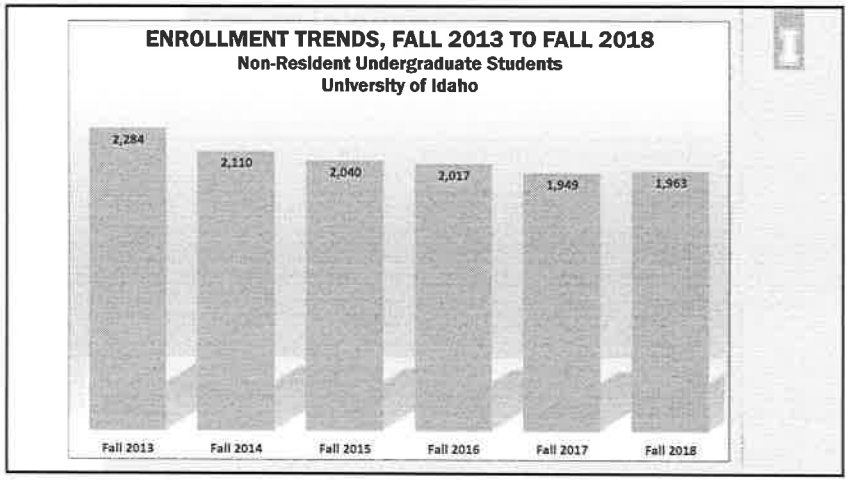
FALL 2018 ENROLLMENT

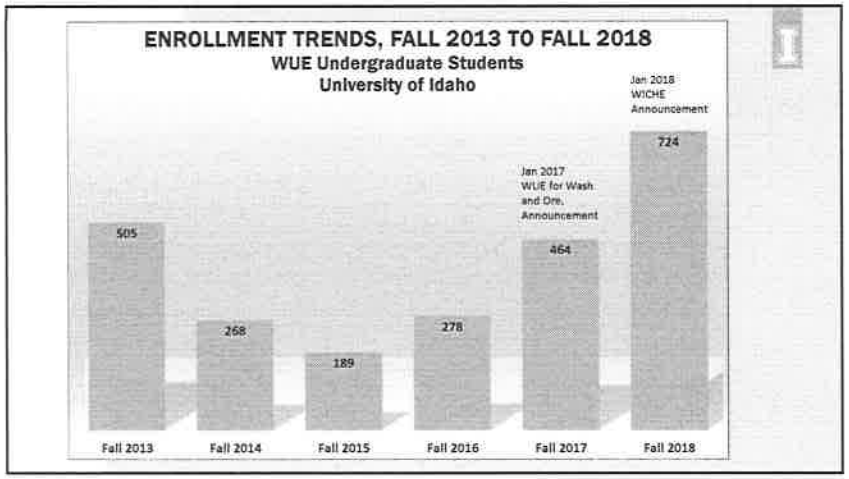



ENROLLMENT TRENDS, FALL 2013 TO FALL 2018
Resident Undergraduate Students
University of Idaho
6,201
5,992
5,786
5,718
5,736
5,565
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018


ENROLLMENT TRENDS, FALL 2013 TO FALL 2018
Resident Graduate Students
University of Idaho
927
868
798
755
739
764
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018

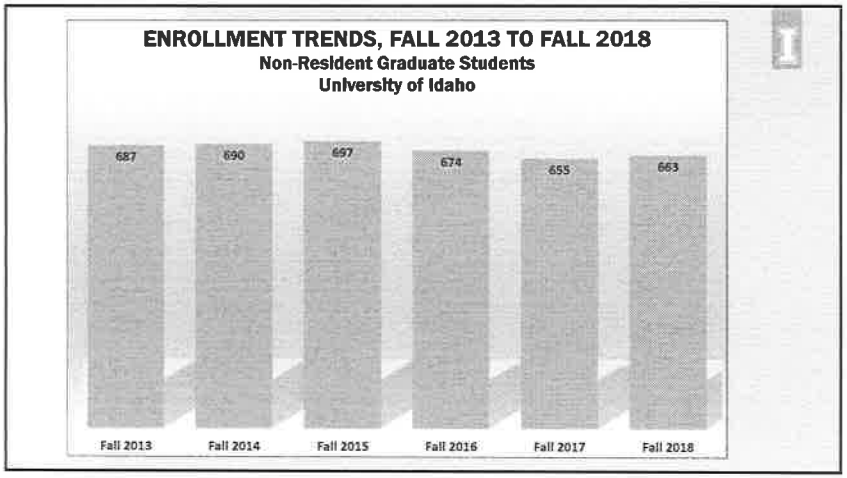

ENROLLMENT TRENDS, FALL 2013 TO FALL 2018
Resident Law Students
University of Idaho
239
256
251
226
220
247
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018

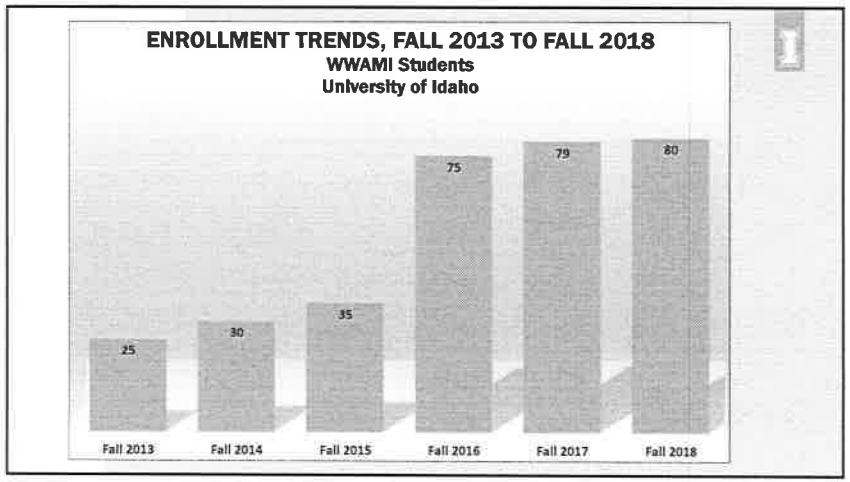

ENROLLMENT TRENDS, FALL 2013 TO FALL 2018
Non-Resident Undergraduate Students
University of Idaho
2,284
2,110
2,040
2,017
1,949
1,963
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018

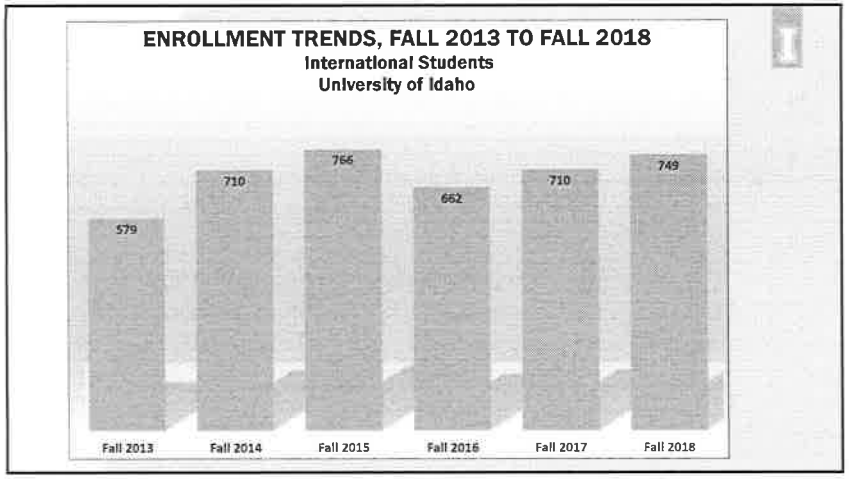


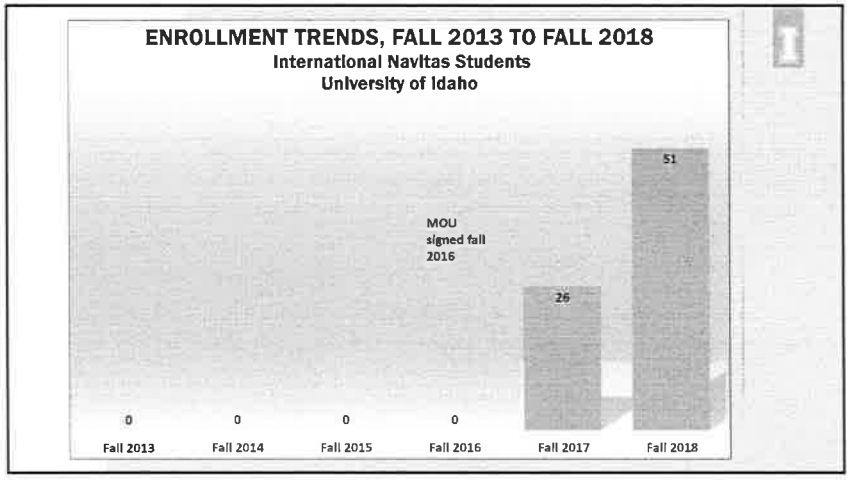
WUE EVOLUTION

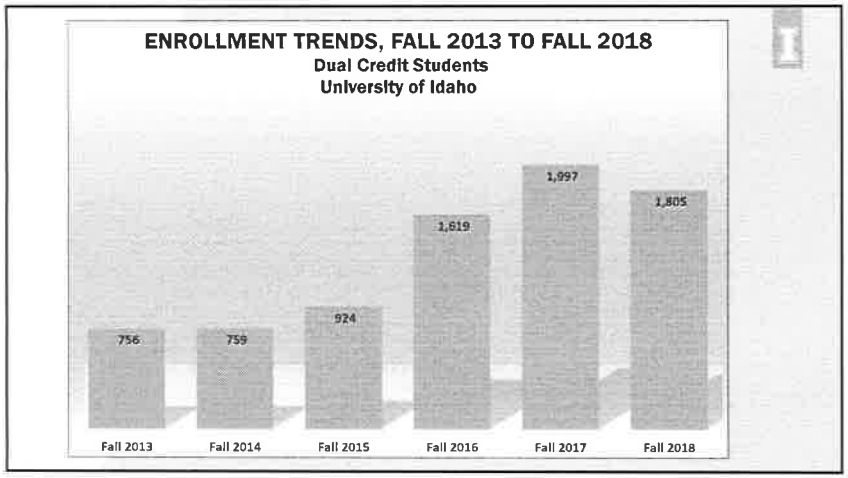
- Original analysis was designed to maximize revenue per student, and responded to stated concerns about capacity
- EWA funding formula only provided state support for the first 280 WUE students, so WUE target was set at 300 (anything beyond that was eroding revenue per student)
- We never really discontinued WUE – targeted at 300
- BSU has used the WUE to great effect to recruit from California, despite EWA limitations
- Recent program expansion involved states with high tuition (Washington and Oregon)
- WICHE ultimately requested that UI honor the WUE rate for students from all participating states






ENROLLMENT TRENDS, FALL 2013 TO FALL 2018
International Students
University of Idaho
579
710
766
662
710
749
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018


ENROLLMENT TRENDS, FALL 2013 TO FALL 2018
International Navitas Students
University of Idaho
MOU signed fall 2016
0
0
0
0
26
51
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018


ENROLLMENT TRENDS, FALL 2013 TO FALL 2018
Dual Credit Students
University of Idaho
756
759
924
1,619
1,997
1,805
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018

University of Idaho
TUITION REVENUE PROJECTIONS

FY19 TUITION RATES AND IMPACT OF MIX CHANGES

Student Type	Central Tuition Rate
Undergraduate Resident	$ 5,778
Undergraduate Non-Resident	23,414
Undergraduate WUE	9,710
Graduate Resident	7,266
Graduate Non-Resident	24,902
Dual Credit, Self-Support (EMBA, Athletic Training, etc.), WWAMI, etc.	0

- WUE rate reflects $13,704 reduction from full NR rate of $23,414
- Listed rates exclude mandatory fees of $2,086

DEFINITIONS

- GROSS TUITION: The "sticker price" or rate charged to each category of student (UG/Grad Res/Non-Resident, etc.) times the number of students in each category.
- TUITION WAIVERS: Institutional authority to forgo some or all of the gross tuition charged to a student. Tuition waivers are "non-cash" transactions. The institution reduces the amount owed by a student, but no cash ever changes hands (that is, no one ever pays for the reduction). The institution simply agrees to accept less than the full sticker price. The most common waivers at UI are non-resident waivers (OST at 6%). Waivers are deducted from gross tuition.
- SCHOLARSHIPS: Like tuition waivers, scholarships reduce the amount owed by a student. However, scholarships are cash transactions. Someone (central fund, university department, outside entity, etc.) pays the bill on behalf of the student. Scholarships are not deducted from gross tuition.
- NET TUITION: Gross tuition minus tuition waivers. What we charge minus what we forgo equals what we collect. Net tuition is roughly equivalent to spendable cash.

FY19 CENTRAL GROSS TUITION

Student Type	Gross Revenue Budget	Gross Revenue	Over / (Under) Budget
Undergraduate Resident	$31,790,045	$30,379,648	($1,410,397)
Undergraduate Non-Resident	28,712,499	26,938,139	(1,774,360)
Undergraduate WUE	14,727,683	15,155,546	427,863
Graduate Resident	5,472,988	5,516,412	43,424
Graduate Non-Resident	17,121,844	16,859,701	(262,143)
Other (Summer, Overload, etc.)	2,319,554	2,320,183	629
TOTAL	$100,144,613	$97,169,628	($2,974,985)

3.0% under budget

FY19 CENTRAL TUITION WAIVERS

Student Type	Waiver Budget	Waiver	Over / (Under) Budget
Undergraduate Resident	$ 513,547	$ 443,389	($70,158)
Undergraduate Non-Resident	9,474,080	7,228,523	(2,245,557)
Undergraduate WUE	8,619,816	8,870,235	250,419
Graduate Resident	343,265	154,385	(188,880)
Graduate Non-Resident	8,043,733	8,433,908	390,175
Other (Summer, Overload, etc.)	87,681	35,080	(52,601)
TOTAL	$27,082,122	$25,165,369	($1,916,603)

7.1% under budget

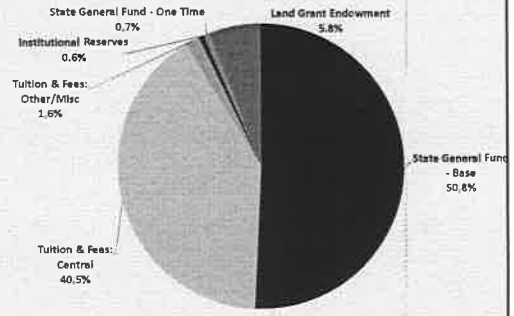
FY19 CENTRAL NET REVENUE

	Budget		Shortfall
Gross Tuition	$100,144,613	$97,169,628	($2,974,985)
Tuition Waivers	27,082,122	25,136,369	(1,916,603)
TOTAL – Net Tuition	$73,062,491	$72,004,108	($1,058,383)

1.4% under budget

FY19 GENERAL EDUCATION REVENUE BUDGET: $180.2M

Source	Total
State General Fund – Base	$91,500,700
State General Fund – One Time	1,226,200
One Time Reserves	1,100,000 ☆
Land Grant Endowment	10,498,800
Tuition & Fees: Central	73,062,491 ☆
Tuition & Fees: Other / Misc.	2,811,809
TOTAL	$180,200,000



University of Idaho

BUDGET PLAN

FY19 & FY20

FY19 PLAN – JUST GIVE US ONE BILL!!!

		FY19 (1X)
FY18 Structural Deficit		$ 1.1 m
FY19 Structural Deficit		
Gross Tuition Shortfall	$ 2.9 m	
Waivers - Savings	($1.9 m)	
Net Tuition Shortfall		$ 1.0 m
Sub-total Structural Deficit		$ 2.1 m
UBFC One-time		$ 2.9 m
Total One-time Reduction for FY19		$ 5.0 m

FY19 REDUCTIONS

- Based on ability to pay (allocated based on Gen Ed carryforward balances as of 06/30/18)
- Strong philosophical connection to the underlying problem (by not netting tuition shortfalls against carryforward balances in the past, we've created carryforward that never really existed)
- Reductions managed at the vice president level, so no mandated direct connection to individual unit carryforward balances
- Reductions taken from 06/30/18 ending balances, with net amount posted at the vice president level

FY20 PLAN

	FY19 (1X)	FY20 (Base)
FY18 Structural Deficit	$1.1 m	$1.1 m
FY19 Structural Deficit		
Gross Tuition Shortfall	$ 2.9 m	$2.9 m
Waivers - Savings	($1.9 m)	(1.0 m)
Net Tuition Shortfall	$ 1.0 m	$1.9 m
Sub-total Structural Deficit	$ 2.1 m	$ 3.0 m
UBFC – One-time	$ 2.9 m	
UBFC – Ongoing		$ 2.0 m
Enrollment Contingency		$ 2.0 m
Presidential Initiatives		$ 2.0 m
Total	$ 5.0 m	$ 9.0 m

FY20 REDUCTIONS

- Based on existing program prioritization methodology, which supports established campus processes
- Immaterial difference between PP methodology and percentage of base budget methodology (which is the only immediately available alternative that fits the timeline)
- Reductions managed at the vice president level, so no mandated connection to individual unit PP scores (scores drive VP cuts, not unit cuts)
- SBOE requires ongoing prioritization and reallocation (must report to the board in April on what we've done since last year)

FY20 REDUCTIONS

- $5M base budget reduction now, with plans due to president by Jan 31, 2019
- $4M recovered over approximately 2 years via faculty and staff strategic hiring plans
- Room to consider multi-year implementation plans, based on available carryforward balances
- This action will meet board expectations for prioritization and reallocation

University of Idaho

FACULTY HIRING PLAN – A WAY FORWARD

FACULTY STRATEGIC HIRING PLAN

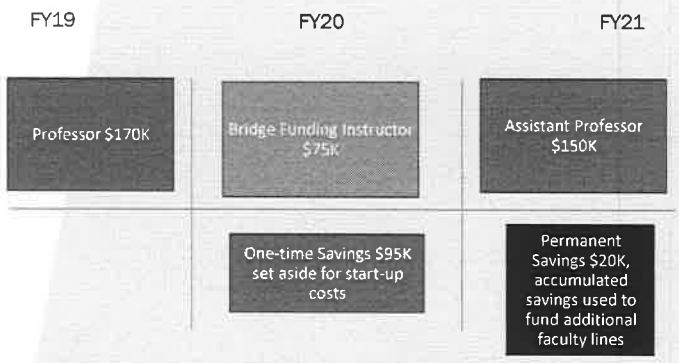
- Accelerate our progress towards the goals of the strategic plan
- Scrutinize all available financial resources within academic affairs
- Eliminate historic constraints on our funding decisions
- Meet our mission as Idaho's land-grant institution

FACULTY STRATEGIC HIRING PLAN

Effective July 1, 2018 – for Gen Ed funded faculty lines, no immediate refilling and/or developing of new positions outside of a University-wide process (i.e. Colleges cannot proceed independently, decisions will be made annually as a cohort)

- April 2019: requests to add/refill faculty positions due to Provost
- Summer 2019: decisions given back to units
- FY 20: funding for temporary hires given to units while they search for permanent positions
- FY21: new faculty start in units and permanent funding is provided to units
- Process repeats in like fashion as cohorts each year going forward

FACULTY STRATEGIC HIRING PLAN

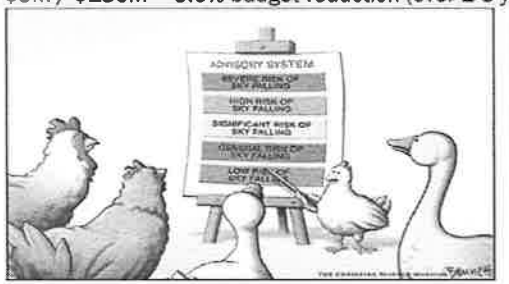


NEXT STEPS

- Develop staff strategic hiring plan to match faculty initiative (details to be developed in the spring)
- Strategic hiring plan is not a hiring freeze (all vacancies will be scrutinized)
- Development of guiding principles for a new budget model (finance committee deliberations and campus open forums)
- Elimination of gainsharing under new budget model
- Value of enrollment contingency (prevents current year cuts if enrollment fails to meet targets)

PERSPECTIVE

- $5M / $180M = 2.8% budget reduction (now)
- $9M / $180M = 5.0% budget reduction (over 2-3 years)



University of Idaho

QUESTIONS?

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #10

3:30 p.m. - Tuesday, October 23, 2018
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.
- Minutes of the 2018-19 Faculty Senate Meeting #9, October 16, 2018 (vote)

III. Consent Agenda.

IV. Chair's Report.

V. Provost's Report.

VI. Unfinished Business and General Orders.

VII. Other Announcements and Communications.

- **Presidential Search Firm Storbeck/Pimentel & Associates** (Alberto Pimentel)
- **University Finances** (Foisy)

VIII. Committee Reports.

IX. Special Orders.

X. New Business.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments: Minutes of 2018-2019 FS Meeting #9

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #9, Tuesday, October 16, 2018

Present: Benedum, Brandt (w/o vote), Bridges, Cannon (Boise), Caplan, Chopin, DeAngelis, Dezzani, Ellison, Foster, Grieb, Howard (for Tibbals, w/o vote), Jeffrey, Johnson, Keim, Kern (Coeur d'Alene), Kirchmeier, Lee, Lee-Painter, McKellar (Idaho Falls), Morgan, Raja, Schwarzlaender, Seamon, Vella, Watson, Wiencek (w/o vote). **Absent**: Laggis, Lambeth, Luckhart, Tibbals. **Guests:** 5

Call to Order and Minutes. The chair called the meeting to order at 3:30 p.m.

A motion to approve the minutes (Keim/Morgan) passed unanimously.

Chair's Report:

- The chair called attention to the sad news that Ron Richard, manager of Vandal Brand Meats, passed away. He asked for a moment of silence in Richards' memory. The chair reported that the Richards family will be holding a memorial gathering on campus during the upcoming weekend. Details of the gathering will be forthcoming.
- Ann Thompson will be out on much deserved annual leave during the coming week. Documents for Faculty Senate Meeting #10 on October 23, 2018 may not be posted before the meeting, but will be distributed by email 24 hours prior to the meeting on Monday, October 23, 2017. The website will be updated when Thompson returns to the office.
- The chair encouraged senators to be proactive in bringing issues forward for consideration.
- The search firm supporting the UI presidential search, Storbeck/Pimentel and Associates will be on campus October 22nd and 23rd. Listening sessions with faculty, staff, students and the community are being scheduled. Details for the meetings will be announced shortly.
  [nb: These sessions have since been scheduled as follows:
  - *Faculty Meeting – Monday, October 22, 3:00 - 4:00 pm PDT, Vandal Ballroom and by Zoom (https://uidaho.zoom.us/j/907620027) or phone (+1-669-900-6833 or +1-646-876-9923 Meeting ID: 907 620 027)*
  - *Staff Meeting – Tuesday, October 23, 9:45-10:45 am PDT, Vandal Ballroom, and by Zoom (https://uidaho.zoom.us/j/907620027) or phone: (+1-669-900-6833 or +1-646-876-9923 Meeting ID: 907 620 027)*
  - *Student Meeting – Tuesday, October 23, 4:30-5:00 pm PDT, Vandal Ballroom, and by Zoom (https://uidaho.zoom.us/j/907620027) or phone: (+1-669-900-6833 or +1-646-876-9923 Meeting ID: 907 620 027)*
  - *Community Meeting – Monday, October 22, 4:30-5:00 pm, Vandal Ballroom.]*
- The chair called senators attention to an email from Vice Provost for Strategic Enrollment Management (SEM) Dean Kahler urging members of the UI community to invite prospective students to campus. The general request for information form on the SEM website can be used by members of the UI community to refer prospective students to SEM.
- Annual Enrollment for Benefits opened on Monday, October 15 and closes Tuesday, November 6. Among other changes, UI's relationship with providers AFLAC and Liberty Mutual has changed. Employees opting for those benefits should pay particular attention to the changes.
- It's UI Homecoming Week – many events are being held across campus. Faculty and staff are encouraged to participate.
- A Health and Rec Fair will be held October 17 at the Student Recreation Center.
- The last VIP Transform brown bag session will be held on October 25 at 12:30-2:00 pm in the Vandal Ballroom.
- Faculty working with CDA students should be aware that UI now has a contract with the testing center at North Idaho College. Faculty can contact the center directly:

http://www.nic.edu/websites/default.aspx?dpt=61&pageId, (208) 676-7203 or 7207, testingcenter@nic.edu.

Provost Report: The provost gave kudos to the organizers of the recent Borah Symposium. He noted that the lecture by David Sanger, the Pulitzer Prize winning national security journalist for the New York Times was particularly stimulating.

The provost noted that the upcoming week is packed with activities. He is reviewing the report of the survey regarding college mergers. He also noted that Leadership Weekend with the various university advisory boards is being held in conjunction with Homecoming. The Idaho State Board of Education (SBOE) meeting is being held this week in Lewiston. The provost will be participating in the installation of the new president of Lewis-Clark State College this week. Next Monday, a number of university leaders will be in Boise for meetings regarding the Complete College America initiative in which UI participates. Next Tuesday Vice President for Finance and Administration Brian Foisy will lead a discussion at the Presidential Leadership Breakfast regarding university finances. Foisy will also be leading a discussion of finances at the senate meeting.

A senator asked if the first draft of the strategic enrollment plan is available. The provost responded that the initial feedback on the six-point plan was that it was too general. As a result, SEM is consulting with the deans to provide more detailed strategies. This consultation is ongoing. Vice Provost Kahler is working with the deans to develop specific strategies focused on the next several months. They will then follow up in January with the development of continuing strategies. This two part planning approach will lead to a structure for moving forward.

Vice Provost for Academic Initiatives Cher Hendricks stated that she was a co-chair of the strategic enrollment committee. She emphasized that the committee undertook a substantial amount of work and looked at a lot of data in developing its six-point plan. They worked to take a broad approach and to include diverse groups such as University Marketing and Communication (UCM) and academic program planning. The six main points of the plan were completed at the end of spring semester of 2018. The committee has reconvened and, in response to the comments that the plan is too general, is developing specific goals for each point of the plan.

A senator, who was also a member of the committee added that in addition to the strategic enrollment plan, the UI now must develop a tactical plan. This latter plan is what the deans will be focused on. Kahler has begun the tactical planning process with the deans. Each college will be contributing to the development of a time line and strategies. The colleges are expected to report back within the month and the tactical plan for December and into spring semester will be completed at that time. The remainder of the tactical plan will be developed after the new year. In the meantime, the UI's intensive recruiting activities with embedded and university level recruiters is continuing apace.

A senator followed up with questions about the status of advising issues. The provost reminded the senator that he addressed these issues at the last senate meeting. Briefly, he indicated that the UI is working to have 14 to 15 professional advisors in place to reach the recommended 300/1 student/advisor ratio. We currently have 10-12 advisors funded and embedded. The provost stressed that the plan is not to centralize advising. Rather the college advisors remain embedded in the colleges. The management of advising is being separated from recruiting. The management of advising will "roll up" to SEM, but day-to-day management will remain with the deans. Middle management layers are being reorganized to provide for more advisors and fewer supervisors.

Committee on Committees (ConC) -- FC-19-008: FSH 1640.76. Prof. Terry Grieb, Chair of ConC, presented the seconded motion from the committee that the structure of the Safety and Loss Committee be revised to substitute the Risk Manager for the Executive Director of Public Safety. The position is *ex officio* with vote. The reason for the change is that the position of executive director no longer exists and most of the responsibilities of the position have been transferred to the Risk Manager. A senator sought clarification of whether the prior

ex officio position had been with vote. Grieb responded that previously the executive director served with vote. The motion passed unanimously.

Teaching & Advising Committee (TeAC). Senate Chair Aaron Johnson gave the report of the committee for Prof. Erin Chapman, Chair of TeAC, who was unable to attend the meeting due to a class conflict. TeAC is addressing a resolution passed during 2017 by the Associated Students of the University of Idaho (ASUI) regarding the use of BBLearn and the timely reporting of grades. Senate leadership has asked TeAC to work with ASUI leadership to address the concerns raised by the resolution. Specifically, senate leadership made the following request: "TeAC should examine the timeliness of grade reporting and of appropriate feedback on student progress within undergraduate courses. TeAC should propose approaches and/or policy changes needed to address issues that emerge. The process should begin by gathering data to determine the scope and nature of the problems regarding timely reporting of grades and performance feedback." A senator involved in the issue added that in the past, students were focused on using BBLearn to report grades. However, after examining the issue, students have realized that the timely reporting of grades is the root cause of concern.

A senator asked whether TeAC could gather data on how often students show up for office hours and contact professors. He stated that students do not take advantage of such opportunities and that he believes that the best way for students to obtain feedback is through face-to-face meetings. Another senator circulated a short article regarding the decline of student participation in faculty office hours. The chair responded stating that the focus of the leadership request to TeAC is not on general feedback regarding student progress in classes, but rather on returning timely grades on assessments such as quizzes and tests. He stressed that TeAC plans to study the issue to determine the extent of the problem so that we do not overreact and create unintended consequences from any action that is taken. The faculty secretary pointed out that it is the responsibility of faculty to provide evaluation of assessments to students not vice versa.

A senator responded that he was relieved to know of the broader focus of the work and that BBLearn was not being viewed as a "panacea." Another senator reiterated that, as a result of background conversations with TeAC members and senate leadership, students were focused on the specific issue of timely grade reporting. The chair noted that timely grade reporting is crucial for student learning. The senator who raised the student contact issue requested that any survey conducted by TeAC inquire regarding face-to-face faculty/student contact.

University Curriculum Committee (UCC) -- FC-19-006: FSH 4620. Registrar Dwaine Hubbard and Controller Linda Campos presented the seconded motion of the UCC to amend the Academic Calendar. Hubbard explained that an extra week between the fall and spring semesters was accidentally included between fall semester 2019 and spring semester 2020 and between fall 2026 and spring 2027. The extra week will cause administrative problems in payroll for faculty on standard pay because their salaries will have to be spread over an additional week than is otherwise the case.

A senator sought clarification that under the revised calendar grades for fall semester 2019 will be due on December 24th. Hubbard confirmed this. Another senator pointed out that the change would provide an additional week in August before the start of the fall semester. Another senator indicated that faculty in her college were concerned that in 2019 the semester would end too close to the Christmas holiday. She and her colleagues were not convinced that avoiding administrative issues was enough of a rationale to justify the change. Campos responded that if the extra week is included in the semester, a one time change in payroll processing would have to be made to spread faculty compensation over 1600 hours rather than 1560. Training would have to be provided to payroll and departmental staff to handle this change. Such one-time changes can also lead to errors.

A senator pointed out that ending the semester later in December would also increase the cost of travel for students because they would be leaving campus so close to the Christmas holiday. She also pointed out that travel safety issues may increase due to winter weather. Hubbard responded that his office discussed these

issues and looked into alternatives. The start of spring semester cannot be moved because we cannot hold the UI commencement ceremony on the same day as the Washington State University (WSU) commencement. A senator asked whether the UI could swap commencement weekends with WSU. Hubbard pointed out that the current academic calendar reflects our agreement with WSU. He indicated that we can negotiate with WSU, but that the 2019 calendar does not provide much lead time. A senator suggested that even if negotiation with WSU for 2019 is not feasible because of timing, negotiation for 2027 may be possible. Hubbard responded that the extra week in 2016 does not create the same timing problem at winter break as is created in 2019. Another senator pointed out that while the late end of the semester is difficult, if the calendar is not changed the fall semester in 2019 will begin very early in August. Another senator noted that the extra week in the summer would give students time for an extra week of employment in the summer. The motion passed with 11 votes in favor and 10 against.

Term Tenure/Track-Taskforce (QTT). Prof. Dan Eveleth, Chair of the QTT gave the report. He first explained that the taskforce had formerly been known as the Non-Tenure Track Taskforce or NTT Taskforce. As the taskforce began its work, one of the issues for term faculty that quickly emerged is that term faculty are often treated as second class citizens. The name of the taskforce was evidence of the problem because it identified such faculty by what they are not – tenured -- as opposed to what they are – on term appointments. As a result, the taskforce changed its name to the Term Tenure/Track Taskforce or the Quad-T Taskforce (QTT). Eveleth reminded senators that the QTT was formed during spring 2018 by the Faculty Affairs Committee (FAC), senate leadership and the provost. He is a member of FAC and agreed to chair the QTT. The discussion leading up to the formation of the taskforce identified a number of different issues. For example, the Graduate Council expressed concern that the shift to term faculty was leading to a shortage of faculty qualified to serve as major professors in some disciplines. The UCC and several programs expressed concerns that, pursuant to new SBOE rules mandating that all new programs initially be started on probationary status, faculty hired to support such programs might have to be hired as term faculty. This leads to a number of potential problems. Programs may experience hiring difficulties because term and tenure track appointments are likely to attract candidates with different qualifications. The approach could eventually lead to situations in which term faculty might be required to serve as unit administrators and in other high profile roles without the protection of tenure. Another issue, identified by the Faculty Compensation Taskforce (fCTF), relates to the availability of market compensation data for term faculty positions. A number of inconsistent practices and standards also have emerged as units have hired more term faculty. A number of our faculty ranks overlap and are described ambiguously.

FAC discussed these issues and concluded that addressing these issues was a very large project and would be better addressed by a group dedicated to the issues and with more diverse composition than FAC. The taskforce goal is to uncover as many of the issues regarding term faculty as possible and develop recommendations for policy changes where appropriate, changes in training for administrators and other approaches that could address the problems. The committee began working last spring. Ann Thompson is providing staff support. The taskforce is comprised of several tenured faculty members, several term faculty members, a director, unit administrator, dean, the Vice Provost for Faculty and the Faculty Secretary. Its first priority was to identify and categorize the issues regarding term faculty. The committee brainstormed, discussed issues with various individuals across campus and gathered data through the support of the Vice Provost for Faculty. The taskforce is currently looking at the faculty ranks and divisions at peer and aspirational institutions and talking to faculty representatives at those institutions. The members are beginning to coalesce around several themes, but are not ready to make recommendations. The most difficult issue is to address the climate for term faculty.

A senator commented that providing clarity regarding the guidelines for promotion of term faculty is an important step. Another senator asked how the committee had generated information about the issues. Eveleth responded that the committee members have had extended conversations with faculty leadership, administrative leaders and groups such as the fCTF. Committee members have also reached out to colleagues. The QTT decided not to do a survey because of the complexity of the issues. However, it plans to utilize results

from other surveys that are in progress. For example a group under the leadership of VP Hendricks and Dean Chopin is conducting a survey about promotion and raises. The QTT will look at the results of that survey as part of its work. The Faculty Secretary also pointed out that VP Lawrence's office has been very helpful in providing data about term faculty at UI. The senator followed up asking if there was a sense of what term faculty members were the most concerned about. He particularly asked if term faculty felt they had a sufficient voice in shared governance. Eveleth and Brandt both responded that the perspectives of term faculty are quite diverse. The senator wondered whether term faculty are concerned about the lack of tenure protection when participating in governance. Eveleth agreed that this was a theme. Brandt pointed out that one thing the taskforce is discussing is how to implement multi-year contracts for term faculty that might provide additional job security.

Internal communications. The chair opened the discussion by pointing out that a central concern at the university is improving communication. He solicited input on how senate leadership could do a better job communicating. In particular, he invited senators to provide input on the effectiveness of the *Talking Points* and suggestions for improvement. Several senators commented that the *Talking Points* are helpful. While some senators have experienced difficulties in sending the *Talking Points* to their colleagues, most reported that they were able to resolve these difficulties. Several senators noted that face-to face communication is most effective, but that making the time to talk with faculty outside their units is difficult.

Chair Johnson recognized Summer Howard, the Chair of Staff Council (sitting in for Senator Tibbals). Howard commented that there are bigger barriers to distributing the *Talking Points* to staff. Staff Council is working with the Faculty Secretary and UCM to improve distribution.

The time for the meeting having elapsed, a motion (Jeffrey/Chopin) to adjourn passed unanimously. The meeting was adjourned at 5:00 p.m.

Respectfully Submitted,

Liz Brandt, Faculty Secretary &
Secretary to the Faculty Senate

University of Idaho

FALL 2018 ENROLLMENT AND BUDGET UPDATE

ENROLLMENT AND REVENUE TIMELINE

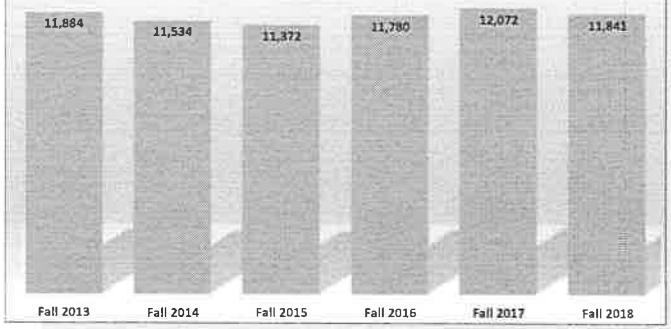
AUG 20	First day of classes (payment deadline)
AUG 31	10th day of classes (last day to receive 100% refund)
SEP 18	Tuition waivers start posting to the Banner system
OCT 15	Enrollment census date (official date for enrollment reporting)
OCT 23	Leadership breakfast (annual update on connection between enrollment, tuition revenue, and operating budgets)

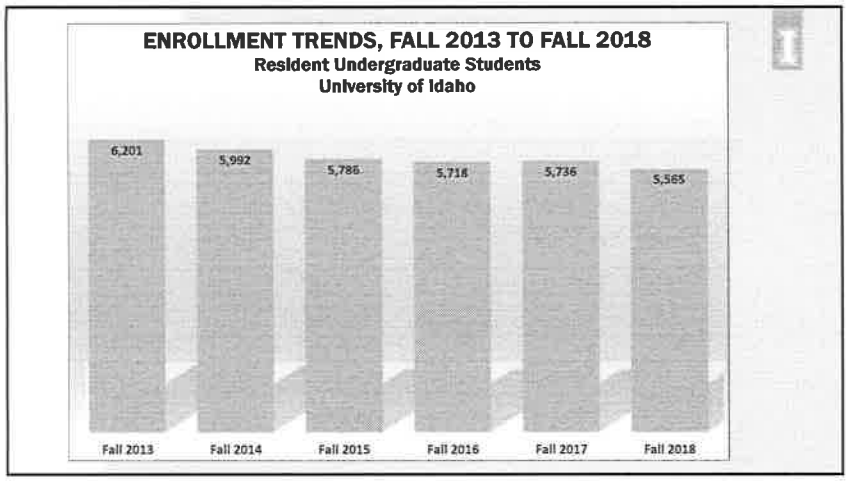
University of Idaho

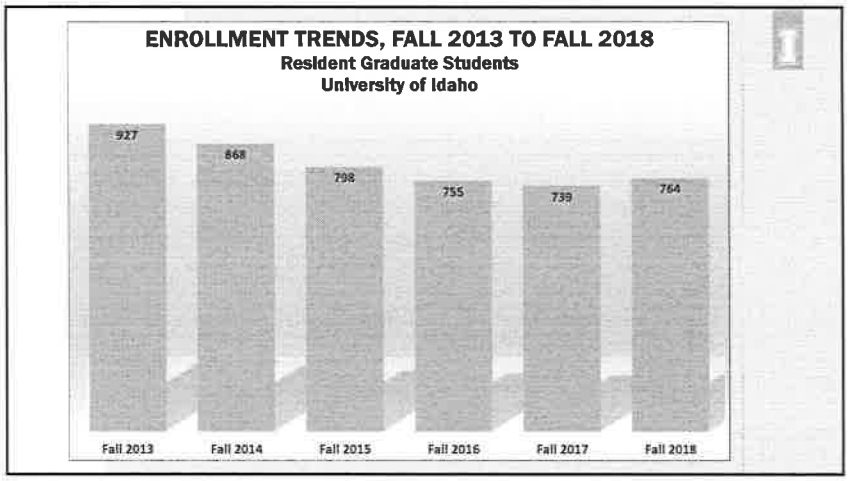
FALL 2018 ENROLLMENT

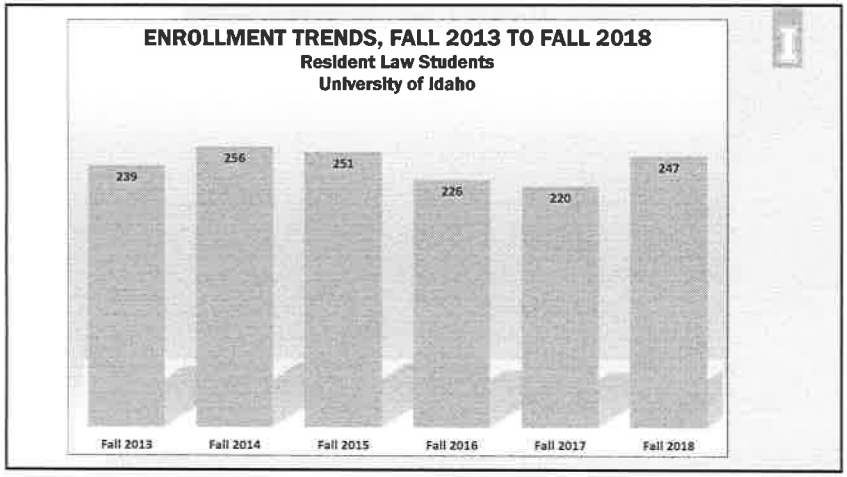
ENROLLMENT TRENDS, FALL 2013 TO FALL 2018

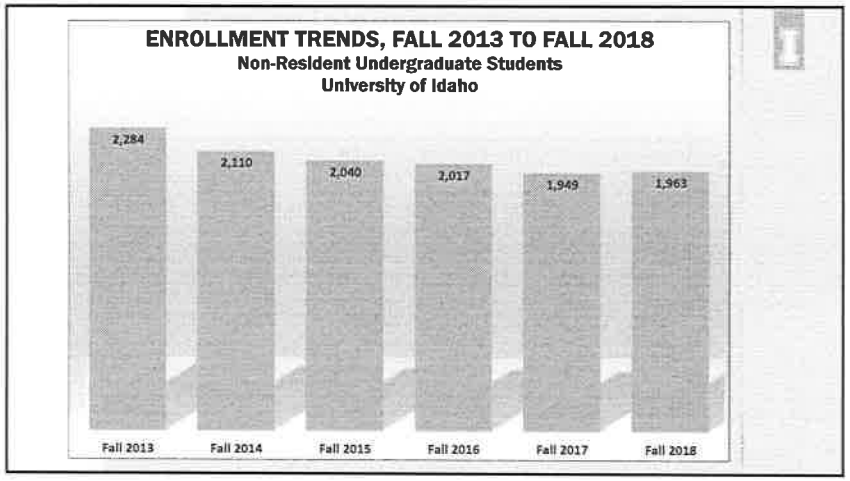
Total Enrollment
University of Idaho

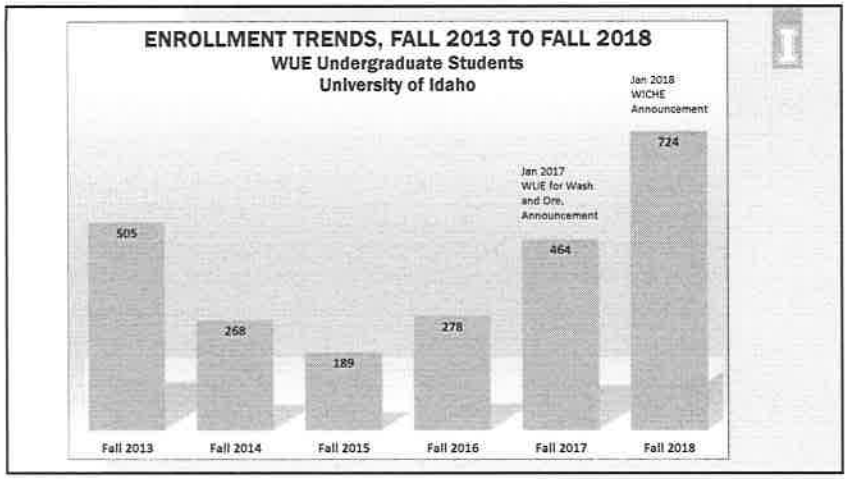



ENROLLMENT TRENDS, FALL 2013 TO FALL 2018
Resident Undergraduate Students
University of Idaho
6,201
5,992
5,786
5,718
5,736
5,565
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018


ENROLLMENT TRENDS, FALL 2013 TO FALL 2018
Resident Graduate Students
University of Idaho
927
868
798
755
739
764
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018

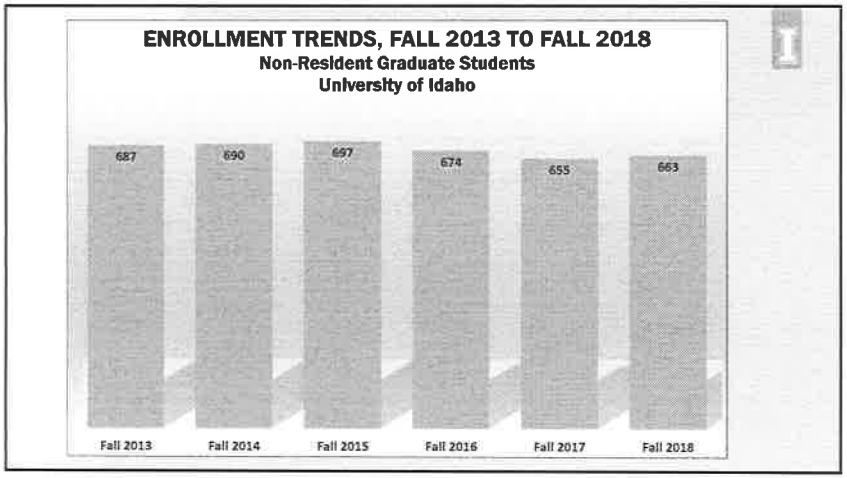

ENROLLMENT TRENDS, FALL 2013 TO FALL 2018
Resident Law Students
University of Idaho
239
256
251
226
220
247
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018

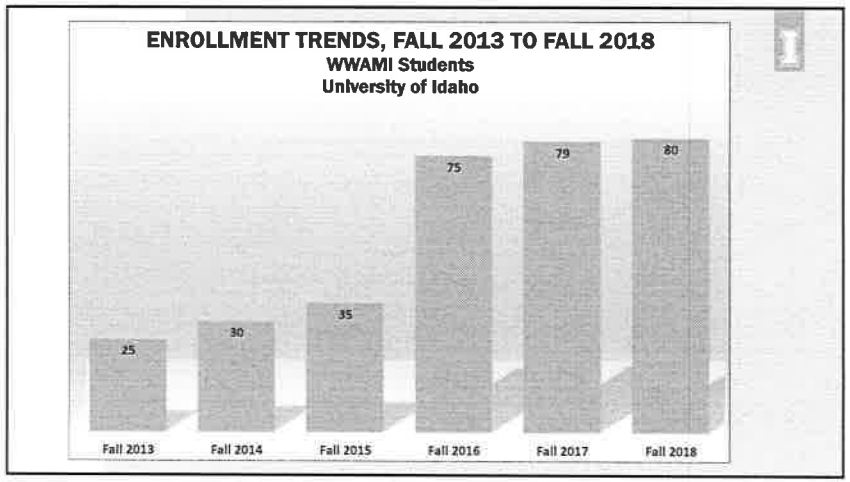

ENROLLMENT TRENDS, FALL 2013 TO FALL 2018
Non-Resident Undergraduate Students
University of Idaho
2,284
2,110
2,040
2,017
1,949
1,963
Fall 2013
Fall 2014
Fall 2015
Fall 2016
Fall 2017
Fall 2018

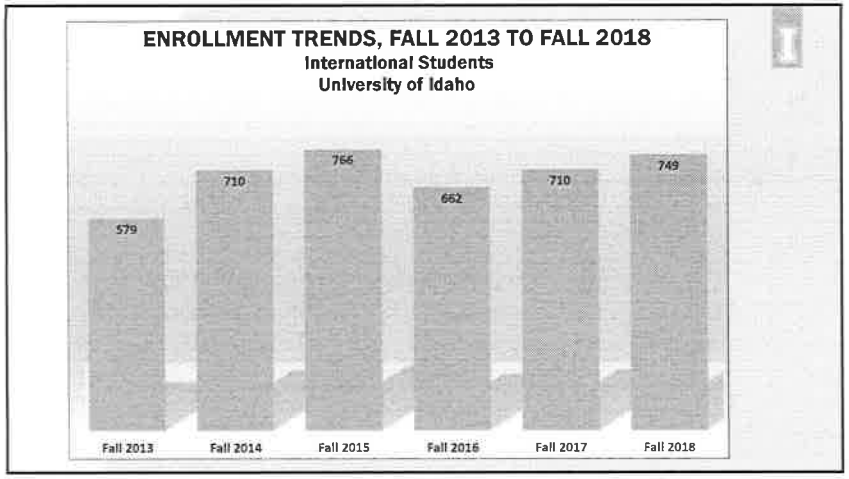


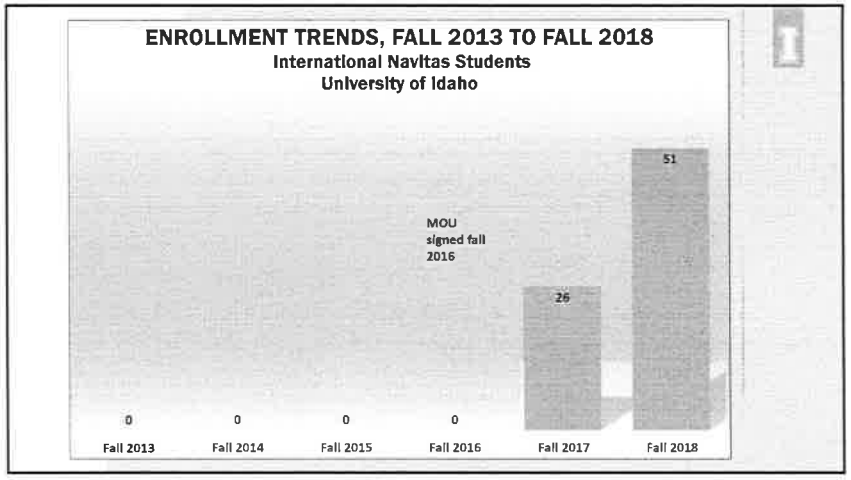
WUE EVOLUTION

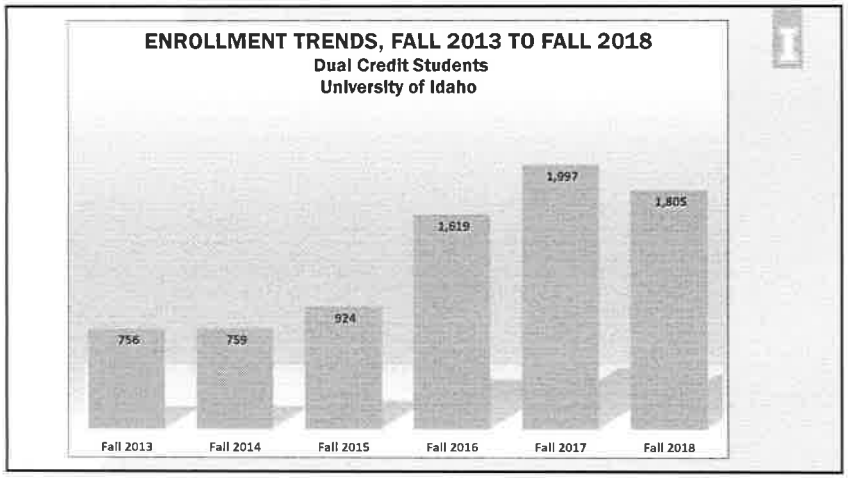
- Original analysis was designed to maximize revenue per student, and responded to stated concerns about capacity
- EWA funding formula only provided state support for the first 280 WUE students, so WUE target was set at 300 (anything beyond that was eroding revenue per student)
- We never really discontinued WUE – targeted at 300
- BSU has used the WUE to great effect to recruit from California, despite EWA limitations
- Recent program expansion involved states with high tuition (Washington and Oregon)
- WICHE ultimately requested that UI honor the WUE rate for students from all participating states











University of Idaho

TUITION REVENUE PROJECTIONS

FY19 TUITION RATES AND IMPACT OF MIX CHANGES

Student Type	Central Tuition Rate
Undergraduate Resident	$ 5,778
Undergraduate Non-Resident	23,414
Undergraduate WUE	9,710
Graduate Resident	7,266
Graduate Non-Resident	24,902
Dual Credit, Self-Support (EMBA, Athletic Training, etc.), WWAMI, etc.	0

- WUE rate reflects $13,704 reduction from full NR rate of $23,414
- Listed rates exclude mandatory fees of $2,086

DEFINITIONS

- GROSS TUITION: The "sticker price" or rate charged to each category of student (UG/Grad Res/Non-Resident, etc.) times the number of students in each category.
- TUITION WAIVERS: Institutional authority to forgo some or all of the gross tuition charged to a student. Tuition waivers are "non-cash" transactions. The institution reduces the amount owed by a student, but no cash ever changes hands (that is, no one ever pays for the reduction). The institution simply agrees to accept less than the full sticker price. The most common waivers at UI are non-resident waivers (OST at 6%). Waivers are deducted from gross tuition.
- SCHOLARSHIPS: Like tuition waivers, scholarships reduce the amount owed by a student. However, scholarships are cash transactions. Someone (central fund, university department, outside entity, etc.) pays the bill on behalf of the student. Scholarships are not deducted from gross tuition.
- NET TUITION: Gross tuition minus tuition waivers. What we charge minus what we forgo equals what we collect. Net tuition is roughly equivalent to spendable cash.

FY19 CENTRAL GROSS TUITION

Student Type	Gross Revenue Budget	Gross Revenue	Over / (Under) Budget
Undergraduate Resident	$31,790,045	$30,379,648	($1,410,397)
Undergraduate Non-Resident	28,712,499	26,938,139	(1,774,360)
Undergraduate WUE	14,727,683	15,155,546	427,863
Graduate Resident	5,472,988	5,516,412	43,424
Graduate Non-Resident	17,121,844	16,859,701	(262,143)
Other (Summer, Overload, etc.)	2,319,554	2,320,183	629
TOTAL	$100,144,613	$97,169,628	($2,974,985)

3.0% under budget

FY19 CENTRAL TUITION WAIVERS

Student Type	Waiver Budget	Waiver	Over / (Under) Budget
Undergraduate Resident	$ 513,547	$ 443,389	($70,158)
Undergraduate Non-Resident	9,474,080	7,228,523	(2,245,557)
Undergraduate WUE	8,619,816	8,870,235	250,419
Graduate Resident	343,265	154,385	(188,880)
Graduate Non-Resident	8,043,733	8,433,908	390,175
Other (Summer, Overload, etc.)	87,681	35,080	(52,601)
TOTAL	$27,082,122	$25,136,369	($1,916,603)

7.1% under budget

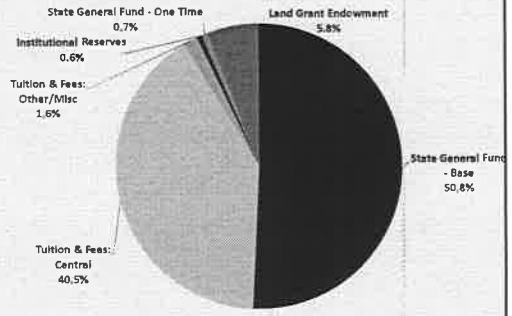
FY19 CENTRAL NET REVENUE

	Budget		Shortfall
Gross Tuition	$100,144,613	$97,169,628	($2,974,985)
Tuition Waivers	27,082,122	25,136,369	(1,916,603)
TOTAL – Net Tuition	$73,062,491	$72,004,108	($1,058,383)

1.4% under budget

FY19 GENERAL EDUCATION REVENUE BUDGET: $180.2M

Source	Total
State General Fund – Base	$91,500,700
State General Fund – One Time	1,226,200
One Time Reserves	1,100,000 ☆
Land Grant Endowment	10,498,800
Tuition & Fees: Central	73,062,491 ☆
Tuition & Fees: Other / Misc.	2,811,809
TOTAL	$180,200,000



University of Idaho

BUDGET PLAN

FY19 & FY20

FY19 PLAN – JUST GIVE US ONE BILL!!!

		FY19 (1X)
FY18 Structural Deficit		$ 1.1 m
FY19 Structural Deficit		
Gross Tuition Shortfall	$ 2.9 m	
Waivers - Savings	($1.9 m)	
Net Tuition Shortfall		$ 1.0 m
Sub-total Structural Deficit		$ 2.1 m
UBFC One-time		$ 2.9 m
Total One-time Reduction for FY19		$ 5.0 m

FY19 REDUCTIONS

- Based on ability to pay (allocated based on Gen Ed carryforward balances as of 06/30/18)
- Strong philosophical connection to the underlying problem (by not netting tuition shortfalls against carryforward balances in the past, we've created carryforward that never really existed)
- Reductions managed at the vice president level, so no mandated direct connection to individual unit carryforward balances
- Reductions taken from 06/30/18 ending balances, with net amount posted at the vice president level

FY20 PLAN

	FY19 (1X)	FY20 (Base)
FY18 Structural Deficit	$1.1 m	$1.1 m
FY19 Structural Deficit		
Gross Tuition Shortfall	$ 2.9 m	$2.9 m
Waivers - Savings	($1.9 m)	(1.0 m)
Net Tuition Shortfall	$ 1.0 m	$1.9 m
Sub-total Structural Deficit	$ 2.1 m	$ 3.0 m
UBFC – One-time	$ 2.9 m	
UBFC – Ongoing		$ 2.0 m
Enrollment Contingency		$ 2.0 m
Presidential Initiatives		$ 2.0 m
Total	$ 5.0 m	$ 9.0 m

FY20 REDUCTIONS

- Based on existing program prioritization methodology, which supports established campus processes
- Immaterial difference between PP methodology and percentage of base budget methodology (which is the only immediately available alternative that fits the timeline)
- Reductions managed at the vice president level, so no mandated connection to individual unit PP scores (scores drive VP cuts, not unit cuts)
- SBOE requires ongoing prioritization and reallocation (must report to the board in April on what we've done since last year)

FY20 REDUCTIONS

- $5M base budget reduction now, with plans due to president by Jan 31, 2019
- $4M recovered over approximately 2 years via faculty and staff strategic hiring plans
- Room to consider multi-year implementation plans, based on available carryforward balances
- This action will meet board expectations for prioritization and reallocation

University of Idaho

FACULTY HIRING PLAN – A WAY FORWARD

FACULTY STRATEGIC HIRING PLAN

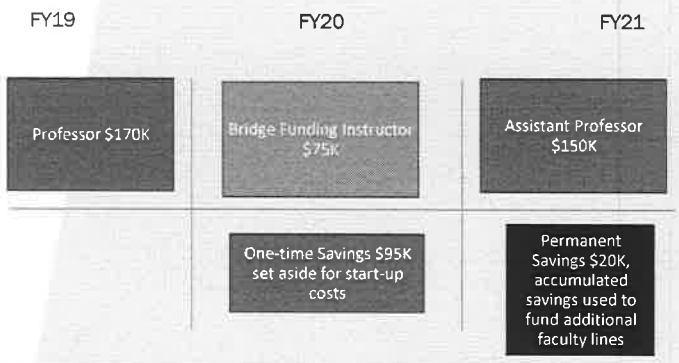
- Accelerate our progress towards the goals of the strategic plan
- Scrutinize all available financial resources within academic affairs
- Eliminate historic constraints on our funding decisions
- Meet our mission as Idaho's land-grant institution

FACULTY STRATEGIC HIRING PLAN

Effective July 1, 2018 – for Gen Ed funded faculty lines, no immediate refilling and/or developing of new positions outside of a University-wide process (i.e. Colleges cannot proceed independently, decisions will be made annually as a cohort)

- April 2019: requests to add/refill faculty positions due to Provost
- Summer 2019: decisions given back to units
- FY 20: funding for temporary hires given to units while they search for permanent positions
- FY21: new faculty start in units and permanent funding is provided to units
- Process repeats in like fashion as cohorts each year going forward

FACULTY STRATEGIC HIRING PLAN

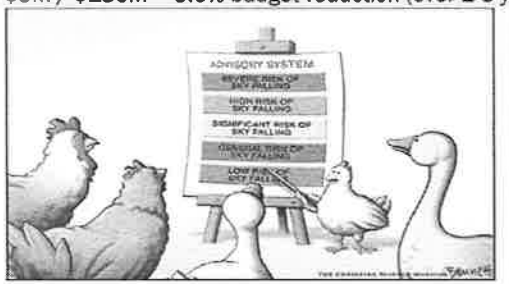


NEXT STEPS

- Develop staff strategic hiring plan to match faculty initiative (details to be developed in the spring)
- Strategic hiring plan is not a hiring freeze (all vacancies will be scrutinized)
- Development of guiding principles for a new budget model (finance committee deliberations and campus open forums)
- Elimination of gainsharing under new budget model
- Value of enrollment contingency (prevents current year cuts if enrollment fails to meet targets)

PERSPECTIVE

- $5M / $180M = 2.8% budget reduction (now)
- $9M / $180M = 5.0% budget reduction (over 2-3 years)



University of Idaho

QUESTIONS?

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #9

3:30 p.m. - Tuesday, October 16, 2018
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2018-19 Faculty Senate Meeting #8, October 2, 2018 (vote)

III. Consent Agenda.

IV. Chair's Report.

V. Provost's Report.

VI. Unfinished Business and General Orders.

VII. Committee Reports.

Committee on Committees:

- **FC-19-008:** FSH 1640.76 – Safety & Loss Committee (Grieb)(vote)

Teaching & Advising Committee (Johnson)(FYI)
University Curriculum Committee:

- **FC-19-006** (UCC-19-006) – FSH 4620 – Academic Calendar (Hubbard)(vote)

Term/Tenure-track Taskforce (Eveleth)(FYI)

VIII. Other Announcements and Communications.

- **Communications (internal)** (Senate Leadership)

IX. Special Orders.

X. New Business.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments: Minutes of 2018-2019 FS Meeting #8
FC-19-008
FC-19-006
2017-18 Minute Excerpts
Communications

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #8, Tuesday, October 2, 2018

Present: Benedum, Brandt (w/o vote), Caplan, DeAngelis, Dezzani, Ellison, Foster, Grieb, Jeffrey, Johnson, Keim, Kern (Coeur d'Alene), Kirchmeier, Laggis, Lambeth, Lee, Lee-Painter, Luckhart, McKellar (Idaho Falls), Morgan, Raja, Seamon, Schwarzlaender, Tenuto (for Cannon, Boise, w/o vote), Tibbals, Vella, Watson, Wiencek (w/o vote). **Absent**: Cannon, Chopin. **Guests:** 7

Call to Order and Minutes. The chair called the meeting to order at 3:30 p.m.

A motion to approve the minutes (Morgan/Seamon) passed unanimously.

Chair's Report:

- The Board of Regents announced the members of the Presidential Screening Committee in a press release on Monday, October 1, 2018.
- Ben Bridges is a new senator representing staff. He replaces Brian Mahoney who resigned earlier in the fall. Penny Tenuto is sitting in for John Cannon who was unable to attend.
- The Vandal Ideas Project, a competitive university-wide grant program to stimulate bold new ideas to support our strategic plan goals, launched its latest proposal process last week. This year's focus is on the "transform" goal in our strategic plan. A PowerPoint presentation from the launch is available on the VIP website. In addition, there will be a VIP brown bag event regarding the process on October 25 at 12:30-2 p.m. in the Vandal Ballroom. The process is open to all faculty, staff and students and collaboration is encouraged.
- A VandalStar orientation video is now available on the VandalStar resource website. The resource website also has a recorded session from an open forum with Vice Provost Dean Kahler and Lead Advisor Shishona Turner. Also, a quick snapshot of a searchable Faculty/Staff Guide is posted on the website.
- Faculty are encouraged to participate in the Argonaut Readership Survey - The newspaper is collecting feedback to better serve the UI community. The survey takes less than five minutes to complete.
- The Fall Career Fair is Wednesday, October 3, from 2:00--6:00 pm in the Kibbie Dome. Faculty are encouraged to drop by and show support for the vendors attending the fair and encouragement to students participating in the fair.
- Applications for Equipment and Infrastructure Support Awards are due on October 10.
- The Fire Ecology and Management Program at UI is celebrating its 40th birthday during the week of October 8-12. The program is one of the oldest in the country. The College of Natural Resources (CNR) began offering the first fire science courses in 1978, and in 2008 began a full Bachelor of Science program in fire ecology and management, the first of its kind in the nation. Hundreds of fire researchers and managers who are now leaders in industry, universities, government and nonprofit organizations across the country are alumni of the program. The program is sponsoring two events that are free and open to the public:
    - Conversations through the Smoke. Come see art from the people who fight, study and are affected by fires. Ridenbaugh Art Gallery, University of Idaho campus. Facebook: @ConvosThruSmoke October 8-12, with reception 5-7 pm October.
    - G-Wiz, the fire wizard presents Combustion Chemistry. October 9, 3:30-4:30 p.m. Shattuck Arboretum Amphitheater.

A senator asked for clarification of whether the Presidential Screening Committee announced by the Regents was different from a search committee. The chair and the provost responded that the responsibility for the search process lies with the Regents. The committee that has been appointed has yet to meet and receive instructions, but it is likely akin to what most faculty and staff would think of as the search committee. In the past, the committee's responsibility has been to screen the candidates for our presidency and to recommend a final list of candidates to the Regents.

Provost Report: The provost noted that a candlelight ceremony was held over the weekend to honor Katherine Grogget, a current UI student and president of the Tri-Delta sorority, who recently died in a car accident near Lewiston. Katherine's parents were able to participate in the vigil. The provost also expressed thanks to the UI community for its support of the Tri-Delta as the sorority, in particular, mourns Katherine's death.

The Institutional Planning and Effectiveness Committee (IPEC) recently met for the first time this fall. The committee is initially focused on Program Prioritization (PP). Program prioritization was based on three elements – impact and essentiality to the UI's mission, contribution to the UI's strategic plan, and institutional investment. Last spring IPEC charged a sub-committee – Re-Engaging another Program Prioritization (REAPP) – to study the second criteria regarding contribution to the strategic plan. Dean Ali Carr-Chellman, the chair of REAPP, provided an overview of the sub-committee's work. REAPP agreed with the suggestion of IPEC that contribution to the university strategic plan should be evaluated using college and unit cascaded plans. REAPP has proposed that college cascaded plans be evaluated by a small, but representative group using a rubric proposed by the sub-committee. This process would replace the institution-wide polling process used previously. REAPP also made recommendations to IPEC regarding how to assess centrality to mission. IPEC is evaluating the REAPP recommendations along with other proposals in light of the requirements of the State Board of Education (SBOE).

The provost reminded senators of the requirements of SBOE Governing Policy V.B.11. The policy requires that PP focus on mission, core themes and strategic plans. He pointed out that the term "core themes" is a reference to the continuous improvement portions of the university's accreditation process. UI's strategic plan directly reflects our core themes. The requirements of the board process fit well with our internal institutional planning processes. He reminded senators that an early version of PP did not focus on the strategic plan. As a result IPEC received significant negative feedback. The process was modified with a focus on the strategic plan. The resulting process was less than a perfect measurement and IPEC is now working to improve the process. Referring to the SBOE policy, the provost next pointed out that the board expects our PP process to be linked to our budgeting and program review process. IPEC is exploring whether the university should look to our required program review process as part of PP. Such a linkage might eliminate duplicative processes. Vice Provost for Academic Initiatives Cher Hendricks will be meeting with IPEC to discuss such a link. Finally, the Board policy requires annual reports regarding the university's process. The provost does not believe this last requirement means that the university must run the PP process every year. However, we must be in a position to give a meaningful progress report regarding our PP process each year. The provost indicated that he will be providing regular updates to senate as the PP revision process moves forward.

The provost has been meeting with the deans of colleges that have undergraduate programs to discuss the institutional activities related to advising and recruiting. The deans have emphasized that in their opinions, advising should be a second priority behind recruiting additional students. They have emphasized that the university should work to excel at both advising and enrollment. The provost and deans discussed several ideas developed by Vice Provost for Strategic Enrollment Management (SEM)

Dean Kahler that will allow colleges to have a more active role in the strategic planning process for enrollment growth. He likened some of the ideas to the concept of the "flipped classroom." Pursuant to which the college would play a leadership role in the planning process. The provost also presented data to deans regarding the number and structure of staff involved in the recruitment process. As senators have pointed out, our structure may have too many "middle managers". He and the deans will be looking at this issue to ensure that our resources are deployed most effectively. He also will be working to ensure that the colleges address needs.

Senate meeting time. Following up on prior discussions in senate, the chair provided detailed information regarding the class conflicts that would arise if the senate meeting time and/or date were changed to better accommodate southern Idaho faculty and staff who must stay late to attend senate meetings because of the time zone difference. Unfortunately, the information gathered indicated that moving the time of the meeting earlier in the day or changing the day of the week on which senate meets, would drastically increase the number of class conflicts. This means significantly fewer faculty would be available to serve as senators. A senator suggested that the increased conflicts may reflect the efforts of current senators to avoid conflicts with senate. The chair responded that this was not likely given the number of additional conflicts created by a time change. The 2:00-3:30 time slot on Tuesdays and Thursdays is a very popular class time.

FS-19-007 – FSH 1640.42 Faculty Affairs. Prof. Terry Grieb, Chair of the Committee on Committees (ConC) presented a proposal to change the structure of the Faculty Affairs Committee (FAC) by adding the Vice Provost for Faculty as an *ex officio* member without vote. Grieb explained that FAC had originally also recommended creating a pre-set meeting time for FAC. ConC rejected that proposal out of concern that some faculty might be excluded from serving because of conflicts with the pre-set time. ConC did not think FAC was a large enough committee to make such an approach necessary. The ConC proposal to change the structure of the committee passed unanimously.

Graduate Council Report. Dean of the College of Graduate Studies (COGS) Jerry McMurtry presented the report. Graduate Council is proposing changes in the catalogue regarding the responsibilities of teaching assistants (TAs) and research assistants (RAs). The changes also implement the new graduate position approved as part of the restructured TA compensation system – graduate support assistants (GSAs). The proposed changes required TAs, RAs and GSAs to be in good academic standing. The proposal also limits the extra hours of work that TAs, RAs and GSAs can perform in on campus positions beyond their assistantships to 10 hours. UI records indicated that in the past some assistants had exceeded 40 hours of work per week in addition to their course responsibilities and assistantship responsibilities. Nationally, schools varied between allowing no extra on campus work hours up to 20 extra on campus work hours. The proposal requires that assistants be full time students and defines full time as nine credit hours.

A senator pointed out that the proposal uses the incorrect terminology for the intellectual property agreement required of employees pursuant to FSH 5400. He also questioned how graduate students could be both full time students (which he equated to 40 hours of work/week) and still work 20 hours per week as assistants. McMurtry responded that because assistant appointments are exempt positions and do not equate easily to 40 hours/week. He indicated in the past the lack of coordination in our assistantship programs made tracking work hours difficult. Under the restructured program such tracking will be possible. The senator suggested that Graduate Council consider whether the expectation of a 60 hour work expectation is excessive. Another senator questioned whether it was appropriate to equate full time student status to a 40 hour work week.

The Faculty Secretary reported on issues raised by a faculty member questioning the requirement that TAs be in good academic standing. At the beginning of graduate school some students struggle with the sophisticated level of the course work and can be placed on probation for a semester. McMurtry responded that Graduate Council discussed this and concluded that a student who is on probation should concentrate on classes. Graduate students only have one semester to improve their academic standing and get off probation. Another senator followed up pointing out that the new approach might cause faculty members to relax their grading standards to keep students above the minimum. Another senator asked for clarification on who flags the student's situation adding that disqualifying a person from serving as a TA at the last minute might be very disruptive to departments. McMurtry responded that COGS will be able to track TA academic performance and alert departments when a TA is disqualified. He stated that Graduate Council understood that such disqualifications might cause disruptions. McMurtry also indicated that a department or student could petition for an exception to the rule. A senator asked for clarification of the academic requirements for graduate students. McMurtry responded that graduate students must maintain an overall grade point average of 3.0, or better. The chair commented that the proposed policy would send a clear message regarding the priority of course work to graduate students.

FS-19-005 – FSH 4300 -- Teacher Education. The faculty secretary presented this proposal for Professor Taylor Raney, Chair of the Teacher Education Coordinating Committee and Director of Teacher Certification in the College of Education Health and Human Services (CEHHS). The proposal is to eliminate FSH 4300 in its entirety. This policy is out of date and is descriptive in nature. It was probably included in the *Faculty-Staff Handbook* at a time when the handbook contained many informational items. With the growth of the internet the handbook no longer serves as much of an informational role. A motion (Foster/Jeffrey) to eliminate the policy passed unanimously.

The business of the meeting having been completed, a motion (Foster/Dezzani) to adjourn passed unanimously. The meeting was adjourned at 4:14 p.m.

Respectfully Submitted,

Liz Brandt, Faculty Secretary &
Secretary to the Faculty Senate

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] ☐ Addition X Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **FSH 1640.76 Safety and Loss-Control Commitee**

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

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

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

Originator(s): **Benjamin Barton** **9-19-2018**
(Please see FSH 1460 C) Name Date
Telephone & Email: **5-6515** **barton@uidaho.edu**

Policy Sponsor: (If different than originator.) _____
Name Date
Telephone & Email: _____

Reviewed by General Counsel ___Yes __X__No Name & Date: _____

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.
During the last USLCC meeting of 2017-18 on April 18, 2017 the committee voted to have the Risk Manager as a permanent voting member. The proposed change will remove "the Executive Director of Public Safety" from FSH 1640.76 section B. STRUCTURE and replace the wording with "Risk Management." Note, the position of Executive Director of Public Safety no longer exists. The proposed update does not change the overall structure of the USLCC, but brings the committee in line with current university administrative structure.

II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?
No fiscal impact is expected to result from this revision. Risk Management already ~~has a member who~~ regularly attends meetings of the Safety and Loss-Control Committee.

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.
A similar change in FSH 1640.76 was enacted in 2018. On November 17, 2018 the SLCC approved a resolution to seek a change to the SLCC's membership. The change added four new voting members, to represent Information Technology Services, University Support Services, the University Library, and the Office of Research and Economic Development. The current requested change to add Risk Management as a voting member is similar in nature, as the change enhances participation by stakeholders in our culture of safety.

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: _____

1640.76
SAFETY AND LOSS-CONTROL COMMITTEE
[created 7-00, replacing previous Safety 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. *[ed. 7-09]*

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 ~~Executive Director of Public Safety~~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. *[rev. 7-18]*

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. *[rev. 7-05, 7-06, 7-08, ed. 6-09, 10-13, 7-18]*

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GRADE REPORTING
October 12, 2018

Request to Teaching and Advising Committee
TeAC should examine the timeliness of grade reporting and of appropriate feedback on student progress within undergraduate courses. TeAC should propose approaches and/or policy changes needed to address issues that emerge. The process should begin by gathering data to determine the scope and nature of the problems regarding timely reporting of grades and performance feedback.

Background

The issue of timely reporting of grades has been around since 2015 (see ASUI Resolution). The students want some mechanism to understand how they are going in a class. This request falls inline with effective teaching efforts of providing feedback to students as a check of how well they really understand material (versus left to personal perceptions which have been proven to be not as accurate). In summary, the request is not only logical from the students' perspective, but it also supports the learning process.

The issue of timely reporting has different facets. One is the frequency of assessments (tests, quizzes, homework, etc.). The question of frequency is considered for now outside the scope of this charge. However, it is left to the committee to make that determination. Another facet is the timely response by faculty/instructors to student work. That is the heart of this issue and is the intended focus of this work as Faculty Senate is concerned.

Over the years, the request and concern of students has been discussed and circulated around in different forms and places. The intent here is to address the concern/question with objective analysis, which will hopefully include quantifying the problem.

Associated Students University of Idaho

Idaho Commons 302
PO Box 442535
Moscow ID 83844-2535

Phone: 208-885-6331
Fax: 208-885-6944
www.asui.uidaho.edu

November 17, 2017

To Whom It May Concern:

Included is a resolution passed by the Senate of the Associated Students of the University of Idaho to reaffirm its support for a stronger use of Blackboard Learn.

ASUI representatives consistently hear from students that they would like more of their professors to use BBLearn. This tool can foster a stronger dialogue between students and their professors as well as enhance student performance in the classroom. Additionally, the success of VandalStar largely depends on the use of BBLearn. If faculty do not use this tool, then it is much more difficult to track student success and to help students who may be struggling.

The ASUI Senate believes that a greater use of BBLearn will increase student success and enhance the overall student experience here at the University of Idaho. We emphasized that two years ago by passing a similar resolution and communicating the importance of this issue to Faculty Senate. We, as representatives of the student body of the University of Idaho, call on UI leadership to encourage faculty to improve their use of BlackboardLearn.

Sincerely,

Catherine Yenne
Vice President, ASUI

On Behalf of: The Associated Students University of Idaho Senate

IN THE SENATE
SENATE RESOLUTION NO. F17-R06

BY ASUI PRESIDENT MCKENZIE MACDONALD & FACULTY-SENATE REPRESENTATIVE JESSE WATSON
SPONSORED BY SENATOR ZACHARY SPENCE

A RESOLUTION

CALLING UPON UNIVERSITY OF IDAHO PROFESSORS TO INCREASE THEIR UTILIZATION OF BLACKBOARD LEARN

WHEREAS, during the 2015 -2016 school year ASUI expressed to Faculty Senate the widespread student support for better and more consistent utilization of Blackboard Learn by faculty;

WHEREAS, ASUI presented its request to Faculty Senate twice. It was referred to a committee, and, to our knowledge, no further action has been taken;

WHEREAS, as of October 19, 2015, an ASUI poll found that 94% of University of Idaho student respondents would find it useful for more classes to post grades on Blackboard Learn;

WHEREAS, more consistent use of Blackboard Learn is one of the issues about which ASUI representatives receive the most student input;

WHERAS, Blackboard Learn serves as one of the most useful digital tools for professors and students to interact at the University of Idaho;

WHEREAS, University of Idaho has chosen to implement VandalStar, a Starfish software package, which requires the use of Blackboard Learn for optimal functionality and student benefit;

WHEREAS, a Blackboard account is automatically created for every course, although not all professors choose to activate that account;

WHEREAS, the Center for Excellence in Teaching and Learning provides one-on-one trainings with professors to help build Blackboard programs;

WHEREAS, the Center for Excellence in Teaching and Learning provides a line open 8 a.m. to 6 p.m. Monday through Friday to assist professors who may be experiencing technological issues or need help with Blackboard;

WHEREAS, updated grading information would allow students and faculty to participate in a more informed discussion about the students' performance in a class;

THEREFORE, Be it Resolved that the Senate of the Associated Students of the University of Idaho again calls upon the University of Idaho professors to increase their utilization of Blackboard Learn.

COPIES OF THIS RESOLUTION SHALL BE SENT TO

UI FACULTY-STAFF HANDBOOK
CHAPTER FOUR:
ACADEMIC POLICIES AND REGULATIONS July 2014

4620

ACADEMIC CALENDARS

PREAMBLE: This section outlines the basic structure of the academic year and includes planning calendars for fall semester, spring semester, summer session, and the intersession. The material assembled here all appeared in the 1979 Handbook. *Subsection A was modified in February of 1991 by the removal of a requirement that the regents approve all annual calendars. Subsection B has been updated from time to time to keep the calendars presented there useful while subsection C was revised in 1984 and again in 1989 to reflect the changing demands of summer scheduling. Subsection D, which reflects and makes explicit long-standing practice, was added in 2001. For further information, contact the Registrar's Office (208-885-6731).* [ed. 7-97, 7-01]

CONTENTS:

A. Academic Calendar
B. Planning Calendars
C. Summer Scheduling Plan
D. Intersession Scheduling Plan

A. ACADEMIC CALENDAR. Each academic year includes two 16-week semesters, a summer session between Spring and Fall Semesters, an intersession between Fall and Spring semesters, and short courses that fall within one of these standard sessions. The Fall semester ends shortly before Christmas; the Fall and Spring semesters together must include at least 160 instructional days, including the final-examination period. Changes in the established pattern for the academic calendar require approval by the Faculty Senate and the university faculty. *[ed. 7-01, 7-09]*

B. PLANNING CALENDARS. For planning purposes, the pattern of the academic calendar in effect for 2003-04 has been projected through the year 2012-13 as shown on the following page. In each year there are 79 instructional days in the fall semester and 81 in the spring. *[ed. 7-98, 7-02, 7-04]*

Summer Session	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**
Summer Session Begins	May 19	May 18	May 16	May 15	May 14	May 13	May 18
Memorial Day	May 26	May 25	May 30	May 29	May 28	May 27	May 25
Independence Day	July 4	July 3 (observed)	July 4	July 4	July 4	July 4	July 3 (observed)
Summer Session Ends	Aug 8	Aug 7	Aug 5	Aug 4	Aug 3	Aug 2	Aug 7
Final Grades Due, 12:00 PM	Aug 12	Aug 11	Aug 9	Aug 8	Aug 7	Aug 6	Aug 11
Fall Semester	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**
Classes Begin	Aug 25	Aug 24	Aug 22	Aug 21	Aug 20	Aug ~~19~~26	Aug 24
Labor Day	Sept 1	Sept 7	Sept 5	Sept 4	Sept 3	Sept 2	Sept 7
Recess	Nov 24-28	Nov 23-27	Nov 21-25	Nov 20-24	Nov 19-23	Nov 25-29	Nov 23-27
Finals	Dec 15-19	Dec 14-18	Dec 12-16	Dec 11-15	Dec 10-14	Dec ~~9~~16-~~13~~20	Dec 14-18
Commencement	Dec 13	Dec 12	Dec 10	Dec 9	Dec 8	Dec ~~7~~14	Dec 12
Final Grades Due, 12:00 PM	Dec 16	Dec 21	Dec 13	Dec 19	Dec 18	Dec ~~17~~24	Dec 22
Winter Intersession	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
Classes Begin	Dec 20	Dec 19	Dec 17	Dec 16	Dec 15	Dec ~~14~~21	Dec 19
Close of Session	Jan13	Jan 12	Jan 10	Jan 9	Jan 8	Jan 7	Jan 12
Spring Semester	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**2021**
Classes Begin	Jan 14	Jan 13	Jan 11	Jan 10	Jan 9	Jan 15	Jan 13
Martin Luther King Jr. Day	Jan 19	Jan 18	Jan 16	Jan 15	Jan 21	Jan 20	Jan 18
President's Day	Feb 16	Feb 15	Feb 20	Feb 19	Feb 18	Feb 17	Feb 15
Recess	Mar 16-20	Mar 14-18	Mar 13-17	Mar 12-16	Mar 11-15	Mar 16-20	Mar 15-19
Finals	May 11-15	May 9-13	May 8-12	May 7-11	May 6-10	May 11-15	May 10-14
Commencement	May 16	May 14	May 13	May 12	May 11	May 16	May 15
Final Grades Due, 12:00 PM	May 19	May 17	May 16	May 15	May 14	May 19	May 18

Summer Session	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**
Summer Session Begins	May 17	May 16	May 15	May 13	May 12	May 11	May 17
Memorial Day	May 31	May 30	May 29	May 27	May 26	May 25	May 31
Independence Day	July 5 (observed)	July 4	July 4	July 4	July 4	July 3 (observed)	July 5 (observed)
Summer Session Ends	Aug 6	Aug 5	Aug 4	Aug 2	Aug 1	July 31	Aug 6
Final Grades Due, 12:00 PM	Aug 10	Aug 9	Aug 8	Aug 6	Aug 5	Aug 4	Aug 10
Fall Semester	**2021**	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**
Classes Begin	Aug 23	Aug 22	Aug 21	Aug 19	Aug 18	Aug ~~17~~24	Aug 23
Labor Day	Sept 6	Sept 5	Sept 4	Sept 2	Sept 1	Sept 7	Sept 6
Recess	Nov 22-26	Nov 21-25	Nov 20-24	Nov 25-29	Nov 24-28	Nov 23-27	Nov 22-26
Finals	Dec 13-17	Dec 12-16	Dec 11-15	Dec 9-13	Dec 8-12	Dec ~~7~~14-~~11~~18	Dec 13-17
Commencement	Dec 11	Dec 10	Dec 9	Dec 7	Dec 6	Dec ~~5~~12	Dec 11
Final Grades Due, 12:00 PM	Dec 21	Dec 20	Dec 19	Dec 17	Dec 16	Dec ~~15~~22	Dec 21
Winter Intersession	**2021-2022**	**2022-2023**	**2023-2024**	**2024-2025**	**2025-2026**	**2026-2027**	**2027-2028**
Classes Begin	Dec 18	Dec 17	Dec 16	Dec 14	Dec 13	Dec ~~12~~19	Dec 18
Close of Session	Jan 11	Jan 10	Jan 9	Jan 7	Jan 6	Jan 5	Jan 11
Spring Semester	**2022**	**2023**	**2024**	**2025**	**2026**	**2027**	**2028**
Classes Begin	Jan 12	Jan 11	Jan 10	Jan 8	Jan 7	Jan 13	Jan 12
Martin Luther King Jr. Day	Jan 17	Jan 16	Jan 15	Jan 20	Jan 19	Jan 18	Jan 17
President's Day	Feb 21	Feb 20	Feb 19	Feb 17	Feb 16	Feb 15	Feb 21
Recess	Mar 14-18	Mar 13-17	Mar 11-15	Mar 10-14	Mar 9-13	Mar 15-19	Mar 13-17
Finals	May 9-13	May 8-12	May 6-10	May 5-9	May 4-8	May 10-14	May 8-12
Commencement	May 14	May 13	May 11	May 10	May 9	May 15	May 13
Final Grades Due, 12:00 PM	May 17	May 16	May 14	May 13	May 12	May 18	May 16

RATIONALE for UCC-19-006, changes to the Academic Calendar:

The 2019-2020 Academic Year as currently scheduled includes a four week break between the fall and spring semesters. The break between semesters is typically three weeks so this extends the academic year from the usual 37.5 weeks to 38.5 weeks. While not imposing additional responsibilities (number of "working" weeks remains the same), this results in 20 biweekly payrolls rather than 19.5. This will require the "spreading" of pay for all academic year contracts (faculty and staff) over 20 biweekly payrolls rather than the usual 19.5 (1600 hours rather than 1560).
This extra week in the academic year would result in a 2.5% decrease in each biweekly pay, without considering the impact of salary increases for FY20. This differential will be recovered in the last payroll of the year (June 2020), but will be felt all year.
In considering a number of different options we felt changing the academic calendar to delay the start of the fall semester by a week would impact the fewest number of faculty and staff.

Market Compensation discussion related to "non-tenure track faculty".

University of Idaho
Faculty Senate Meeting Minutes
2017-2018 Meeting #19, Tuesday, February 20, 2018

Present: Anderson (Mike), Anderson (Miranda), Arowojolu, Baird, Brandt (w/o vote), Brown, Cannon (Boise), Caplan, De Angelis, Foster, Ellison, Grieb, Howard, Hrdlicka, Jeffrey, Johnson, Kern (Coeur d'Alene), Leonor, Mahoney, Morgan, Morrison, Nicotra, Panttaja, Schwarzlaender, Seamon, Stevenson (for Wiencek w/o vote), Tibbals, Vella, Watson, Zhao (Idaho Falls). **Absent:** Wiencek, **Guests:** 9

Faculty Compensation Taskforce Report: Chair Hrdlicka, who also co-chairs the taskforce, gave the report. He summarized the activities and recommendations of the taskforce, and the administrative implementation of the new market-based compensation process for the recent mid-year salary adjustments. He pointed out that the adjustments had resulted in a distribution of ~$700k, bringing UI faculty closer to market levels (from 89.6% to 90.8% of market).

Hrdlicka stated that the taskforce has received input that the starting target salary for full professor of 83% of market is too low and that 17 years in rank is too long to reach 100% of market. He explained that the longevity schedule was informed by data. The longevity range for full professors at the University of Idaho is from 0 to more than 35 years. On average, full professors have been in this rank for ~16 years. The approach implemented means that the target salary of full professors who meet expectations, will be 100% of market halfway through their time in rank, based purely on longevity factors. Hrdlicka indicated that he had advocated for the range for full professors to start slightly higher and reach 100% of market rate slightly faster, but this recommendation was not implemented.

Hrdlicka next stated that the taskforce had received several comments regarding the market rate definition for non-tenure track faculty such as instructors, senior instructors, clinical faculty and research faculty. A significant impediment to market rate determination for these faculty is that there is an insufficient number (or even lack of) data points for these ranks in the CUPA-HR and Oklahoma State databases, from which national market data are obtained.

As a stop-gap measure, to enable these faculty members to be considered for mid-year salary increases, the decision was made to define market rates for these ranks as follows: instructors - 65% of the market rate for an associate professor in the corresponding discipline (CIP); senior instructors - 70% of the market rate for an associate professor in the corresponding discipline (CIP); and clinical and research professors - 85% of the market rate for the corresponding tenure-track faculty member in the discipline (CIP). These selections are data-informed and based on current UI practices. Hrdlicka acknowledged that there is concern that these one-size fit all market rate definitions are not sufficiently nuanced and, in some cases, de-motivating. However, he pointed out that the choice confronting the university at the time was to make a data-informed decision, or to exclude non-tenure track faculty from the mid-year salary adjustment process. He also explained that another aspect of the difficulty confronting the taskforce was that the university's standards for clinical and research faculty are ambiguous and faculty in these ranks have a wide range of responsibilities. The suggestion has been made to give discretion to chairs and deans to define where on the spectrum of responsibilities individual non-tenure track faculty fall. The compensation taskforce has added non-tenure track faculty and is in the process of addressing these issues of non-tenure track faculty. Finally, Vice Chair Anderson pointed out that Faculty Senate, Faculty Affairs Committee, and the Provost Office are convening a taskforce to review university policies and definitions for non-tenure track faculty.

Term/Tenure-Track Task Force (formerly Non-Tenure Track Faculty Task Force)

University of Idaho
Faculty Senate Meeting Minutes
2017-2018 Meeting #21, Tuesday, March 6, 2018

Present: Anderson (Mike), Anderson (Miranda), Arowojolu, Brandt (w/o vote), Brown, Cannon (Boise), Caplan, De Angelis, Foster, Ellison, Grieb, Howard, Hrdlicka, Jeffrey, Johnson, Kern (Coeur d'Alene), Leonor, Morrison, Nicotra, Panttaja, Schwarzlaender, Seamon, Tibbals, Watson, Wiencek (w/o vote), Zhao. **Absent:** Baird, Mahoney, Morgan, Vella. **Guests:** 8

Non-Tenure Track Faculty Task Force. Chair Hrdlicka reported that senate leadership, together with the Faculty Affairs Committee, and the Provost's Office, is creating a joint task force to look at a number of issues affecting non-tenure track faculty. The taskforce will be chaired by Prof. Dan Eveleth of the College of Business and Economics. The description of the taskforce's responsibilities is as follows:

The desired outcomes of the task force's work are to help the university community:

- Develop a shared understanding of (and commitment to) the roles and expectations of non-tenure track faculty.
- Increase fairness and consistency with respect to practices associated with recruiting, selecting, developing, rewarding, including, and managing non-tenure track faculty.

To achieve these goals the task force is charged with:

- Identifying the current, potentially disparate, beliefs about the roles and expectations of non-tenure-track faculty across the university.
- Developing a comprehensive understanding of the issues and concerns associated with the current state of affairs.
- Identifying sentiment about a future, aspirational state of affairs, and coalescing around a single view of the future that honors the identified sentiment.
- Making policy and practice-related recommendations to Faculty Affairs, Faculty Senate Leadership and the Provost that are designed to achieve the desired outcomes.

The chair explained that the taskforce was formed because of the need to have broader representation across colleges and to include non-tenure track faculty that was not possible on the Faculty Affairs Committee. In addition, he noted the broad scope of the assignment and thanked Dan Eveleth for taking on this challenging, but important topic. He solicited recommendations for taskforce members from senators.

Communications – internal

At the Senate Retreat and responses from the Great Colleges to Work for Survey "communications" was a top issue identified by many at the University. This concern is one shared across staff, faculty and administration. In fact, last year the Faculty Secretary created the "Talking Points" to provide brief notes about items discussed at senate meetings. The goal was twofold:

1) Assist senators with their role in communicating Senate discussions to their constituents and to the broader community.
2) Improve communications university-wide (on and off campus).

The current Senate Leadership would like to consider how we communicate internally in hopes of identify what is going well and what needs to be changed. To begin that effort, we want to start a dialogue on "Communications at the University" beginning with internal communications, and the Talking Points are a good starting point. Please reflect on the items listed below to ensure a productive discussion at the next Senate meeting.

1) How are senators using Talking Points to communicate Senate discussions?
2) Are they helpful?
3) Have you experienced any barriers with respect to:
    a) Time constraints or support?
    b) Distribution issues (email lists or college, group, and/or university level communication constraints)?
    c) Other?
4) What can Senate Leadership do to help you?
5) Is this the best tool for communication? Do you have other ideas?
6) What other communications need to happen?
7) Any other ideas or suggestions?

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #8

3:30 p.m. - Tuesday, October 2, 2018
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2018-19 Faculty Senate Meeting #7, September 18, 2018 (vote)

III. Consent Agenda.

IV. Chair's Report.

V. Provost's Report.

VI. Unfinished Business and General Orders.

- Senate meeting time 2:30-4 pm

VII. Committee Reports.

- **Committee on Committees:**
  - **FS-19-007 -** FSH 1640.42 – Faculty Affairs (Grieb)(vote)
- **Graduate Council:** TA/RA Assistantship language in catalog (McMurtry)(FYI)

VIII. Special Orders.

IX. Unfinished Business and General Orders.

X. New Business.

- **FC-19-005** – FSH 4300 – Teacher Education (Brandt)(vote)

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments: Minutes of 2018-2019 FS Meeting #7
Class Conflict Numbers with Senate
Graduate Council – TA/RA catalog edits
FS-19-005 & 007

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #7, Tuesday, September 18, 2018

Present: Benedum, Brandt (w/o vote), Cannon (Boise), Caplan, Chopin, DeAngelis, Dezzani, Foster, Grieb, Jeffrey, Johnson, Keim, Kern (Coeur d'Alene), Laggis, Lee, Lee-Painter, McKellar (Idaho Falls), Morgan, Raja, Seamon, Schwarzlaender, Tibbals, Vella, Watson, Wiencek (w/o vote). **Absent**: Ellison, Kirchmeier, Lambeth, Luckhart. **Guests:** 4

Call to Order and Minutes. The chair called the meeting to order at 3:30 p.m.

A motion to approve the minutes (Tibbals/Keim) passed unanimously.

Chair's Report:

- Chair noted the tragic passing of student Katherine Groggett who was killed in a traffic accident very recently. Katherine was a junior majoring in dietetics. The chair called for a moment of silence. Afterward, he encouraged faculty to support students who need counselling as they grieve Katherine's death and to excuse students who want to attend her memorial service.
- The Bellwood Memorial Lecture speaker will be former U.S. Secretary for Homeland Security Michael Chertoff. Chertoff will speak on "Solving the Immigration Crisis" live in Boise at 5:00-6:30 on October 23 in the Pioneer Room at Jump, 1000 W. Myrtle St. He will speak on the same topic live in Moscow at 4:00-5:30 on October 24 in the International Ballroom at the Pitman Center.
- Sabbatical Applications for the 2019-2020 academic year are due on October 31.
- Honorary degree nominations for the May 2019 Commencement are due by November 15.
- Applications for Equipment and Infrastructure Support Award are due October 10.
- The Eastern Washington/North Idaho Fulbright Association will hold a happy hour from 4:00 to 6:00 pm on September 25 in the Idaho Commons Horizon-Aurora Rooms.
- President Staben will give the State of the University Address at 3:00 PDT on September 25 at the Pitman Center.

The chair encouraged senators to contact him if they would like him to highlight events and other matters in the Chair's Report.

Provost Report: The provost also commented on the sad passing of Katherine Groggett. He noted that she had been the president of the Tri-Delta Sorority and active in the Moscow community. He cautioned the university community that the intersection at which the accident that took her life occurred (the entrance to the Clearwater Casino from U.S. Rte. 95 south of Lewiston) is particularly dangerous and urged caution by those in the vicinity.

The provost also noted that Yvonne Danich, a student who had been reported missing, was found and is safe.

College of Education Health and Human Services (CEHHS) is sponsoring a presentation by Harold G. Nelson on September 24 at 3:00 in the Administration Auditorium. The subject of the talk is "Design in the 21st Century: Intentional Change in an Unpredictable World." Nelson is an architect and the former Nierenberg Distinguished Professor of Design at Carnegie-Mellon University.

Tomorrow morning is the fall Presidential Leadership Retreat. The provost noted that the president held a year-in-review retreat at the end of the Spring 2018 semester. During the summer university leadership reflected on the issues identified at the retreat and set goals for the coming year. Those goals will be presented and discussed at the upcoming retreat. One focus of the goals is student success. The next Vandal Ideas Projects (VIP) Program will roll out soon and is focused on retention and progression efforts. The university will continue

to address issues such as shared advising and VandalStar. There will be some student panels at the breakfast. The provost believes the university has made good progress and hopes to make further headway.

The provost apologized in advance that he will leave the meeting early as he is feeling a bit under the weather and must prepare for the upcoming retreat. Vice Provost Torrey Lawrence will take his place.

FS-19-004 – FSH 4930 - Honorary Degrees: The chair announced that the Commencement Committee decided to pull its report regarding honorary degrees. Further review of the commencement policy revealed additional issues that should be considered. The committee will report to the senate once it has had the opportunity to address the entire policy.

University Budget and Finance Committee: The University Budget and Finance Committee (UBFC) Report was given by Professor Philip Scruggs (the incoming chair of the committee) and Professor Darryl Woolley (the outgoing chair of the committee). Chair Johnson reminded senators about the role of the UBFC. The committee examines and evaluates requests for new funding. These requests are generally submitted during January. The committee finalizes its recommendations by May and submits its report to the university administration. The final report was circulated to senators in late August. The chair encouraged senators to participate in a dialog about the UBFC process. He reminded senators that the committee does not make final funding decisions.

Committee Chair Scruggs informed senators that the committee will have its first meeting later in September. He is currently working with the Provost, Vice President for Finance and Administration Brian Foisy, and University Budget Director Trina Mahoney to develop the committee's agenda for the fall. Former chair Woolley noted that the past practice of the committee was to vote on every proposal individually. The committee is large and eight members constitute a quorum. Last year the committee established two categories for proposals -- recommended or not recommended.

A senator asked whether the committee considered the amount of funding requested as a factor in approving proposals. Wooley reminded the senator that the committee did not make funding allocations. He also indicated that the committee did not consider the size of each request as part of the evaluation other than to possibly consider whether the funding request appeared consistent with the proposed project. The senator followed up by asking what pros and cons the committee considered in evaluating the merits of the proposals. Woolley responded that in previous years, the UBFC had identified factors that negatively impacted the success of proposals. These factors were communicated at the time the request for proposals was disseminated to campus. In general, he indicated that the committee favored proposals that had a university wide impact and that were more closely aligned with the strategic plan.

A senator asked whether the UBFC process would be the same this year as in the past and whether Woolley or Scruggs had tips on how to prepare a successful proposal? Scruggs responded that the committee would be evaluating the process and making changes during the fall semester. The process, including any advice on submitting proposals will be communicated when the request for proposals is disseminated.

A senator asked whether ASUI students were included on the committee. The faculty secretary responded that ASUI students were appointed to the committee, but may not have actively participated in the committee's work.

A senator asked how much money was eventually allocated to UBFC priorities. VP Foisy responded stating that the funding to respond to priorities comes from several sources. First, it is possible but not likely that the legislature might appropriate new, unrestricted funding for university priorities. Second, if enrollment increases, some of the increased tuition revenue would be available for university priorities. Finally the only other sources of funding are reallocations among the different colleges and vice presidential areas within the

university (including the provost's area, the president's area and the academic and non-academic units). For example, the university funded the top proposals from last year (TA salaries and market compensation) in part through the program prioritization reallocations. He stressed that reallocations are usually a source of one-time funding, whereas increasing tuition revenues or legislative appropriations are generally continuing funding. The provost added that the university has successfully matched legislative funding to priorities identified by UBFC. He also encouraged the submission of proposals that reflect the full amount of funding needed so that the appropriate funds to support a proposal are considered.

The faculty secretary commented that the UBFC process also helps ensure that all sectors of the institution have the opportunity to present funding proposals. Foisy pointed out that prior to this process the university funded proposals on a first come, first served basis through informal communications. If a project sponsor had the ear of the decision-maker, a proposal got funded and competing proposals were often relegated to obscurity. He commented that even if the only benefit of the UBFC process was to open the funding process up to the entire institution that would be a valuable contribution.

A senator asked about a particular line item in the report that did not have a funding amount. Woolley responded that in several instances, the committee grouped multiple, overlapping requests together. When this happened it was not always possible to provide a single amount as the combined proposals often requested both one time and continuing funding. He indicated that he would get the detail on the questioned item to the senator.

A senator asked how the program prioritization process dovetails with the UBFC process. Foisy responded that the two processes are discreet, but emphasized that the university has chosen to link them by using the resources identified through program prioritization to fund high priority projects identified by the UBFC. The provost underscored this point emphasizing that from the beginning the administration has been clear that the funds made available through program prioritization would be used to fund UBFC priorities. Both Foisy and the provost commented that this transparent process of reallocation to high priority projects has been evaluated favorably by the university's accreditors.

New Faculty Position Description: Vice Provost for Faculty Affairs Torrey Lawrence presented information on the implementation of the new faculty position description (PD).

The implementation of the new PD is a significant process and philosophical change for the institution. He clarified that he does not intend his faculty senate presentation to be a training, but rather a broad overview of the changes that will be implemented. He reminded senators that faculty senate approved the new PD policy last spring. The provost's office has the responsibility of managing the PDs and administering the process for completion of PDs. As part of the process, he has met with both the faculty secretary and with Marty Ytreberg, Chair of the Faculty Affairs Committee (which initiated the revision of the PD policy).

There are several goals of the revised PD process. The first is to reduce workload by eliminating the need for annual PD meetings and revisions. On this score, Lawrence noted that the PD would be a bit extra work this year as the new system goes online, but will be significantly less work in future years. Once each faculty member completes a new PD, revisions will only be necessary when the faculty member has a substantial change in responsibilities. Second, the new policy is intended to move the university to an electronic system for maintaining and storing PDs. Right now, the university maintains 8,000-10,000 pages of PDs. Once the new system is implemented all PDs will be electronic. Finally, the third goal of the new PD system is to focus faculty PDs on the individual faculty member's position, rather than his or her specific plans for a particular year.

The goal is that each full time faculty member (867 individuals) must complete a new position description before the end of the calendar year. The university is using its HR software, PeopleAdmin, to support the online PD. Both the unit administrator and the individual faculty member will be able to edit the PDs. The initial process for completing the new PD will follow the processes currently employed by units to revise the old PD

form. Some will handle the PD by emails, others will schedule face-to-face meetings. Once the PD is revised and reviewed by the unit administrator and dean it will be returned to the faculty member, unit administrator and dean for electronic signatures.

The timeline for implementation is as follows: Unit administrators will work with new faculty to create PDs during September. The provost office will use the process of bringing new faculty on to troubleshoot the system. Once any kinks are worked out, the provost office will announce deadlines for the rest of the faculty with the goal of completing all PDs by year-end. However, Lawrence noted that there is some flexibility with the year-end time frame.

Lawrence identified several challenges. First, many faculty are unaware of the change. Second, some may find that navigating PeopleAdmin is a challenge. He noted that the software is relatively intuitive, but that faculty will need step-by-step directions the first time they access the system. The institution must navigate a culture shift in thinking of the PD as "about the position" and not "about the yearly plans of the particular person." The university will have to ensure that the individual goal setting that formerly took place when finalizing the PD must now take place as part of the annual performance evaluation.

Lawrence indicated that administrative assistants were initially briefed on the new system in August. He also has met with associate deans. A meeting next Thursday with unit administrators and Affirmative Action Coordinators from the colleges will provide training. He plans to get a communication out to all faculty by the end of September with instructions and information.

The Provost's website will contain email and telephone contacts for support in completing the new PD. In addition, the university has a PeopleAdmin expert on campus whose primary role is to support PeopleAdmin. She is very effective.

Finally, Lawrence noted that if faculty have been hired at the university since PeopleAdmin has been in place, the system will have a significant amount of information about them. More senior faculty may need to supply additional information. However, he stressed that the PD portion of the process contains only nine boxes to complete – the four percentage boxes, four areas of responsibility boxes, and one 500 word summary box.

A faculty member asked whether Lawrence had considered creating a set of templates for different types of faculty? Lawrence responded that he had considered this. However, his office does not have the capacity to create templates for the many types of faculty at UI. He worried that if he created a template for some groups of faculty but not all groups of faculty, problems might arise. His office intends to provide several examples of appropriate new PDs.

A senator thanked Lawrence for his presentation and asked if he could further clarify his statement that the new PD will be focused on the position and not the individual. She also asked for clarification of the connection between the new PD and the faculty annual performance evaluation. Lawrence responded that he did not mean to imply that each faculty member's PD would not be unique to the faculty member. Rather the new PD should be focused on the faculty member's general responsibilities. He suggested that faculty might think about their PD as the framework for hiring a new faculty member should they leave the institution. It should not contain the specific faculty goals for the year, but should, instead, be more general. Regarding the connection to the annual evaluation, Lawrence noted that the revisions last year in the evaluation policy de-emphasized the connection between the PD and the annual evaluation. The faculty secretary added that the percentages of responsibilities on the PD would still inform the evaluation. However, the specific goal-setting for the coming year should be part of the past year's evaluation.

A senator questioned the notion that the faculty member's PD should be viewed as similar to the position announcement for her or his replacement. He stated that his position is unique to him and would not be filled by a new hire should he leave the university. Lawrence acknowledged that the analogy only goes so far. Still he

indicated that the PD should not contain specific annual work plan information. The senator pointed out that PDs will have to be individualized because portions are governed by grant obligations and other unique responsibilities. Another senator noted that many faculty would have very similar PDs and suggested that units have conversations to ensure that the PD of faculty with similar responsibilities are aligned.

A senator commented that in the past the evaluation was retrospective and the PD was prospective. He suggested that it will be important to provide training and guidance if the annual evaluation is, in the future, to be both retrospective and prospective. Lawrence agreed and indicated that he is planning such training and guidance for the unit administrators later in the semester.

Lawrence concluded by encouraging faculty to talk through issues and work together to make the new system successful.

With the senate having concluded its business for the meeting, a motion (Tibbals/Watson) to adjourn passed unanimously. The meeting was adjourned at 4:48 p.m.

Respectfully Submitted,

Liz Brandt, Faculty Secretary &
Secretary to the Faculty Senate

TUESDAY MEETING TIMES		WEDNESDAY MEETING TIMES	
3:30-5:00 conflicts	187	**3:30-5:00 conflicts**	251
3:00-4:30 conflicts	273	**3:00-4:30 conflicts**	353
2:30-4:00 conflicts	278	**2:30-4:00 conflicts**	311

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] ☐ Addition X Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: FSH 1640.42 – Faculty Affairs

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

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

Originator(s): **Marty Ytreberg** **09/04/2018**
(Please see FSH 1460 C) Name Date
Telephone & Email: **5-6908** **ytreberg@uidaho.edu**

Policy Sponsor: (If different than originator.) ~~Terry Grieb, 9/21/18, Committee on Committee Chair~~
Name Date
Telephone & Email: ~~**5-7140 tgrieb@uidaho.edu**~~

Reviewed by General Counsel ___Yes ____No Name & Date: _____

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

Two changes:

1. ~~The committee believes that it is vital that all faculty affairs committee members attend meetings, similar to UCC, UCGE, etc. It is nearly impossible to schedule meetings where all members can attend, and thus the committee proposes to have a fixed timeslot for the meeting. Putting it in policy ensures that when faculty select it as a committee preference they are fully aware of the set meeting time.~~
2. ~~1.~~ To open communication lines between the administration and faculty where policies directly impacting faculty are concerned, the Vice Provost for Faculty was added as an ex officio member of the committee, without vote.

Commented [GT(1]: This change was voted down by Committee on Committees.

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

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

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

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)

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. *[ed. 7-09]*

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. *[rev. 7-17]*

~~**A-4.** This committee traditionally meets on Fridays at 8:30 a.m.~~

Commented [GT(1]: This item was voted down by Committee on Committees.

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 serves as an ex officio member of the committee without vote. *[rev. 7-08]*

Graduate Assistantships and Research Fellowships

Assistantships are open to domestic and international students who are regularly enrolled students in the College of Graduate Studies.

Students in the provisional enrollment category, ~~or~~ in the unclassified enrollment category, or are not in good academic standing are NOT eligible to receive assistantships.

An inquiry for a position or award should be addressed to the ~~administrator~~ Director of Graduate Studies of the graduate program in which the applicant plans to enroll ~~for graduate study~~. ~~Appointments include a work requirement of up to 20 clock hours per week.~~ All Graduate Assistants are considered students. Graduate Assistants who provide primary teaching responsibilities, grading assignments, assisting with the delivery of instruction through technology, and providing other assistance related to instruction under the active supervision of a member of the university faculty are teaching assistants. Graduate Assistants who provide support of research, scholarship, or creative activity are gGraduate ~~r~~Research ~~a~~Assistants. Graduate Assistants who provide support functions to a unit and are related to the graduate students' program of study are ~~g~~Graduate ~~s~~Support ~~a~~Assistants.(See FSH 1565 H-2 for full definitions.) Those appointed to graduate assistantships supported by the university are advised that the appointments are tenable only in the program of the major field of study, except where prior written exceptions are made. Annual leave, sick leave, and health insurance benefits are not available for graduate assistants.

Graduate Assistant appointments are awarded as either full-time (.5 FTE, 20 hours per week) or part-time (.25 FTE, 10 hours per week). All graduate assistants must be registered as full-time students. Full-time graduate assistants are allowed additional university employment for up to 10 hours per week. There is no restriction on part-time graduate assistants.

Continuation of any graduate assistantship after the first semester is contingent upon satisfactory academic performance, satisfactory teaching and/or laboratory performance, acceptable progress toward ~~your~~ the degree, and abiding by the program and University's policies and procedures. UI policies and procedures are available online in the Faculty-Staff Handbook.

All Graduate Assistants are required to sign a Terms of Employment form and a Patent and Copyright Agreement for University of Idaho Employees. All assistants are required to have personal health insurance coverage or enrollment in the Student Health Insurance Program. ~~Salaries~~ Stipends for graduate assistantships vary depending upon the type of assistantship, discipline of the graduate program, and length of ~~graduate~~ service. ~~and whether they are for an academic year or for 12 months.~~ Contact ~~program~~ the director of graduate studies in the department for current ~~salary~~ stipend levels.

All new ~~teaching and/or research~~graduate assistants are required to attend the ~~TA/RA~~Graduate Assistant Institute prior to the beginning of the semester in which they are first offered an assistantship. Dates and times are posted on at www.uidaho.edu/cogs. New TA/RA's are also required to complete a follow-up course ~~through~~ through ~~BbLearn~~the university on-line course

delivery system. All new international TA's are required to register for and successfully complete INTR 508 (see University course schedule for times and location).

In addition, nonresident tuition will be waived for persons holding full appointments and a pro rata portion of nonresident tuition will be waived for persons holding partial appointments. However, **e**Graduate tuition and fees (excluding special lab and course fees) will be paid for each full-time teaching and support graduate assistant. Teaching and support graduate assistants on half appointments will have 50% of their tuition and fees paid. The College of Graduate Studies pays the tuition and fees for teaching assistants;, support assistants' tuition and fees will be paid by the hiring unit. Research assistant tuition and fees may be paid by the hiring unit or through a grant/contract. **ach person who holds a full appointment as an assistant is required to pay the uniform student fees and tuition charged to registered full time students, regardless of the number of credits for which the student is registered.** Persons accepting part-time assistantships will be required to pay the uniform student fees and tuition based on the number of credit hours for which the person is registered. Nonresident tuition will be waived by COGS for persons holding full graduate assistant appointments and 50% of the non-resident tuition will be waived for those on half-time appointments.

Students on an assistantship cannot use a staff or staff spouse fee waiver or senior scholar waiver.

Research fellowships are awarded by various colleges. Research conducted on fellowships may or may not be used for dissertation purposes. Credit enrollment and stipends vary according to the particular fellowship. Fees and tuition are charged, but in some cases may be remitted, depending on the type of fellowship and the availability of funds. Inquiries should be addressed to the program administrator in which the applicant plans to enroll.

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* X Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **4300 Teacher Education**

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

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

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

Originator(s): **Taylor Raney** **September 18, 2018**
(Please see FSH 1460 C) Name Date
Telephone & Email: **5-1027** **tcraney@uidaho.edu**

Policy Sponsor: (If different than originator.) _____
Name Date
Telephone & Email: _____

Reviewed by General Counsel ___Yes __X_No Name & Date: _____

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.
Discovery of this portion of the Faculty/Staff Handbook subsequently revealed several inconsistencies with current practice. While some proposed changes are simply to enhance readability, many are substantive, some pertaining to teacher education national and state accreditation. Each change is referenced below.

The language included in FSH 4300 is outdated. Upon consultation with the faculty secretary, we have determined that there is no reason to keep this information in the Faculty-Staff Handbook and request that it be removed.

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 identified

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)

UI FACULTY-STAFF HANDBOOK
CHAPTER FOUR:
ACADEMIC POLICIES AND REGULATIONS July 2007 (editorial)

4300

TEACHER EDUCATION

PREAMBLE: The preparation of teachers is of necessity a cooperative enterprise involving the College of Education and other UI colleges. This section discusses the primary policy concepts on which procedures are based. It appeared in the 1979 Handbook; *in May, 1983, art education was added to the list (in section C) of those disciplines where there is a subject matter advisor only. For further information, contact the College of Education (208-885-6772).*

A. Majors. A student may prepare for a career in teaching in one of two ways: by completing the requirements for a bachelor's degree that is offered by the College of Education, or by completing the requirements for a bachelor's degree that is offered by one of the other colleges and taking the additional professional courses required for certification.

B. Teaching Fields. Requirements for both teaching major and teaching minor subject matter fields are determined primarily by the appropriate subject matter department in consultation with the College of Education and are printed in the catalog.

C. Advisers. Teacher-education students have two advisers: one from the subject-matter department and one from the College of Education. When students identify teacher education as their objective (this could be as early as the freshman year and certainly no later than admission to the Teacher Education Program) their advisers are designated. They plan and approve a program of studies with the student. As long as this approved program is followed, only the student's college adviser is required to sign the registration cards. Changes in the program require the signatures of both advisers. Exceptions to this rule are students majoring in agricultural education, art education, family and consumer sciences education, music education, and subject-matter areas in the College of Education, who have advisers in their subject-matter areas only.

D. Certification. The college in which the student is enrolled initiates the application for certification. The subject-matter adviser and the professional education adviser sign the necessary forms and forward them to the dean of the College of Education. The dean, in turn, works with the registrar to get the necessary supporting credentials and forwards the materials to the proper certification office. The College of Education keeps a record of all students recommended for certification. Recommendations concerning a student's competence are made by the departments in which the skills and concepts are taught.

E. Teacher Education Coordinating Committee. For the function and structure of this committee, see 1640.86.

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #7

3:30 p.m. - Tuesday, September 18, 2018
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.
- Minutes of the 2018-19 Faculty Senate Meeting #6, September 11, 2018 (vote)

III. Consent Agenda.

IV. Chair's Report.

V. Provost's Report.

VI. Other Announcements and Communications.

VII. Committee Reports.

Commencement Committee
- **FS-19-004 –** FSH 4930 – Honorary Degrees (Hendrix)

University Budget and Finance (Woolley/Scruggs)

VIII. Special Orders.

Position Description Form Implementation (Lawrence)

IX. Unfinished Business and General Orders.

X. New Business.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments: Minutes of 2018-2019 FS Meeting #6
FS-19-004
UBFC Report edited
PD PowerPoint

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #6, Tuesday, September 11, 2018

Present: Benedum, Brandt (w/o vote), Cannon (Boise), Caplan, Chopin, Dezzani, Ellison, Grieb, Jeffrey, Johnson, Keim, Kern (Coeur d'Alene), Kirchmeier, Laggis, Lambeth, Lee, Lee-Painter, Luckhart, McKellar (Idaho Falls), Morgan, Raja, Seamon, Schwarzlaender, Tibbals, Vella, Watson, Wiencek (w/o vote). **Absent**: DeAngelis, Foster. **Guests:** 4

Call to Order and Minutes. The chair called the meeting to order at 3:30 p.m.

A motion to approve the minutes (Morgan/Vella) passed unanimously.

Chair's Report:

1. Chair noted that the Runstad Lecture with author Tara Westover was excellent. He encouraged senators to read Westover's book, *Educated*, if they have not already done so, and to stream the lecture online, if possible. He also encouraged senators to be engaged and active in events going on across campus.
2. September 10-14 is Suicide Awareness Week. A number of activities will be taking place throughout the week. Senators are encouraged to participate. A schedule of events is available on the Suicide Awareness Week webpage. In particular, the chair pointed out that if faculty must miss a class they can Question/Persuade/Refer (QPR) QPR Suicide Prevention Training rather than cancelling class.
3. All faculty and staff are entitled to participate in the university's digital subscription to the New York Times. ASUI was instrumental in initially securing the program for the university community.
4. A review of General Education is underway. Director of General Education, Dean Panttaja is reviewing the university's general education requirements and considering the effectiveness of the university's general education program. He has organized sessions entitled "What is an Educated Person". The next session will be held September 12 at 2:00 in the Summit Conference Center in the Commons. Senators are encouraged to join the conversation and to look for additional events. Information is available from Director Panttaja (panttaja@uidaho.edu).
5. President Staben will give the State of the University address on Tuesday 9/25 at 3:00 pm PDT at the Pitman Center. Off campus viewing locations will be announced. There will be no Senate meeting. Rather, senators are encouraged to attend the State of the University Address.
6. The CALS Speaker Series will be screening of the documentary "Food Evolution" at 6:00 on September 11, preceded at 5:30 by a keynote address by Extension Specialist Allison Van Eenennaam from the University of California, Davis.

A senator commented on the importance and effectiveness of the QPR Suicide Awareness Training and encouraged senators to help publicize the program and to utilize it when appropriate.

Provost Report: The provost commented that the Runstad lecture with Tara Westover was an outstanding event. Since joining the University he has had the opportunity to attend three events organized around the university's Common Read. They have all been excellent. He especially thanked those on the book selection committee lead by the director of General Education.

The search for the next president of the university is proceeding. State Board of Education (SBOE) member Emma Atchley is chairing the search committee. SBOE member Don Soltman will be a member of the committee. The SBOE will be identifying additional committee members. Their goal is to keep the size of the committee to 12 members.

The provost reported that the SBOE is developing a new funding allocation model. In the past, state funding was allocated to the different institutions based on enrollment. Under this past model, known as the

Enrollment Workload Adjustment (EWA), funds would be allocated based on the number of students attending the institution and on the relative costs of educating students depending on their major. During the Great Recession the EWA was set aside for a time and then was re-instated unevenly. More recently the SBOE has determined that the EWA does not match with SBOE goals and objectives for the different institutions. It has begun studying an outcome-based funding model. As the name indicates, the new model will focus on outcomes not simply enrollment. Key outcome indicators will likely include the number of graduates at all levels (associate, bachelor and graduate degrees). The inclusion of graduate degrees is a positive factor for the UI. The new outcome-based model will also consider 4-year graduation rates. While the UI has positive outcomes on both measures, the university outcomes on 4-year graduation rates are particularly positive. The shift to outcome-based funding allocations will be carefully monitored so the university is aware of the impact of this new policy on the amount of base funding.

A senator asked whether Staff Council was consulted regarding membership on the presidential search committee. The provost responded that the SBOE was in the process of reaching out to many groups including Staff Council and Faculty Senate. He also indicated the SBOE may seek representation from a number of constituencies, including alumni and athletics. The chair emphasized that the presidential search committee is an SBOE committee. They have reached out and we are working to identify folks to consider, but the search committee selection is determined by the Board's preference. The SBOE has issued a press release describing the process.

FS-19-003: FSH 4700. Erin Agidius, the Director of Civil Rights and Investigations presented a small change to *Faculty-Staff Handbook* 4700. The change clarifies that students may record classes pursuant to an Americans with Disabilities Act (ADA) accommodation and with appropriate notification to the faculty member. The change is considered editorial because it is part of the university's responsibility to comply with federal law. It was presented to senate for information.

Honors Program. Professor Sandra Reineke, Director of the Honors Program gave senators a brief overview of the program. She is leading a campus-wide study of whether the university should restructure the program by creating an honors college. The honors program has scheduled open sessions to begin the discussion of restructuring on Monday, September 24th, at 3:30-4:30 p.m. and Tuesday, September 25th, at 8:30-9:30 a.m. both in the Clearwater room at the Commons. The discussion will be framed around the honors program criteria developed by the National College Honors Council (NCHC). The university has had an honors program for 35 years. The program has three arms -- curriculum, living and learning communities, and extra and co-curricular activities. Students report that participation in the honors program is instrumental in their success at UI. One of the challenges UI experiences is that, because we do not have an honors college, it can be more difficult to convey the quality of our program to prospective students. Out of 12 northwest institutions, 4 have honors programs and 8 have honors colleges, including Boise State University (BSU) and Washington State University (WSU). The NCHC reported that 23 universities announced or launched honors colleges in the last year. As part of the study process, the honors program has hired a consultant in 2018 who is assisting in evaluating the honors program. Director Reineke has submitted two of three planned reports to the consultant and is currently preparing the third report. There will also be a Qualtrics survey to gather information and feedback. Feedback regarding the honors program can be sent to honors@uidaho.edu.

A senator asked for clarification on what an honors college does. For example, does the college offer its own courses and designate its own faculty? Director Reineke explained that there are three models for honors programs. The first is the Program model, run by a director, and similar to UI's current program. In this model the director works with units and coordinates the program. The other two models both involve the creation of an honors college. In the first version of the college model, the college administrator coordinates with the administrative units of the other college to provide courses and coordinate a curriculum. More leverage to the college administrator. In the second version of the college model, the honors college administrator coordinates with the administrative units of other colleges, but the other colleges also have independent honors tracks

within the college. If the UI transitions to the honors college model, a decision would have to be made regarding how the college would be structured and would interface with other colleges and programs on campus.

Graduate Enrollment/Recruitment. Jerry McMurtry, Dean of the College of Graduate Studies (COGS) reported to senate on graduate enrollment and recruitment. Dean McMurtry works closely with Vice Provost for Strategic Enrollment Management (SEM) Dean Kahler to align graduate admissions with undergraduate admissions whenever possible. The two units share information and data. They are currently working to train existing recruiters on graduate issues, so the recruiters can do "double duty" and carry the university's message to potential graduate students as well as prospective undergraduate students.

The university has implemented a new online, streamlined admissions system. The university is receiving a higher number of completed applications. Applications are up 4.9%. Although final numbers are not yet available it appears that Idaho's graduate school enrollment will be up approximately 9%. Interestingly, enrollment of the youngest age cohort of applicants (below age 24) is up 32%. COGS is analyzing whether there is a shift to younger students attending graduate school. Other states are also experiencing increases in graduate school enrollment and may be shifting to a younger student going to graduate school. Looking at increases in other states, COGS is seeing increased enrollment in both resident and foreign applicants. Also, diversity among graduate students has increased.

The university has strong retention rates for graduate students. Approximately 82% of masters students complete their degrees and approximately 94% of doctoral students complete their degrees. It is possible that the retention rate for masters students is low because it does not account for students in professional masters programs who often have a more episodic enrollment pattern.

COGS attends many recruitment and enrollment meetings each year. They try to focus on national meetings and meetings that are not oriented toward a particular discipline. COGS tries to go to the large national meetings to increase our presence. They also evaluate each program to ensure they are spending resources in a way that yields increased graduate student enrollment for the university. The university currently participated in an Alliance for Graduate Education and the Professoriate (AGEP) Grant through the National Science Foundation (NSF). Also participating in the AGEP alliance are the University of Montana, Montana State University and Washington State University.

COGS provides the Graduate Record Exam (GRE) search service to departments. This service allows departments to mine the data set of all students who have taken the GRE in search of prospective students. They also participate in the Murdoch STEM Research Fair, the National Council on Undergraduate Research Meeting and career and graduate fairs at other universities in Idaho (BSU, Brigham Young University – Idaho (BYU-Idaho), and Idaho State University). The McNair Scholars program was recently re-funded at the university and, as a result, COGS is participating in the McNair Scholars recruitment program. In addition, COGS is partnering with the Salish tribe through the Lewis Stokes Alliances for Minority Participation (LSAMP).

In the area of international recruitment, representatives of COGS will travel to Taiwan, China, India and the United Kingdom to recruit students. COGS has had success partnering with the International Programs Office (IPO) to recruit international students. As part of these efforts, they are working to eliminate difficulties for international students in the enrollment process. For example, they have streamlined the process for students to obtain an I-20 immigration document. Now general international student applicants can finalize their I-20 form within one week and students in the Navitas program can finalize within 24 hours.

COGS has also designated Directors of Graduate Studies (DGS) in individual departments. This allows COGS to direct graduate school inquiries directly to a departmental contact. The DGSs meet regularly to discuss strategy for increasing enrollment and to share information. The new application system has allowed COGS to track applications, so they do not get lost. The system is all electronic so it reduces paperwork and routing difficulties.

COGS also sponsored a campus visit day. 70% of the students who participated enrolled at the university. They are working to increase participation in this event and are following up with those students who did not enroll.

McMurtry noted that within a particular discipline faculty are the best recruiters. He encouraged faculty to take recruitment materials to disciplinary meetings and conferences. Through the AGEP grant, COGS may be able to provide support for faculty attending events. Brochures are available. A new COGS viewbook is also currently in production.

International enrollment remains a challenge. Some international students are discouraged by the current political climate in the U.S. Also, prospective students are experiencing up to a 50% rate of visa denials. The highest rates of denials are for Nigeria and Pakistan. Taiwan and China have lower rates. In addition, the visibility of Idaho generally is an issue. COGS is working to "put Idaho on the map."

COGS is also studying trends in the demand for graduate programs. At the doctoral level the university they have seen both declines and significant increases, depending on the program. They are working on how to use this trend information effectively.

McMurtry also addressed the new TA support system. There are currently 300 TAs on campus. Through the new system, the amount of TA stipends has increased by an average of approximately $2,000. In-state tuition waivers also adds significant value to our TA support packages. Approximately 1/3 of the TAs on campus received in-state tuition waivers through COGS. Some colleges were able to offer additional waivers. When in-state waivers are considered, the university's TA support package is consistent with the national average. When out-of-state tuition waivers are considered the average TA support package is approximately $41,000. This system has helped graduate student recruitment and retention efforts.

COGS is also undertaking some new initiatives including developing fellowship programs, improving orientation and professional development initiatives for graduate students, and focusing on non-academic career development initiatives. COGS is working to refresh and reinvigorate the Professional Science Masters (PSM) degree. Nationally, PSM programs are successful and appear to meet industry needs. COGS is investigating 3+2 and 4+1 programs with a number of undergraduate institutions including BYU Idaho. They are looking forward to the new fully functional and integrated Constituent Relationship Management (CRM) software. McMurtry concluded his presentation by showing one of the recruitment videos developed by COGS.

A senator asked whether the university plans to begin including health insurance benefits in TA compensation packages. McMurtry responded that COGS continues to study this possibility. Including such benefits would add $400,000 in costs to the TA support system. Currently the resources are not available.

A senator stated that WSU offers full tuition to Native American students within a number of tribes in the Northwest. Could the UI offer full graduate tuition to such students? McMurtry indicated that he had spoken to Yolanda Bisbee, Chief Diversity Officer and Executive Director of Tribal Relations, and will continue to explore this issue. Another senator asked whether it was possible to offer some scholarships to online graduate students. These students are often working on traditional thesis degrees, but are place bound. She suggested that the university should be developing an e-campus to support such online students. McMurtry responded that he does not have a pool of resources that can be used for scholarships or stipends for distance education graduate students. The provost responded that colleges may have resources that can be used for graduate scholarships. The senator responded that due to the online fee structure, colleges do not receive enough resources from distance students to support stipends or scholarships. Another senator responded that the issue for colleges is that their scholarship funds are often designated for specific purposes. Regarding the creation of an e-campus, the provost responded that Bob Hales, the Director of Distance and Extended Education (DEE), is working on this and related ideas already. Initially the university explored a private partnership to support online students. However, the proposals received did not meet the university's needs and were quite costly. Most private vendors only wanted to support high enrollment programs and were not

willing to support lower enrollment programs that are deemed by UI to be mission-critical. Hales is now working on how to develop a system to support online students. The provost also commented that during this process it became clear that we were not leveraging our current resources appropriately. He noted that we need to establish a clearer relationship between the Center for Excellence in Teaching and Learning (CETL) and DEE.

The faculty secretary commented that coordinating financial aid for students in concurrent degree programs might aid recruitment by such programs. McMurtry agreed, but commented that because of requirements for the J.D. degree, such coordination with law is particularly difficult.

A senator asked how the university is identifying growing programs and target resources toward such programs. McMurtry responded that COGS does not have the authority to move resources around. Rather, he tries to bring people together so that collaboration can be discussed.

A senator asked how TAs are allocated across colleges and whether there is a process by which departments may request new TA positions. McMurtry responded that TAs were allocated using an historical formula. The College of Science (COS) and the College of Letters Arts and Social Sciences (CLASS) have the bulk of the TA's because they are most responsible for delivering the core curriculum. Now that we have an organized system for TAs and can track them, COGS is developing a system for evaluating the placement of TAs and requests for new TAs.

A senator expressed gratitude for the new TA system and tuition waivers. She expressed concern with logistical issues regarding the implementation of waivers. Some waivers have not been approved in a timely fashion. Students are being billed for tuition and, because they have not yet received their waivers, are being dunned because their tuition is late. As a result, they are unable to access additional scholarship monies they may have been awarded. She asked whether waivers could be processed in a timelier fashion, or whether scholarship funds could be released for students who will be receiving a waiver. McMurtry indicated that while there have been some hiccups as the system is being implemented, he had not previously heard of such delays. He suggested that the senator follow up after the meeting to address the concern.

There being no further questions, the Chair thanked McMurtry. He also introduced new senator Zoie Laggis, representing the Student Bar Association.

The time for the meeting having expired, a motion (Chopin/Tibbals) to adjourn passed unanimously. The meeting was adjourned at 4:52 p.m.

Respectfully Submitted,

Liz Brandt, Faculty Secretary &
Secretary to the Faculty Senate

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: **FSH, Chapter 4, 4930 Honorary Degrees**

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

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

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

Originator(s):
(Please see FSH 1460 C) Name Date
Telephone & Email:

Policy Sponsor: (If different than originator.) **Beth Hendrix** **August 31, 2018**
Name Date
Telephone & Email: **208-885-6066 bhendrix@uidaho.edu**

Reviewed by General Counsel ___Yes __x__No Name & Date: _____

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

These edits are requested because they clarify the University of Idaho honorary degree criteria.

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

N/A

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

N/A

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)

4930

HONORARY DEGREES

PREAMBLE: This section outlines UI's policy and procedures with regard to the granting of honorary degrees. Original to the 1979 Handbook, *subsection A-1 was revised in February of 1991 for clarification purposes. The procedures were amplified and clarified a bit in a revision of January 1996. A more substantial change was made in 2003. For more information, contact the Faculty Secretary's Office (208-885-6151). [see also 4910 A]* [ed. 7-03, 2-10]

HONORARY DEGREES.

A-1. General Criteria. UI awards degrees *honoris causa* (i.e., for the purpose of honoring) to honor outstanding persons. Honorary degrees may be awarded to a person deserving of honor by virtue of scholarly distinction or ~~,~~ noteworthy public service resulting in significant contributions to the University of Idaho, the State of Idaho, the Nation or the world. In the selection of candidates for honorary degrees, preference is given to those who are Idaho residents or UI graduates.~~,~~ ~~the~~ The University is pleased to honor persons who have made significant contributions to national and international scholarship or public service that advance the principles of academic excellence and public education upon which the University of Idaho was founded. *[rev. 7-03]*

A-2. Restriction. No person who is employed by UI, is a member of the affiliate or adjunct faculties, is a member of the Board of Regents or of the board's staff, is an incumbent elected governmental official, may be granted an honorary degree until after he or she has ceased to hold that position. *[rev. 7-03]*

A-3. Nomination Procedures.

a. All aspects of the nomination process are confidential.

b. Nominations may be submitted by any person or organization. However, each nomination must be endorsed by the Dean of an appropriate college and Chair or Head of an academic department. *[rev. 7-03, 1-18]*

c. Each nomination must be accompanied by a biographical sketch of the candidate, a summary of the accomplishments or deeds for which the nominee would be honored, and supporting documents.

A-4. Schedule.

a. Each year announcements inviting nomination of candidates for honorary degrees are published in the issues of the *Idaho Register* which are published nearest February 15 and September 15. *[rev. 7-03]*

b. The deadline for receipt of the nominations by the Commencement Committee [see FSH 1640.26] are April 15 and November 15. *[rev. 7-03, ed. 2-10]*

c. The Commencement Committee makes its recommendations to the President before May 15 and December 15. *[rev. 7-03, ed. 2-10]*

A-5. Disposition of Nomination Packets.

a. The Commencement Committee shall return a nomination packet to the nominator, *[ed. 2-10]*

(1) If the packet is incomplete or

(2) If the nomination is not forwarded to the president.

b. The president shall return nomination packets to the nominator if the person nominated is not chosen to receive an honorary degree.

c. Nomination packets of persons selected to receive honorary degrees become part of the official record of the university to be preserved in the Alumni Office. *[rev. 7-03]*

A-6. Conferring of Honorary Degrees.

a. Scheduling of conferring of an honorary degree depends on the convenience of the university and of the person being honored. The president has complete discretion in scheduling.

b. Typically, an honorary degree is conferred at the spring or fall commencement in the school year the candidate was nominated or at the spring or fall commencement following that. *[rev. 7-03]*

Report of the University Budget and Finance Committee for 2017-18

to the Faculty Senate and to the Vice President for Finance of the University of Idaho

May 1, 2018 (edited by Senate Leadership 9-17-18 removed committee vote and dean feedback)

Contents

- Results Summary
- Method
- Observations
- Results by Dean/Unit head ranking
- Committee involvement

Results Summary

Proposals are classified in categories of Recommended or Not Recommended based on the vote of the voting members of the University Budget and Finance Committee. Projects either self-identified or judged as capital projects were forwarded to Division of Finance for adjustment. Footnotes to the proposals reflect comments the University Budget and Finance Committee wishes to forward with its recommendations. Recommendations are listed in order by the percentage of positive votes and proposal ID.

ID	Goal	Title	Unit	Amount
8	Transform	Idaho Entrepreneurs	College of Business and Economics	$80,634 annually Fund Entrepreneurship faculty
11	Scholarship	Computer Science Data Science Faculty	College of Engineering	$118,167 annually + $25,000 for three years Fund Computer Science Data Science Faculty
14	Outreach	Expand Virtual Technology program	College of Art and Architecture	$102,393 1 year 1 position 1 year
16[1]	Cultivate	Expand Virtual Technology program	College of Art and Architecture	$341,091 annually 5 positions
27	Outreach	Case managers	Dean of Students	About $190,000 annually 2 positions
32	Compliance	Emergency Notification	Finance	$53,390 annually
48	Cultivate	Change in funding source	Diversity	$194,149 annually Remove positions from student fees to free up funding for programs
49	Transform	Academic Coordinator	Strategic Enrollment Management	$68,620 annually Support student athletes
54	Transform	Writing Center	College of Letters, Arts & Social Sciences	$88,838 annually Provide permanent funding
59	Transform	Healthy active student body	College of Education, Health and Human Sciences	$218,122 annually Instruction of physical activity courses
60	Compliance	Service Center Coordinator	Office of Research & Economic Development	$79,680 annually Service center support in cost accounting unit of the office of sponsored programs
65	Transform	Business Analytics major	College of Business and Economics	$107,601 1 year Funds to establish program
75	Cultivate	Staff market-based adjustment	Finance	$5,100,000 annually
81	Scholarship	Library bridge funding	Libraries	$450.000 1 year Periodical subscriptions
7	Compliance	OCRI funding	Office of Civil Rights and Investigations	$141,797 annually, $30,000 1 time Permanently fund office expansion

[1]UBFC recommends funding fewer positions than requested and supporting efforts to recruit diverse faculty.

47	Scholarship	Health insurance for teaching assistants	College of Graduate Studies	Between $255,360 and $511,840 annually
62[2]	Scholarship	Faculty startup packages	Office of Research & Economic Development	$2,500,000 annually
63	Scholarship	Aquaculture Research Institute infrastructure improvement	Office of Research & Economic Development	$135,000 1 time
66	Support	Banner 9 implementation	Information Technology	$312,000 1 time
82	Compliance	Comm 101 teaching assistants	College of Letters, Arts & Social Sciences	$72,751 annually
33	Transform	MS Nutrition	College of Agricultural and Life Sciences	$144,785 annually
30	Transform	IGEM Security Faculty	College of Engineering	$503,600 annually
34	Transform	Support microbiology	College of Agricultural and Life Sciences	$192,400 1 time Laboratory equipment
39	Outreach	Twin Falls Director	Boise Center	$117,960 annually
2	Compliance	Data leakage protection	Information Technology	$42,000 annually, $97,875 1 time
9	Outreach	JazzFest salaries	College of Letters, Arts & Social Sciences	$126,796 annually
72	Support	General Counsel position-permanent funding	General Counsel	$67,728 annually
31	Transform	Supplemental instruction	Strategic Enrollment Management	$228,716 annually
76	Transform	MarCom staff	Marketing & Communication	$258,602 annually
50	Cultivate	HVAC controls technician	Finance	$75,000 annually
20	Cultivate	CofS salary gap	Provost	$109,533 1 time, $221,326 annually
44	Transform	Classroom technology	College of Law	$125,000 annually
56	Admin	Highway frontage	Finance	$40,000 annually
3		Email filtering	Information Technology	$152,000 annually
45[3]	Transform	Courtroom technology	College of Law	$450,000 1 time
40	Admin	Wireless Network	ITS	$110,787 1 time, $4,080 annually
ID	**Goal**	**Title**	**Unit**	**Amount**
5	Compliance	Network intrusion prevention	Information Technology	$182,0000 1 time
19	Transform	Marching band	College of Letters, Arts & Social Sciences	About $250,000 annually
25	Cultivate	International development awards	International programs	$42,935 annually
74	Compliance	Disability compliance	Dean of Students	$116,376 annually
61	Compliance	Data fundamentals	Northwest Knowledge Network	$134,578 1 time
80	Scholarship	Assistant professor	College of Engineering	$61,432 annually
46	Transform	CETL	Academic Initiatives	$152,000 annually Fund operations permanently
73	Transform	New or expanded program	Provost	$1,094,565 1 time Fund new programs
52	Compliance	Assistant Director	Strategic Enrollment Management	$73,000 annually Assistant director special programs (athletic compliance)
12	Outreach	Raven Scholars	Dean of Students	$97,412 annually
15	Admin	Door access consolidation	ITS	$505,000 1 time, $20,000 annually

[2] The committee recommends funding upon the condition that new funding is added to the University of Idaho budget rather than reallocated.
[3] The committee voted if this proposal is implemented lower cost alternatives be considered.

21[4]	Scholarship	Interior Design	College of Art and Architecture	$72,393 annually New faculty position
53	Scholarship	Core Facility program	Office of Research & Economic Development	$989,500 annually
55	Transform	Interactive education	College of Engineering	$155,864 1 time
70	Transform	Online degrees	College of Letters, Arts & Social Sciences	$763,117 annually Permanently fund
35	Scholarship	Research computing	Northwest Knowledge Network	$706,391 annually, $453,204 1 time
58	Outreach	Rural Studies	College of Agricultural and Life Sciences	$293,875 annually
24	Scholarship	PhD Historical Archaeology	College of Letters, Arts & Social Sciences	$390,290 annually, $45,000 1 time
4	Compliance	Security controls	Information Technology	$75,000 annually, $201,000 1 time
43	Transform	New Blackboard app	Academic Initiatives	
6	Outreach	Galleries outreach director	College of Art and Architecture	49,276 annually
10	Outreach	One time support	Office of Tribal Relations	$40,886 1 time
13	Cultivate	Confucius Institute	Strategic Enrollment Management	$205,680 annually
17	Outreach	Counselor education	College of Education, Health and Human Sciences	$109,271 annually
18	Outreach	BBQ bootcamp	College of Agricultural and Life Sciences	$46,394 annually
23	Transform	Campaign budget	Advancement	$715,165 annually, $602,500 1 time
26	Transform	Marketing	Marketing & Communication	$5,937,493
28	Transform	Advertising	Marketing & Communication	$1,840,869
41	Scholarship	McClure impact study	McClure Center	$139,665 1 time
42	Transform	Data Science courses	College of Science	$56,696 annually
51	Admin	Video conferencing	Information Technology	$116,386 1 time Aurora room and MCL214A
57	Transform	Honors College	Provost	$405,290 annually
64	Outreach	Center for Design Excellence	College of Art and Architecture	$35,245 annually and $21,000 1 time
67	Scholarship	Scholarships	College of Engineering	$40,576 annually Center fir Ecohydraulics Research
69	Scholarship	Moscow Boise CDA collaborative	Office of Research & Economic Development	$156,683 1 time
77	Compliance	Protection of minors	Risk Management	$76,000 annually, $266,000 1 time
78	Compliance	Loss prevention	Risk Management	$720,000
79	Compliance	Compliance oversight	Risk Management	$245,414 annually, $533,870 1 time
84	Transform	New BS	College of Engineering	$496,168 annually, $240,000 1 time Industrial Technology

Method

The voting members of the committee met seven times, between two and four hours each meeting, to consider proposals. As the active voting members of the committee included seventeen people, a quorum of eight was required for each vote by committee vote. The committee chair abstained from voting unless needed to break a tie vote. Abstentions are not shown in the vote tally.

This report was approved by the voting members of the committee on May 1, 2018.

Committee Involvement

Voting committee members that participated in proposal votes include

[4] The committee voted to comment that this program is worth preserving but needs more extensive support than incorporated in this proposal.

Peter Allen (CoS)	Faculty
Jim Alves-Foss (CofE)	Faculty
Mike Anderson (Faculty Senate)	Faculty
Allan Caplan (CALS)	Faculty
Kris Freitag (ORED)	Staff
Mary George (ITS/Finance)	Staff
Rachel Halverson (CLASS)	Faculty
Kristin Henrich (Library)	Faculty
Bruce Haglund (CAA)	Faculty
Sacha Jackson (McCall)	Staff
Hanna Long (Advancement)	Staff
Deb McIntosh (Law)	Faculty
Lisa Miller (Aux)	Staff
Phillip Scruggs (CEHHS)	Faculty
Kerri Vierling (CNR)	Faculty
Margot Vore (GPSA)	Student
Darryl Woolley (CBE)	Faculty (Chair)

The committee met April 6, 11, 17, 20, 24, 25 and May 1, 2018.

University of Idaho

NEW POSITION DESCRIPTION SYSTEM

FACULTY SENATE PRESENTATION
SEPTEMBER 17, 2018

WHY ARE WE DOING THIS?

- Faculty senate approved a new position description policy in spring 2018.
- Changes were approved by the UI faculty on the April 25.

WHAT ARE THE GOALS OF THE POLICY?

- To reduce workload by eliminating the need for an annual position description update.
- Transition to an electronic system for creating and storing faculty position descriptions.
- Create a system where new PDs are only created when there are substantive changes to the position description.
- Create position descriptions that are focused on the position, not the planned activities of a specific faculty member.

WHO IS INVOLVED?

- All faculty PDs will now be processed and saved within our People Admin software.
- Unit administrators and faculty will edit PDs in the system.
- A second process for “signing” final versions will occur in People Admin.

HOW MANY WILL BE ENTERED?

- There are approximately 867 faculty who have a position description at UI.
- This does not include temporary or part-time faculty.

WHAT IS THE TIMELINE?

- Unit administrators will create new PDs for new faculty within People Admin in late September.
- We will publish multiple deadlines according to rank.
- We hope to have all PDs entered into People Admin by Dec. 14, 2018.

WHAT ARE THE CHALLENGES?

- Faculty who are unaware of the change.
- Navigating People Admin for those unfamiliar with it.
- The PD is now about the position, not the individual occupying the position. Some may still try to make this an annual goal setting document.
- Because the PD no longer includes goals for the year, the annual evaluation process also changed.
- It will be more work this year, but much less work in future years.

WHAT TRAINING WILL BE PROVIDED?

- Administrative Assistants were updated on Aug. 8.
- Deans (Provost's Council) were updated on Aug. 20.
- Training for unit administrators and college AAC personnel is scheduled for Thursday, Sept. 27.
- A communication will go to faculty at the end of September. It will include instructions, FAQ, etc.

WHERE CAN I FIND HELP?

- All materials will be available on the Provost's website (www.uidaho.edu/provost/faculty)
- Provost's Office personnel will be available for Position Description questions. (Exact contacts TBA)
- HR staff will be available for People Admin assistance.

University of Idaho

QUESTIONS?

TORREY LAWRENCE
208-885-7941
TLAWRENCE@UIDAHO.EDU

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #6

3:30 p.m. - Tuesday, September 11, 2018
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.
- Minutes of the 2018-19 Faculty Senate Meeting #5, September 4, 2018 (vote)

III. Consent Agenda.

IV. Chair's Report.

V. Provost's Report.

VI. Other Announcements and Communications.

- **FS-19-003:** FSH 4700 – General Responsibilities of Instructors (Agidius)(FYI)
- **Honors Program** (Reineke)
- **Graduate Enrollment/Recruitment** (McMurtry)

VII. Committee Reports.

VIII. Special Orders.

IX. Unfinished Business and General Orders.

X. New Business.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments: Minutes of 2018-2019 FS Meeting #5
Honors Program Documents
COGS PowerPoint
FS-19-003

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #5, Tuesday, September 4, 2018

Present: Benedum, Brandt (w/o vote), Cannon (Boise), Caplan, Chopin, DeAngelis, Dezzani, Ellison, Foster, Grieb, Jeffrey, Johnson, Keim, Kern (Coeur d'Alene), Kirchmeier, Lambeth, Lee, Lee-Painter, McKellar (Idaho Falls), Morgan, Raja, Seamon, Schwarzlaender, Tibbals, Vella, Watson, Wiencek (w/o vote). **Absent**: Leonor, Luckhart. **Guests:** 8

Call to Order and Minutes. The chair called the meeting to order at 3:31 p.m.

A motion to approve the minutes (Vella/Dezzani) passed unanimously.

Chair's Report:

1. The chair inquired whether senators have experienced any difficulties in circulating the Faculty Senate Talking Points to faculty and staff in their college. He encourages Senators to circulate the minutes broadly and let him know if you need assistance.
2. Senators are encouraged to attend the first University Faculty Meeting of the 2018-19 academic year on Wednesday, September 5, at 3:00 pm PDT/4:00 p.m. MDT. Changes in administrative roles, faculty who received promotion and/or tenure during late spring 2018, and new faculty will be recognized.
3. There will be no senate meeting on September 25. Instead, President Staben will give the State of the University address at 3:00 p.m. in the International Ballroom at the Pitman Center in Moscow. Locations at other campuses will be announced.
4. There may be a special faculty senate meeting related to the presidential search. The search firm assisting the SBOE with the search will be conducting a listening tour and will visit several university locations. Senate Leadership is working to schedule a time for the firm representatives to meet with faculty senate.
5. The chair reminded senators that last week the Provost expressed interest in getting faculty perspectives on the question of college mergers. Senate Leadership will be sending a Qualtrics survey to senators to gather this information. He encouraged senators to participate in the survey. Results will be shared with senate and the Provost's Office.
6. Senate Leadership has postponed the presentation of the University Budget and Finance Committee (UBFC) report until September 18 in order to allow sufficient time for the discussion of recruitment and enrollment.

Provost Report:

1. The Judith M. Runstad Lecture will be held on Monday, September 10, 7:00 p.m. in the International Ballroom at the Pitman Center. Tara Westover, the author of *Educated*, this year's common read, will give the lecture
2. The university has hired an Interim Center Executive Director in Idaho Falls, Lee Ostrom. The search for a permanent center director will begin soon.

Senate Meeting Time. The chair announced that Senate Leadership is exploring the possibility of changing the time for faculty senate meetings to better accommodate our colleagues in southern Idaho so they do not have to stay until 6 p.m. on Tuesdays. He reminded senators that a poll regarding this issue was sent out on May 3, 2018 to 2018-19 senators. *[N.B. 5 – no (teach/standing meeting]; 19 – yes; 3 – no response.]* He asked senators what impediments or challenges would arise if the time is moved to 2:30-4:00 pm PST.

A senator asked whether the proposed change would be implemented this semester or spring semester. Johnson replied that the earliest the change could be implemented is January, 2019 and it may not be implemented until fall 2019. A senator suggested that even a 30 minute change in the start time for senate to

3:00 PST/4:00 MDT would make a significant difference for faculty and staff in southern Idaho. A senator pointed out that some disciplines have regularly scheduled studio time until 3:00 p.m. PST. Vice Provost Torrey Lawrence asked whether senate leadership had evaluated how significant the class conflict would be if the start time for senate is earlier. The faculty secretary indicated that she would contact the registrar's office to gather information about class conflicts.

Recruitment and Enrollment. Vice Provost of Strategic Enrollment Management (SEM) Dean Kahler spoke to senate about strategic plans for recruitment and enrollment. Kahler indicated that the plan is currently being developed by a committee consisting of a broad range of members including faculty, staff and alumni. SEM has undertaken a SWOT (Strengths/Weaknesses/Opportunities/Threats) analysis as part of the planning process. The committee has identified six goals:

1. Implement a strong well-defined brand awareness campaign.
2. Foster accessible, high quality academic programs.
3. Strengthen effectiveness of student recruitment programs.
4. Enhance student recruitment success.
5. Leverage alumni support to reach goals.
6. Foster continuous evaluation and improvement of the plan.

The committee is currently identifying Key Performance Indicators (KPIs) for each goal.

Several recruitment initiatives are moving forward as the strategic plan is finalized.

SEM has been "tweaking" the organization and location of the recruitment staff. Most recruiters live in the market for which they are recruiting. This allows them to develop familiarity with the market and also helps the university limit travel costs. The university has recruiters in place in Seattle, Portland, Northern and Southern California, Idaho Falls, Twin Falls, Boise, Moscow, and Coeur d'Alene/Spokane. We also have one international recruiter in Dehli, India. These recruiters come to campus on a regular basis. When here, they are able to engage in face-to-face training and visit academic programs. They will be on campus next January.

SEM is focusing on strategies to enhance our systems of student enrollment and make them more user-friendly. For example, UI has had a policy that a transfer student has to be admitted before the university officially evaluates the student's transcript. This forces students to commit to UI before knowing which of their credits from other institutions will transfer to UI. We are working to change this approach to provide earlier evaluation of transcripts.

Recruiters had increased their visits to community colleges and are working to continue building relationships with such colleges. One way these relationships are being built is by establishing joint admissions and enrollment programs. One such relationship is with the College of Eastern Idaho. These joint relationships provide an opportunity to partner with the community colleges and market the students. Having that joint program means students don't have to stop at the community college and start up at UI. The joint enrollment agreements support dual enrollment in both the community college and the UI, even though the students don't come here full time until they complete their associate's degree. Not only does joint enrollment provide a smoother transition for students, it also enables them to take advantage of other UI opportunities such as study abroad.

SEM is experimenting with the use of predictive modelling techniques to assist with recruitment. These techniques will help the university analyze and evaluate the yield rate (the rate of admitted students who enroll at UI). Predictive modelling categorizes students based on their likelihood of enrolling at UI. This will enable SEM to target their recruitment efforts on undecided applicants who are the most likely to attend UI. For example, one of the factors identified by SEM is the breakpoint between financial aid and enrollment -- when about 1/3 of an applicant's financial need is covered at UI, the likelihood the applicant will actually enroll

increases dramatically. Based on this analysis, SEM has conducted a test this past fall to adjust student financial aid amounts. As soon as final enrollment numbers are available, SEM will evaluate its strategy.

Kahler also indicated that SEM is working to reach out earlier in a student's enrollment cycle in order to move prospective students towards the UI. They are now reaching out to high school sophomores, for example.

SEM is working to strengthening the UI brand message. SEM met with convocation speaker and alumna, Michelle Aragon, who evaluated and gave advice regarding the university's brand. UI is seeking to develop a compelling brand that is very differentiated from competitors and assists prospective students in answering the questions why UI over other schools, what does UI offer students and why should a student come here.

Communication is another theme for SEM. They are working on ways to ensure that more timely and effective messages go out to prospective students. This includes the possibility of changing the institution's CRM (Critical Relationship Management) provider. They are also working to refine the institution's messaging. It is trying to communicate a message that the university is focused on students and how an individual student would fit in at the UI. This means SEM communications are often focused on the student's needs and not on describing the institution's characteristics. However, SEM is working to emphasize the message that UI programs are of high academic quality. There are approximately 19 campaigns (identifiable groups of communications) that go out to various students. Within each campaign – specific materials are developed to communicate to prospective students. As a result, a high school student who makes contact with UI might receive 21 contacts from UI.

Kahler stated that UI must develop a stronger onboarding process for admitted students. The university started UIdaho Bound with two events two years ago. Now the university sponsors six Uidaho Bound events. These begin in March and continue through the spring and summer. At these events students meet their advisor, register, get their student ID, financial aid, and get housing. These are effective events. In addition to facilitating enrollment, the UIdaho Bound events are recruitment oriented because they reach students at a time when some are still deciding on their college.

This year, the university is introducing a travelling UIdaho Bound event that will reach out to admitted students who cannot travel to Moscow. A few colleges successfully utilized this approach last year so the program is going to be expanded. Key UI personnel will travel to Idaho Falls and Twin Falls to conduct these events

SEM is also focusing on parent involvement and communication where information about parents is available.

Kahler indicated that SEM is working to develop better empirical information by which to evaluate its efforts. Currently, the university has anecdotal information on why students choose to come if they are admitted. To provide empirical information SEM has developed an admitted student questionnaires. The questionnaire targets both students who enrolled at UI and students who did not enroll. Participants will be asked questions about the reasons for their decisions. This process is being handled by an independent contractor and results should be available soon.

The university also is examining how it packages financial aid awards. Over $25 million in financial aid is awarded. However, Kahler believes this an area we can improve. SEM will be studying how to refocus financial aid to provide more leverage in the area of enrollment. He is also working with the Vice President for Advancement Mary Kay McFadden to improve our need-based scholarship program.

Finally, Kahler stressed that he needs faculty support – it takes every person on campus to recruit students. He encouraged faculty to engage with prospective students and assist SEM in effectively following them. He encouraged faculty to attend recruitment events where possible noting that it helps highlight the work we do and piques students' interest. After current students, faculty are the next most important contact prospective students can make. He also encouraged faculty to "wear the brand." He called senators' attention to

information provided through Ann Thompson earlier in the day. The information highlights examples of how faculty can assist in recruitment.

Chair Johnson asked Kahler whether the enrollment management strategic plan and goals were ready to circulate. Kahler responded that he originally wanted to circulate the draft plan by now but has been unable to do so. He expects to circulate a draft plan soon. The provost clarified that it would be helpful to have a written copy of the plan goals to circulate.

A senator commented that there are several very successful activities on campus that have infrastructure that extends to other states. Examples include Washington, Wyoming, Alaska Montana, Idaho (WWAMI) medical program and the Idaho IDeA Network of Biological Research Excellence (INBRE) Program. He pointed out that INBRE has undergraduate fellowships and training programs that we can tap. These sorts of programs provide a mechanism for the UI to highlight undergraduate research and to collaborate across state lines. He also asked who had major responsibility for recruitment of graduate students? Kahler responded that he works with the Dean of the College of Graduate Studies, Jerry McMurtry, who has primary responsibility for graduate student recruitment. Kahler also pointed out that several of the SEM planning goals focus on all students, not just undergraduate students.

Another senator expressed support for the efforts of SEM to base their efforts on research. He asked whether, in focusing on the students most likely to enroll at the university, were we recruiting only the "lowest hanging fruit"? He suggested that we can offer benefits not enjoyed by many other campuses such as a safe campus, pleasant climate, cultural activities and unique outdoor opportunities. Such benefits might impact parents in particular. He suggested that we aim at students further away from Idaho such as in Eastern Pennsylvania, Ohio, Michigan, and Kansas. Vice Provost Kahler underscored that the university's recruitment resources are limited. He emphasized that SEM markets our campus across the country. At present, the university's resources support locating recruiters in the states that participate in the Western Interstate Commission on Higher Education (WICHE). Expanding beyond this region is a possibility for the future. For now, resources to recruitment in mid-western and eastern states would have to be diverted from our current efforts. For this reason, expansions must be strategic and incremental. SEM is considering expanding to locate a recruiter in Denver as a next step.

The chair followed up with several additional questions. He asked how SEM is segmenting the market for high school juniors and seniors – geography, interest level, aptitude. He asked how the university identifies the groups we will focus on. Kahler responded that SEM does focus on a number of market stratifications such as diversity and high academic achievers. We also target other groups such as military students/veterans. The chair followed up asking what the reasoning is for expanding our recruitment efforts into Denver. Kahler responded that market research indicates there are a large number of students in the Denver area looking to go to college elsewhere. The university already has established relationships with some counselors in the area. Also, the area has a large enough target population to justify the expenditure of resources on expanded recruiting efforts. He pointed out that state university tuition in Montana and Wyoming is close enough to Idaho's tuition that we do not compare favorably for students from those states. In contrast, our tuition is attractive for students in Washington and Colorado. One of the challenges the university faces is the capacity of students to pay above and beyond any scholarships we award. With all the financial aid we offer, there is still a $2,000 gap between our cost and a student's ability to pay. This is the reason we need to offer expanded need-based scholarships. The chair asked whether the university is considering approaches such as freezing tuition. The provost responded that if the university were to freeze tuition and the legislature approved a 3% Change in Employee Compensation (CEC), the university would have to identify the resources to meet the increase without increasing tuition. This would lead to budget cuts. The university doesn't have the endowment or the deep pockets to absorb such financial pressures.

Kahler stated that the risk of expanding recruitment in the mid-west and east is high. The university would have to gain more in recruitment from those regions than it loses by diverting resources from existing

recruitment markets. A university of our size doesn't normally do this because of the risk. After doing a cost benefit analysis, the university reduced its recruiting efforts in Alaska. Instead, SEM is expanding recruitment efforts incrementally as illustrated by the possible expansion to Colorado.

Kahler also pointed out that SEM is constantly making adjustments to our recruitment efforts. Recently one recruitment position was moved from Washington to California. After considering the pros and cons, it was determined that one recruiter could cover the Seattle area. California is a growing market. Kahler pointed out that much of the growth in out-of-state students at Boise State University is attributable to California students.

Kahler pointed out that the university did not begin experiencing decreased enrollment overnight and is not going to be able to turn the enrollment trends around overnight.

Chair Johnson responded that he had heard concerns regarding the timing of communications and communications that send mixed and possibly confusing messages. For example a communication piece aimed at students in various stages of commitment to UI was sent to all students. It led enrolled students to think that their registration had been dropped or was lost. Another mailing went out with the salutation "Dear Travis" to an entire mailing group. How are we doing on addressing these glitches? Kahler responded that he believed we are addressing these issues. He acknowledged that when mistakes are made, the consequences can be magnified by the powerful digital communication tools used by SEM. He encouraged faculty and staff to continue to report issues to SEM so they can be addressed. Kahler also stated that the CRM program the university has been using poses some challenges. He believes the new CRM product will be helpful.

A senator thanked Kahler for his presentation and asked when the strategic enrollment plan will be finalized. Kahler responded that the timing depends on how quickly the committee is able to complete its work. She expressed concern that the plan was not complete. She commented that she believes we should place greatest effort into recruitment as our retention rates are strong. She asked whether the plan would emphasize recruitment over retention. Kahler responded that the plan is a mix of recruitment and retention. These efforts are inter-related. Right now, the university's retention rate is high. Yet we are still losing 275 freshmen every year and only half our student graduate in 6 years.

The chair asked how the UI's retention rate compares to our competitors? Kahler responded that the national average retention rate is 72% and the UI rate was 82% last year. The provost added that the university's retention rate is closer to the average, if we look at only similar small residential universities. He also commented that the retention rate only measures student progress from freshman to sophomore years. The progression rate measures student progress beyond the sophomore year to graduation. He commented that the UI's progression rate is not good. Finally, he indicated that the UI's graduation rate is solid. The SBOE is moving toward a funding system based on outcomes and will be considering graduation rates as it moves away from the Enrollment Workload Adjustment (EWA). Retention, progression and graduation will be increasingly important to the university's funding.

A senator asked how our dual credit students are counted for recruitment and retention purposes. She commented that she has talked to many dual credit students who have not received any recruitment outreach from the university. Kahler answered that dual credit students are part of the recruitment effort aimed at high school seniors and should receive recruitment campaign materials. He asked the senator to follow up with SEM when she knows of dual credit students who are not receiving recruitment materials so the omission can be corrected. Kahler also commented that dual credit students pose interesting recruitment challenges. Although they are taking a university class, their primary instructor is usually a high school teacher. This teacher may create a mixed impression with the student about what UI will be like. For this reason, a different marketing approach and more attention may be needed.

Chair Johnson and another senator asked about how the recruitment staff in SEM integrates with college recruitment efforts. He specifically asked how college ambassador programs are included in the recruitment

process. Kahler responded that integration happens in a number of different ways. SEM sponsors recruitment forum where college and SEM staff discuss collaboration. Since each college ambassador program is different, SEM tries to integrate in different ways that fit the particular program For example. A prospective student may participate in a tour by a Vandal Rep (SEM sponsored guides). A student may begin a tour with a Vandal Rep who then assists the prospective student in contacting a college ambassador who may take the tour over. The Vandal Rep or SEM staff might write personal notes to facilitate contact. Kahler underscored that current students are the most effective recruiters.

The vice chair referenced the enrollment funnel document provided to senators prior to the meeting. He asked what the university's experience and outcomes have been across the funnel. Is the university effectively advancing students through each stage of the recruitment process, or are there bottlenecks that should be addressed. Kahler responded that one of the areas we need to improve on is our yield of admitted to enrolled students. It is important to improve the percentage of admitted students who register. Our "melt rate" (the percentage of students who do not attend even after registering for classes) is more typical. Kahler noted that SEM is focusing on improving conversion rates by 1% at each stage of the process, which would result in measurable increases in enrollment. For example, the UIdaho Bound program has been successful, but we still need to improve the program to ensure that more students enroll and, then, actually attend.

A senator asked about the process used by SEM to identify prospective students. Kahler responded that the UI buys prospect lists. SEM is conscious of ensuring that the Return on Investment (ROI) on such purchases is good. In recent years, the university has identified approximately 50,000 prospects. Once a prospect is identified, that student may receive one mailing from the university. If we do not hear back, we generally do not pursue future contacts. Once students respond in some way or contact the university in some way, SEM treats the contact as an inquiry and has a more intensive communication strategy directed toward those students. Kahler indicated while it would be great to get more prospects, it can be expensive. SEM is focusing on improving conversion rates without buying more names.

The vice chair commented that many of our admits are Idaho high school students who automatically get admitted. He asked whether this boosts our admission rates. He observed that many of these students may never have made an inquiry to the university, effectively skipping the steps between being a prospect and an admitted students. He noted that typically the goal for higher levels of the funnel is to raise awareness and the goal for middle levels of the funnel is to increase engagement, and wondered how this was addressed in recruiting these students. Kahler indicated that such students are referred to as "stealth applicants" in SEM parlance. The strategy for recruiting them is different. Generally, SEM works to raise awareness to get prospects into the university's recruitment funnel, increase engagement to move students to the middle of the funnel, and build excitement to convert applicants to enrolled students with stealth applicants, SEM must use a mix of all of these tactics because it is never clear where these students are in the process of deciding to attend the university. The provost commented that SEM has developed an admitted student "catch-up" campaign aimed specifically at these stealth applicants. The program is new so SEM does not have good information on the effectiveness of the strategies they have employed.

Provost Wiencek noted students who are directly admitted may be behind on our information and we are hitting them with information directed at others who have lots of information. We have a catch-up campaign aimed at the stealth campaign. Bottleneck is at the admit level. The provost added that the university has recruitment challenges at a couple of stages in our process. We need to improve our conversion rates at the inquiry to admission stage as well as at the admission to enrollment stage. Our melt rate from registration to actual attendance is another area where the university has an opportunity for improvement.

The Chair commented that across the country, some universities have experienced enrollment growth, while others have not. Washington State University just enrolled the largest freshman class ever. He asked, in light of Kahler's experience over the past year, what were the impediments to growth at UI? Kahler responded that there is no single impediment. He believes the university has experienced many small issues that add up over

time. These run the gamut from prospective students coming to campus on Monday morning and experiencing the leftovers from a big party weekend, to sending out communications to many students all addressed to Travis. It includes issues with the way we package financial aid. The institution's enrollment has been declining since 2008.

Another senator asked that if Kahler could identify three factors that have impacted the university's enrollment, what would they be? Kahler responded stating that the university must improve need-based scholarships, hire more recruiters, and increase resources to get prospective students to campus. On the last point, Kahler stated that the university is utilizing targeted options such as hiring a bus to bring students to campus.

A senator asked about the degree to which parents are involved in students' decisions to attend UI. He asked whether SEM has looked at what influences parental decision-making. Kahler responded that the university does not have a parent survey at this time. However, SEM is evaluating research regarding the parental role in college decision-making. The current generation of prospective students appears to be quite parent-driven. SEM is also carrying out a campaign aimed at counsellors.

A senator asked of the 8,000 admitted students, what percentage attend. Kahler responded that 1,600-1,700 freshman and 500 transfer students attended the university. The senator followed up and asked whether the open admission program has helped our enrollment? The provost responded that last year was the first time the state had free, online admissions program with a common application. In prior years, each institution had separate applications. SEM will evaluate the impact of the program as it gets final numbers for enrollment this fall.

A senator commented that the factors that influenced him included price, relevant programs and whether he felt comfortable with the faculty in the program, the availability of a Greek community and whether campus felt like "home." He urged the university to focus on the basics (cost, programs and our fantastic campus) in our recruitment plan.

The time for the meeting having expired a motion (Foster/Morgan) passed unanimously. The meeting was adjourned at 5:01 p.m.

Respectfully Submitted,

Liz Brandt, Faculty Secretary &
Secretary to the Faculty Senate

University of Idaho

POLICY COVER SHEET

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

Faculty/Staff Handbook [FSH] ☐ Addition ■ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ■
Chapter & Title: FSH 4700 General Responsibilities of Instructors

Administrative Procedures Manual [APM] ☐ Addition ☐ Revision* ☐ Deletion* ☐ Emergency
Minor Amendment ☐
Chapter & Title: N/A

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

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

Originator(s): Erin Agidius, 8/22/18
(Please see FSH 1460 C) Name Date
Telephone & Email: 208-885-4285

Policy Sponsor: (If different than originator.)
Name Date
Telephone & Email:

Reviewed by General Counsel ☑ Yes ☐ No Name & Date: Kent Nelson, 8/7/18

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.

The addition is for clarity with regard to ADA(AA) compliance requirements.

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

N/A at this time.

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

N/A at this time.

IV. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy. ASAP (Jan 1, 2019)

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)

4700

GENERAL RESPONSIBILITIES OF INSTRUCTORS

PREAMBLE: This section outlines certain general responsibilities of all UI instructors in their classes. This material is mostly unchanged from the 1979 Handbook; *subsection A was added in May of 1984 and much changed again in July of 1990. Unless otherwise noted, the text is as of July 1996. Further information may be obtained from the Registrar's Office (208-885-6731) or the Provost's Office (208-885-6448).* [ed. 7-00]

CONTENTS:

A. Registration Duties
B. Course Objectives and Grading System
C. Proscribed Subjects
D. Academic Dishonesty
E. Warnings for Unsatisfactory Academic Performance
F. Administration of Classes

A. REGISTRATION DUTIES. In 4310, which concerns academic advising and counseling, it is stated that the responsibility of faculty members to perform those functions is second only to that for teaching. At the time of preregistration and registration, the volume of student advising and of other steps in the process is very great and very concentrated. All faculty members, and many staff members, may be called on and should be available to assist during this period. Some may have duties assigned by their deans or departmental administrators; others may assist with the central registration under the registrar's supervision. Performance of some of the routine steps in preregistration and registration should be delegated to adequately instructed and supervised nonfaculty personnel so that faculty members can be primarily concerned with the curricular guidance of individual students.

B. COURSE OBJECTIVES AND GRADING SYSTEM. Instructors are expected to take some time in the first or second class session to discuss course objectives and to explain the grading system that is to be used. In particular, the extent to which grades are affected by attendance should be made clear at the beginning of the course.

C. PROSCRIBED SUBJECTS. Under the UI's charter, "no instruction either sectarian in religion or partisan in politics shall ever be allowed in any department of the university."

D. ACADEMIC DISHONESTY. Instructors should proctor examinations diligently and should investigate all cases of suspected or alleged dishonesty in their classes. [See 2300 II. Also see regulation O-2 in the catalog.]

E. WARNINGS FOR UNSATISFACTORY ACADEMIC PERFORMANCE.

E-1. It is an instructor's responsibility to send a "Warning" notice whenever repeated absence or inadequate work on the part of a student is noted. They should not hesitate to issue warnings; the purpose is to benefit the student--not to harass or cause additional difficulty. Each notice should indicate "warn" or "counsel," as appropriate.

E-2. The number of absences may be considered excessive when it exceeds the number of credits assigned to the course. Notices reporting absence should show the date of each absence during the period covered by the notice. (A student who is absent because of illness may explain the absence to the instructor, and the instructor will decide whether the explanation justifies excusing the absence. An instructor may verify a student's report that he or she was at the Student Health Service for treatment by calling the director. The Student Health Service does not provide written excuses. See regulation M in the catalog for procedures applicable to absences that are officially sanctioned.)

E-3. A supply of official "Warning" notice forms (pink slips) is available in departmental and college offices. When an instructor has filled out one of these, it is sent to the Registrar's Office where it is duplicated and then sent on, usually within 24 hours, to the student's academic dean. In this way, these officers are enabled to make early investigations and take appropriate corrective action.

E-4. The student's dean and the administrative officers concerned have the responsibility to act promptly on each warning submitted by instructors. Whenever "counsel" has been indicated, a report of the disposition of the case should be sent to the instructor. One valuable result of prompt follow-up is the early detection of cases of informal (unofficial) withdrawal, in which a student has ceased to attend classes and possibly left UI without anyone's knowledge. Discouraged, homesick, or bewildered students can often be assisted, frantic calls from relatives can be avoided, and vocationally misdirected students can be referred to the Counseling & Testing Center. *[ed. 6-09]*

F. ADMINISTRATION OF CLASSES.

F-1. Priority of Enrollment in Oversubscribed Courses or Sections. If the number of students who preregister for a given course section exceeds the enrollment limitation, the students are given preference for admission in the following order: (1) those who expect to graduate before the course is offered again, (2) those who show evidence of extraordinary circumstances, subject to the judgment of the unit, and (3) those who have completed the greater numbers of credits (i.e., other factors being equal, the more credits completed, the higher the student's priority). Order of preregistration is irrelevant. This provisional placement of students in classes on completion of preregistration is made known to them before the end of the semester. This provisional placement is validated by the student's formal registration at the beginning of the succeeding semester.

F-2. Admission to Class. Instructors admit to class only those students whose names appear on the class roster or for whom the instructor has signed an "add" card; instructors have the authority, however, to grant or deny access to classes by visitors. Instructors are not authorized to make any change in a student's study list. [See regulation C in the catalog for procedures that are to be followed for changes in registration and regulation O-6 for changes in section.] *[ed. 7-00, rev. 1-14]*

F-3. Class Rosters.

a. Immediately following registration, class rosters are sent by the registrar to all instructors via departmental administrators. Prompt checking of the students attending a class against the roster is important; students cannot receive credit for a course in which they are not registered--even though they may attend regularly and complete the requirements. After the first four weeks of classes, students can register for a course only by petition through the dean and with the instructor's permission. A student who is attending a class and for whom the instructor has no evidence of enrollment should be referred to the Registrar's Office.
b. Rosters for courses or sections that are not being given should be marked "course not offered," signed by the instructor and departmental administrator, and returned to the registrar.
c. After the two-week registration period, corrected rosters are sent to instructors via departmental administrators.

F-4. Grade Reports. The academic calendar specifies dates near the middle and at the end of each semester on which grade reports are due (at midsemester, for undergraduate courses only). Shortly before these dates, the registrar sends class lists, with instructions for their use in reporting grades, to instructors via departmental administrators. As a general rule, at the end of a term, the final grades for a course should be filed within 72 hours after the time scheduled for the final examination in the course.

F-5. Disclosure of Grades on Class Work. [See 2200 V and 2600 for policies concerning student records and improper disclosure.] The posting of individual students' midsemester or final grades or the grades they receive on daily assignments, quizzes, projects, term papers, examinations, or any other academic work is a violation of the rights guaranteed to students. The same is true of leaving graded papers (for students to search through and find their own) in hallways, offices, etc. Instructors may post, or otherwise release, statistical summaries of grades when individual students are neither identified nor identifiable.

F-6. Grade-Record Books. Grade-record books that are issued to instructors become their personal property upon receipt and need not be turned in when an instructor leaves the employ of UI.

F-7. Recording of Lectures. Students may electronically record lectures only with the consent of the instructor or as

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an approved ADA accommodation and with appropriate notification to the instructor. *[rev. 8-18]*

September 11, 2018

Handout for Faculty Senate Meeting
University Honors Program

Objective:
Campus-wide exploration of the possibility to transition from an honors program to an honors college. Invitation to participate in open fora this month to develop materials for review.

Opportunity:
The University of Idaho has a mature honors program that has been around for 35 years. Our honors program basically meets all of the criteria of a fully developed honors program according to the professional association of undergraduate honors programs and colleges, the National Collegiate Honors Council (NCHC).
The recent development in higher education to integrate existing honors programs into a distinct honors college or to create a new honors college has resulted in the fact that many of our northwest competitors and peer institutions now have an honors college (see list below). With the help of the wider campus community, we wish to explore this development and the opportunities connected with it along with possible challenges.

Boise State University: College (24,154 total students)
Idaho State University: Program (13,569)
University of Montana: College (named) (11,865)
University of Utah: College (31,860)
University of Oregon: College (named) (22,980)
University of Washington: Program (44,686)
Montana State University: College (16,703)
Utah State University: Program (27,679)
WSU: College (30,142)
Oregon State University: College (30,896)
Clemson University: College (named) (24,387)
Colorado State University: Program (33,058)
Kansas State University: Program (22,795)
New Mexico State University: College (named) (14,852)
North Dakota State University: Program (14,358)
University of Arkansas: College (27,558)
University of Nebraska: Program (25,260)
University of New Hampshire: Program (15,340)
University of Wyoming: College (12,397)
Michigan State University: College (50,543)
Virginia Tech: College (32,304)
Iowa State University: Program (36,321)
University of Idaho: Program (11,780)

23 institutions: 13 colleges, 10 programs
12 NW institutions: 8 colleges, 4 programs

Why an honors college and what is the difference from an honors program?

While the creation of, or the transitioning to, an honors college takes resources and time, the institutions listed above (and many more nationally) believe that having an honors college leads to tangible advantages in the areas of student recruitment and retention, student placement after graduation, and the reputation of an institution, amongst other things.

NCHC has created a list of criteria for both, honors programs and honors colleges (please see additional handouts). We reviewed the criteria and concluded that our honors program basically meets all of the NCHC criteria of an honors program -- we meet 15 out of 17 criteria with 1 "do not meet" in the area of administrative structure and 1 "meet maybe" in the area of infrastructure/space. Likewise, we believe that our program meets 9 out of 13 honors college criteria-- with 3 "do not meet" in the area of administrative structure, and 1 "meet maybe" in the area of honors curriculum (please see additional handouts).

Where are our students?

University Honors Program students' majors cut across all university colleges and programs. There are currently 714 students enrolled in the University Honors Program:

Break-down by college (created September 7, 2018):

College:	Total Number of Honors Students in Primary College:	Percentage of Honors Students:	Total Number of Honors Students in Secondary College:	Percentage of Honors Students:
Agricultural & Life Sciences	49	7%	6	4%
Art & Architecture	39	5%	6	4%
Business & Economics	56	8%	8	5%
Education, Health, & Human Sciences	46	6%	10	7%
Engineering	192	27%	20	13%
Letters Arts & Social Sciences	130	18%	42	28%
Natural Resources	47	7%	15	10%
Science	155	22%	44	29%
Total:	714	100%	151	100%

Where are we now and what happens next?

We have hired a consultant, who assisted us with the evaluation of our program based on the above mentioned NCHC criteria using two evaluation instruments. I wrote two reports based on this evaluation for the consultant.

Now, I am working on a third report, which, based on meetings and open fora on campus, will summarize what a university-wide honors college would mean to us, how it would serve our institutional strategic goals and land-grant mission, and what are some of the challenges we see and how we would address them.

The consultant will summarize the three reports and additional materials and come to campus in late October or early November to meet with stakeholders. In preparation, we are inviting everyone's help in developing these materials and ideas for an honors college that we feel would be beneficial to the university. If, as a campus, we feel that we want to move forward with a college, we would develop a transition time frame together.

In the meantime, there is a process in place regarding possible resources. I have been asked to submit a UBFC proposal in January 2018. The UBFC proposal entails a funding request for a curriculum delivery model that moves away from extra-section course buyouts towards a pass-through model of funding that is based on faculty fellows/administrative fellow as briefly summarized here:

The main purpose of this funding request is to advance essential curricular and administrative elements of honors as outlined by the National Collegiate Honors Council (NCHC). NCHC honors college curricular guidelines include substantial course opportunities across all four years of study and a significant percentage (ideally 20 percent) of a student's degree program in honors. NCHC curricular guidelines also include that honors should have considerable control over the selection of faculty delivering its curriculum. To approach these guidelines, we are seeking one-time funding for five (5) part-time Honors Faculty Fellows and one (1) part-time Honors Administrative Fellow to assure delivery of honors courses and their administration across all colleges and in General Education for a growing number of honors students. To date, honors has about 700 students, or about 9-10 percent of the full-time undergraduate population, up from 385 students in Fall 2012. Our request for faculty fellows, a nationally recognized curriculum delivery model, enables us to offer honors learning experiences in a cost-effective and robust way. As a consequence, the investment will further amplify honors' existing contribution to our institution's strategic goal 3 through the continuous development and delivery of an innovative curriculum and high impact practices, including undergraduate research, study abroad, service-learning and professional development courses by faculty fellows that prove essential to higher recruitment, retention, and graduation rates. The implementation of this model would be developed in collaboration with university colleges and departments.

While this is not the only curriculum delivery model, it possibly requires less resources than other models, such as a tenure-track honors college faculty model or a model based on departmental honors tracks delivered by academic units and overseen by the honors college administration. We are seeking input and feedback from the campus community about how to best use our resources to benefit all students and the institution as a whole.

Draft Questions for Open Fora in September (Qualtrics survey):
There will be two open fora sessions scheduled in late September for the campus community to provide feedback and ideas for this project. We are in the process of developing questions for a qualtrics survey:

Please answer the following questions either from your perspective as a faculty or staff member or stakeholder in your department/college and/or your thoughts from a U of I perspective.

1. How would an honors college contribute to recruitment and retention?

2. How would an honors college help with undergraduate research and professional development?

3. How would an honors college help student placement in graduate and professional programs?

4. How would an honors college help increase success with distinguished scholarships and other awards?

5.How would an honors college help shape faculty experience and opportunity at U of I?

6. How would an honors college serve our institution's strategic goals and land-grant mission?

7. What does a university-wide honors college at the U of I mean to you?

8. What are some of the challenges you see in transitioning to an honors college?

Questions and Comment:

Questions and comments are always welcome! Please contact me any time at sreineke@uidaho.edu or (208) 885-7702.

Sandra Reineke, Ph.D.
Director, University Honors Program
Associate Professor of Political Science
Idaho Commons Room 315A
University of Idaho

NCHC Definition of Honors Education

The National Collegiate Honors Council recognizes an honors college, program, institute, or equivalent descriptor, as the academic unit on a collegiate campus responsible for devising and delivering in-class and extracurricular academic experiences that provide a distinctive learning environment for selected students. The honors college or program provides opportunities for measurably broader, deeper, and more complex learning-centered and learner-directed experiences for its students than are available elsewhere in the institution; these opportunities are appropriately tailored to fit the institution's culture and mission and frequently occur within a close community of students and faculty. In most cases, the honors community is composed of carefully selected teachers and students who form a cross- or multi-disciplinary cohort dedicated to achieving exceptional learning and personal standards. The National Collegiate Honors Council recognizes "departmental honors" as educational experiences that are similar but restricted to cohorts of students pursuing the same field of academic study.

https://www.nchchonors.org/uploaded/NCHC_FILES/PDFs/Definition-of-Honors-Education.pdf

Basic Characteristics of a Fully Developed Honors College

NCHC NATIONAL COLLEGIATE HONORS COUNCIL

The National Collegiate Honors Council has identified these best practices that are common to successful and fully developed honors colleges.

1. An honors college incorporates the relevant characteristics of a fully developed honors program.
2. The honors college exists as an equal collegiate unit within a multi-collegiate university structure.
3. The head of the honors college is a dean reporting directly to the chief academic officer of the institution and serving as a full member of the Council of Deans if one exists. The dean has a fulltime, 12-month appointment.
4. The operational and staff budgets of honors colleges provide resources at least comparable to those of other collegiate units of equivalent size.
5. The honors college exercises increased coordination and control of departmental honors where the college has emerged out of a decentralized system.
6. The honors college exercises considerable control over honors recruitment and admissions, including the appropriate size of the incoming class. Admission to the honors college may be by separate application.
7. The honors college exercises considerable control over its policies, curriculum, and selection of faculty.
8. The curriculum of the honors college offers significant course opportunities across all four years of study.
9. The curriculum of the honors college constitutes at least 20% of a student's degree program. The honors college requires an honors thesis or honors capstone project.
10. Where the home university has a significant residential component, the honors college offers substantial honors residential opportunities.
11. The distinction achieved by the completion of the honors college requirements is publically announced and recorded, and methods may include announcement at commencement ceremonies, notations on the diploma and/or the student's final transcript, or other similar actions.
12. Like other colleges within the university, the honors college may be involved in alumni affairs and development and may have an external advisory board.
13. The college regularly assesses and evaluates program goals and learning outcomes as articulated in the National Collegiate Honors Council's *Definition of Honors Education* and modes of honors learning, and as appropriate to the institution's culture and mission.

Approved by the NCHC Executive Committee on June 25, 2005, and amended by the NCHC Board of Directors on February 19, 2010, further amended by the NCHC Board of Directors on June 19, 2014.

June 2017

Basic Characteristics of a Fully Developed Honors Program

NCHC NATIONAL COLLEGIATE HONORS COUNCIL

Although no single or definitive honors program model can or should be superimposed on all types of institutions, the National Collegiate Honors Council has identified a number of best practices that are common to successful and fully developed honors programs.

1. The honors program offers carefully designed educational experiences that meet the needs and abilities of the undergraduate students it serves. A clearly articulated set of admission criteria (e.g., GPA, SAT score, a written essay, satisfactory progress, etc.) identifies the targeted student population served by the honors program. The program clearly specifies the requirements needed for retention and satisfactory completion.

2. The program has a clear mandate from the institution's administration in the form of a mission statement or charter document that includes the objectives and responsibilities of honors and defines the place of honors in the administrative and academic structure of the institution. The statement ensures the permanence and stability of honors by guaranteeing that adequate infrastructure resources, including an appropriate budget as well as appropriate faculty, staff, and administrative support when necessary, are allocated to honors so that the program avoids dependence on the good will and energy of particular faculty members or administrators for survival. In other words, the program is fully institutionalized (like comparable units on campus) so that it can build a lasting tradition of excellence.

3. The honors director reports to the chief academic officer of the institution.

4. The honors curriculum, established in harmony with the mission statement, meets the needs of the students in the program and features special courses, seminars, colloquia, experiential learning opportunities, undergraduate research opportunities, or other independent-study options.

5. The program requirements constitute a substantial portion of the participants' undergraduate work, typically 20% to 25% of the total course work and certainly no less than 15%.

6. The curriculum of the program is designed so that honors requirements can, when appropriate, also satisfy general education requirements, major or disciplinary requirements, and preprofessional or professional training requirements.

7. The program provides a locus of visible and highly reputed standards and models of excellence for students and faculty across the campus.

8. The criteria for selection of honors faculty include exceptional teaching skills, the ability to provide intellectual leadership and mentoring for able students, and support for the mission of honors education.

9. The program is located in suitable, preferably prominent, quarters on campus that provide both access for the students and a focal point for honors activity. Those accommodations include space for honors administrative, faculty, and support staff functions as appropriate. They may include space for an honors lounge, library, reading rooms, and computer facilities. If the honors program has a significant residential component, the honors housing and residential life functions are designed to meet the academic and social needs of honors students.

10. The program has a standing committee or council of faculty members that works with the director or other administrative officer and is involved in honors curriculum, governance, policy, development, and evaluation deliberations. The composition of that group represents the colleges and/or departments served by the program and also elicits support for the program from across the campus.

11. Honors students are assured a voice in the governance and direction of the honors program. This can be achieved through a student committee that conducts its business with as much autonomy as possible but works in collaboration with the administration and faculty to maintain excellence in the program. Honors students are included in governance, serving on the advisory/policy committee as well as constituting the group that governs the student association.

12. Honors students receive honors-related academic advising from qualified faculty and/or staff.

13. The program serves as a laboratory within which faculty feel welcome to experiment with new subjects, approaches, and pedagogies. When proven successful, such efforts in curriculum and pedagogical development can serve as prototypes for initiatives that can become institutionalized across the campus.

14. The program regularly assesses and evaluates program goals and learning outcomes as articulated in the National Collegiate Honors Council's *Definition of Honors Education* and modes of honors learning, and as appropriate to the institution's culture and mission.

15. The program emphasizes active learning and participatory education by offering opportunities for students to participate in regional and national conferences, Honors Semesters, international programs, community service, internships, undergraduate research, and other types of experiential education.

16. When appropriate, two-year and four-year programs have articulation agreements by which honors graduates from two-year programs who meet previously agreed-upon requirements are accepted into four-year honors programs.

17. The program provides priority enrollment for active honors students in recognition of scheduling difficulties caused by the need to satisfy both honors and major program(s) requirements.

Approved by the NCHC Executive Committee on March 4, 1994; amended by the NCHC Board of Directors on November 23, 2007; further amended by the NCHC Board of Directors on February 19, 2010; further amended by the NCHC Board of Directors on June 19, 2014.

How do we think we score?

The National Collegiate Honors Council (NCHC) lists these as basic characteristics of a fully developed Honors Program:

Basic Characteristics of a Fully Developed Honors Program

Although no single or definitive honors program model can or should be superimposed on all types of institutions, the National Collegiate Honors Council has identified a number of best practices that are common to successful and fully developed honors programs.

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YES

2. The program has a clear mandate from the institution's administration in the form of a mission statement or charter document that includes the objectives and responsibilities of honors and defines the place of honors in the administrative and academic structure of the institution. The statement ensures the permanence and stability of honors by guaranteeing that adequate infrastructure resources, including an appropriate budget as well as appropriate faculty, staff, and administrative support when necessary, are allocated to honors so that the program avoids dependence on the good will and energy of particular faculty members or administrators for survival. In other words, the program is fully institutionalized (like comparable units on campus) so that it can build a lasting tradition of excellence.

YES

3. The honors director reports to the chief academic officer of the institution.

NO

4. The honors curriculum, established in harmony with the mission statement, meets the needs of the students in the program and features special courses, seminars, colloquia, experiential learning opportunities, undergraduate research opportunities, or other independent-study options.

YES

5. The program requirements constitute a substantial portion of the participants' undergraduate work, typically 20% to 25% of the total course work and certainly no less than 15%.

YES

6. The curriculum of the program is designed so that honors requirements can, when appropriate, also satisfy general education requirements, major or disciplinary requirements, and pre-professional or professional training requirements.

YES

7. The program provides a locus of visible and highly reputed standards and models of excellence for students and faculty across the campus.

YES

8. The criteria for selection of honors faculty include exceptional teaching skills, the ability to provide intellectual leadership and mentoring for able students, and support for the mission of honors education.

YES

9. The program is located in suitable, preferably prominent, quarters on campus that provide both access for the students and a focal point for honors activity. Those accommodations include space for honors administrative, faculty, and support staff functions as appropriate. They may include space for an honors lounge, library, reading rooms, and computer facilities. If the honors program has a significant residential component, the honors housing and residential life functions are designed to meet the academic and social needs of honors students.

MAYBE

10. The program has a standing committee or council of faculty members that works with the director or other administrative officer and is involved in honors curriculum, governance, policy, development, and evaluation deliberations. The composition of that group represents the colleges and/or departments served by the program and also elicits support for the program from across the campus.

YES

11. Honors students are assured a voice in the governance and direction of the honors program. This can be achieved through a student committee that conducts its business with as much autonomy as possible but works in collaboration with the administration and faculty to maintain excellence in the program. Honors students are included in governance, serving on the advisory/policy committee as well as constituting the group that governs the student association.

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YES

13. The program serves as a laboratory within which faculty feel welcome to experiment with new subjects, approaches, and pedagogies. When proven successful, such efforts in curriculum and pedagogical development can serve as prototypes for initiatives that can become institutionalized across the campus.

YES

14. The program regularly assesses and evaluates program goals and learning outcomes as articulated in the National Collegiate Honors Council's *Definition of Honors Education* and modes of honors learning, and as appropriate to the institution's culture and mission.

YES

15. The program emphasizes active learning and participatory education by offering opportunities for students to participate in regional and national conferences, Honors Semesters, international programs, community service, internships, undergraduate research, and other types of experiential education.

YES

16. When appropriate, two-year and four-year programs have articulation agreements by which honors graduates from two-year programs who meet previously agreed-upon requirements are accepted into four-year honors programs.

YES

17. The program provides priority enrollment for active honors students in recognition of scheduling difficulties caused by the need to satisfy both honors and major program(s) requirements.

YES

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Honors Program Criteria:

17 criteria in the areas of mission, enrollment, administrative structure, curriculum, infrastructure, and student services.

YES = 15

NO = 1 (administrative structure, line of reporting)

MAYBE = 1 (space, infrastructure)

**

The NCHC lists these as basic characteristics of a fully developed Honors College:

Basic Characteristics of a Fully Developed Honors College

The National Collegiate Honors Council has identified these best practices that are common to successful and fully developed honors colleges.

1. An honors college incorporates the relevant characteristics of a fully developed honors program.

YES

2. The honors college exists as an equal collegiate unit within a multi-collegiate university structure.

NO

3. The head of the honors college is a dean reporting directly to the chief academic officer of the institution and serving as a full member of the Council of Deans if one exists. The dean has a fulltime, 12-month appointment.

NO

4. The operational and staff budgets of honors colleges provide resources at least comparable to those of other collegiate units of equivalent size.

NO

5. The honors college exercises increased coordination and control of departmental honors where the college has emerged out of a decentralized system.

YES

6. The honors college exercises considerable control over honors recruitment and admissions, including the appropriate size of the incoming class. Admission to the honors college may be by separate application.

YES

7. The honors college exercises considerable control over its policies, curriculum, and selection of faculty.

YES

8. The curriculum of the honors college offers significant course opportunities across all four years of study.

YES

9. The curriculum of the honors college constitutes at least 20% of a student's degree program. The honors college requires an honors thesis or honors capstone project.

MAYBE

10. Where the home university has a significant residential component, the honors college offers substantial honors residential opportunities.

YES

11. The distinction achieved by the completion of the honors college requirements is publically announced and recorded, and methods may include announcement at commencement ceremonies, notations on the diploma and/or the student's final transcript, or other similar actions.

YES

12. Like other colleges within the university, the honors college may be involved in alumni affairs and development and may have an external advisory board.

YES

13. The college regularly assesses and evaluates program goals and learning outcomes as articulated in the National Collegiate Honors Council's *Definition of Honors Education* and modes of honors learning, and as appropriate to the institution's culture and mission.

YES

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June 2017

Honors College Criteria:

13 criteria in the areas of mission, enrollment, administrative structure, curriculum, infrastructure, and student services.

YES = 9 times

NO = 3 times (administrative structure, reporting line and budget)

MAYBE = 1 (honors curriculum)

University Honors Program

Live and learn with thinkers, doers, leaders.

Apply separately to the University Honors Program through a simple online application and join over 600 students already part of the program. Take advantage of honors scholarships, over $10,000 in research grants, early registration, and have your honors experience permanently noted on your official transcript.

Challenging Academics

- Tailor your courses, curriculum, and honors experience to your own interests and needs.
- Approximately 45 honors courses are offered during the academic year. These are small, challenging, discussion-based courses taught by top faculty across the university.
- Courses count toward major and general education requirements.
- Scholarly and pre-professional experiences, including everything from study abroad to groundbreaking research and distinguished scholarship applications, are strongly encouraged and supported.

Supportive Living Groups

- The University Honors Program is more than academics. It's also about interaction with peers from around the U.S., even the globe.
- Honors students have the opportunity to live in McCoy Hall, the first-year honors residence, or the Scholars Living-Learning Community for sophomore students and beyond.
- These options allow students to live with other motivated students to encourage the formation of study groups and a vibrant network of student scholars and lifelong friendships.

A Vibrant, Intellectual Community

- A variety of extra-curricular academic, cultural, and social events organized by the Honors Program and Honors Leaderships Council are held throughout the year.
- The University Honors Program puts you at the center of a diverse community of engaged peers, communities and thought-leading faculty throughout the university, the city of Moscow and beyond.

University of Idaho Honors Program

208-885-0154, honors@uidaho.edu, Idaho Commons Room 315, www.uidaho.edu/honors

FREQUENTLY ASKED QUESTIONS

What are the admission requirements for the Honors Program?
Minimum admission requirements are determined on a sliding scale of an applicant's unweighted high school GPA and SAT or ACT score plus review of four short essays. Applicants who do not meet the initial admission criteria may submit letters of support from teachers and other supporting documents. Students must first apply to and be admitted to the University of Idaho before they apply online to the Honors Program through the web portal. Transfer students must have an institutional GPA of 3.5 and a B or better in ENGL 102.

Once admitted to the Honors Program, how do I remain in it or what are the requirements?
Students in the program must maintain a 3.3 cumulative GPA and earn six Honors credits their first year, three more credits their second year, three more credits their third year, and complete at least fourteen honors credits by graduation. Students can go for higher achievement levels of 19 or 27 honors credits respectively.

Does the Honors program offer its own courses and if so, what types of courses?
The Honors Program offers courses that will count towards the general education requirement and other majors. The courses are discussion-based offered by hand-selected faculty and usually even smaller than regular courses.

Can students in the Honors Program pursue any are of study?
The Honors Program curriculum satisfies many genera education requirements and thus students can pursue any area of study. There are students in the Honors Program in every academic college.

Does the Honors Program offer scholarships?
All first-year student applicants are automatically considered for Honors Program scholarships. Applicants do NOT need to apply again for scholarships. The scholarships renew up to three times as long as students meet the program GPA and credit requirements.

Does the Honors Program offer housing options?
Honors Program students may apply to live on campus in McCoy Hall or the Scholars Living Learning Community.

Does it cost extra to be in the Honors Program?
It does NOT cost more to be a student in the Honors Program.

What are the benefits of being in the Honors Program?
The benefits are numerous and include studying in small discussion-based Honors classes, priority registration for classes regardless of major and year, academic advising, additional funding opportunities and undergraduate research grant opportunities, Honors housing and numerous academic and cultural engagement opportunities.

University of Idaho Honors Program

Honors Program Admission Requirements:
Minimum requirements for students applying directly after high school depend on the student's cumulative, unweighted high school GPA and his/her composite ACT score or combined SAT score.

How to read this chart:
First, find your **unweighted** high school GPA in the chart below. With your unweighted GPA, you can determine what SAT or ACT score is needed for admission to the program. If you meet the minimum admission requirements, please apply online at https://www.uidaho.edu/academic-affairs/university-honors-program/admission/first-year-student

If you do not meet the minimum GPA or test score(s) to apply, we still encourage you to go through our "exception" process. Through this process, you will need to submit two letters of recommendation, a paragraph describing why you would like to be a part of the Honors Program, a list of high school activities and accomplishments and four compositions (the topics will be emailed to you after completing the online application).

ACT CORRELATION CHART

HIGH SCHOOL GPA	*ACT SCORE*
4.0	22
3.95	23
3.92	24
3.88	25
3.84	26
3.80	26
3.73	29
3.69	30
3.65	31
3.58	33
3.54	34
3.50	35
3.46	36

Correlation between High School GPA and Old SAT: Critical Reading + Math Scores (Prior to March 2016)

HIGH SCHOOL GPA	*"Old" SAT SCORE*
4.00	1040
3.99	1040
3.98	1050
3.97	1060
3.96	1070
3.95	1080
3.94	1090
3.93	1100
3.92	1110
3.91	1120
3.90	1130
3.89	1140
3.88	1150
3.87	1160
3.86	1170
3.85	1180
3.84	1190
3.83	1200
3.82	1210
3.81	1220
3.80	1230
3.79	1240
3.78	1250
3.77	1260
3.76	1270
3.75	1280
3.74	1290
3.73	1300
3.72	1320
3.71	1330
3.70	1340
3.69	1350
3.68	1360
3.67	1370
3.66	1380
3.65	1390
3.64	1400
3.63	1410
3.62	1420

3.61	1430
3.60	1440
3.59	1450
3.58	1460
3.57	1470
3.56	1480
3.55	1490
3.54	1500
3.53	1510
3.52	1520
3.51	1530
3.50	1540
3.49	1550
3.48	1560
3.47	1570
3.46	1580
3.45	1590
3.44	1600

Correlation between High School GPA and New SAT: Evidence-Based Reading and Writing + Math Scores (Beginning March 2016)

HIGH SCHOOL GPA	*"New" SAT SCORE*
4.00	1120
3.99	1120
3.98	1120
3.97	1130
3.96	1140
3.95	1150
3.94	1160
3.93	1170
3.92	1180
3.91	1190
3.90	1200
3.89	1210
3.88	1220
3.87	1230
3.86	1240
3.85	1250
3.84	1260
3.83	1270
3.82	1280
3.81	1290
3.80	1300
3.79	1310
3.78	1310
3.77	1320
3.76	1330
3.75	1340
3.74	1350
3.73	1360
3.72	1380
3.71	1390
3.70	1400
3.69	1410
3.68	1410
3.67	1420
3.66	1430
3.65	1440
3.64	1450
3.63	1460
3.62	1470
3.61	1480
3.60	1480
3.59	1490
3.58	1500
3.57	1510
3.56	1510
3.55	1520
3.54	1530
3.53	1540
3.52	1540
3.51	1550
3.50	1560
3.49	1560
3.48	1580
3.47	1590
3.46	1590
3.45	1600
3.44	1600

Award Levels

University of Idaho
University Honors Program

Level Name	Completion of Honors Program	"Honors Core Award"	"Honors Scholar Award"	"Honors Scholar Award with Distinction"
Credit hours required	14	19	27	27 plus Honors thesis
Cumulative GPA	3.3 UI	3.3 UI	3.3 UI	3.3 UI
Course contract credits allowed	N/A	Up to 9 cr	Up to 12 cr	Up to 12 cr
300-400 level course work	N/A	N/A	At least 6 cr	At least 6 cr
Academic and/or experiential	N/A	Up to 3 points	Up to 6 points	Up to 6 points

Program Requirements

1.) Complete a minimum of 14 Honors credits (12 Honors credits for transfer students)
   - 6 credits by the end of 1st year
   - 9 credits by end of 2nd year
   - 12 credits by end of 3rd year
   - 14 credits by end of 4th year

2.) Maintain a 3.3 institutional cumulative GPA

University of Idaho
University Honors Program

UI Honors Academic and Experiential Points Contract*

Student Information					
Student name:	**Student ID Number:**				
Phone:	**Email:**				
Number of Points:	**Academic**		**Experiential**		

Academic		**Experiential**	
	Write and submit an academic manuscript for a peer-reviewed journal (1-3 points)		Attend a regional or national leadership/ service/ Honors Conference (1 point)
	Publish a peer-reviewed academic journal manuscript (1-6 points)		Participate in an ASB trip (1-3 weeks) (1 point)
	Present research/ scholarship/ and or creative activity at a UI Conference (1 points)		Serve as an HLC member over 2 semesters (1 point)
	Present research/ scholarship and/ or creative activity at a regional/ national or international conference (1 points)		Serve as an Honors Ambassador (1 point)
	Perform a creative activity or display a piece of art in a gallery/ exhibit (not required by major) (1 point)		Lead in a significant capacity as approved by the Honors Program Director (ROTC, etc., excluding TTM) (1 point)
	Serve as a teaching assistant or research assistant (1-3 points)		Structured international experience (excluding study abroad classes and ASB international trips) (1 point)
	Participate in a significant research project/ REU or summer research program (1-2 points)	***Please attach on a separate piece of paper a 100-word description of the project seeking approval.**	
	Apply for an undergraduate research grant (1 point)		
	Apply for a nationally competitive scholarship/ grant (1 point)		
	Study Abroad (Summer term (2)/ semester (3)/ full year (6 points))		
Student signature:		**Date:**	

Final Approval: (No later than finals week of the semester for which the project is approved)	
The Honors Academic or Experiential Activity Contract described above has been completed for ___ point(s) and approved for use toward one of the UHP awards.	
UHP Director signature:	**Date:**

Honors Course Contract

Student Information:

Student name:	Student ID:
Phone:	Email:

I wish to enroll in the following Honors Course Option.

Directed Study		Course Adjustment Option	
Department:			
Course Title:			
Course Credits:	Course Number:		Course Section number:

I have read the UHP Contract guidelines; and I agree to comply with this Honors contract.

Student signature:	**Date:**

Faculty Information:

Faculty Name:						
Department:						
Faculty Rank or Job Title:						
Faculty Status:	Tenured		Tenure-track		Non-tenure-track	
Campus phone:			Email:			

I agree to help plan, supervise, and evaluate this Honors Course Contract.

Faculty Signature:	**Date:**
A Department chair's approval and signature is only required for non-tenure-track faculty to insure appropriate qualifications to supervise the proposed course.	
Department chair signature:	**Date:**

After carefully reading the course contract information on the Honors website, work with your faculty mentor to develop learning expectations and then attach a detailed description of the proposed course work that you will complete through your Honors Contract. Be sure that the description of your course work includes project titles, learning objectives, specific assignments and activities, due dates, and evaluation methods. Please reach out to the Honors program at honors@uidaho.edu for more information.

The deadline for submitting the initial contract with the Honors Program is no later than 5:00 p.m. on the third Friday of the semester.

University Honors Program Initial Contract Approval:

This Honors Course Contract is approved.	
UHP Director Signature:	**Date:**

Faculty Final Approval:

This student completed all agreed upon work throughout the course of the semester:	
Faculty Signature:	**Date:**

Submit the final contract with faculty signature to the UHP Director by 5:00 p.m. on Friday of "exam week."

University Honors Program Final Approval:*

This Honors Contract is approved.	
UHP Director Signature:	**Date:**

****There must be a signature on the Honors Program Final approval for you to receive Honors credits for the course.***

University of Idaho

Marketing and Brag Points

What differentiates the University Honors Program from our competition and what does that mean for the prospective student?

Brag point or Benefit	Outcomes and/or Benefits for our students
Academic Points	
• Small, challenging, discussion-based courses.	• Get to know fellow Honors students and professors better.
• Courses count toward a student's major and meet general education requirements.	• You will be on track to graduate in time.
• Students can receive academic distinctions (Honors Core Award, Honors Certificate, or Honors Certificate and Thesis) that will be recorded on the student's official transcript.	• Be recognized for your scholarly achievements at the UI long after you graduate.
• Small, private college experience within an outstanding public university.	• You will have many opportunities to stand out.
• Early registration for first choice of classes	• Get into the classes you need.
• Extra advising/mentoring for grad school, summer jobs, internships, research, and awards.	• Honors advisors are available to help you excel at the UI.
• Assistance in applying for distinguished national scholarships.	• The campus Distinguished Scholarships Coordinator is housed in the Honors Program, giving Honors students convenient access.
• Professors who know you well enough to write good letters of recommendation.	• You won't need to find someone last minute who can write about your qualifications.
• Our students are involved in Undergraduate Research including, but not limited to, nationally recognized summer undergraduate research experiences (REU) and on-campus Research Assistantships.	• At a land-grant university like the University of Idaho, students are offered many opportunities to be engaged in research without having to compete with hundreds of other undergraduate students in the same program or field.

• Our students are studying abroad on many continents through a number of pathways including, but not limited to, the University Study Abroad Consortium (USAC), which means that college credits earned abroad, including Honors credits, transfer to the University of Idaho.	• Your college credits earned abroad, including Honors credits, will transfer to the University of Idaho. • You are able to learn a new language or hone your language skills while at the University of Idaho.

• Our students are receiving distinguished national scholarships:
  ○ UI student, Zachary Lien, is a recipient of both the Mount Vernon Leadership Fellows and Rangel Summer Enrichment Program.
  ○ UI alumni, Alyssa Ertel, Benjamin Anzis, and Elyce Gosselin are recent recipients of the Goldwater Scholarship, the premier undergraduate award of its type in the fields of mathematics, the natural sciences and engineering.
	• You may win scholarships for graduate school or other professional development avenues and degrees.
	• You stand out from other applicants for schools and employment.
	• You earn experience with applying to scholarships, fellowship, and awards.

• Honors thesis	• You will receive mentoring from a committee of faculty members in your field and have a completed research paper ready to submit with your graduate school application.
Student Life Points	

• Honors Living Communities
  ○ McCoy First-Year Hall
  ○ Scholars Living-Learning Community
	• Excellent opportunities to develop a community of friends and peers.

• Academic and Personal Development Activities:
  ○ Honors Student Leadership Council
  ○ Honors Ambassador Program
  ○ Book Club
  ○ Student literary publication: "The Looking Glass"
  ○ "Fire-side chats" with professors
  ○ "Movie and a prof" nights with discussions
	• You have numerous occasions to interact with faculty from all disciplines in informal settings
	• You can learn and hone your leadership skills.
	• You can expand your cultural and social competencies.

○ "Food for thought lunches" with professors ○ Things That Matter weekly student discussion groups	
• Volunteer and Service Activities ○ Blood Drive ○ Food Bank ○ Relay for Life ○ Saturday of Service ○ Paint the Palouse	• You can engage in community service projects with others.
• Social and Cultural Activities ○ Salmon River raft trip ○ Ice skating, "Dive-in" at the swimming pool, and rock climbing at the Student Rec Center ○ Auditorium Chamber Music Series and university theater productions ○ Spokane Chinese Lantern Festival ○ Day hikes to Kamiak Butte and Elk River Falls ○ Harry Potter Night, Game Night, Trivia Night, Open Mic Night, and Movie Night ○ Honors Dance	• You will have fun and make lifelong friends.
Finances and Affordability Points	
• Honors Scholarships and WUEs	• Selective Honors scholarships contribute to financial success.
Survey Points	
• Courses/professors are rated highly by students	• You learn from some of the highest rated professors and instructors on campus.
• Graduation rate is higher	• You may graduate earlier than other students as the University of Idaho accepts your dual credits from High School and a large number of AP credits.
• Average class size is smaller than other classes	• Honors classes are caped at a smaller number which

	decreases the faculty-to-student ratio even further.
• Ratio of staff to Honors students: four staff members for over 500 Honors students	• You experience an individualized approach to higher learning usually reserved for selective small liberal arts colleges.
• National merits	• The University of Idaho offers full rides to National Merit Students.

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #5

3:30 p.m. - Tuesday, September 4, 2018
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2018-19 Faculty Senate Meeting #4, August 28, 2018 (vote)

III. Consent Agenda.

IV. Chair's Report.

V. Provost's Report.

VI. Unfinished Business and General Orders.

- Senate meeting time 2:30-4 pm

VII. Other Announcements and Communications.

- **Enrollment/Recruitment** (Kahler)

VIII. Committee Reports.

IX. Special Orders.

X. New Business.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments: Minutes of 2018-2019 FS Meeting #4

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #4, Tuesday, August 28, 2018

Present: Benedum, Brandt (w/o vote), Cannon (Boise), Caplan, Chopin, DeAngelis, Dezzani, Ellison, Foster, Grieb, Jeffrey, Johnson, Keim, Kern (Coeur d'Alene), Kirchmeier, Lambeth, Lee, Lee-Painter, Luckhart, McKellar (Idaho Falls), Morgan, Raja, Seamon, Tibbals, Vella, Wiencek (w/o vote). **Absent**: Leonor, Mahoney, Schwarzlaender, Watson. **Guests:** 8

Call to Order and Minutes. The chair called the meeting to order at 3:31 p.m.

Prior to the approval of the minutes the chair noted that a parliamentary error was made at meeting #3 on August 21, 2018 and the item on the consent agenda was not approved. A motion (Tibbals/DeAngelis) to approve the item was made and passed unanimously.

A motion to approve the minutes (Jeffrey/Lee-Painter) passed unanimously. A senator asked if she could abstain. The chair explained that pursuant to the standing rules of the faculty senate, abstentions are not recorded except on the request of the abstaining senator. The senator did not ask that her abstention be recorded.

Chair's Report:

1. The China on the Palouse speaker series begins on September 20. The first event will be held from 4:00 to 5:00 p.m. in TLC 023. University of Idaho Professor Dr. You Qiang will be talking about the modern-day relationship between science and the ancient Chinese philosophy of the I-Ching.
2. The chair informed senators that senate leadership works to minimize email from senate to the agenda and the *Talking Points*. Periodically, however, leadership will send additional emails. Last week we contacted senators asking for feedback on VandalStar in order to provide helpful feedback as the system is implemented. Comments will be shared with Strategic Enrollment Management (SEM) and with the Teaching & Advising Committee (TEAC). He encouraged senators to send any additional comments to Anna Thompson (annat@uidaho.edu) by 5:00 p.m. on Wednesday August 29, 2018.
3. The chair reminded senate of the University Budget & Finance Committee (UBFC) process. The report of last year's committee year will be circulated by email and will be discussed at the next senate meeting. Outgoing chair, Prof. Darryl Wooley, and incoming chair, Prof. Phillip Scruggs, will present the committee's report. The chair reminded senators that the role of the UBFC does not directly fund proposals. The role of the committee is to vet proposals and make recommendations to the university administration. The report is a public document and may be circulated.

Provost Report:

1. The provost first addressed recent personnel issues. The internal search for an interim director of the University of Idaho -- Idaho Falls center, is reaching a conclusion. An offer has been made and the provost is optimistic that an interim director will be named soon. The search for the Interim Executive Director of Undergraduate Advising has failed. Although a qualified candidate was identified, the person has withdrawn from the search. The provost and leaders at SEM will regroup to discuss how to proceed. In the meantime, our existing advising system is continuing to move forward to meet the needs of students as it has done in the past.
2. The provost announced that his office will focus this year on meeting the needs of our students. He pointed out that the ASUI has come to senate with a number of concerns regarding timely

grading and communication of grades. The provost is hoping faculty will support efforts to address student needs and concerns through groups such as TEAC and in collaboration with his office and ASUI.

3. Finally, the provost addressed the pending issue of possible college mergers. He is considering how to proceed with the issue especially in light of the presidential transition and would be happy to receive input from senators. He suggested that a poll of senators seeking input might be appropriate. The provost is considering whether now is a good time to move forward with a discussion of mergers, and what the objectives of the process should be. If the university moves ahead with consideration of college mergers, a larger group involving the impacted colleges must be assembled to consider all the issues. The group would have to consult with alumni and external stakeholders as well. He is wary of moving the process forward and causing stress and dislocation, if we do not have a clear vision of where we are going.

A senator commented that the focus on students should extend not only undergraduate students, but also to graduate students. Regarding the question of mergers, the senator asked whether the provost had a time frame in mind? The provost responded that at the end of last spring semester a consensus was emerging regarding the need for mergers and the goals of mergers. Several ideas seemed to have momentum including merging the College of Art & Architecture (CAA), the College of Letters Arts & Social Sciences (CLASS) and the College of Science (COS). Within those ideas, questions existed about whether a school or college of fine arts also might be created, as well as whether it would be wise to create a single large college with several significant schools. If the university moves forward with continued study of mergers this fall, the logical approach might be to look into these ideas in more detail. Possibly, a white paper could be developed that would identify the strengths and weakness of each approach. The white paper could be provided to the president who could then move a proposal forward with relevant internal and external constituencies. One additional concern is how the university's financial issues should be considered in the discussion of mergers.

Advising and VandalStar: Dean Kahler, Vice Provost for Strategic Enrollment Management presented a report to senate regarding the progress on the plan for shared advising and the implementation of VandalStar.

Kahler began by addressing the activities that have occurred since last October regarding shared advising. SEM has been coordinating with students, advisors and faculty to identify needs and implement changes in the structure of advising. Kahler reminded senators that last spring, Vice Provost for Academic Initiatives Cher Hendricks, led a study group that was focused on identifying the steps necessary to improve advising services for our students. The shared advising model emerged from this discussion. The central feature of shared advising is to bring all professional advisors together to coordinate and improve service to students. One thing the study group was committed to was not disrupting faculty advising roles. The new structure for professional advising is not intended to change the role faculty members play in advising. The goal of the structure is to foster more consistent support and resources for professional advisors across campus so that all students have access to the same full menu of services. Another advantage of shared advising is that the structure should provide a career ladder for professional advisors.

Under the shared advising model, individual professional advisors will be embedded in the colleges. They will report to the student services directors in each of the colleges. The student services directors will report to the Executive Director of Undergraduate Advising who will report both to Vice Provost Kahler and to the college dean. In addition, the student services directors will still have an indirect report to the college dean. Kahler noted that with the failure of the search for an interim executive director, this structure may have to be re-examined.

A senator asked whether there are student services directors in every college. Kahler responded that not every college has a student services director. As the new system is implemented, such gaps will have to be addressed. Moreover, many student services directors and college advisors have a mix of responsibilities. During implementation, issues will have to be addressed regarding the best way to cover these responsibilities. Provost Wiencek added that the intent had been to hire an executive director who did not have a pre-conceived idea of how the system should run and who could study how each of the colleges are operating. The goal was that the executive director would sort and evaluate the different approaches and would confer with the deans to implement a long-term structure. He noted that the implementation of a new structure for advising is going to happen over time with many opportunities for comment and input.

A senator asked whether, as advising becomes centralized, advisors will continue to be located in the college or would they gradually move to a centralized location? Kahler responded that advisors will not be moved to a central location, but will remain embedded in the colleges. It is highly beneficial for advisors to be located in colleges so they can develop relationships with college students, faculty and staff and so they can develop more intimate familiarity with the programs in the college. Provost Wiencek acknowledged that he was likely responsible for the misunderstanding that advisors would be moved to a centralized location. For lack of better terminology, he and others in his office used the word "centralized" to describe their goals when the process of restructuring began. He noted that the term "shared advising" emerged from the study process and is a better descriptor of the project. He also stressed that, although many advisors have responsibilities in, for example, the areas of recruitment and career development, the re-structuring is focused on advising.

A senator asked whether, while the system is evolving, the provost or Kahler could share a working model of the final system with senate? For example, will new students get assigned to a professional advisor and an academic advisor when they are accepted and enroll? Are we expecting students to see more than one advisor? VP Kahler responded that students receive a letter of admission inviting them to attend an on-campus event such as UIdaho Bound. At that time, an academic advisor within the student's major will be assigned in Banner or, in the future through VandalStar. Hopefully, students will develop one-on-one relationships with their advisors that will continue during the students' college careers. However, under the new coordinated system, if a student is unable to access her or his advisor when needed, the student will be able to see another advisor to get the help they need. Their original advisor will remain their primary point of contact. The senator followed up and asked whether students would see more than one advisor at a time. Kahler acknowledged that these workload issues will have to be addressed as the system is implemented.

The chair commented that what works at one college might be different at another college. He asked whether the embedded advisors will have flexibility to have these approaches. Kahler agreed that the system will permit flexibility, but he emphasized that such flexibility might have to be balanced against the goal of providing high quality and quality advising services to all students. SEM is working to balance and accommodate college and department needs.

A senator asked how many professional advisors are employed by the university? He also commented that he was still unclear as to the role of the professional advisors, and the differences between professional advisors and faculty advisors. Kahler acknowledged that the role of the professional advisors is still being developed. At present, professional advisors handle issues such as informing students of core and program requirements, mechanical processes of finding classes, successfully registering and ensuring that students have an appropriate degree plan. Faculty advisors are more likely to serve in a mentoring role assisting students with matching student aptitudes to majors and career considerations. A survey conducted during spring 2018 by VP Hendricks's study group reinforced that faculty enjoy and are good

at this mentoring role. Having said that, Kahler emphasized that professional advisors also develop close relationships with students that should be encouraged and nurtured. Students are served best when they can find the support they need in different ways. The senator reminded Kahler to provide the number of professional advisors. He responded that although it is somewhat difficult to count because of the different roles individual advisors may assume, there are 25-26 professional advisors across campus. The provost responded that the best practice is that faculty should serve approximately 25 advisees while professional advisors should serve approximately 300 students. He emphasized that as a result of our decentralized approach to advising, colleges have customized how they approach advising and have assigned very college specific functions to their advisors. While this makes sense, it has led to unevenness in advising that has become an issue for students. The unevenness is especially problematic when students transfer between colleges. The provost, referencing an earlier question, also emphasized that there is no "end-point" in mind. Rather the hope is that the structure will emerge through the implementation process and not be governed by pre-conceived ideas. The emphasis will be to improve the quality of advising and equalize the services available across the university.

A faculty member asked whether there is a mechanism to coordinate the comments and actions of the professional advisors and the faculty advisors? Kahler responded that this type of coordination will be supported by VandalStar which he will address in the second part of his presentation.

A senator commented that students are moving between majors more quickly than colleges can respond with reassignment of faculty. This has resulted in very uneven advising. He encouraged the university to consider making the assignment of professional advisors more fluid so that professional advisors can respond to shifting student interests. Kahler agreed that our current advising system is not able to respond effectively to such changes. He anticipates that such responsiveness can be built into a new system through cross-training and coordination.

A senator commented that while she appreciates the goal of good advising, she is concerned that the uniqueness of individual college approaches will be lost. Kahler responded that professional advisors will remain embedded in individual colleges and programs. He also stated that one of the reasons the position of the executive director was created is to balance the unique needs of the college against the need for coordination and consisten services. The senator followed up commenting that the number of mid-level administrators at the university seems to be increasing rapidly at a time when budgets are limited. She asked for more information on benefits of creating the position of executive director. She suggested that resources might be more effectively used by hiring additional professional advisors. Provost Wiencek responded that the position of executive director was created because the college student services directors were concerned about their ability to meet the demands of their colleges and the demands of the new advising structure. Now that the search for the executive director has failed, there is an open question regarding whether the executive director position should remain. This question will have to be part of the ongoing discussions regarding how to organize advising.

A senator questioned the repeated statements that the role of faculty advising will not change. He commented that in his experience he rarely advises freshmen and sophomores. He expressed concern that students are being advised about whether to stay with a major by advisors who may have little or no familiarity with the program. Kahler responded that SEM is paying attention to such input and exploring ways to address concerns. Through the shared structure of advising, they hope to work with the deans to ensure that programmatic needs are met. Provost Wiencek added that the new structure has not been implemented. The faculty member's experience reflects changes that have already been made within the faculty member's department or college. The provost suggested that TEAC should be looking at these types of changes. The chair underscored that faculty need to be continually engaged in order to improve advising. The anticipated changes will only succeed if everybody is committed to student success and if

we trust the good will of those implementing the changes. He also stated faculty have to assist in building systems of accountability.

In addition to addressing changes in advising, Vice Provost Kahler addressed the implementation of VandalStar, an information portal that will connect faculty, students and staff. VandalStar will allow faculty and staff to share comments regarding a student's needs, provide online access to helpful resources, complement student actions, and schedule online appointments. The software was purchased last fall. During the spring semester an implementation team worked to build the UI specific system and piloted it with 55 courses. Based on the feedback from last spring, the decision was made to implement VandalStar for all 100 level courses this fall. Kahler sent a memo to campus just before the start of the semester announcing the plan. Although VandalStar is being implemented initially for 100-level courses, it is available to any faculty who wish to use it. Two open forums were held last week in which a number of faculty expressed interest in using VandalStar. SEM is also planning to use VandalStar for early warning grades. With roll out of Banner IX, VandalWeb will no longer have the ability to support the early warning grade process. In addition to the two forums previously held, SEM will sponsor additional forums in the future. Streamed tutorials are available for VandalStar. Also, SEM staff are willing to provide training to colleges and departments on request. Kahler stated that the software is very intuitive. Initial faculty and student feedback to SEM has been positive. VandalStar supports communication in a number of ways. It allows faculty and advisors to communicate a warning when a student is not attending class or is in academic trouble in a class. Advisors can see a faculty member's warning, act on it and respond so the faculty member knows the concern is being addressed. It allows advisors and faculty to see how they each are responding to the student needs. Professor Stacy Isenbarger, who was part of the implementation and pilot testing of VandalStar, and who attended the meeting at the invitation of Kahler, added that the system was extremely helpful in managing a class taught by graduate TAs. VandalStar also supports faculty communication with a class of students.

A senator commented that he participated in the VandalStar training and found it quite interactive and effective. He commented that he experienced issues working with the software on a Mac computer and in a calendar application other than Microsoft Outlook. Kahler indicated he would follow-up on the compatibility issues. The senator followed up asking whether there was a way to use VandalStar to communicate to a limited group as opposed to making a flag totally public or totally private communication. For example, he wondered whether a limited communication regarding a possible student mental health issue might be possible. Shishona Turner, the SEM Lead for VandalStar implementation also was in attendance at the meeting. She indicated that faculty should use VandalCare to report concerns regarding mental or physical health, Title IX or student conduct issues. She explained that although VandalStar is designed to protect student privacy, it has not been developed to support these types of reports. Integrating these systems is on the list of future expansion programs. A drop-down box in VandalStar refers faculty to VandalCare. Another senator asked whether VandalStar would have the same capability as VandalWeb regarding DegreeAudit. She commented that many faculty place notes in DegreeAudit when advising students. She asked whether faculty should use both Degree Audit and VandalStar? Kahler responded that for issues related to student completion of degree requirements, comments should be included in DegreeAudit. However, for other types of issues, comments should be included in VandalStar. Turner pointed out that notes in DegreeAudit are not broadly shared to groups such as housing advisors and career services.

A senator followed up commenting on the high number of software platforms needed to support students. He named BBLearn, VandalWeb, VandalCare, and now VandalStar. He asked whether this proliferation of incompatible software platforms could be addressed. Kahler acknowledged the observation as valid. He commented that the university is working to achieve better software integration. Isenbarger stated that the benefit of VandalStar is that it allows for input at any time and is more flexible

than DegreeAudit. Another senator commented that many off-campus faculty are frustrated with the focus on freshmen and sophomores to the exclusion of upper-division and graduate students. She pointed out that VandalStar does not support graduate students at all.

Greg Lambeth, the Director of the Counseling and Testing Center, and also a senator, commented that VandalCare is focused on a very narrow set of circumstances such as Title IX, suicide prevention, and student self-harm situations. He believes that the times when faculty need to use VandalCare are infrequent and very specific. For this reason, he did not think VandalCare would contribute significantly to the software overload.

A senator who was involved in the implementation process commented that he was impressed by the competence of the team that put VandalStar together. He specifically complemented SEM Advisor Cynthia Castro, lead Shishona Turner and others who have worked incredible hours to move the implementation of VandalStar forward as smoothly as possible. He emphasized that the team is focused on improving the experience for our students.

The chair thanked Vice Provost Kahler, Professor Isenbarger, and Shishona Turner for their presentation.

Prior to the close of the meeting, the chair informed senators that Professor Lee-Painter had volunteered to serve as the senate representative on the Campus Planning Advisory Committee (CPAC). He asked for senate confirmation of Lee-Painter's appointment to the committee. It was moved (Morgan/Dezzani) that Lee-Painter be appointed to CPAC. This was unanimously approved. The chair thanked Lee-Painter for his willingness to serve in this capacity.

The time for the meeting having expired, a motion to adjourn (Dezzani/Tibbals) was unanimously approved. The meeting was adjourned at 5:00 p.m.

Respectfully Submitted,

Liz Brandt, Faculty Secretary &
Secretary to the Faculty Senate

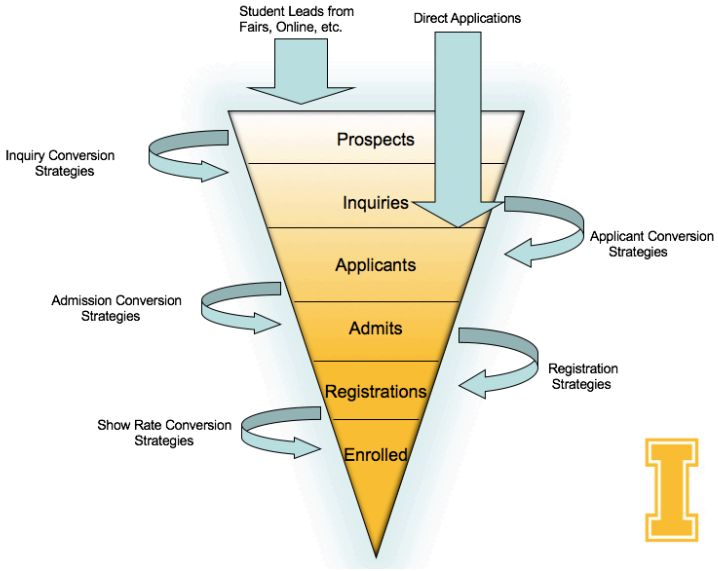
Strategic Enrollment Management

Faculty, Staff and Alumni and Roles in Recruitment

The University of Idaho

The responsibility for recruitment of students has been assigned to recruitment teams on university campuses for several years. However, while there are a team of individuals who are responsible for hitting the pavement to conduct high school visits and college fairs, others on campus and in the community are quite influential. The most effective recruitment programs are those which have collaborative and coordinated recruitment roles on campuses. The following is a discussion of roles that our campus community can undertake to help with recruitment at the University of Idaho (UI).

At the UI we generally use the enrollment funnel nomenclature indicated in the below diagram for both new first-time freshmen as well as transfer students. A student normally will progress through the stages starting as a Prospective Student and ending at the Enrolled Student stage. However, students can enter the funnel at different stages:



- **Prospective** students are those possible students who might attend college but have not expressed an interest in the UI. We may purchase student names through a clearinghouse and initiate marketing messages to those students introducing the UI.

- **Inquiries** are those students who have expressed an interest in the UI. They may have asked ACT/College Board to send their test scores to the UI as an example.
- **Applicants** have submitted an application to the UI but have not been admitted. Students may stay at applicant stage due to missing documentation that prevents an admission decision from being made. Some students, often referred to as stealth applicants, may enter the funnel at this stage with no prior contact with UI.
- **Admitted** students have completed the entire application and admission process and an official decision has been made on their admission to UI.
- **Registered** students (Registrations) are those new students who have attended a UIdahoBound (UIB) program or have otherwise registered for classes for a future term.
- **Enrolled** students include those students who have actually come to campus and will be counted in the semester census date as a new first-time freshmen or transfer student.

Conversion strategies to advance the student through the enrollment funnel stages are implemented to ultimately realize a final enrollment goal each semester. The stronger the conversion strategies the more effective the recruitment program. Without strong conversion strategies universities pour more prospective students in the top of the funnel hoping for more enrolled students to be realized.

> *(An example of a strategy to convert a student from the inquiry to the applicant stage should include inviting the student and their parents for a campus visit. Students who have a good campus visit experience tend to apply for admission at higher rates than those who do not visit the campus. Parents who see first-hand a supportive campus environment tend to support their child's decision to apply to that school.)*

Investing in prospective student names in lieu of enhancing conversion strategies can be resource intensive and should be balanced in the overall recruitment strategy.

Professional Recruitment Staff

The professional recruitment staff are the recruitment teams located within the Admission Office at the UI. The recruiters are responsible for recruitment within territories that include all 50 states in the U.S. as well as the international markets. They have defined enrollment funnel goals for their respective markets. The recruiters are based in Boise, Moscow, Southern and Northern California, Spokane/Coeur d'Alene, Portland, Seattle, Eastern Idaho, and Central Idaho to more efficiently reach their respective markets. One international recruiter is currently located in New Delhi, India and the other international recruiter is based in Moscow. Recruiters do travel to larger and more distant venues as the recruitment resources allow and based upon strategic priority.

The recruitment staff are responsible for outreach to high schools, community colleges, local and regional fairs, and national NACAC college fairs as well as many other venues. Their primary role is to generate student interest in all majors offered at the UI. Recruitment staff travel extensively throughout the year to generate inquiries. Those inquiries are collected by the

recruitment staff and entered into the CRM (Constituent Relations Management) software so that structured and coordinated communication campaigns can be delivered to the students in a personalized and targeted manner. The UI currently utilizes Radius as the CRM.

The recruitment staff are primarily responsible for initiating and nurturing recruitment relationships with their students within their territory. Outreach can occur anytime during the student's educational career with most student interest being expressed in their sophomore year or later in high school or during their career at a community college. Recruitment staff are generalists who are able to speak about most every program at UI. The objective is to have a student express interest (inquire) in UI and then bring the student contact to the university. The recruiter maintains a relationship with the student to facilitate progression through the enrollment funnel that results in enrollment.

Faculty

The faculty role in recruitment is key to adding depth and substance to the already established inquiries that are generated by the recruitment staff. As Elrick (2017) states, "The expertise of faculty members and the relationships they build matter. The influence they can have on students—both prospective and current—can truly impact recruitment." The faculty should be given the opportunity to showcase their own areas of expertise and to develop the interest level of the student in that discipline. Students generally meet with faculty to discover what the outcomes and benefits could be should they enroll in that academic program at the UI. This is the opportunity to differentiate the UI from the competitors with whom the student has also expressed an interest. The importance of the faculty role in the ultimate enrollment of the student who has expressed an interest in the UI should not be underestimated.

Faculty should generally not be called upon to interact with prospects but rather be called upon to interact with inquiries and students further along in the enrollment funnel (ex. Inquiries, Applicants, Admits, Registrations, etc.). This might typically be accomplished by faculty having a role in the following:

- visiting with parents and students who visit the campus,
- interacting with parents and students who attend Meet The Vandals (MTV), Sneak peeks, or Envision expo formats,
- offering expertise and mentoring at UIdahoBound programs within their respective academic area,
- reaching out to inquiries or other students further in the funnel to encourage them to convert to the next stage in the funnel (this can occur through follow up with students through letters, emails, personally written cards or through a telephone call),
- visiting with counterparts at community colleges or at other venues within their respective disciplines to promote and recruit for the UI (Examples might include:
    - *College of Agriculture and Life Sciences might have an opportunity to recruit at the annual National FFA Washington Leadership Conference, or*
    - *College of Art and Architecture might recruit at the Annual Architectural Design Competition for High School Students held by the Architectural Foundation of San Francisco or the National Student Leadership Conference on Architecture, or*

    - *College of Business and Economics might coordinate a visit to promote UI with the NIC Department of Business, or*
    - *College of Education, Health and Human Sciences might send faculty from the Movement Sciences to Mesa Community College to recruit students from the Exercise Science program to UI, or*
    - *College of Engineering may choose to become a judge or set up a recruitment table at the Environmental and Spatial Technology (EAST) annual conference to recruit high caliber students interested in high tech fields, or*
    - *College of Letters, Arts, and Social Sciences might participate in the JEA/NSPA Fall National High School Journalism Convention to recruit potential students to the UI Journalism program, or*
    - *College of Natural Resources may send faculty to participate as judges in the Society for Range Management High School Youth Forum paper competition which results in recruitment opportunities for the college, or*
    - *College of Science may send ambassadors to help recruit at the Intel International Science and Engineering Fair (Intel ISEF)*
- leveraging relationships with faculty in high schools where they may have the opportunity to present in a classroom, or
- providing expertise in other events (ex. FFA, FBLA, BPA, and FEA Events, Rangeland Conferences, Pitch Contests, etc.) which may lead to an opportunity to recruit on the behalf of the University and College.

Where the faculty are initiating contact with a prospect, the faculty should attempt to share the student's contact information with the admission office. This assures that the student is inserted into the university communication plan and will continue to receive communications from Financial Aid, Housing, Meal Services, Greek Organizations, Student Affairs, Admission Office and so on.

In general, faculty would not have an expectation that they would travel to recruit and generate inquiries from prospective students. In some instances, having faculty representation at a recruitment event has been identified as important to reach a target market (ex. a speech or communications faculty may be helpful in a high school forensics contest). In those instances, it is key that faculty share with the admission office where they are recruiting, collect prospective student leads and share those contacts with the admission office to ensure that the students do not miss university communications campaigns. It is important that the admission office be aware of these recruitment events in advance so that recruitment efforts are coordinated and there is no unneeded duplication.

Administration and Professional Staff

The administrative and professional staff (staff) are key in several areas in the recruitment of a student. Generally, the staff provide support in specific areas such as advising, housing, recreation and intramurals, meal services, honors program, financial aid, etc. In most instances the staff are also not interacting with prospective students but rather at the inquiry stage and later. Staff are generally helpful in the recruitment of new students by:

- visiting with parents and students who visit the campus,
- interacting with parents and students who attend Meet The Vandals (MTV), Sneak peeks, or Envision expo formats,
- offering information and answering questions at UIdahoBound programs within their respective area,
- reaching out to inquiries or other students to encourage them to convert to the next stage in the funnel (this can occur through follow up with students through letters, emails, personally written cards or through a telephone call),
- leverage relationships in their own networks (ex. presenting at a financial aid night within a community, promoting dual credit, or attending alumni chapter events), or,
- providing expertise in other events (ex. intramural competitions, drone competitions, and scholarship and award nights) which may lead to an opportunity to recruit on the behalf of the University.

As with faculty, where the staff are initiating contact with a prospect, the staff should share student's contact information with the admission office. This assures that the student is inserted into the University communication plan and will continue to receive communication from Financial Aid, Housing, Meal Services, Greek Organizations, Student Affairs, Admission Office and so on.

In general, staff would not have an expectation that they would travel to recruit and generate inquiries from prospective students. In some instances, having staff representation at a recruitment event has been identified as important because the event specifically reaches into a target market (ex. a Phi Theta Kappa honors program for prospective transfer students enrolled in community colleges). In those instances, it is key that staff collect prospective student leads and share those contacts with the admission office to ensure that the students are inserted into the overall university communications campaigns. As noted above, it is important that the admission office be aware of these recruitment events in advance so that recruitment efforts are coordinated and there is no unneeded duplication.

Alumni and Friends of the University of Idaho

The alumni and friends (alumni) of the UI are also important in recruiting students to the university and they can be an effective brand ambassador. Frequently alumni can authentically share about their positive experience with the UI. Campaigns highlighting the success of alumni resonate with prospective students and their parents.

Because some alumni will volunteer to help their alma mater, universities will utilize alumni to attend recruitment events both on and off campus. In particular, colleges and universities unable to attend recruitment events due to travel distance or lack of resources will call upon their alumni network. Many alumni are key in providing prospective student leads to the UI. In those instances, the admission office or other staff will follow up with the prospect to invite the student to express interest (advance to inquiry), come to the campus or attend a recruitment event.

When alumni are called upon to attend recruitment events the alumnus is usually provided speaking points about the university, guidelines to recruiting, and recruitment materials such as brochures and a university branded table cloth. Unlike recruitment staff, the alumni do not have the benefit of training that professional staff have and therefore colleges and universities use alumni at varying levels. It is important that the alumni represent the UI at an acceptable standard. Prospective students or their parents, as well as other professionals, will be unable to distinguish a professional recruiter from a volunteer. Additionally, there may be legal requirements that the volunteers have appropriate background checks if they are interacting with minors and some college fairs do not allow use of alumni to recruit.

There are many other ways that alumni can be utilized in the recruitment of prospective students such as:

- referral of prospective students to the admission office,
- visiting with parents and students who visit the campus,
- interacting with parents and students who attend Meet The Vandals (MTV), Sneak Peeks or Envision expo formats,
- alumni chapters hosting events in their businesses and communities for prospective students such as College Send Offs, Chapter Nights to engage prospective students in the area, Meet a Vandal events, etc.,
- creation of, and hosting, a parents' association,
- hosting a parents' night or parents' table,
- offering insight as an alumnus and sharing how the UI prepared them to be successful,
- mid-level and senior manager alumni actively participating in employer relations development with career services or hosting a student to professional event,
- reaching out to inquiries or other students to encourage them to convert to the next stage in the funnel (this can occur through follow up with students through letters, emails, personally written cards or through a telephone call),
- sharing about the UI in their own networks (ex. at their own workplace, with parents of college bound children, and returning to their own high school), and
- proudly promoting the UI brand.

The alumni can be incredibly supportive to their alma mater. However, it is important that we also support and encourage them. In many instances, recognition in the alumni magazine, on the alumni website, and through social media channels can encourage greater alumni willingness to serve. "Chapter of the Year" or "Most Notable Alumni" pages on the website cost little to nothing and can be very influential in the alumni networks. Freebies mailed to those alumni or chapters that are particularly notable tend to generate even more interest in serving. An invitation to come to a reception on campus or a tailgate party prior to an athletic event serve as great recognition and will keep the alumni engaged and interested in helping their alma mater.

As competition for new students intensifies the UI recruitment program also needs to be effective. Our success in attracting new students should maximize on the expertise and willingness of our Vandal family to help in a very coordinated and deliberate manner. Using the expertise of each individual in a way that is most beneficial will lead to a strong recruitment

program. Having a clear understanding of the roles in recruitment is important to ensure all involved feel valued and that they enjoy helping grow the Vandal family.

If you have a question, suggestion, need recruitment materials or would like to coordinate a recruitment event with the recruitment office please contact either the Vice Provost for Strategic Enrollment, Dean Kahler at dkahler@uidaho.edu or the Assistant Vice Provost for Strategic Enrollment, Bobbi Gerry, at bgerry@uidaho.edu or call 208-885-6326. We would be happy to have you help and look forward to partnering with you.

Thank you for your interest in helping attract new students to the University of Idaho.
Go Vandals!

Reference:

Elrick, Lauren (2017, March 28). Using faculty as a recruitment tool in higher education. Retrieved from https://www.oliveandcompany.com/blog/using-faculty-as-a-recruitment-tool-for-higher-education.

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University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #4

3:30 p.m. - Tuesday, August 28, 2018
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2018-19 Faculty Senate Meeting #3, August 21, 2018 (vote)

III. Consent Agenda.

IV. Chair's Report.

V. Provost's Report.

VI. Other Announcements and Communications.

- **Advising** (Kahler)

VII. Committee Reports.

VIII. Special Orders.

- Senate meeting time 2:30-4 p.m.

IX. Unfinished Business and General Orders.

X. New Business.

XI. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments: Minutes of 2018-2019 FS Meeting #3

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #3, Tuesday, August 21, 2018

Present: Benedum, Brandt (w/o vote), Caplan, DeAngelis, Dezzani, Ellison, Foster, Grieb, Jeffrey, Johnson, Kern (Coeur d'Alene), Keim, Kirchmeier, Krishnan, Lambeth, Lee, Lee-Painter, Luckhart, Mahoney, McKellar (Idaho Falls), Seamon, Tenuto (for Cannon w/o vote)(Boise), Tibbals, Vella, Watson, Wiencek (w/o vote). **Absent**: Cannon (Boise), Chopin, Leonor, Morgan, Schwarzlaender. **Guests:** 8

Call to Order and Minutes. The chair called the meeting to order at 3:30 p.m. He introduced Penny Tenuto who is substituting for John Cannon. A motion (Watson/Mahoney) to approve the minutes passed unanimously.

Consent Agenda. The chair explained that items placed on the consent agenda are deemed approved unless a senator requests that an item be removed from the consent agenda. Removed items are added to the meeting's regular business. The chair asked if there was any desire of a senator to remove the item from the consent agenda. No items were removed from the consent agenda.

Chair's Report:

1. The chair reminded senators of the meeting processes observed by senate and of their responsibilities to be prepared, represent the views of their constituents and serve as a communication conduit from the university administration to their colleagues. The meeting agenda is updated in real time on the faculty senate web page. The agenda and attachments are also emailed in .pdf form by 1:30 PDT/2:30 MDT on Monday. The roles and responsibilities of senate are detailed in the senate position description.
2. The 2017-18 Annual Report of Faculty Senate is available on the faculty senate web page.
3. A number of issues were developed and prioritized at the senate retreat. Senate leadership is working through the list and prioritization information and will share it with senate along with recommendations for future action.
4. The Director of General Education, Dean Panttaja, is sponsoring a two part facilitated discussion entitled "What is an Educated Person?" The discussion will focus on questions such as: What is an Educated Person? Is general education still addressing the vision and values at the University of Idaho? Is there another direction we should be headed? If so, how do we get there? Interested faculty, staff and students are invited to attend. Refreshments will be available. Please RSVP to panttaja@uidaho.edu as seating is limited to 100.
   Session I - 12:00 - 3:00, September 5, Vandal Ballroom, Pitman Center: Keynote kick off and facilitated discussion of where we are and where we might go?
   Session II - 2:00 - 4:30, September 12, Summit Conference Center, Commons: Recap of Session I and facilitated discussion of how we get where we think we should go?
5. Open forums regarding VandalStar are being held. One such forum was ongoing at the time of the senate meeting. The second forum will be held Wednesday, August 22 at 3:30. Questions, comments and concerns about VandalStar can be raised at the forums. Information is available here.
6. The faculty secretary has circulated a memo containing important reminders of UI policies and procedures entitled "As the Semester Begins." The chair encouraged senators to review this memo.
7. The chair reminded senators that the Talking Points email is circulated to senators by the faculty secretary shortly after senate meetings. The email is intended to summarize the high points of the senate meeting. Senators are strongly encouraged to share the Talking Points with their

faculty and staff colleagues. Senators are encouraged to include their own perspectives and annotations on the Talking Points to assist colleagues.

8. Additional tables have been ordered for the Paul J. Joyce Lounge to relieve crowding by the back-benchers at senate meetings. The chair noted that the down side of this will be that leadership will be further from the camera and will look smaller on Zoom to our off campus colleagues.
9. Finally, the chair shared the information he has on the process for the upcoming presidential search. Currently the State Board of Education (SBOE) has formed a committee to identify a search firm. The committee expects to complete this process by August 31. The search firm will not simply consult with the university but will manage the entire search. The search process will start with a campus listening tour by representatives of the search firm in September to identify the most important characteristics and qualities of the next president.

- *A senator asked why the committee to identify the search firm is being run by the UI purchasing office?* The provost explained that the committee is an SBOE committee and that the UI purchasing office is engaged with all UI contracts.
- *A senator asked what the role of faculty senate would be in the presidential selection process.* The chair explained that the SBOE will identify a search committee that will include faculty, staff, administration and student representation in addition to other UI constituencies such as alumni and SBOE members. The SBOE will also want to ensure that the search committee is comprised of diverse members of the UI community. The provost added that the SBOE's primary responsibility is to hire and evaluate the president.
- *A senator asked about a letter that was submitted to the SBOE by the UI chapter of the American Federation of Teachers (AFT).* Johnson responded that the AFT is a group on campus that advocates a union for faculty. The letter advocates for faculty representation on the search committee, for beginning the search as soon as possible and for possibly foregoing the search firm. The faculty secretary added that senate leadership met with UI constituencies in June advocating for faculty involvement in the presidential search, for beginning the search as soon as possible and for ensuring that the search for the next president of UI is independent of the search for a new president at Boise State University.
- *A senator followed up and recommended that faculty ask the search firm pointed questions regarding how the firm will meet the needs of the campus.* Johnson pointed out that the search firm will not likely be the same firm that has conducted previous UI presidential searches.
- *Vice Chair Grieb asked if it would be possible to ask the search firm to visit with senate during their listening tour.* The chair responded that we do need to be engaged and he will make a request, but noted that we need to be cautious as presidential hiring is primarily the SBOE's responsibility.

Provost's Report. The provost welcomed senators back from summer break. He noted wryly that his summer was more restful than last summer because the university was not finalizing Program Prioritization. The provost addressed a number of administrative transitions that occurred at the end of spring semester and over the summer. There are several new Interim Deans. Professor Sean Quinlan of the Department of History is serving as the interim dean of the College of Letters Arts and Social Sciences. Professor Dennis Becker of the Department of Natural Resources and Society is serving as the interim dean of the College of Natural Resources; Professor Ben Hunter, who was previously the associate dean of the library is serving as Interim Dean of the University Libraries; Professor Shauna Corry of the Interior Design Program continues as Interim Dean of the College of Art and Architecture; and Professor Jerry Long is serving as the Term Dean of the College of Law. With respect to the law appointment, the provost explained that with the establishment of the full three-year law program in Boise, the college is working through a number of issues to fully implement the two-campus model for a single law school. The law faculty voted to postpone a dean search and to instead affirm the appointment of a Term Dean for the

next two years. In addition to the dean transitions, the provost also noted that Mark Skinner the Executive Director of the University of Idaho, Idaho Falls wished to return to the classroom and has taken a teaching position at BYU Idaho. The Idaho Falls Center is now searching for an interim director. Finally, the provost announced that the Vice Provost for Faculty position has been filled and introduced the new Vice Provost Torrey Lawrence.

The provost reported that his office continues to work on the market-based compensation system. He has asked Professor Patrick Hrdlicka, immediate past chair of senate and chair of the Faculty Compensation Task Force, to serve as a special assistant to Vice Provost Lawrence on market-compensation issues. He anticipates that Hrdlicka will assist with finalizing the remaining details of the system and with supporting faculty access to compensation information.

FS-19-001: FSH 3320 C – Administrator Annual Evaluation. Professor Marty Ytreberg, Chair of the Faculty Affairs Committee, reported on behalf of the committee. In late spring 2018, the committee voted to amend the provisions regarding review of administrators who are also faculty members. The new proposal is intended to streamline and simplify the evaluation process. It clarifies that administrators who hold faculty appointments should be evaluated in the same way as faculty in the four areas of faculty responsibility as well as being evaluated in their administrative capacities. They also must have a faculty position description. Evaluation is to be on an annual basis. The current policy only provides for a periodic and special review of administrators. The new policy also provides that faculty and staff who interact with the administrator must have the opportunity to provide confidential input on the administrator's performance. The proposal also clarifies that administrators are evaluated by the person to whom they directly report. Finally, the new policy clarifies that there is no expectation of continued service in an administrative position.

The Provost asked whether this revision eliminates the periodic review? Ytreberg responded that it does eliminate special and periodic reviews in favor of annual reviews. A senator asked how administrators who are not faculty members will be reviewed? Secretary Brandt responded that such administrators are reviewed pursuant to our processes for evaluation of staff. The provost also clarified that the policy simply enacts processes that are already in place – administrators are currently reviewed annually. A senator asked why the detailed provisions in the existing policy to ensure confidentiality were eliminated from the proposed policy. Ytreberg responded that the consensus of the committee was that the current policy is outdated as to the collection of confidential data. The committee included a general provision in the proposed policy directing that input from faculty and staff be confidential, but plans to revisit the process for providing confidential input. Secretary Brandt added that it appears that many faculty and staff don't believe their input is confidential under the current provision and there really is no way to ensure that the directives of the current policy regarding confidentiality are being followed. A senator asked whether the committee had a time frame for addressing the confidentiality of input on administrator evaluations. Ytreberg responded that the committee did not set a time frame. He suggested that senate could direct the committee to address the issues within a particular time. This issue is on a list of priorities to be addressed by the Faculty Affairs Committee. Provost Wiencek asked whether the concern about confidentiality is that faculty and staff who provide input to a third party who is evaluating an administrator don't believe their input is confidential. Ytreberg confirmed that this is the concern.

As the chair prepared to vote on the proposed policy, a senator asked about the effect of an abstention. The chair clarified that the rule followed by senate is that, a quorum being present, policies may be passed by a majority of those voting.

The proposal passed unanimously.

FS-19-002: FSH 1590 – Unit Bylaws. Secretary Brandt explained that an editorial change in the provision of the *Faculty-Staff Handbook* governing unit bylaws was made to conform with changes in the faculty position description (FSH 3050) policy passed in spring 2018 by Senate and approved by the President.

Secretary to Faculty Senate: The Chair asked senate to confirm the appointment of Liz Brandt as the Secretary to the Faculty Senate. It was moved (Watson/Lee-Painter) that Brandt's appointment be confirmed. This passed unanimously.

Senate Elections to Standing Committees. Finally, the chair sought nominations of senators to fill designated positions on the Benefits Advisory Group (BAG) and the Campus Planning Advisory Committee (CPAC). Senator Mike McKellar volunteered to serve on BAG. It was moved (Lee-Painter/Grieb) that nominations cease and that McKellar be appointed to BAG. This passed unanimously. No nominations were received for CPAC. The chair cautioned that he would be approaching senators about serving on this committee. [N.B. Senator David Lee-Painter volunteered to serve on CPAC]

The business having been concluded, the meeting was adjourned (Watson/Tibbals) at 4:24.

Respectfully Submitted,

Liz Brandt, Faculty Secretary &
Secretary to the Faculty Senate

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #3

3:30 p.m. - Tuesday, August 21, 2018
Paul Joyce Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Minutes.

- Minutes of the 2017-18 Faculty Senate Meeting #25, April 24, 2018 (vote)
- Minutes of the 2018-19 Faculty Senate Meeting #1&2, April 24 & May 1, 2018 (vote)

III. Consent Agenda.

- Summer 2018 Graduates (vote)

IV. Chair's Report.

- 2017-18 Senate Annual Report (FYI)

V. Provost's Report.

V. Other Announcements and Communications.

VI. Committee Reports.

Faculty Affairs:

- **FS-19-001: FSH 3320 C –** Administrator Annual Evaluation (Ytreberg)(vote)
- **FS-19-002: FSH 1590 –** Unit Bylaws (Brandt)(FYI)

VII. Special Orders.

- Secretary to the Faculty Senate – FSH 1520 V Section 3 (see FAQs)(Johnson)(vote)
- Election to Specific Senate Committees (Johnson)(vote)

VIII. Unfinished Business and General Orders.

IX. New Business.

X. Adjournment.

Professor Aaron Johnson, Chair 2018-2019, Faculty Senate

Attachments:
Minutes of 2017-2018 FS Meeting #25
Minutes of 2018-2019 FS Meeting #1&2
Summer Graduates
2017-18 Senate Annual Report
FS-19-001 & FS-19-002
Senate FAQs
Election Memo

University of Idaho
Faculty Senate Meeting Minutes
2017-2018 Meeting #25, Tuesday, April 24, 2018

Present: Anderson (Miranda), Arowojolu, Baird, Brandt (w/o vote), Brown, Cannon (Boise), Caplan, De Angelis, Ellison, Foster, Grieb, Howard, Hrdlicka, Jeffrey, Johnson, Leonor, Kern (Coeur d'Alene), Mahoney, Morgan, Morrison, Nicotra, Seamon, Schwarzlaender, Tibbals, Vella, Watson, Wiencek (w/o vote). **Absent:** Anderson (Mike), Panttaja, Zhao (Idaho Falls). **Guests:** 6

Call to Order and Minutes: The meeting was called to order at 3:30 p.m. A motion (Johnson/Morrison) to approve the minutes passed unanimously.

Consent Agenda. The chair inquired whether any senator wished to remove either of the two items (committee appointments and sabbatical leaves) from the consent agenda. No request having been made, the matters on the consent agenda are deemed approved.

Chair's Report. The chair made several announcements:

- The University Faculty Meeting (UFM) will be on Wednesday, April 25th at 3:30 in the following locations: Moscow - Vandal Ballroom, Bruce Pitman Center; Boise - IWC 162; Coeur d'Alene - 241; Idaho Falls - 350 - Twin Falls - B-66.
- A reception for retiring Vice Provost for Faculty Jeanne Stevenson will be held on May 8 from 3:00 - 5:00 in the Paul Joyce Lounge in Brink Hall.
- Senate Leadership will provide an email update on the status of senate initiatives and retreat items. The update will also serve as a carryover document for next year's senate.

Provost's Report. The provost reported that he is drafting a memo to faculty and staff summarizing the status of major university initiatives over the past year. He commented that the year had been very busy with many initiatives moving forward and many accomplishments. He also will address the status of issues such as college restructuring, financial restructuring, and revision or Program Prioritization evaluation metrics.

The provost also informed the Senate that President Staben would be unable to attend Commencement as he will be celebrating his son's graduation from medical school the same day. The provost will preside at graduation in the president's absence.

Vice Provost for Academic Initiatives Cher Hendricks. Vice Provost Hendricks reported on the progress of the Vandal Success Coalition (Coalition). The timeline has been very quick. The provost announced the goal of centralizing advising in November. He hosted a dinner with many stakeholders to discuss this goal in November. After the dinner, the provost brought together the Coalition team comprised, in part, of attendees at the dinner and some additional individuals. The dinner also served as a forum for stakeholders to give advice on how to move the goal forward. At the beginning of the spring semester, the Coalition formed three teams to examine different aspects of centralization. Team 1 focused on key anxiety points for existing advising staff and on understanding faculty rolls in advising. Team 2 conducted an audit of the responsibilities of faculty and existing advising staff. These teams got together and framed what they would do. Existing advising staff often have roles beyond advising. Any plan for centralizing advising must address how these additional responsibilities will be supported. Team 3 addressed the best practices that should inform the plan for moving forward. The teams collaborated with each other because their responsibilities overlapped significantly. The Coalition had to gather a lot of information which was used by all of the teams. The six team co-chairs met regularly. They looked at surveys and information gathered at other institutions and the national Academic Advising Association (ACADA).

Based on this information team 2 developed surveys directed to ASUI, advising staff and faculty. They had a reasonable participation rate of approximately 40% from faculty. Hendricks added that the audit of the responsibilities of current advising staff was not complete and that the list of responsibilities is substantial. All of the materials are curated, and copies can be obtained from Hendricks with the exception that the Coalition is not making raw data from the surveys available. In the last two months the Coalition has held two extended meetings to review the results of all these surveys.

Hendricks summarized the Coalition's conclusions.

The survey results indicated that, on the whole, students are reasonably satisfied with advising. However, the level of satisfaction differs significantly across colleges. Over 20% of student in two of the colleges said advising was poor to terrible. Transfer students reflected the same level of negativity. Based on coded answers from 300 open-ended responses, students were very clear about what they are looking for in advising. They expect to receive consistent and accurate information in order to get the classes they need. They expect advisors to be available and to respond to their inquiries. Students are very frustrated when they don't hear back from an advisor after making an inquiry or after a meeting. Students want to have a personal connection to their advisors and to know that their advisor cares about them and their success.

Overall, most faculty say they want to be involved in advising. Not only is advising one way faculty get to know students on a personal level outside class, but it is also central to teaching and mentoring students. Advising is how faculty provide specialized information about careers and how students can prepare for their chosen career. In addition, faculty believe they know curriculum in their disciplines better than anyone else and that they should advise on student choices about curriculum. Faculty are not as comfortable advising students on the general education and core requirements. Most faculty report that they have received no training on how to advise or mentor students. They also indicated that they are not rewarded nor recognized for advising and that advising is not counted in evaluating progress towards promotion and tenure. One college in particular is implementing training for faculty and student evaluations of advising. Approximately one third of faculty state that they do not have enough time to advise students and that advising takes valuable time away from their other responsibilities.

Overall, a number of concerns emerged from the information gathered. First, restructuring advising should minimize disruption of the relationships between college, students and advisors. Many concerns were raised including whether centralization would result in communication problems, disrupt advisor's reporting lines, and disrupt college advising initiatives that are working. If advising is centralized, the change must focus on coordinated training and improved consistency and efficiency in communication.

With access to all of the information gathered through the surveys and through research, the Coalition discussed what the "dream state" for undergraduate advising should look like. We need to get out of the mindset of individual colleges – if a prospective student you know is coming to UI and will never be in your college you should be able to give that student consistent advice and collaborate with the student to tailor advising to their specific needs. We need to promote and rely on a corps of knowledgeable well-informed advisors who are responsive. Advisors have to be rewarded and recognized for good work. The Coalition recommends that advisors should remain embedded in the individual colleges after centralization. Professional advisors, faculty and other student success staff must work together. The implementation of the new system may differ across colleges depending on college unique needs.

Considering this dream state, the Coalition also examined the barriers to success. They identified fear of change, lack of trust, communication and transparency, siloed structures, lack of consistency across units, and lack of resources. The coalition believes that some of the most knowledgeable and committed faculty and staff can serve as mentors and models for other places on campus that need improvement in advising.

A senator asked about the return rate on the student surveys? Cher indicated that the return rate was low – approximately 8%. She was unable to discuss the matter with student leadership when she planned. This delayed the survey, shortened the window of time for responses and likely impacted the return rate. Because of the low return rate, the Coalition realizes that it must be careful about drawing too many conclusions from the student survey. Nonetheless, the returned surveys contained useful information. She commented that the institution needs to keep collecting data and use the data to inform decisions. The university hasn't gathered consistent, institution-wide information on a regular basis. The bulk of the student information came from their responses to open-ended survey questions. They wrote a lot. Moreover, these responses did not appear to be just from disgruntled students. Still, the university needs to do a better job to get information from students about advising. This first survey was limited, but a start.

Another senator asked, given the 8% student response rate, if it is possible to look at responses from specific colleges relative to their overall student populations. Hendricks responded that she would not be very comfortable making comparative assessments based on the student data. At least one college was over-represented in the data and another was a bit under-represented. Given the low response rate, it would likely be a mistake to read too much into the surveys. She re-iterated that the university won't be able to compare college advising until it is systematically collecting data and using the data to get consistent responses. Several senators commented that where advising relationships are positive a high response rate may well tell a positive story. Hendricks agreed. She concluded by stating that she is very comfortable saying that: 1) students are having different experiences across colleges, and 2) we know what students expect.

Hendricks continued that there were a couple off issues the provost assigned to the Coalition, which they did not have time to address. The first was to examine the appropriate faculty role in advising. Hendricks stated that further work must be undertaken to ensure that faculty involvement is effective and consistent. It appears certain that faculty need more support and training for advising. She suggested that this topic may be an appropriate topic for the Teaching and Advising Committee.

A senator asked whether centralized advising would be implemented on a pilot basis so that feedback and study of the centralized approach could take place before full implementation. Hendricks deferred to the provost who stated that we are now at the point of professional advisors to continue to improve advising and student success. The professional advisors believed the collaborative process over the spring semester had been positive, and that the advantages and disadvantages of centralized versus distributive functions had been studied. His plan is to work with the associate deans and deans to implement the recommended changes across the institution. After the spring semester process, the provost believes that the advantages of centralized advising outweigh the advantages of distributed advising. He stressed that he will rely upon the deans and associate deans regarding the process for implementation. He recognizes that we should not move so quickly that we do harm to existing successful advising initiatives and programs. He is hoping to get back to advisors and others on how we will proceed. Hendricks commented that after we make the decision, we still have a lot of work to do. The university must devote more time and be more intentional regarding advising. We need to learn from successful programs in our midst to improve advising across the institution. The university must develop a training plan to support advising. We must further address the questions of what the role will be of embedded advisors within their colleges. Currently, where we have a coordinated advising role, the model sometimes does not work because of communication issues and lack of clarity. Yet in some places, the embedded advisor structure is working well. The university needs to get close to the "dream state" incrementally. Hendricks commented that she attended the recruitment forum held by Strategic Enrollment Management to communicate with

embedded recruiters across campus. This group meets with the associate deans and others every two weeks. This approach might be a model for advising as well.

Hendricks asked senators whether they are aware of how their colleagues feel about the pending changes. Has it settled? A number of senators commented that most of their colleagues are not clear about what is happening and are a bit uncertain as a result. They stressed that the structure must be clear. Many of their colleagues are keeping up with the developments in advising and are waiting for some more organized communication about the end result. Hendricks commented that she was pleased at the difference in tone between the first dinner in November and the last dinner at the conclusion of spring semester – it had moved from tense to very collaborative.

A senator asked about advising for off-campus students. She stressed that these students often have unique situations. By way of example she explained that in Coeur d'Alene, North Idaho College advises students up to the 300 level then we take over. It is very hard to keep track of which set of institutional policies apply and who should be advising students. She suggested that we may need two sets of advisors – one for the core courses and one focused on the students' majors. Hendricks commented that this dual structure is the model for centralized advising. Another senator asked whether advisors would address the tension between completion of core requirements and the completion of pre-requisites for a student's major. The senator commented that the issues can be very difficult when students change majors frequently. Hendricks responded that part of the shared model focuses on collaboration between faculty and advisors. Generally, a student's professional advisor covers the core requirements. However, in addition, a student should have a faculty advisor who can provide advising specific to the student's major. The university is striving to achieve a highly coordinated model. A senator followed up stating that she can see how this might work on campus. She wondered how it would work for off-campus students. Hendricks acknowledged that the off-campus situation raises special problems and stated that the university would have to be more intentional on addressing off-campus advising. Hendricks commented that student populations vary at different locations throughout the university and have different needs – these differences include online students. She added that as a result, advising should be structured differently at off-campus sites. This is something the university has to figure out.

A senator commented that having the advisors in the college as curriculum changes are being made assists advisors in keeping up with the changes. Hendricks agreed that this is one of the benefits of the coordinated mode. She stressed that we need to do a better job of ensuring that advisors are actually coordinating!

Chair Hrdlicka commented that this was the last meeting of the 2017-18 faculty senate. He indicated that it is customary to present certificates of appreciation to out-going senators. The Chair thanked the senators for their work in moving policy and communication forward in collaboration with the provost. He encouraged them to continue in their efforts to move the institution forward. Chair Hrdlicka particularly thanked the outgoing senators and called them forward individually to receive their certificate of appreciation.

A motion to adjourn (Foster/Tibbals) was approved and the meeting was adjourned at 4:35 p.m.

Respectfully Submitted,

Liz Brandt, Faculty Secretary &
Secretary to the Faculty Senate

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #1, Tuesday, April 24, 2018

Present: Benedum, Brandt (w/o vote), Cannon (Boise), Caplan, DeAngelis, Dezanni, Ellison, Foster, Grieb, Jeffrey, Johnson, Kern (Coeur d'Alene), Krishnan, Lambeth, Mahoney, McKellar (Idaho Falls), Morgan, Schwarzlaender, Seamon, Tibbals, Vella, Wiencek (w/o vote). **Absent**: Chopin, Howard, Keim, Kirchmeier, Lee-Painter, Leonor, Luckhart.

Call to Order and Minutes. The meeting was called to order at 4:40 by the provost, as the president's designee, who presided pursuant to FSH 1580 Article VI.1. Because this was a special meeting for the purpose of receiving nominations for chair and vice chair of senate, no minutes were approved.

Pursuant to the request of the provost, senators were asked to introduce themselves around the table. The provost explained the procedures for nominations and elections. He invited senators to submit written, anonymous nominations for both chair and vice chair of senate. He explained that senators may nominate themselves and that they may nominate the same person for both positions. At the upcoming elections meeting, the position of chair will be voted upon first along with additional nominees for chair. Unsuccessful candidates for chair would be given the opportunity to continue as nominees for vice chair along with additional nominees for vice chair.

The faculty secretary requested that nominees inform her whether they are willing to stand for election before Monday, April 30, 2018.

After written nominations were received, the following individuals were nominated:

Chair: Allan Caplan, Joe DeAngelis, Brian Ellison, James Foster, Terry Grieb, Clinton Jeffrey, Aaron Johnson, Anne Kern, Penny Morgan, Mark Schwarzlaender, Rich Seamon, Chantal Vella.
Vice Chair: John Cannon, Allan Caplan, Joe DeAngelis, Brian Ellison, Terry Grieb, Clinton Jeffrey, Aaron Johnson, David Lee-Painter, Penny Morgan, Chantal Vella.

The time for meeting having expired, a motion to adjourn (Ellison/Johnson) was approved. The meeting was adjourned at 4:54 p.m.

Respectfully Submitted,

Liz Brandt, Faculty Secretary &
Secretary to the Faculty Senate

University of Idaho
Faculty Senate Meeting Minutes
2018-2019 Meeting #2, Tuesday, May 1, 2018

Present: Benedum, Brandt (w/o vote), Cannon (Boise), Caplan, Chopin, DeAngelis, Dezanni, Ellison, Foster, Grieb, Jeffrey, Johnson, Kern (Coeur d'Alene), Lambeth, Mahoney, McKellar (Idaho Falls), Morgan, Schwarzlaender, Seamon, Tibbals, Vella, Wiencek (w/o vote). **Absent**: Howard, Keim, Kirchmeier, Krishnan, Lee-Painter, Leonor, Luckhart, Watson.

Call to Order and Minutes: The meeting was called to order at 3:32 p.m. by the provost, as the president's designee, who presided pursuant to FSH 1580 Article VI.1. Because this was a special meeting for the purpose of electing the chair and vice chair of senate, no minutes were approved.

The provost proceeded to the election of the chair of senate. He solicited nominations from the floor. Receiving none, he announced that the nominees for chair are: Brian Ellison, Terry Grieb, Clinton Jeffrey and Aaron Johnson. He invited each nominee to speak to their goals if elected. During the course of these speeches, Ellison announced that he and Grieb wished to run as a slate for chair and vice chair of senate. After the speeches were complete, the election proceeded by secret ballot. Upon counting the ballots, the faculty secretary announced that the successful candidate and next chair of the Faculty Senate is Professor Aaron Johnson.

The provost next proceeded to the election of the vice chair of senate. He solicited nominations from the floor. None were received. Ellison requested that his name be removed from the ballot. In addition, Johnson's name was removed from the ballot as he was the successful candidate for chair. The election proceeded with the following nominees: John Cannon, Terry Grieb and Clinton Jeffrey. The provost invited each nominee to speak to their goals if elected. After the speeches were complete, the election proceeded by secret ballot. Upon counting the ballots, the faculty secretary announced that the successful candidate and next vice chair of the Faculty Senate is Professor Terry Grieb.

The business of the meeting having been completed, a motion to adjourn (Foster/Tibbals) was approved. The meeting was adjourned at 4:04 p.m.

Respectfully Submitted,

Liz Brandt, Faculty Secretary &
Secretary to the Faculty Senate

University of Idaho Summer 2018 Candidates for Degree

College of Agricultural & Life Sciences

Carly	Anderson	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Whitney	Anderson	B.S.F.C.S.	CFCS-Chld & Youth Dev Opt
April	Becker	B.S.Erly.Chldhd.Dev.Ed.	Early Childhood Devel & Ed
Elizabeth	Carp	M.S.	Soil & Land Resources
Ayana	Glover	M.S.	Water Resources-Sci & Mgmt Opt
Melanie	Leija	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Celina	Matuk Sarinana	M.S.	Animal Science
Dana	McCurdy	M.S.	Animal Science
Kyle	Nesbitt	B.S.Ag.Ed.	Agricultural Education
Kenia	Ortega	B.S.F.C.S.	CFCS-Family Dev & Aging Opt
Kacie	Salove	M.S.	Animal Science
Rebekka	Sawyer	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Markus	Smith	B.S.Ag.L.S.	Agricultural Systems Mgmt
Jennifer	Spencer	Ph.D.	Animal Physiology
Samantha	Vega	M.S.	Water Resources-Sci & Mgmt Opt
James	Vinyard	M.S.	Animal Science
Trevor	Ward	B.S.Ag.L.S.	Agricultural Systems Mgmt
Kent	Whittig	M.S.	Agricultural Education

College of Art & Architecture

Houri	Beheshtifar	M.L.A.	Landscape Architecture
Morgan	Blair	B.S.	Virtual Technology & Design
Ian	Cline	B.S.L.A.	Landscape Architecture
Kathleen	Cox	B.I.D.	Interior Design
James	Duram	B.S.	Virtual Technology & Design
Joshua	Howerton	M.F.A.	Art
Jinjie	Li	B.S.Arch.	Architecture
Chase	Macaw	B.S.Arch.	Architecture
Paul	Matthews	M.S.	Integrated Arch & Design
Sara	Williams	B.S.L.A.	Landscape Architecture

College of Business & Economics

Abdulaziz	Almuaqel	B.S.Bus.	Operations Management
Nawaf	Alsaleh	B.S.Bus.	Information Systems
Hayle	Bentzinger	B.S.Bus.	Accounting
Aaron	Bleazard	M.Acct.	Accountancy
Guanyu	Chen	M.Acct.	Accountancy
Katie	Eaton	B.S.Bus.	Accounting
Irene	Evjen	B.S.Bus.	Marketing-Gen Marketing Emph
Zachary	Flory	B.S.Bus.	Information Systems
Gabriela	Franco	B.S.Bus.	Accounting
Samantha	Fuller	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Chuanyu	Gu	B.S.Bus.	Finance

Gabriel	Gutierrez	B.S.Bus.	Accounting
Natashia	Hafer	B.S.Bus.	Operations Management
Colin	Hanset	B.S.Bus.	Mgmt & HR-Management Emph
Xiaoying	Hu	M.Acct.	Accountancy
Loren	Jeglum	M.Acct.	Accountancy
Xuemei	Jing	B.S.Bus.	Operations Management
Taylor	Jorde	B.S.Bus.	Marketing-Gen Marketing Emph
Casey	Kline	B.S.Bus.	Marketing-Gen Marketing Emph
Sara	Koonce	B.S.Bus.	Accounting
Saphire	Le	M.Acct.	Accountancy
Ya-Chi	Lee	M.Acct.	Accountancy
Austin	LeFave	B.S.Bus.	Marketing-PGA Golf Mgmt Opt
Mikaela	Liest	B.S.Bus.	Accounting
Megan	Litke	B.S.Bus.	Operations Management
Veronika	Lorenzana	B.S.Bus.	Marketing-Gen Marketing Emph
Princeton	McCarty	B.S.Bus.	Mgmt & HR-Management Emph
Corey	McConkey	B.S.Bus.	Marketing-Mrkt Analytics Emph
Mohammed	Nahas	B.S.Bus.	Accounting
Alexander	Nixon	B.S.Bus.	Marketing-PGA Golf Mgmt Opt
Jinwoo	Park	B.S.Bus.	Finance
Charlotte	Robinson	B.S.Bus.	Marketing-Gen Marketing Emph
Emillio	Rodriguez	B.S.Bus.	Marketing-Gen Marketing Emph
Jacob	Sannon	M.Acct.	Accountancy
Anna	Schetzle	B.S.Bus.	Mgmt & HR-Management Emph
Molly	Swanger	M.Acct.	Accountancy
Heather	Taff	M.Acct.	Accountancy
Jiaqi	Tan	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Hailey	Tierney	B.S.Bus.	Marketing-Gen Marketing Emph
Kiana	Tilley	B.S.Bus.	Marketing-Gen Marketing Emph
Gavin	Whitesitt	B.S.Bus.	Bus Econ-General Opt
Nikasio	Zabala	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Haoquan	Zeng	B.S.Bus.	Marketing-Gen Marketing Emph

College of Education, Health & Human Sciences

Eli	Berndt	B.S.E.S.H.	Exercise Science & Health
Traci	Birdsell	Ph.D.	Education
Virginia	Bloom	M.S.	Movement & Leisure Sciences
Danaielle	Bozzuto	M.Ed.	Educational Leadership
Nicole	Crosby	Ed.S.Ed.Ldrshp	Educational Leadership
Cody	Dorn	B.S.Rec.	Recreation
William	Golay	B.S.E.S.H.	Exercise Science & Health
Nicole	Goodsen	Ed.S.Ed.Ldrshp	Educational Leadership
Adam	Hahn	B.S.Rec.	Recreation
Cody	Hensley	B.S.Ed.	Elementary Education
Jodie	Huber	Ed.S.Ed.Ldrshp	Educational Leadership
Jennifer	Jensen	M.Ed.	Special Education

Tanner	Jones	B.S.E.S.H.	Exercise Science & Health
Amy	Kaucic	M.S.	Movement & Leisure Sciences
Kayla	Kerensky	B.S.E.S.H.	Exercise Science & Health
Natalia	La Beau	D.A.T.	Athletic Training
Ian	Leibbrandt	M.S.	Adult/Org Learng & Leadership
Emily	Longdin	M.Ed.	Curriculum and Instruction
Jaime	Mileski	M.Ed.	Curr & Inst-Car & Tec Ed Emph
Matthew	Miller	M.Ed.	Physical Education
Lisa	Nikssarian	B.S.Dan.	Dance
Tyler	Ochoa	B.S.Rec.	Rec, Sport, & Tourism Mgmt
Kristin	Odenthal	M.Ed.	Educational Leadership
Stephanie	Perez	B.S.E.S.H.	Exercise Science & Health
Bradley	Peterson	M.Ed.	Curr & Inst-Car & Tec Ed Emph
Carrie	Reese	M.S.	Adult/Org Learng & Leadership
Susanne	Reimann	M.Ed.	Special Education
Avery	Rooks	B.S.E.S.H.	Exercise Science & Health
Jessica	Savage	Ph.D.	Education
Jordan	Scott	M.S.	Adult/Org Learng & Leadership
Terilyn	Summers	M.Ed.	Educational Leadership
Frederick	Taylor	B.S.Rec.	Recreation
George	Tomlinson III	Ed.D.	Education
Chelsey	Vandewall	M.S.	Adult/Org Learng & Leadership
Kristen	Wanner	M.Ed.	Curriculum and Instruction
Callie	Welch	B.S.Ed.	Elementary Education
Kelly	West	Ed.S.Ed.Ldrshp	Educational Leadership
Siqi	Zong	M.Ed.	Curriculum and Instruction

College of Engineering

Mohanad	Abu-Romoh	M.S.	Electrical Engineering
Abdulaziz	Alazemi	B.S.M.E.	Mechanical Engineering
Mshari	Aldossary	B.S.M.E.	Mechanical Engineering
Salman	Alharbi	M.S.	Mechanical Engineering
Faisal	Alqudairi	B.S.M.E.	Mechanical Engineering
Rakan	Alshannan	B.S.M.E.	Mechanical Engineering
Saad	Alshomrani	Ph.D.	Computer Science
Mustafa	Ammous	M.S.	Electrical Engineering
Tim	Andersen	B.S.Tech.	Industrial Technology
Syrine	Belakaria	M.S.	Electrical Engineering
Blake	Easby	M.S.	Geological Engineering
Kelie	Gonzalez	B.S.	Biological Engineering
Stephen	Hancock	M.S.	Nuclear Engineering
Jessica	Hatton	M.S.	Electrical Engineering
Gabriel	Housh	B.S.C.E.	Civil Engineering
Sherif	Hussein	Ph.D.	Computer Science
Liam	Johnson	B.S.M.E.	Mechanical Engineering
LeeRoy	Jones	B.S.Tech.	Industrial Technology

Parviz	Khaledian	M.S.	Electrical Engineering
Jieun	Lee	M.S.	Nuclear Engineering
James	Lycan	M.S.	Technology Management
Armand	Markwordt	M.S.	Technology Management
Mohamed	Mohamed	Ph.D.	Computer Science
Austin	Phillips	B.S.M.E.	Mechanical Engineering
Emma	Redfoot	M.S.	Nuclear Engineering
Will	Seegmiller	B.S.M.E.	Mechanical Engineering
Sandarva	Sharma	M.S.	Civil Engineering
Cody	Sprague	M.S.	Civil Engineering
Brenden	Staab	M.S.	Biological Engineering
Stuart	Steiner	Ph.D.	Computer Science
Terrence	Stevenson	M.Engr.	Civil Engineering
Martin	Taylor	M.S.	Materials Science & Engr
Levi	Vogel	B.S.M.E.	Mechanical Engineering
Phillip	Walters	B.S.Ch.E.	Chemical Engineering
Haotian	Wang	B.S.E.E.	Electrical Engineering
Samuel	Wolfe	M.S.	Chemical Engineering
Chaz	Woo	M.Engr.	Civil Engineering
Lindsay	Woods	Ph.D.	Mechanical Engineering

College of Graduate Studies

James	Walker	M.A.	Interdisciplinary Studies

College of Law

Michael	Menegas	J.D.	Law

College of Letters, Arts & Social Sciences

Trevor	Ahrens	B.S.	Sociology-Criminology Emph
Curtis	Balogh	B.Mus.	Music Education:Instrumental
Donald	Benz	B.S.	Advertising
David	Bethke	B.A.	Spanish
Connor	Bruce	B.Mus.	Music:Composition
Brittney	Burt	B.S.	Advertising
Corinna	Carney	B.A.	International Studies
Jack	Claypool	B.S.	Organizational Sciences
Reyna	Clow	B.S.	Public Relations
Dylan	Conley	B.G.S.	General Studies
Elizabeth	Daniel	B.A.	International Studies
Sydney	DePoe	B.S.	Public Relations
Samantha	Fuller	B.S.	Psychology
Taryn	Hadfield	B.A.	Journalism
John Paul	Hansen	B.S.	Psychology
Laura	Haugland	B.A.	Psychology
Alejandra	Hernandez	B.A.	Music-Applied Emph
Alejandra	Hernandez	B.A.	Spanish

Drayke	Hilpert	B.G.S.	General Studies
Katherine	Hird	B.S.	History
Brian	Holmes	B.G.S.	General Studies
Richard	Kepler	B.S.	Philosophy
Jae Hyung	Kim	B.S.	History
Naoki	Kitamura	B.S.	Sociology-Criminology Emph
Aric	La Fleur	B.G.S.	General Studies
Bryce	Lambert	B.S.	Advertising
Brittany	Leatham	B.G.S.	General Studies
Melanie	Leija	B.S.	Broadcasting & Digital Media
Zachary	Lien	B.A.	International Studies
Andrew	Maurer	B.Mus.	Music:Instrumental Performance
Nathan	May	M.A.	Anthropology
Trevor	McEvers	B.G.S.	General Studies
Alexandra	Meers	B.G.S.	General Studies
Stephanie	Moore	B.G.S.	General Studies
Clifton	Nanney	B.G.S.	General Studies
Joseph	Perreault	M.A.	English
Morghan	Phoenix	B.G.S.	General Studies
Jassmyn	Ramos	B.S.	Public Relations
Jacob	Rember	M.S.	Psychology
Alexandra	Rowley	B.S.	Advertising
Danielle	Schaeffer	B.A.	English-Literature Emph
Jackelyn	Sedano	B.S.	Sociology-Ineql & Glblztn Emph
Victor	Smith	B.A.	Philosophy
Thomas	Troxel	B.S.	Broadcasting & Digital Media
Carlos	Uribe	B.A.	Spanish
Idah	Whisenant	M.A.	Anthropology
Wesley	Williams	B.A.	English-Professional Wrtg Emph
Alexandra	Wilson	B.A.	International Studies
Rebekah	Zilkoski	B.S.	Psychology

College of Natural Resources

Laura	Beck	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Derek	Brigman-Abrahamson	B.S.Wildl.Res.	Wildlife Resources
Elizabeth	Brown	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Annalee	Cameron	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Leslie	Campbell	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Whitney	Chandler	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Jonathan	Cherico	M.S.	Natural Resources
Casey	Clark	B.S.Wildl.Res.	Wildlife Resources
Holly	Coleman	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Callie	Collins	M.S.	Natural Resources
Angela	Como	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Mackenzie	Durham	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Rachel	Farrow	M.N.R.	Natural Res-Env Ed&Sci Comm Em

Daniel	Lay	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Kevin	Maier	M.S.	Environmental Science
Tory	Morrill	B.S.Nat.Resc.Conserv.	Nat Resc Cons-CnsvPln&Mgt Emph
Zachary	Moss	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Patrick	Ryan	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Stephanie	Velez	P.S.M.	Nat Res & Envr Science
Darko	Veljkovic	M.S.	Natural Resources
Ann	Wempe	M.S.	Natural Resources
Samantha	Westendorf	M.N.R.	Natural Res-Env Ed&Sci Comm Em

College of Science

David	Bethke	B.S.	Geological Sci-Gen Geol Opt
Sarah	Brooker	Ph.D.	Bioinformatics & Comptnl Biol
Travis	Fisher	B.S.	Geological Sci-StrcGeol&TctOpt
Michael	France	Ph.D.	Bioinformatics & Comptnl Biol
Jian	Guan	B.S.	Mathematics-App Quant Mod Opt
Sarah	Jacobs	Ph.D.	Biology
Thomas	Jeute	M.S.	Geology
Drew	Judson	M.A.T.	Mathematics
Liam	Knudsen	B.S.	Geological Sci-Hydrogeol Opt
Cher Ling	Kok	B.S.	Mathematics-App Computatn Opt
Martyna	Lukaszewicz	M.S.	Statistical Science
Bailey	Morris	B.S.Microbiol.	Microbiology
Haylin	Moser	B.S.	Geological Sci-Hydrogeol Opt
Shahla	Nemati	M.S.	Physics
Derek	Neuharth	M.S.	Geology
Alexander	Omlin	B.S.	Chemistry-General Opt
Pranav	Rana	B.S.Microbiol.	Microbiology
David	Richards	B.S.Microbiol.	Microbiology
Joseph	Rogers	B.S.	Chemistry-Forensics Opt
Thomas	Saylor	B.S.	Geological Sci-Gen Geol Opt
Sawyer	Smith	B.S.	Medical Sciences

TO: 2018-2019 Faculty Senate
FROM: Liz Brandt, Policy Coordinator/Faculty Secretary
SUBJECT: Year-End Report for the 2017-2018 Academic Year
DATE: August 8, 2018

Following is the 21st annual report showing the items of discussion and accomplishments of the 2017-2018 Faculty Senate. Important roles for this body include being a sounding board for ideas and a conduit of information to and from the administration, senate appointed committees, faculty, staff, and students. Faculty Senate met twenty-eight times during the 2017-2018 academic year. This report is intended to provide a summary of Faculty Senate activities for the benefit of the broader UI community. (Numbers in parentheses in parts II, III and IV refer to the Faculty Senate meeting at which the item was taken up.) The University Policy Website provides redline details for all university policy changes at www.webpages.uidaho.edu/uipolicy

APM = Administrative Procedures Manual
CALS = College of Agricultural & Life Sciences
CLASS = College of Letters, Arts & Social Sciences
CNR = College of Natural Resources
FSH = Faculty-Staff Handbook
GP = General Policy Report
UCC = University Curriculum Committee
UP = University Policy

I. Disposition of Agenda Items:

Item Type	Committee/ UI Policy #	Originator (college, office, group; if applicable)	Item	F/S Mtg./appr.	Post date (GP#/ Fac. Mtg.)	President	Board (appr./ notice)
FSH	UP-18-001	Commencement Committee	**FS-18-001: FSH 4930 –** Honorary Degrees	8/29/17 appr.	UFM 11/29/17 appr.	12/7/17 appr.	n/a
FSH	UP-18-002	Registrar	**FS-18-002: FSH 4400** – College Level Examination Program	8/29/17 appr.	UFM 11/29/17 appr.	12/7/17 appr.	n/a
FSH	UP-18-008	Student Code Task Force	**FS-18-003: FSH 2400** – Disciplinary Process for Violations of Student Code of Conduct (initial presentation – overview)	10/10/17 appr.	UFM 11/29/17 appr.	12/7/17 appr.	n/a
FSH	UP-18-008	Student Code Task Force	**FS-18-004: FSH 1640.83** – Student Conduct Board	10/10/17 appr.	UFM 11/29/17 appr.	12/7/17 appr.	n/a
Catalog	UCC-18-007a	Registrar	**FS-18-005**: Regulation F	10/24/17 appr.	UFM 11/29/17 appr.	12/7/17 appr.	n/a

Catalog	UCC-18-007c	Registrar	**FS-18-006**: Regulation J	10/24/17 appr.	UFM 11/29/17 appr.	12/7/17 appr.	n/a
Catalog	UCC-18-007d	Registrar	**FS-18-007:** Regulation O	10/24/17 appr.	UFM 11/29/17 appr.	12/7/17 appr.	n/a
FSH	UP-18-009	Campus Recreation	**FS-18-008: FSH 6880 –** Campus Recreation **FS-18-008rev: FSH 6880 –** Campus Recreation	10/17/17 disappr; 11/7/17 appr.	UFM 11/29/17 appr.	12/7/17 appr.	n/a
Catalog	UCC-18-021	Registrar	**FS-18-009:** Final Exam	10/24/17 appr.	UFM 11/29/17 appr.	12/7/17 appr.	n/a
FSH	UP-18-010	Faculty Affairs	**FS-18-010: FSH 3320 –** Annual Performance Evaluation Form	10/24/17 intro; 10/31/17 appr.	UFM 11/29/17 appr.	Emergency policy 11/15/17; 12/7/17 appr.	n/a
FSH	UP-18-010	Faculty Affairs	**FS-18-011: FSH 3320 –** Annual Performance Evaluation Policy		UFM 11/29/17 appr.	Emer. policy 11/15/17; 12/7/17 appr.	n/a
FSH	UP-18-007	Sabbatical Leave	**FS-18-012 – FSH 3720** – Sabbatical Leave	11/7/17 appr.	UFM 11/29/17 appr.	12/7/17 appr.	n/a
FSH	UP-18-012	Faculty Secretary	**FS-18-013 – FSH 1620 –** Committee appointments made by Staff/Students	11/7/17 appr.	UFM 11/29/17 appr.	12/7/17 appr.	n/a
FSH	UP-18-013	Faculty Secretary	**FS-18-014 – FSH 1640.41 –** Faculty-Staff Policy Group	11/7/17 appr.	UFM 11/29/17 appr.	12/7/17 appr.	n/a
FSH	UP-18-014	Taylor Raney, Education	**FS-18-015 – FSH 1640.86** – Teacher Education Coordinating Committee	11/7/17 appr.	UFM 11/29/17 appr.	12/7/17 appr.	n/a
FSH	UP-18-015	Stephan Flores	**FS-18-016 – FSH 1640.87** – Teaching and Advising Committee	11/14/17 appr.	UFM 11/29/17 appr.	12/7/17 appr.	n/a
FSH	UP-18-017	Senate Leadership	**FS-18-017 – FSH 1570 -** Faculty Secretary	1/16/18 appr.	UFM 4/25/18 appr.	6/25/18 appr.	n/a
FSH	UP-18-016	Stephan Flores/Dale Pietrzak	**FS-18-018 – FSH 2700** –Student Evaluation of Teaching	11/14/17 appr.	UFM 11/29/17 appr.	12/7/17 appr.	n/a
Catalog	UCC-18-026a	Education	**FS-18-019**: Movement Science: Exercise Science & Health to	12/5/17 appr.	GP#65 2/15/18 appr.	3/9/18 appr.	4/2/18

			Exercise, Sport, and Health Sciences				
Catalog	UCC-18-026b	Education	**FS-18-020**: Movement Science: Exercise Science & Health emphasis Pre-Physical Therapy; Fitness, Health, & Human Performance; Pre-Athletic Training; Physical Education Teacher Cert.; Community Health Education & Promotion	1/16/18 appr.	GP#65 2/15/18 appr.	3/9/18 appr.	4/2/18
Catalog	UCC-18-019a	Engineering	**FS-18-021**: - Mechanical Engr. Discontinue Manufacturing Engr. minor	12/5/17 appr.	GP#65 2/15/18 appr.	3/9/18 appr.	4/2/18
Catalog	UCC-18-030a	Science	**FS-18-022**: - BS Statistics	12/5/17 appr.	GP#65 2/15/18 appr.	3/9/18 appr.	3/28/18
Catalog	UCC-18-030b	Science	**FS-18-023**: - Discontinue Applied-Actuarial Science & Financial option in Math	12/5/17 appr.	GP#65 2/15/18 appr.	3/9/18 appr.	4/2/18
Catalog	UCC-18-030c	Science	**FS-18-024**: - Discontinue Applied-Statistics option in Math	12/5/17 appr.	GP#65 2/15/18 appr.	3/9/18 appr.	4/2/18
Catalog	UCC-18-013	CLASS	**FS-18-025:**– Women's and Gender Studies to Women's, Gender, and Sexuality Studies	1/16/18 appr.	GP#65 2/15/18 appr.	3/9/18 appr.	4/2/18
FSH	UP-18-020	Research Council	**FS-18-026** - FSH 5200 – Human Participant (Subject) Research	1/16/18 FYI	UFM 4/25/18 FYI	6/25/18 appr.	n/a
Catalog	UCC-18-024a	Business	**FS-18-027:**– Small Business/Entrepreneurship Option	1/30/18 appr.	GP#65 2/15/18 appr.	3/9/18 appr.	4/2/18
Catalog	UCC-18-024b&UCC-18-025	Business	**FS-18-028:** - New Certificate Trading & Capital Management	1/30/18 appr.	GP#65 2/15/18 appr.	3/9/18 appr.	4/2/18
Catalog	UCC-18-029a&UCC-18-029	Education	**FS-18-029:**– Movement Science - Emphasis in Community Health Education & Promotion	1/30/18 appr.	GP#65 2/15/18 appr.	3/9/18 appr.	4/2/18
Catalog	UCC-18-029b	Education	**FS-18-030:**– Discontinue B.S.Ed. Physical Education	1/30/18 appr.	GP#65 2/15/18 appr.	3/9/18 appr.	4/17/18
Catalog	UCC-18-029c&UCC-18-029	Education	**FS-18-031**: - New Teaching Endorsement in Special Education	1/30/18 appr.	GP#65 2/15/18 appr.	3/9/18 appr.	4/2/18

Catalog	UCC-18-032a&UCC-18-032	CALS	**FS-18-032:** - New Minor Agricultural Communications & Leadership	1/30/18 appr.	GP#65 2/15/18 appr.	3/9/18 appr.	4/2/18
Catalog	UCC-18-032b	CALS	**FS-18-033:** - New Minor Biotechnology and Plant Genomics	1/30/18 appr.	GP#65 2/15/18 appr.	3/9/18 appr.	4/2/18
Catalog	UCC-18-032c	CALS	**FS-18-034:**– Family Consumer Science restructure	1/30/18 appr.	GP#65 2/15/18 appr.	3/9/18 appr.	4/2/18
APM	UP-18-004	Safety Office	**FS-18-035:** APM 95.21 – University Closures	FYI email Dec. 12 2017; Senate 1/30/18 FYI	UFM 4/25/18 FYI	6/25/18 FYI	n/a
APM	UP-18-005	Safety Office	**FS-18-036:** APM 35.91 – Bomb Threats	FYI email Dec. 12 2017; Senate 1/30/18 FYI	UFM 4/25/18 FYI	6/25/18 FYI	n/a
APM	UP-18-022	Office of Research Assurances	**FS-18-037:** APM 45.01 – Animal Care Use	1/30/18 appr	UFM 4/25/18 FYI	6/25/18 FYI	n/a
FSH	UP-18-023	College Graduate Studies	**FS-18-038:** FSH 1565 H – Graduate Assistants	3/6/18 appr.	UFM 4/25/18 appr.	6/25/18 appr.	n/a
Catalog	UCC-18-016	Law/CNR	**FS-18-039**: - Natural Resources and Environmental Law Grad Certificate	2/6/18 appr.	GP#66 3/6/18 appr.	3/9/18 appr.	4/2/18
Catalog	UCC-18-036a&b	CALS	**FS-18-040**: - New M.S. Plant Pathology	2/6/18 appr.	GP#66 3/6/18 appr.	3/9/18 appr.	In progress
Catalog	UCC-18-031,c&d	CLASS	**FS-18-041**: - New Communication Major	2/6/18 appr.	GP#66 3/6/18 appr.	3/9/18 appr.	In progress
FSH	UP-18-019	Sabbatical Leave Evaluation Committee	**FS-18-042** - FSH 1640.74 – Sabbatical Leave Evaluation Committee	2/13/18 appr.	UFM 4/25/18 appr.	6/25/18 appr.	n/a
FSH	UP-18-021	Research Council	**FS-18-043 -** FSH 1640.54 – Institutional Review Board	2/13/18 appr.	UFM 4/25/18 appr.	6/25/18 appr.	n/a
Catalog	UCC-18-038a	Registrar	**FS-18-044** – Catalog Change Regulation J-3-c	2/13/18 appr.	GP#66 3/6/18 appr.	3/9/18 appr.	n/a
Catalog	UCC-18-038b	Registrar	**FS-18-045** – Catalog Change Regulation J-3-f	2/13/18 appr.	GP#66 3/6/18 appr.	3/9/18 appr.	n/a
Catalog	UCC-18-038c	Registrar	**FS-18-046** – Catalog Change Regulation J-3-g	2/13/18 appr.	GP#66 3/6/18 appr.	3/9/18 appr.	n/a

Catalog	UCC-18-014a	CALS	**FS-18-047** – Family Consumer Science Restructure	2/13/18 appr.	GP#66 3/6/18 appr.	3/9/18 appr.	4/2/18
Catalog	UCC-18-014b	CALS	**FS-18-048** – Plant Sciences – new Crop Management minor	2/13/18 appr.	GP#66 3/6/18 appr.	3/9/18 appr.	4/2/18
FSH	UP-18-024	Civil Rights & Investigation	**FS-18-049: FSH 1640.10 –** Americans with Disabilities Act Advisory Committee	2/27/18 appr	UFM 4/25/18 appr.	6/25/18 appr.	n/a
FSH	UP-18-029	Faculty Affairs, coordination with Provost Office	**FS-18-050: FSH 3050** Position Description Policy & Form and **FSH 3320** Annual Evaluation Policy	3/27/18; 4/3/18; & 4/10/18 appr.	UFM 4/25/18 appr.	6/25/18 appr.	n/a
FSH	UP-18-030	Research Council	**FS-18-051: FSH 1640.72** – Research Council	3/27/18 appr.	UFM 4/25/18 appr.	6/25/18 appr.	n/a
APM	UP-18-025	Human Resources	**FS-18-052: APM 50.16** – Criminal Background Check	3/27/18 appr.	UFM 4/25/18 FYI	6/25/18 appr.	n/a
FSH	UP-18-026	Library Affairs	**FS-18-053: FSH 6920** – University Library	4/10/18 appr.	UFM 4/25/18 appr.	6/25/18 appr.	n/a
FSH	UP-18-031	Faculty Appeals Hearing Board	**FS-18-054: FSH 3840** Procedures for Faculty Appeals **& 1640.43** Faculty Appeals Hearing Board	4/10/18 appr.	UFM 4/25/18 appr.	6/25/18 appr.	n/a
FSH	UP-18-032	Safety & Loss Committee	**FS-18-055: FSH 1640.76** Safety & Loss Committee	4/10/18 appr.	UFM 4/25/18 appr.	6/25/18 appr.	n/a
FSH	UP-18-033	Staff Compensation Task Force	**FS-18-056: FSH 1640.81 –** University Staff Compensation Committee	4/10/18 appr.	UFM 4/25/18 appr.	6/25/18 appr.	n/a

II. The Faculty Senate Received Reports/Updates, Presentations, and Engaged in Discussions:

2016-17 Senate Annual Report (2)
Academic Initiatives (faculty development, new programs and student recruitment) (3,18,20)
Academic Strategic Steering Committee (ASSC) (21)
Advising (9,10,12,15,22,25,26)
American Language & Culture Program and International Marketing, Recruitment, & Retention (4)
Americans with Disabilities Committee (20)
Animal Care & Use (16)
Annual Performance Evaluations, Faculty (9,10,11,22,23,24)
Athletics, Reorganization (24)
Automate Student Change of Major (17,22)
Benefits, health, dental, etc. (6,7,8,9,10,11,19)
Bomb Threats (16)

Borah – Shirin Ebadi, LeRoy Ashby, Scott Shapiro, Oona Hathaway (7,8)
Brand Refresh, UI (14)
Campus Recreation (10,12)
Center for Disability Access and Resources (20)
Center for Excellence in Teaching & Learning (CETL) (5,15)
Change in Employee Compensation (CEC) (22)
Change of Major, automated (17,22)
College Level Exam Program (CLEP)(2)l
College Reorganizations (15,17,19,20,21,22)
Committees, University level – policy on staff and student appointments (12)
Common course numbers (SBOE directive)(18)
Communication issues – Talking Points (retreat,4,15,16)
Compensation, Staff (5,8,15,24)
- Committee formation (24)

Compensation Task Force, Faculty (2,5,6,8,11,12,14,15,17,19,22,24)
- CIP code (2,5)
- Post Docs (8,12)

Compensation, TAs (8,15,18)
Concealed Weapons (7)
Consent Agenda (7)
Contracts (all employees), going electronic (24)
Criminal Background Check (22)
Distance Education (9)
Duo, Multi-factor Authentication (13,14,15)
Electronic Contracts for all Employees (24)
Enrollment/Retention (advising) 10,15,17
Exams, final exam schedule 7:30 a.m. (7)
Faculty Appeals Hearing Board (24)
Faculty Secretary (15)
Faculty-Staff Policy Group (12,13)
Finances, university (15,17,20,21)
Global Student Success Program/Navitas (9,18)
Graduate Support Assistant (21)
Great Colleges to Work for Survey (4,5,8,13,22,23)
Green Dot, Violence against Women (5)
Human Participant (Subject) Research policy (15)
Institutional Planning & Effectiveness Committee (IPEC) (14,22)
Institutional Review Board (18,22)
IT Help Services (ITS) migrates to Technology Solutions Partners (TSPs) (3)

Legislative Session Report, Joe Stegner (15)
Library Affairs, University Library policy (23)
Major, Change – automated (17,22)
Market analysis of new programs (Academic Strategic Steering Committee - ASSC) (21)
Market Based compensation (see compensation above)
Multi-factor Authentication (Duo) (13,14,15)
National College Health Assessment (2, 22)
Navitas/Global Student Success Program (GSSP) (9,18)
Non-tenure Track Faculty (21)
NWCCU (Northwest Committee on Colleges & Universities) visit (22)
Ombuds (12- annual report; 20 - search)
Parking & Transportation (23)
PERSI/ORP (retirement) (21)
Position Description policy/form (22,23,24)
Program Prioritization (2,3,4,6,7,8,14,22,24)
Raven Scholars Program (20)
Recording Class Sessions (11)
Research Council (22)
Retreat Review, Senate (2)
Retreat Topics (update) (16)
Sabbatical Leave Policy and Committee Structure (12,18)
Safety & Loss-Control Committee (24)
SBOE Directive – common course numbers (18)
Senate Chair report on senator's role (2)
Staff Compensation (5,8,24)
STARFISH/Strategic Enrollment Management (SEM)/VandalSTAR (9,11)
Strategic Plan and NWCCU (23)
Student Code (6,8)
Student Evaluations (13)
Student Fees & Tuition (23)
TA Compensation (8,15,18)
Talking Points, communication issues (Retreat,2,4,15,16)
Teacher Education Coordinating Committee (12)
Teaching & Advising Committee (13)
Teaching & Learning, Center for Excellence (5,15)
Testing & Note-taking services (20)
Title IX (3,24)
Twin Larch (7,12)
Ubuntu (15)

Undergraduate admission changes (14)
University closures (16)
University Finances (2,3,6,12,15,17,20,21)
- University Budget & Finance Committee (UBFC) (2,3,6,12)

University of Idaho Brand Refresh (9,14)
University Promotions Committee (8,9,10,11)
University Staff Compensation Committee (24)
VandalSTAR (9, 11)
Vice Provost for Faculty (6)
Violence Against Women, Green Dot(5)
Weapons (Concealed), Concerns (7)
Western University Exchange (WUE) (16,17)

III. The Faculty Senate also took the Following Actions or addressed Requests for Committee/Task Force Volunteers:

Acknowledgments (26)
Campus Planning & Advisory Committee – Penny Morgan (2)
Chosen/preferred name system task force – Jodie Nicotra volunteered (14)
Committee Appointments, Senate (8,14,25)
Elections, Chair/Vice Chair Faculty Senate, elected professors Hrdlicka, Patrick and Anderson, Miranda (1)
Graduates – Summer 2017 (2) Fall 2017 (14), Spring 2018 (24)
NWCCU Workgroup volunteers (prepare for NWCCU visit) Dean Panttaja and Jennifer Johnson-Leung (2,4)
President's Athletic Advisory Committee, Rich Seamon (2)
Sabbatical Leave 2018-19 (14), 2019-20 (25)
Secretary to the Faculty Senate – Liz Brandt (2)
Student Appeals Committee – Joseph DeAngelis (2)
VandalStar Implementation Team – Joe DeAngelis (11)

IV. Resolutions:

PERSI/ORP (21)

University of Idaho

POLICY COVER SHEET

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

[3/09]

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

Chapter & Title: FSH 3320 – Annual Evaluation C.

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.
*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s): **Marty Ytreberg** **May 2, 2018**
(Please see FSH 1460 C) Name Date
Telephone & Email: **208-885-6908** **ytreberg@uidaho.edu**

Policy Sponsor: (If different than originator.)
Name Date
Telephone & Email:

Reviewed by General Counsel ___Yes ___No Name & Date: _____

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

Update and clarify the process for evaluation of administrators. The process on how to obtain feedback from faculty and staff was discussed at length. FAC accepted this policy that is intended to replace current C. (C1-C4) with the caveat that further discussion is needed with regard to the process in obtaining feedback and how to do so and ensure confidentiality. Suggestions included:

- Centralization
- A survey done by an external company similar to great colleges (outsource)
- how to control and protect feedback from those in smaller units
- training to ensure administrators understand confidentiality
- ID/log-in specific to ensure others cannot submit feedback in another's name

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

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

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

If not a minor amendment forward to: _____

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

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

FSH
Appr. _____
FC FS-18-012
GFM _____
Pres./Prov. _____
[Office Use Only]

Track # _____
Date Rec.: _____
Posted: t-sheet _____
h/c _____
web_____
Register: _____
(Office Use Only)

FSH 3320 - proposed

C. ANNUAL PERFORMANCE EVALUATION AND REVIEW OF ADMINISTRATORS HOLDING FACULTY APPOINTMENTS. This policy applies to all administrators holding faculty appointments including, but not limited to, those reporting directly to the provost and deans.

1. Annual Performance Evaluation of Administrators. Each administrator holding an appointment as a faculty member shall complete a position description pursuant to FSH 3050, and shall complete the annual performance evaluation process described above. The performance evaluation shall be conducted by the person to whom the administrator directly reports. The evaluator shall seek input from the unit administrator of the unit in which the administrator holds a faculty appointment regarding the evaluation of Teaching and Advising, Scholarship and Creative Activities and Outreach and Extension to the extent the administrator's position description includes expectations in these areas. The evaluator shall also review the administrator's performance in the area of University Service and Leadership. An administrator's annual performance evaluation shall be completed using the Faculty Annual Performance Evaluation form appended to this policy. The review shall state whether the administrator met or did not meet expectations.

2. This annual evaluation of administrators in the area of University Service and Leadership shall focus on the responsibilities set forth in FSH 1420, if applicable, the responsibilities set forth in the unit bylaws, if applicable, and the expectations set forth in the administrator's position description. The evaluator shall ensure that faculty and staff interacting with the administrator have the opportunity to provide confidential feedback regarding the administrator's performance to the evaluator. The Evaluator may use Form 2 (linked at the bottom of this policy) or other mechanisms to gather such feedback.

3. No Expectation of Continued Service. Administrators do not have an expectation of continued service in their administrative appointments. The President, Provost and/or Dean may determine at any time that it is not in the best interest of the university, college or unit that the administrator continue to serve in his or her administrative capacity.

C. PERFORMANCE EVALUATION OF ACADEMIC ADMINISTRATORS. *[ed. 7-09, ren. 7-10]*

C-1. EVALUATION BY FACULTY MEMBERS. Opportunity is provided for an annual performance evaluation of college deans, assistant and associate deans, and administrators of academic departments and other intracollege units by the faculty members of the respective units. The provost sends each faculty member an appropriate number of copies of the form, "Annual Faculty Evaluation of Academic Administrators" [form 2 appended to this section] to be used for evaluation of the unit or center administrator, one to be used for evaluation of the dean, and one to be used for evaluation of each assistant or associate dean in the college. *[ren. & ed. 7-10, 10-10]*

C-2. EVALUATION OF UNIT AND CENTER ADMINISTRATORS AND ASSISTANT AND ASSOCIATE DEANS. The review and evaluation of unit and center administrators, and assistant and associate deans, require consideration of their responsibilities as faculty members and as administrators as defined by percentage allocations in the Annual Position Description. All administrators are entitled to a review and evaluation of their performance as faculty members. Further, all administrators are entitled to a review of their performance as administrators. (Forms to be used in the evaluation of administrators are found in Form 1 and 2. *[rev. 7-99, ed. 3-07, rev. & ren. 7-10 (incorporated 1420 E-6 into this entire section C-2 through C-4)]*

1. Evaluation as a Faculty Member.

a. Annual Evaluation. The annual evaluation of an administrator's performance as a faculty member shall be conducted by the dean of the college in accordance with the provisions of *FSH* 3320 A above.

b. Third Year Review. If the administrator is untenured, there shall be a third-year review in accordance with the procedures outlined in *FSH* 3520 G-4.

2. Evaluation as an Administrator.

a. Annual Evaluation. The dean shall conduct an annual evaluation of each administrator's performance in accordance with the responsibilities specified in *FSH* 1420 E-1 and in the Annual Position Description. The dean and administrator will negotiate the administrator's Annual Position Description on the basis of the unit's needs, and make it available to the faculty for annual evaluation purposes. The administrator will present his or her annual goals for the unit at the beginning of the review year and report on his/her effectiveness in meeting last year's goals. Annual goals should be based on the unit action plan, needs of the unit, and discussion with the dean. The dean will make a conscientious effort to solicit input from unit faculty through evaluation form 2. *[rev. 7-99, ed. 6-09, 10-10]*

Unit faculty must send completed copies of form 2 directly to the dean. The dean furnishes the administrator a summary of the faculty evaluations in such a way that the confidentiality of individual evaluations is preserved. The dean may arrange a conference with the administrator to discuss the summary. After these steps have been completed, the dean shall destroy the individual faculty members' evaluations and shall file the written summary in the dean's office. The dean then submits a summary of conclusions and recommendations resulting from the review to the provost, who in turn makes his or her review and forwards recommendations to the president. The dean will then provide feedback to faculty who have submitted form 2, as appropriate. *[ed. 10-10]*

C-3. EVALUATION OF DEANS. The provost shall conduct an annual evaluation of each dean's performance in accordance with the dean's responsibilities specified in *FSH* 1420 D-2 and in the Annual Position Description. The provost and dean will negotiate the Annual Position Description for the dean on the basis of the college's needs and make it available to the faculty for annual evaluation purposes. The dean will present his or her annual goals for the college at the beginning of the review year and report on his or her effectiveness in meeting last year's goals. Annual goals should be based on the college's action plan, needs of the college, and discussion with the provost. The provost will make a conscientious effort to solicit input from college faculty through evaluation form 2. *[ed. 10-10]*

College faculty will send completed copies of form 2 directly to the provost. The provost will summarize the faculty responses and share that summary with the dean. In preparing and conveying that summary, the provost has the responsibility to ensure that faculty comments are confidential. This includes, but is not limited to, avoiding the use of any phrases that can identify the faculty member making the comments. The provost may arrange a conference with the dean to discuss the summary. After these steps have been completed, the provost shall destroy individual faculty members' evaluations and file the written summary in the Office of Academic Affairs. The provost must then submit a summary of conclusions and recommendations resulting from the review to the president. The provost will then provide feedback to faculty who have submitted form 2, as appropriate. *[ed. 10-10]*

C-4. PERIODIC REVIEW OF ADMINISTRATORS. Each administrator is formally reviewed at least six months before the end of each appointment term, or, if there is not a fixed appointment term, at least every five years. The Provost appoints an ad hoc review committee to include faculty, department chairs, and experienced administrators of other units. The periodic review will be conducted at the request of the Provost and Executive Vice President and in accordance with the mechanisms of formal review, which must provide for the following:

1. Opportunity for the dean, center administrator, or unit administrator to prepare a report/portfolio summarizing his or her administrative achievements for the period, including annual reviews; *[rev. and ren. 7-99]*

2. Opportunity for all faculty and staff of the college/unit to participate in the review;

3. Solicitation of input by the committee from appropriate constituencies of the college/unit. Confidentiality of all individual evaluations will be ensured; *[add. 7-99]*

4. Preparation by the review committee of a written report summarizing the findings and recommendations of the review, which will be forwarded to the Provost and the dean/center or unit administrator; *[ed. and ren. 7-99]*

5. The provost will submit the written report along with any additional comments and recommendations to the president and provide appropriate feedback to the administrator. *[rev. and ren. 7-99]*

a. Additional Review. The provost and/or college dean may initiate a review at any time he or she determines a review is needed. The dean shall submit to the provost a summary of conclusions and recommendations resulting from this additional review. If the review is conducted by the provost, he or she shall submit a summary of conclusions and recommendations to the president.

The faculty of the unit may also initiate, by majority vote, a formal review (as outlined above) of the unit administrator. The tenured faculty of a college may also initiate, by majority vote, a formal review (as outlined above) of the college dean.

University of Idaho

POLICY COVER SHEET

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

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

Chapter & Title: FSH 1590 – Unit Bylaws

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

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

Originator(s): **Faculty Secretary, July 20, 2018**
Telephone & Email: **Liz Brandt, 885-7808 ebrandt@uidaho.edu**

Policy Sponsor: (If different than originator.) same

Name Date

Reviewed by General Counsel ___Yes ____No Name & Date: _____

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

1. Address the change to FSH 3050 passed in the spring of 2018 (FS-18-050/UP-18-029) at April 10, Senate meeting and April 25, UFM, approved by President Staben June 25th, eliminating the annual process for doing PDs. The PD will be initially created by the unit administrator(s) when a faculty member is hired (or once policy goes into effect for current faculty) and modified only if substantial changes occur.

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

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

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

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)

1590

UNIT BY-LAWS

PREAMBLE: Responding to widespread disparities among unit bylaws, the Faculty-Staff *Handbook and Regents policies, this section was adopted by the university faculty at its April 27, 2004 meeting. In 2012 changes were made to provide guidance, clarify language, and define "unit". In July 2014 language was added to ensure tenure-track faculty are involved in review of non-tenure-track faculty. In July 2018 the elimination of the requirement to do annual position descriptions in FSH 3050 necessitated a change to this policy to remove language that referred to an annual process.* [rev. 7-12, 7-14]

A. Definitions.

A-1. Unit: For purposes of this policy, units shall be those listed in the chart of the organization of the university faculty in FSH 1560. *[add. 7-12]*

B. Policy. Each recognized unit will develop a set of bylaws (see Regents Policy III. C. 3), setting forth the rules (see B-1 below) by which the unit is governed [for specifics with regard to promotion and tenure see FSH 3050 B, 3320, 3520 G-1 and 3560 E-1]. Departments/programs may incorporate or adopt college bylaws by reference and colleges may incorporate or adopt specific relevant *Faculty-Staff Handbook* provisions. The majority of the faculty of the unit, must approve the bylaws and any revisions (see FSH 1520 II 1, II 3, & IV 8; and FSH 1540 A). Unit bylaws and revisions must be approved by the president, as required by Regents Policy III C. 3. *[rev. 7-12, ed. 7-14]*

Unit bylaws are subordinate to policies within the *Faculty-Staff Handbook*, and each unit should review its bylaws annually for consistency with the *Faculty-Staff Handbook* (units are strongly encouraged to seek assistance from General Counsel). The bylaws will undergo a thorough review and be re-approved at least every five years, and copies shall be sent to the offices of the Faculty Secretary and Provost. *[rev. 7-12, ed. 12-13]*

B-1. A unit's bylaws should contain the following information: *[ed. 7-12, 7-14]*

- the mission statement of the unit, including the objectives of the unit and its role;
- policies on unit governance, including rules of order, meeting procedures, quorum, attendance at meetings, student representation, and voting rights;
- the organizational structure of the unit, including the responsibilities of the unit administrator and the constitution and function of committees, their terms, and selection procedure;
- specific unit procedures, in addition to required human resources procedures, by which faculty and staff searches and hirings are conducted; *[ed. 7-12]*
- ~~the process for negotiation of annual position descriptions;~~
- the unit's criteria and procedures for annual performance evaluation and third-year review;
- the makeup of all review committees (third year, periodic and promotion) will include tenure-track faculty; *[add. 7-14]*
- the unit's promotion and tenure guidelines [see 3050, B-1] and procedures; *[ed. 7-12]*
- the procedures for amendment of the bylaws.

Faculty Senate FAQs

Nomination/Election of Chair & Vice Chair FSH 1580 Article IV:

Section 1. Nomination. Each spring, as soon as practicable following the appointment and election of new members of the senate, the president of the university or the president's designated representative calls and presides at a meeting of those who will be members during the ensuing year for the purpose of nominating candidates for the offices of chair and vice chair. Nominations are by secret ballot, and no other official business is transacted at this meeting. *[ed. 7-10]*

Section 2. Election. Not less than three days following the nominating meeting referred to in section 1, above, the president or the president's designated representative calls and presides at a second meeting of the same group for the purpose of electing the chair and the vice chair for the ensuing term. No other official business is transacted at this meeting. The requirement that there be no less than three days between the two meetings may be suspended only by the unanimous consent of the members in attendance. The procedures for the election are as follows:

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When and who oversees the elections for senate members? Current senate members from each respective college/group consult and assign someone who will handle the process. Check your respective college/group by-laws for procedures. It is fine for faculty senate members to solicit assistance from the dean's office in sending out and receiving secret ballots. Faculty should oversee the process and count votes received. All faculty within the college are given the opportunity to be involved and vote.

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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. *[ed. 7-09]*

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What if I have replaced a member from my college who resigned from Faculty Senate, can I serve again?

1580 Article III, Section 3. Members Completing Unexpired Terms. A member who has been elected or appointed to complete the unexpired term of another member and has served more than half of that term will be considered to have served one full term (see FSH 1520 V-4 - Terms of Office). *[ed. 7-10, rev. 7-15]*

Can you send someone in your place, if you will be absent? Yes, but **not** with vote.

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M E M O R A N D U M

TO: Faculty Senate
FROM: Liz Brandt, Faculty Secretary
DATE: August 17, 2018
RE: Election of Senate Members to Committees

The Faculty Senate will need to elect senators for the vacancies as noted below:

Benefits Advisory Group — **Vacancy** (2021)
Eligible Senators: First year faculty senator preferred*
Meets as needed - Wednesdays 1:30 for 1.5 hrs. (typically once a month)

Campus Planning Advisory Committee: — Penny Morgan (2020); **Vacancy** (2019)

Student Conduct Board: — Joseph DeAngelis (2020); John Cannon (2019)

University Budget & Finance Committee: — Mike Anderson (2019)

President's Athletics Advisory Council: — Rich Seamon (2020)

*First Year Faculty Senator
Dezzani, Raymond, (2021) *Science*
Keim, Delphine, (2021) *Art & Arch*
Kirchmeier, Barbara (2021) *CLASS*
Luckhart, Shirley (2021) *Ag/Life Sciences*
McKellar, Michael – (2021) *Idaho Falls*
Raja, Krishnan (2021) *Engineering*
Schwarzlaender, Mark (2021) *Ag/Life Sciences*

University of Idaho
2018-2019 FACULTY SENATE AGENDA

Meeting #2

3:30 p.m. - Tuesday, May 1, 2018
Brink Hall Faculty-Staff Lounge & Zoom

Order of Business

I. Call to Order.

II. Special Orders.

Nominations/Elections of Chair and Vice Chair of the 2018-2019 Senate (see FSH 1580 IV)

III. Adjournment.

President's Designee

2018-19 Faculty Senate Officers Nominations/Elections
Presided over by President's designee, e.g. Provost

Nomination Day - April 24th 4:30 p.m. – no other business transacted.

- Nominations are accepted in writing and are anonymous (secret nominations).
- Senators may self-nominate.
- Senators may nominate more than one person.
- Senators may nominate for either chair, or vice chair, or both.
- Nominations are collected by Faculty Secretary.
- Nominees have time to consider willingness for either, or both positions
- Nominees must notify Faculty Secretary* of nomination acceptance by 9:00 a.m. April 30th.

Election Day – May 1st 3:30 p.m. - quorum required.

- Vote for chair first (secret ballot)
- Ballots for chair are distributed, additional nominations from the floor for chair are acceptable.
- Faculty Secretary gathers/reports results, majority vote required, balloting continues until one candidate remains (candidate with fewest votes drops off after each vote).*
- Finalize vote – chair elected.
- Preliminary ballots for vice-chair are distributed, including any nominees for chair who expressed willingness to serve as vice chair, additional nominations from the floor for vice chair are acceptable.
- Faculty Secretary gathers/reports results, majority vote required, balloting continues until one candidate remains (candidate with fewest votes drops off after each vote)*.
- Finalize vote - vice chair elected.

*Notes:

- Faculty Secretary prepares ballots for chair and preliminary ballots for vice chair.
- Outgoing senators are welcome to attend (public meeting); they have voice, but may not vote.
- Ties have been broken through candidate speeches.

Chair

Brian Ellison _____

Terry Grieb _____

Clinton Jeffery _____

Aaron Johnson _____

Fill-in

_____

_____

_____

_____

Vice Chair

John Cannon _____

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_____

_____

_____

_____

Faculty Senate FAQs

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2018-2019
FACULTY SENATE AGENDA - Meeting #1
4:30 p.m., April 24, 2018

Paul J. Joyce Brink Hall Faculty-Staff Lounge

Order of Business

I. Call to Order.

II. Special Orders.

- Nominations of Chair and Vice Chair of the 2018-2019 Senate (see FSH 1580 IV)

Faculty Senate FAQs

III. Adjournment.

President's Designee

2018-19 Faculty Senate Officers Nominations/Elections
Presided over by President's designee, e.g. Provost

Nomination Day - April 24th 4:30 p.m. – no other business transacted.

- Nominations are accepted in writing and are anonymous (secret nominations).
- Senators may self-nominate.
- Senators may nominate more than one person.
- Senators may nominate for either chair, or vice chair, or both.
- Nominations are collected by Faculty Secretary.
- Nominees have time to consider willingness for either, or both positions.
- Nominees must notify Faculty Secretary* of nomination acceptance by 9:00 a.m. April 30th.

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- Preliminary ballots for vice-chair are distributed, including any nominees for chair who expressed willingness to serve as vice chair, additional nominations from the floor for vice chair are acceptable.
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