

**University of Idaho  
2019-2020 FACULTY SENATE AGENDA**

**Meeting #1**

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

**Order of Business**

**I. Call to Order.**

**II. Special Orders.**

- Nominations of Chair and Vice Chair of the 2019-2020 Senate (see [FSH 1580 IV](#))

**III. Adjournment.**

**President's Designee**

Election Guidelines

Senate FAQs

Senate Position Description

**University of Idaho**  
**Faculty Senate Meeting Minutes - APPROVED on (9/03/19)**  
**2019-2020 Meeting #1, Tuesday, April 30, 2019**

**Present:** Brandt (w/o vote), Benedum (GPSA new representative not elected yet), Bridges, Caplan, Chapman, Chopin, DeAngelis, Dezzani, Grieb, Jeffery, Keim, Kern (Coeur d'Alene), King (ASUI new representative not elected yet) Kirchmeier, Laggis (SBA new representative not elected yet), Lambeth for R. Smith (w/o vote), Lee-Painter, Luckhart, McKellar (Idaho Falls), Paul, Raja, Seaman (for Cosens w/o vote), Schab, A. Smith, Tenuto (Boise), Tibbals, Wiest, Wiencek. **Absent:** Cosens, Schwarzlaender, R. Smith.  
**Guests:** 15

**Call to Order.** The provost called the meeting to order at 3:30.

The provost invited the senators to introduce themselves.

After introductions, the Faculty Secretary explained the process for nominating officers. Senator Terry Grieb was nominated for the position of Chair of Faculty Senate. Senators Kirchmeier, Lee-Painter and Luckhart were nominated for the position of Vice Chair of Faculty Senate.

The agenda for the meeting having been completed, a motion (Tibbals/Chopin) to adjourn passed unanimously. The meeting was adjourned at 3:50 p.m.

Respectfully Submitted,

Liz Brandt,  
Faculty Secretary & Secretary to the Faculty Senate



**University of Idaho  
2019-2020 FACULTY SENATE AGENDA**

**Meeting #2**

**3:30 p.m. - Tuesday, May 7, 2019  
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 2019-2020 Senate (see [FSH 1580 IV](#))

**III. Adjournment.**

**President's Designee**

**University of Idaho**  
**Faculty Senate Meeting Minutes - APPROVED on 9/3/13**  
**2018-2019 Meeting #2, Tuesday, May 1, 2018**

**Present:** Bridges, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Grieb, Jeffery, Keim, Kern (Coeur d'Alene), Kirchmeier, Lee-Painter, Luckhart, McKellar (Idaho Falls), Meeuf, Raja, Schwarzlaender, A. Smith, R. Smith, Tenuto (Boise), Tibbals, Wiest **Absent:** Brandt (w/o vote), Caplan, Foster, Paul, SBA Representative, ASUI representatives, Wiencek. **Guests:** 1

**Call to Order:** The meeting was called to order at 3:32 p.m. by Professor Aaron Johnson, outgoing senate chair 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.

Johnson proceeded to the election of the chair and vice chair of senate. He announced that Luckhart had respectfully declined her nomination leaving Professor Kirchmeier as the sole nominee for vice chair and Professor Grieb as the sole nominee for chair. Professor Johnson noted that voting would be by secret ballot with a majority vote needed for a candidate to be elected. Ballots were distributed, collected, and counted. Johnson announced that Professor Grieb was successfully elected as the next Chair of Faculty Senate and that Professor Barbara Kirchmeier was elected as the next Vice Chair of Faculty Senate.

Johnson invited chair and vice chair elect to speak to their goals. Each expressed gratitude for the opportunity to serve in these new roles and they look forward to a collaborative and engaged year ahead.

The business of the meeting having been completed, a motion to adjourn (Keim/Jeffery) was approved. The meeting was adjourned at 3:43 p.m.

Respectfully Submitted,

Ann Thompson, Assistant to the Faculty Secretary

**University of Idaho**  
**Faculty Senate Meeting Minutes - Draft Minutes**  
**2018-2019 Meeting #2, Tuesday, May 1, 2018**

**Present:** Bridges, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Grieb, Jeffery, Keim, Kern (Coeur d'Alene), Kirchmeier, Lee-Painter, Luckhart, McKellar (Idaho Falls), Meeuf, Raja, Schwarzlaender, A. Smith, R. Smith, Tenuto (Boise), Tibbals, Wiest **Absent:** Brandt (w/o vote), Caplan, Foster, Paul, SBA Representative, ASUI representatives, Wiencek. **Guests:** 1

**Call to Order:** The meeting was called to order at 3:32 p.m. by Professor Aaron Johnson, outgoing senate chair 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.

Johnson proceeded to the election of the chair and vice chair of senate. He announced that Luckhart had respectfully declined her nomination leaving Professor Kirchmeier as the sole nominee for vice chair and Professor Grieb as the sole nominee for chair. Professor Johnson noted that voting would be by secret ballot with a majority vote needed for a candidate to be elected. Ballots were distributed, collected, and counted. Johnson announced that Professor Grieb was successfully elected as the next Chair of Faculty Senate and that Professor Barbara Kirchmeier was elected as the next Vice Chair of Faculty Senate.

Johnson invited chair and vice chair elect to speak to their goals. Each expressed gratitude for the opportunity to serve in these new roles and they look forward to a collaborative and engaged year ahead.

The business of the meeting having been completed, a motion to adjourn (Keim/Jeffery) was approved. The meeting was adjourned at 3:43 p.m.

Respectfully Submitted,

Ann Thompson, Assistant to the Faculty Secretary

University of Idaho  
2019 – 2020 Faculty Senate Agenda

Meeting # 3

Tuesday, September 3, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes (vote)
  - Minute of the 2018-2019 Faculty Senate Meeting # 28 (April 30, 2019) **Attach. #1**
  - Minute of the 2019-2020 Faculty Senate Meeting # 1 (April 30, 2019) **Attach. #2**
  - Minute of the 2019-2020 Faculty Senate Meeting # 2 (May 7, 2019) **Attach. #3**
- III. Consent Agenda
  - Approval of Summer Graduates **Attach. #4**
- IV. Provost's Report
- V. Chair's Report
  - 2018 - 2019 Senate Annual Report (FYI) **Attach. #5**
- VI. Other Announcements and Communications
  - Update on Student Evaluation System (Pietrzak)
- VII. Committee Reports
- VIII. Special Orders
  - Election to Specific Senate Committees (vote)
    - i. Campus Planning Advisory Committee (2020)
    - ii. Campus Planning Advisory Committee (2022)
    - iii. University Budget and Finance Committee (2022)
    - iv. Presidents Athletics Advisory Council (2020)
  - Auxiliary Services Committee Request
    - i. Food Service Committee (volunteer)
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2018-2019 Faculty Senate Meeting # 28 (April 30, 2019)
- **Attach. #2** Minutes of the 2019-2020 Faculty Senate Meeting # 1 (April 30, 2019)
- **Attach. #3** Minutes of the 2019-2020 Faculty Senate Meeting # 2 (May 7, 2019)
- **Attach. #4** List of Summer Graduates
- **Attach. #5** 2018 - 2019 Senate Annual Report (FYI)

University of Idaho  
2019 – 2020 Faculty Senate Minutes

Meeting # 3 - APPROVED  
Tuesday, September 3, 2019, 3:30 pm  
Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Sears, Hill, Bacon, Bridges, Caplan, Chapman, Ali Carr-Chellman (for Chopin), Cosens, De Angelis, Dezzani, Grieb (Chair), Jeffery, Keim, Kirchmeier (Vice- Chair), Lee-Painter, Luckhart, Meeuf, Paul, Raja, Sammaruca (w/o vote), Schab, Schwarzlaender, R. Smith, Tibbals, Wiencek (w/o vote).

**Present via Zoom:** Foster, Hanigan, Kern, McKellar, Tenuto.

**Absent:** A. Smith.

**Guests:** 8.

**Guest Speaker:** Dale Pietrzak (Director Institutional Effectiveness & Accreditation / NWCCU Accreditation Liaison Officer).

- I. Call to Order.
  - The chair called the meeting to order at 3:34 pm and welcomed everyone.
- II. Approval of Minutes (vote).
  - The first item on the agenda is to approve the minutes of the last 3 meetings.
    - Minutes of the 2018-2019 Faculty Senate Meeting # 28 (April 30, 2019).
      - A motion to approve the minutes passed unanimously.
    - Minutes of the 2019-2020 Faculty Senate Meeting # 1 (April 30, 2019).
      - A motion to approve the minutes passed unanimously.
    - Minutes of the 2019-2020 Faculty Senate Meeting # 2 (May 7, 2019).
      - A motion to approve the minutes passed unanimously.
- III. Consent Agenda.
  - Approval of Summer Graduates.
    - Chair Grieb explained that consent agenda items go directly to vote without discussion. If anyone requests discussion on a consent agenda item, that item is moved from the consent agenda to another appropriate location in the agenda.
    - A motion to approve the Summer Graduates passed unanimously.
- IV. Provost's Report (John Wiencek).
  - President Green has been very active around the state, generating a lot of energy and enthusiasm.
  - There are still open questions around the "working groups" that President Green is putting together. Provost Wiencek is involved with the Finance Working Group for which the membership is being selected. The membership will be announced in a memo this week. A facilitator has been brought on board to help with those discussions. This person is a neutral party from outside of the university. The membership will include alumni, one dean, faculties. Brian Foisy and the Provost himself are serving as advisors and co-chairs of the committees.
  - During the provost's report, some questions were raised about UBFC and its role within the current need to decrease the budget overall. The Provost reported that Scott Green thinks UBFC is a very important resource. Possibly, UBFC will look at outputs generated by the appropriate

working groups, but this is still speculative. Provost Wiencek will continue to communicate with President Green on the matter. He encouraged FSL to continue placing good people on the UBFC.

- There is a “hanging” item from the minutes of the last meeting. The Provost reported that he prepared a formal memo in response to the question raised last Spring by former Senator Morgan. The memo was circulated within FSL and others for input and edits. The provost anticipates that the memo will go out next week.
- There is good news: Jerry McMurtry and Yolanda Bisbee have written a grant which has been funded by the NSF in the amount of 1M for a period of 2 years (renewable) to recruit and support minority graduate students in STEM. The intention is to first focus on Native American students who wish to pursue a doctoral program. Provost Wiencek is the PI on the grant, but he acknowledges that a lot of the work was done by Jerry and Yolanda.
  - In response to a question from Senator Kern, the Provost replied that the grant is specifically to recruit new graduate students in STEM related field. This program is for recruitment purposes and not to support current students.
  - After some audio problems, the question from Senator Kern concerning program eligibility continued. Provost Wiencek suggested to ask Jerry for more information. In his understanding, the funded program is for recruiting new students, not to support current ones. After a two-year support from the grant, the students’ dissertation advisors are expected to pick up the support.
  - Senator Kern asked whether this is like another program. Provost Wiencek replied that it is not, and that he is not familiar with that program.

#### V. Chair’s Report (Terrance Grieb).

- This year Senate is not electing the Faculty Secretary as Secretary to the Senate because that is already implied by FSH 1570. Francesca Sammarruca is the new Faculty Secretary, and under the former policy she would have to be elected as the Secretary to the Senate. This is no longer necessary under the new policy.
- Quick update on the Faculty Senate Website. The website is in the process of migrating to Sitecore. Thanks to Mary, Francesca, Celi, and the ITS team. They are hoping to have the new website running by next week.
- Talking Points: The Senate has been using them for the last 3 years. They got universally positive response. They are very important! They are produced after the meeting and then distributed to the senators who send them to their respective colleges.
  - Question by Senator Kern: she represents the Coeur d’Alene Campus. In her understanding the Talking Points document goes to Faculty and Staff only through departments and colleges. She is aware of individuals who do not receive the document. In her experience, David Paul, who is the representative for CEHHS, is also not receiving the information. Can we make sure that this information gets to everyone? The same problems happens with Boise.
    - Chair Grieb responds: Yes, FSL will make sure the Talking Points are sent to all campuses and extensions. Please send it to all the Faculty and Staff at your site.
  - Secretary Sammarruca: They also appear on the Daily Register.
  - Chair Grieb: If anybody has other ideas on how to distribute the Talking Points broadly, let us know.
- New York times – we can get free access.
  - Link: <https://libguides.uidaho.edu/nytimes>
  - All Faculty, Staff and Students at UI can get the New York Times for free.

- SBOE changes to retirement plans. Sept. 10th: there will be representative on campus.
  - The State Board is making some changes to our retirement plan, especially with regard to investment opportunities.
  - Please note that on September 10th there will be representatives on campus to answer more questions regarding the retirement plans.
  - Link: [https://boardofed.idaho.gov/data-research/finance-administration/retirement-plans/?utm\\_source=University+of+Idaho&utm\\_campaign=5fc119a1b5-daily\\_register\\_042219\\_COPY\\_01&utm\\_medium=email&utm\\_term=0\\_18a9cb4835-5fc119a1b5-77923641](https://boardofed.idaho.gov/data-research/finance-administration/retirement-plans/?utm_source=University+of+Idaho&utm_campaign=5fc119a1b5-daily_register_042219_COPY_01&utm_medium=email&utm_term=0_18a9cb4835-5fc119a1b5-77923641)
- Alumni Award for Excellence Nominations.
  - This is a great time to reach out and highlight our best students. The Alumni Award for Excellence is presented to approximately 40 undergraduate senior level students and an additional 15 graduate and law students.
  - Award for Excellence Nominations are due on September 13th at 5:00 pm.
  - Link: <https://www.uidaho.edu/alumni/awards/award-for-excellence>
- Professor Robert V. Percival, the Director of the Environmental Law Program at the University of Maryland Carey School of Law, will speak on the topic of “China’s Environmental Courts: An Assessment”, September 5, 2019, 3:30-4:30 Menard Law Building Room 104.
- Bias Response Team (Contact Krisin Haltinner, Assoc. Prof. of Sociology, Director of the Academic Certificate in Diversity and Inclusion, and the Director of Africana Studies Program). The Bias Response Team responds to bias incidents on campus and provides support for students, staff, and faculty who may need it. The incidents we work on include “any non-criminal act motivated...by the victim’s actual or perceived race, religion, ethnic background, sexual orientation, gender identity/expression, disability, or nationality”.
- 2018 - 2019 Senate Annual Report.
  - FYI (non-voting matter): 2018-2019 Annual Report (attached to the agenda), to be included into the records.

#### VI. Other Announcements and Communications.

- Update on Student Evaluation System (Dale Pietrzak).
  - Chair Grieb: Dale P. is going to talk about Student Evaluation System and NWCCU Accreditation. A PDF document was emailed in the morning with the information that Dale P. provided.
  - Dale P.:
    - Student Evaluation System: He sent a letter earlier this Spring to the Senate and ask for the opportunity to give an update on what is happening. About one or two years ago it was announced in our area that the system which supports our current Student Evaluation System, student outcomes, graduating senior survey, etc. was going to be obsolete. We would need to have a new one in place by this Spring, this was the hard deadline that was given initially. At that time, they started to look around. They reviewed what was available nationally and got some ideas from peers and other colleges. They checked with professional listservs, and workgroups online. Then they went through the RFP process where they had representation from faculty and students from various places around the University. It was clear that one product that largely covered everything that needed to be done most effectively was CampusLabs, The RFP was finalized, and everything was ready to begin the initial implementation (January last year). It was one of the smoothest implementations he has ever seen. They are ahead of schedule. The program will be live by fall or spring depending on what we will be able to accomplish for training this year. The

next part of the system that will roll out will be the student evaluation part. Like all technology, this area is continually evolving making everything obsolete. Changes in systems also necessarily bring with them transition. This system is user friendly and they will be providing all necessary support.

- Accreditation (NWCCU): Our Federally approved accreditation body is NWCCU. It is what allows us to collect federal dollars such as financial aid, and grants. It goes through a national review by the US Department of Ed every 7 years and typically revises their standards on that 7-year cycle. This cycle we didn't anticipate the extensive nature of the revisions. There were 5 standards in the old set standards, now there are only 2 standards. This is a dramatic change and they are still sorting things out. Certainly, one of the things that has changed is the centrality and importance of program learning outcomes. CampusLabs has us well positioned for this transition in standards. That part must happen relatively rapidly, because we need to have 3 years or more of data, is the implementation of program learning outcomes assessment. He anticipates that they will have 2 years of data. We are going to be compared with peer institutions (we do not know who they are).
- In the accreditation process, they will be looking at the equity gaps and performance of students relative to retention and graduation. (Key elements of the accreditation process.) It's not clear how they are going to wrap the equity in the context of the program assessment process, but they are anticipating doing that.
- There will be a training session for the initial roll out of the standards in November in Seattle (a three-day event).
- You can look up NWCCU on the website and read the new standards (15 pages document).
- Question: is there a way to appeal if we don't like the chosen peer institutions?
  - Dale P. response: there is always an appeal process.
  - Provost Wiencek: we do have a process to select what we think are a better choice for "peer" or "benchmark" institutions.
- Chair Grieb: As the system rolls out, can we have you back for more updates?
  - Dale P.: yes.

#### VII. Committee Reports.

- There were no Committee Reports.

#### VIII. Special Orders.

- This is done every year at the first meeting of the year. It consists of elections for special committees who require a Senate representative on their membership.
- Election to Specific Senate Committees (vote).
  - Campus Planning Advisory Committee (CPAC) (2020).
    - Two vacancies. One to replace Penny Morgan and one 3-year appointment (until 2022).
    - For the one-year term: Charles Tibbals volunteered and was elected.
    - For the 3-year term: David Lee-Painter volunteered and was elected.
  - University Budget and Finance Committee (2022).
    - Tenuto (via Zoom) volunteered and was elected.
  - Presidents Athletics Advisory Council (2020).
    - (Needs replacement for Richard Seamon). David Paul volunteered and was elected.
- Auxiliary Services Committee Request.
  - Food Service Committee (volunteer).
    - (Chair Grieb gave a brief review of the functions of this committee).



- There were no volunteers. We can ask FAC or perhaps revisit the issue later.

IX. New Business.

- No new business.

X. Adjournment.

- Motion to adjourn: C. Tibbals; second: M. Schwarzlaender.
- Meeting adjourned at 4:29PM.

Respectfully Submitted,

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

**University of Idaho**  
**Faculty Senate Meeting Minutes - Draft Minute**  
**2018-2019 Meeting #28, Tuesday, April 30, 2019**

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

**Call to Order and Minutes.** The chair called the meeting to order at 3:52 pm. A motion to approve the minutes (Morgan/Dezzani) passed unanimously.

The chair inquired whether a member of the senate wished to remove an item from the consent agenda. Hearing no request a motion (Lee-Painter/Vella) to approve both items on the consent agenda (Sabbaticals 2020-21 and 2019 Spring Graduates) was approved unanimously.

**Chair's Report.**

- The chair reminded senators that with the retirements of Ann Thompson and Liz Brandt, emails regarding senate will start coming from new senders. A new executive assistant who will support faculty governance should be hired soon. He cautioned senators to look for these emails and to monitor the [Faculty Senate webpage](#) for information regarding senate during the coming weeks and over the summer.
- The University Faculty Meeting will be held on May 1 at 3:00 pm PDT in the following locations: Moscow – Vandal Ballroom, Boise - IWC 248A, Coeur d'Alene - HC 145C, Idaho Falls - TAB 350, Twin Falls - B-66. A quorum will be required at this meeting to pass changes to the Faculty Constitution and Faculty Senate Bylaws related to the faculty secretary re-structure – please plan to attend!
- An open forum to discuss university budget issues will be held on Tuesday May 7 at 3-4:30 pm in the Vandal Ballroom. Faculty may participate remotely via [uidaho/live](#).

**Provost Report.**

- The Change in Employee Compensation process (CEC) is ongoing. Supervisors are submitting compensation recommendations. Faculty with questions should reach out first to their unit administrator and then to their dean. The Provost's Office is available to answer any further questions.
- The provost followed up on questions from faculty senators regarding the relative size of the central administration versus college budgets. He expects to have a report by the end of May. He is using Idaho Post-Secondary Education System (IPEDS) data and is comparing the data to similar data at the peer institutions identified by the State Board of Education (SBOE). His initial take on the comparison is that UI's administrative expenditures appear to be average compared to our peers.

A senator thanked the provost and asked for further clarification of how UI compared to peers. The provost responded that college level administrative expenditures at UI appear to be quite low when compared to peers. However, central administrative expenditures appear to be slightly above average. When the two sets of data are combined, UI's administrative expenditures appear to be near the average for our peer institutions. The senator followed up stating that UI must determine whether our expenditure levels are appropriate for Idaho. She commented that UI should focus on the appropriate mix of central versus college expenditures for UI, rather than looking at how peers allocate funds. A senator suggested that we look at some aspirational peers also.

A senator asked when salary agreements would be available. Lawrence responded that the deadline for deans to submit salary information is May 1 and that the information must be entered by the budget office before the end of the week. He expects agreements may be available by May 10.

The chair thanked outgoing senators for their service and presented them with certificates.

It was moved (Lee-Painter/Seamon) that the senate present the following resolution for the approval of the university faculty thanking President Staben for his service:

In Recognition of his Service and Leadership, the Faculty, Staff and Students that Comprise the Faculty Senate at the University of Idaho Adopt this Resolution in Honor of Dr. Chuck Staben

WHEREAS Dr. Staben has served since 2014 as the 18th president of the University of Idaho; and  
WHEREAS Dr. Staben has worked continuously to improve the access of all Idahoans to high-quality higher education; and

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

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

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

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

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

The resolution was approved unanimously.

It was moved (Vella/Tibbals) that the senate adopt the following resolution thanking Anna Thompson upon her retirement for her many years of service in support of faculty governance:

In Recognition of Extraordinary Service and Leadership, the Faculty Senate at the University of Idaho Adopts this Resolution in Honor of Anna Thompson:

WHEREAS Anna Thompson has worked for the University of Idaho in many different capacities for more than 34 years; and

WHEREAS she has served as the assistant to the Faculty Secretary since 1999; and

WHEREAS she has provided continuous support and encouragement to University of Idaho faculty including assisting with curriculum vitae, monitoring policy for faculty interests, and providing guidance on all aspects of the promotion and tenure process; and

WHEREAS she has worked tirelessly to ensure that faculty, staff and administrators are able to access university policies and procedures and that such policies and procedures are clearly written and consistent with other University policies and procedures; and

WHEREAS she has worked to ensure that all employees of the University of Idaho are aware of, and served by, University policies and procedures; and

WHEREAS she has developed processes and support mechanisms to maximize faculty participation in shared governance and to support the process of shared governance through maintenance of the faculty senate website, the university committee database, timely publication of faculty senate and university faculty meeting agendas and supporting materials, and minutes; and

WHEREAS she has served as a friend, confidant, advisor, repository of institutional history and dispenser of wisdom for numerous faculty secretaries and senate leaders.

NOW THEREFORE, BE IT RESOLVED that the University of Idaho Faculty Senate expresses its deepest appreciation and gratitude for the outstanding contributions of Anna Thompson during her many years of service at the University of Idaho and in support of shared governance; and extends its best wishes for her well-earned retirement.

The motion passed unanimously.

It was moved (Seaman/Laggis) that senate adopt the following resolution thanking Liz Brandt upon her retirement for her service as faculty secretary:

[insert resolution here]

The motion passed unanimously.

Vice Chair Terry Grieb rose to thank Aaron Johnson for his service as chair of faculty senate. Johnson stepped up to serve as chair under difficult circumstances having not previously served as vice chair. He was able to quickly and adroitly adapt to the demands of the position. He represented faculty as part of the successful presidential search process. Grieb thanked Johnson for his constancy and attention to the process. He especially recognized the work Johnson undertook to form positive relationships with members of the State Board of Education and other external UI stakeholders. His work elevated the voice of UI faculty. Grieb also recognized Johnson's skill as a diplomat and skillful communicator. His work had given a strong and respected voice to faculty. In recognition of his extraordinary service, Grieb presented several gifts to Johnson on behalf of the senators.

A Senator thanked Johnson for his "incredible aplomb" and effectiveness in conducting senate meetings.

It was moved (Dezzani/Morgan) that the senate meet in executive session to consider its recommendations for the appointment of a new faculty secretary. At the close of the executive session it was moved (Chopin/Dezzani) that the senate forward the names of two candidates to the president. The motion passed unanimously.

The agenda having been completed, a motion (King/Jeffrey) to adjourn passed unanimously. The meeting was adjourned at 4:41 p.m.

Respectfully Submitted,

Liz Brandt,  
Faculty Secretary & Secretary to the Faculty Senate

**University of Idaho**  
**Faculty Senate Meeting Minutes**  
**2019-2020 Meeting #1, Tuesday, April 30, 2019**

**Present:** Brandt (w/o vote), Benedum (GPSA new representative not elected yet), Bridges, Caplan, Chapman, Chopin, DeAngelis, Dezzani, Grieb, Jeffery, Keim, Kern (Coeur d'Alene), King (ASUI new representative not elected yet) Kirchmeier, Laggis (SBA new representative not elected yet), Lambeth for R. Smith (w/o vote), Lee-Painter, Luckhart, McKellar (Idaho Falls), Paul, Raja, Seaman (for Cosens w/o vote), Schab, A. Smith, Tenuto (Boise), Tibbals, Wiest, Wiencek. **Absent:** Cosens, Schwarzlaender, R. Smith.  
**Guests:** 15

**Call to Order.** The provost called the meeting to order at 3:30.

The provost invited the senators to introduce themselves.

After introductions, the Faculty Secretary explained the process for nominating officers. Senator Terry Grieb was nominated for the position of Chair of Faculty Senate. Senators Kirchmeier, Lee-Painter and Luckhart were nominated for the position of Vice Chair of Faculty Senate.

The agenda for the meeting having been completed, a motion (Tibbals/Chopin) to adjourn passed unanimously. The meeting was adjourned at 3:50 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:** Bridges, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Grieb, Jeffery, Keim, Kern (Coeur d'Alene), Kirchmeier, Lee-Painter, Luckhart, McKellar (Idaho Falls), Meeuf, Raja, Schwarzlaender, A. Smith, R. Smith, Tenuto (Boise), Tibbals, Wiest **Absent:** Brandt (w/o vote), Caplan, Foster, Paul, SBA Representative, ASUI representatives, Wiencek. **Guests:** 1

**Call to Order:** The meeting was called to order at 3:32 p.m. by Professor Aaron Johnson, outgoing senate chair 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.

Johnson proceeded to the election of the chair and vice chair of senate. He announced that Luckhart had respectfully declined her nomination leaving Professor Kirchmeier as the sole nominee for vice chair and Professor Grieb as the sole nominee for chair. Professor Johnson noted that voting would be by secret ballot with a majority vote needed for a candidate to be elected. Ballots were distributed, collected, and counted. Johnson announced that Professor Grieb was successfully elected as the next Chair of Faculty Senate and that Professor Barbara Kirchmeier was elected as the next Vice Chair of Faculty Senate.

Johnson invited chair and vice chair elect to speak to their goals. Each expressed gratitude for the opportunity to serve in these new roles and they look forward to a collaborative and engaged year ahead.

The business of the meeting having been completed, a motion to adjourn (Keim/Jeffery) was approved. The meeting was adjourned at 3:43 p.m.

Respectfully Submitted,

Ann Thompson, Assistant to the Faculty Secretary

## University of Idaho Summer 2019 Candidates for Degree

### College of Agricultural & Life Sciences

Maryam	Alomran	Ph.D.	Plant Science
Sarah	Barrows	M.S.	Applied Economics-Agribus Emph
Ashalynn	Bilton-Smith	M.S.	Animal Science
Patrick	Blaufuss	Ph.D.	Animal Physiology
Chen	Chen	M.S.	Food Science
Antonetta	Colacchio	M.S.	Animal Science
Regina	Cruzado Gutierrez	Ph.D.	Entomology
Paris	Edwards	Ph.D.	Water Resources-Law,Mgt,Pol Op
Mary	Engels	Ph.D.	Water Resources-Sci & Mgmt Opt
Michael	Flolo	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Abigail	Heikes	B.S.Ag.Ed.	Agricultural Education
Samjhana	Koirala	M.S.	Applied Economics-Ag Econ Emph
Rylie	Lete	B.S.Ag.Econ.	Ag Econ-Agribus Emph
Amber	Lingelbach	B.S.Erly.Chldhd.Dev.Ed.	Early Childhood Devel & Ed
Kyrstin	Marshall	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Lani	Martin	M.S.	Animal Science
RyAnna	Meacham	M.S.	Agricultural Education
Kathryn	Miller	B.S.F.C.S.	CFCS-Chld & Youth Dev Opt
Emily	Navarrete	B.S.F.C.S.	CFCS-Family Dev & Aging Opt
Karuna	Nepal	M.S.	Entomology
Sarah	Olsen	Ph.D.	Water Resources-Sci & Mgmt Opt
Lindsay	Page	B.S.F.C.S.	CFCS-Chld & Youth Dev Opt
Marisa	Patrick	M.S.	Family and Consumer Sciences
Kasandra	Pendley	B.S.Erly.Chldhd.Dev.Ed.	Early Childhood Devel & Ed
Stacie	Petroskie	B.S.Erly.Chldhd.Dev.Ed.	Early Childhood Devel & Ed
William	Rasmussen	B.S.Pl.Sc.	Horticulture & Urban Agric
Allison	Stevens	M.S.	Animal Science
C.	Thaine	M.S.	Agricultural Education
Brandon	Thompson	M.S.	Plant Science
Brenda	Vega Vega	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Jaymi	Wegner	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Rylie	Zucker	B.S.F.C.S.	Apparel, Textiles, & Design

### College of Art & Architecture

Filmae Dolor	Baja	M.Arch.	Architecture
Rebecca	Behrens	M.Arch.	Architecture
Matthew	Brink	B.S.Arch.	Architecture
Brett	Carter	B.S.Arch.	Architecture
Zethnouneay	Dubois	M.S.	Integrated Arch & Design
Julio	Gonzalez	B.S.	Virtual Technology & Design
Olivia	Harman	B.S.L.A.	Landscape Architecture
Miranda	Kent	B.A.	Art
Jinjje	Li	M.Arch.	Architecture



Tyler	Morrison	B.S.	Virtual Technology & Design
Oluwabukola Ruth	Opatola	M.Arch.	Architecture
Britani	Phelps	B.F.A.	Studio Art & Design
Emma	Poe	B.I.D.	Interior Design

## College of Business & Economics

Abdullah	Al Taroti	B.S.Bus.	Operations Management
Omar	Alanazi	B.S.Bus.	Operations Management
Bassam	Alsharif	B.S.Bus.	Operations Management
Dishonna	Arnett	B.S.Bus.	Finance
Paul	Busch	B.S.Bus.	Marketing-Entrepreneurship Emp
Charles	Button	B.S.Bus.	Marketing-Gen Marketing Emph
Dustin	Cheney	B.S.Bus.	Bus Econ-General Opt
Tanner	Crisofulli	B.S.Bus.	Marketing-PGA Golf Mgmt Opt
Jordyn	Dion	B.S.Bus.	Mgmt & HR-Management Emph
Vivianne	Ehly	B.S.Bus.	Accounting
Irene	Evjen	B.S.Bus.	Marketing-Gen Marketing Emph
Amanda	Gravelle	B.S.Bus.	Bus Econ-General Opt
Alisha	Hughes	B.S.Bus.	Marketing-Gen Marketing Emph
Parasuram Viswanath	Jasty	B.S.Bus.	Management Information Systems
Lafe	Korell	M.Acct.	Accountancy
Garrett	Kovaleski	B.S.Bus.	Information Systems
Jack	Larson	B.S.Bus.	Bus Econ-General Opt
Matthew	Lichtenberg	B.S.Bus.	Finance
Liana	Lopez	B.S.Bus.	Accounting
Marcus	Lynch	B.S.Bus.	Marketing-PGA Golf Mgmt Opt
Morgan	Lyon	B.S.Bus.	Accounting
Jonathan	Magee	B.S.Bus.	Finance
Kristopher	Malley	B.S.Bus.	Marketing-PGA Golf Mgmt Opt
Justin	Malloy	B.S.Bus.	Operations Management
Amberly	Marino	B.S.Bus.	Accounting
Garrett	Neswick	B.S.Bus.	Accounting
Ivar	Nielson	B.S.Bus.	Operations Management
Peter	Ohnstad	B.S.Bus.	Bus Econ-General Opt
Richard	Olson	B.S.Bus.	Marketing-PGA Golf Mgmt Opt
Paul	Perry	B.S.Bus.	Marketing-Mrkt Analytics Emph
Gavan	Rosteck	B.S.Bus.	Marketing-Gen Marketing Emph
Jennifer	Rushby	M.Acct.	Accountancy
Payton	Sanders	B.S.Bus.	Marketing-Gen Marketing Emph
Peter	Shin	B.S.Bus.	Operations Management
Qian	Sun	B.S.Bus.	Operations Management
Khrystofer	Walton	B.S.Bus.	Marketing-Gen Marketing Emph
Audrey	Young	B.S.Bus.	Mgmt & HR-Management Emph
Xidan	Zhang	B.S.Bus.	Operations Management

## College of Education, Health & Human Sciences

Shayna	Allert	B.S.E.S.H.	Exercise Science & Health
Jacob	Blackstock	M.Ed.	Special Education
Amy	Blume	M.Ed.	Educational Leadership
Noah	Brandt	B.S.E.S.H.	Exercise Science & Health
Lisa	Brown	Ph.D.	Education
Joseph	Charles	M.S.	Adult/Org Learnng & Leadership
Alexis	Creighton	B.S.E.S.H.	Exercise Science & Health
Madeline	Cunningham	M.Ed.	Educational Leadership
Marie	Errecart	M.S.	Movement & Leisure Sciences
Georgia	Filler	B.S.E.S.H.	Exercise Science & Health
Alexandra	Gwin	B.S.E.S.H.	Exercise Science & Health
Michaela	Lang	M.Ed.	Physical Education
Jason	Loveall	M.Ed.	Physical Education
Christopher	Merica	M.Ed.	Physical Education
Ann	Miller	M.S.	Adult/Org Learnng & Leadership
Bradley	Njoku	B.S.E.S.H.	Exercise Science & Health
Sara	Praegitzer	Ed.S.Ed.Ldrshp	Educational Leadership
Jacob	Russell	B.S.Rec.	Rec, Sport, & Tourism Mgmt
Amber	Sage	M.Ed.	Curriculum and Instruction
Hailey	Stam	B.S.E.S.H.	Exercise Science & Health
Emi	Takahashi	D.A.T.	Athletic Training
Wendy	Tekverk	M.Ed.	Curr & Instr-Teacher Cert Emph
Colton	Thrasher	M.S.	Adult/Org Learnng & Leadership
Justin	Touchstone	M.Ed.	Curr & Inst-Car & Tec Ed Emph
Nicholas	Vuori	B.S.Rec.	Rec, Sport, & Tourism Mgmt

## College of Engineering

Faris	Alamri	B.S.M.E.	Mechanical Engineering
Abdullah	Aldousari	B.S.Ch.E.	Chemical Engineering
Mohammed	Alessa	B.S.M.E.	Mechanical Engineering
Mohammed	Almomen	B.S.M.E.	Mechanical Engineering
Mohanned	Almoneef	M.Engr.	Electrical Engineering
Saad	Alrashidi	M.Engr.	Electrical Engineering
Eric	Andrews	M.Engr.	Electrical Engineering
Abdullah	Bahattab	B.S.M.E.	Mechanical Engineering
Richard	Baughman	B.S.M.E.	Mechanical Engineering
Seth	Berryhill	B.S.M.E.	Mechanical Engineering
Jeremiah	Brands	B.S.M.E.	Mechanical Engineering
Tyler	Briggs	M.S.	Technology Management
Jacob	Brower	B.S.M.E.	Mechanical Engineering
Kaleb	Cartier	B.S.E.E.	Electrical Engineering
Paul	Dania	B.S.E.E.	Electrical Engineering
Bryce	Dinger	B.S.M.E.	Mechanical Engineering
Eugene	Engmann	M.S.	Nuclear Engineering
Quinn	Fenton	M.S.	Technology Management

Alberto Sam	Garcia Ruiz	M.Engr.	Engineering Management
Mumtahin Parker	Hansen	M.S.	Mechanical Engineering
Jonathan	Hasnat	M.S.	Civil Engineering
Nathan	Hill	M.S.	Mechanical Engineering
Simpson	Howell	M.Engr.	Engineering Management
Nicholas	Jorgensen	M.S.	Technology Management
Juan	Lamichhane	M.S.	Civil Engineering
Agustin	Locke	B.S.M.E.	Mechanical Engineering
Anirban	Lopez	Ph.D.	Mechanical Engineering
Christina	Martinez Campos	M.Engr.	Mechanical Engineering
Madhumitha	Naskar	M.S.	Materials Science & Engr
John	Nemec	M.Engr.	Engineering Management
Philip	Payala	M.S.	Computer Science
Nancy	Peterson	M.S.	Nuclear Engineering
Sayed Hossein	Richardson	M.S.	Electrical Engineering
Braden	Ripplinger	M.S.	Computer Science
Trent	Sadeghi	M.Engr.	Civil Engineering
Devlyn	Sprenger	B.S.M.E.	Mechanical Engineering
Joseph	Tholen	M.Engr.	Electrical Engineering
Makynzie	Tobin	B.S.Ch.E.	Chemical Engineering
	Warner	M.Engr.	Nuclear Engineering
	Zimmer	B.S.M.E.	Mechanical Engineering

### College of Law

Sarah	Johnson	J.D.	Law
Mandy	Valentine	J.D.	Law

### College of Letters, Arts & Social Sciences

Brenda	Alvarez	B.A.	Philosophy
Kelley	Arruda	B.S.	Psychology
Brooke	Baker	B.S.	Sociology-Criminology Emph
Riley	Ballard	B.A.	English-Literature Emph
Shantell	Beasley	B.S.	Psychology
Ellamae	Burnell	B.S.	Psychology
Cherice	Cameron	M.A.	English
John	Campbell	B.S.	Anthropology
Jenna	Carroll	B.S.	Advertising
Meichelle	Caruso	B.S.	Psychology
Isaac	Christensen	B.G.S.	General Studies
Troy	Clayton	M.A.	Anthropology
Mary	Condon	B.A.	Spanish
Mary	Condon	B.S.	Psychology
Koby	Conrad	B.G.S.	General Studies
Madison	Cook	B.S.	Psychology
Luke	Crawford	B.S.	Sociology-Criminology Emph
Shawnee	Davis	B.S.	Psychology

Teresita	Duran	B.A.	Spanish
Austin	Fred	B.S.	Broadcasting & Digital Media
Megan	Giffins	B.S.	Sociology-Criminology Emph
Christopher	Graham	B.S.	Journalism
Hannah	Halseth	B.G.S.	General Studies
Jeanne	Hamacher	B.S.	Organizational Sciences
Marten	Hiemstra	B.S.	Sociology-Criminology Emph
Madison	Huck	B.S.	Public Relations
Candy	Ihm	B.S.	Sociology-Criminology Emph
Briggs	Jackson	B.S.	Political Science
Briggs	Jackson	B.A.	International Studies
Douglas	Johnston	B.S.	Broadcasting & Digital Media
Jode	Keehr	M.S.	Psychology
Pedro	Landa	B.S.	Sociology-Criminology Emph
Amanda	Lott	B.S.	Organizational Sciences
Anai	Lugo-Pedraza	B.G.S.	General Studies
Yasasvi	Mehta	B.A.	International Studies
Ellicia	Mertens Elliott	M.F.A.	Theatre Arts
Megan	Miller	B.S.	Organizational Sciences
Marci	Monaco	M.A.	Anthropology
Tatiana	Morales	B.A.	International Studies
Megan	Murphy	B.S.	Advertising
Michael	Neilsen	B.S.	Advertising
Kamilla	Niska	B.S.	Psychology
Richard	Phillips	B.G.S.	General Studies
Kylie	Richard	B.S.	Psychology
Krystal	Rittenhouse	M.A.	English
Caroline	Rogers	B.S.	Psychology
Ansley	Romero	B.A.	Sociology-Criminology Emph
Sierra	Rothermich	B.S.	Political Science
Ian	Ryan	B.S.	Organizational Sciences
Emma	Salomon	B.A.	International Studies
Jacob	Schumaker	B.S.	History
Tanner	Schut	B.S.	Broadcasting & Digital Media
Alleah	Schweitzer	M.A.	Anthropology
Bridget	Scoles	B.A.	Anthropology
William	Sevey	B.A.	International Studies
Jonathan	Shields	B.S.	Public Relations
Emily	Shryock	B.S.	Psychology
Hannah	Skinner	B.A.	Economics
Grant	Smith	B.G.S.	General Studies
Jordan	Smith	B.S.	Broadcasting & Digital Media
Robert	Spencer	B.S.	Philosophy
Cody	Stark	B.A.	English-Professional Wrtg Emph
Katherine	Stokes	M.A.	English
Jonathan	Strayer	M.F.A.	Theatre Arts
Colin	Tate	B.A.	English-Professional Wrtg Emph

Olivia	Thornton	B.S.	Organizational Sciences
Tara	Tribbett	M.P.A.	Public Administration
Morgan	van der Sluys	B.S.	Organizational Sciences
Tru	Williams-Pierone	B.Mus.	Music: Performance-Vocal Opt

## College of Natural Resources

Kathryn	Baker	Ph.D.	Natural Resources
Travis	Bitters	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Megan	Chandler	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Leoncia	Cruz	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Cedar	Drake	M.N.R.	Natural Res-Integrated Nat Res
Emily	Dymock	M.N.R.	Natural Res-Integrated Nat Res
Sarah	Fisher	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Drew	Gabardi	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Kelsee	Hurshman	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Katherine	Job	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Jeffery	Keenum	M.S.	Environmental Science
Kelsey	Kennedy	M.S.	Environmental Science
Caitlin	Kupferman	M.S.	Natural Resources
Brenna	McGown	M.S.	Natural Resources
Kailee	McKinney	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Jacob	Miczulski	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Holly	Moss	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Aaron	Olson	B.S.Env.S.	Env Sc-Physical Science Opt
Leslie	Pace	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Maison	Power	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Tyler	Price	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Victor	Rising	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Nuria	Sanchez Lopez	Ph.D.	Natural Resources
Amanda	Seidler	M.S.	Environmental Science
Hannah	Sirois	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Charley	Smith	B.S.Env.S.	Env Sc-Physical Science Opt
Christina	Uh	M.S.	Natural Resources
Andrew	Weigel	M.N.R.	Natural Resources
Ethan	White Temple	M.S.	Natural Resources
Emma	Woodworth	M.N.R.	Natural Res-Env Ed&Sci Comm Em
Samuel	Wozniak	M.S.	Natural Resources
Kameron	Yeggy	M.N.R.	Natural Res-Integrated Nat Res

## College of Science

Chloe	Campos	B.S.	Geological Sci-Gen Geol Opt
Doug	Decock	M.S.	Mathematics
Jacob	Donton	B.S.	Chemistry-General Opt
Joshua	Duran	M.S.	Mathematics
Jonathan	Erdman	B.S.	Geological Sci-Res Explor Opt
Amber	Evans	B.S.M.B.B.	Molecular Biol & Biotechnology

Amber	Evans	B.S.Microbiol.	Microbiology
Andres	Gonzalez	Ph.D.	Microbiol, Molec Biol/Biochem
Melissa	Hobbs	B.S.	Chemistry-General Opt
MD Humayun	Kabir	Ph.D.	Chemistry
Jennifer	Kendall	B.S.	Geography
Aparna	Kumari	Ph.D.	Geography
Jeremy	May	M.S.	Chemistry
Corey	McConkey	B.S.	Mathematics-App Statistics Opt
Christopher	Mirabzadeh	Ph.D.	Physics
Thomas	Morrow	Ph.D.	Geology
Justice	Nii-Ayitey	M.S.	Statistical Science
Yvonne	Nyavor	Ph.D.	Neuroscience
Olufolahan	Ogidan	M.S.	Mathematics
Joshua	Parker	M.S.	Mathematics
Negar	Rajabi	Ph.D.	Physics
Eduardo	Ramos-Arteaga	B.S.	Physics-General Emph
Eduardo	Ramos-Arteaga	B.S.	Chemistry-General Opt
Daniel	Reiss	Ph.D.	Mathematics
Johnny	Stuto	B.S.	Mathematics-App Statistics Opt
Kohl	Tensel	B.S.	Geological Sci-Res Explor Opt
Ella	Titterington	B.S.	Geological Sci-Hydrogeol Opt
Anup	Tuladhar	M.S.	Chemistry
Emily	White	M.S.	Geology



### Annual Report for 2018-19

Following is the 22<sup>nd</sup> annual report showing the items of discussion and accomplishments of the 2018-19 Faculty Senate. Faculty Senate met 28 times during the 2018-19 academic year. This report is intended to provide a summary of Senate activities for the benefit of the broader UI community.

APM – Administrative Procedures Manual

FSH – Faculty Staff Handbook

GPR – General Policy Report

UCC – University Curriculum Committee Tracking #

UP – University Policy Tracking #

#### I. Summary of meeting actions

Mtg # Date	Type of Action/Change	Tracking #	Originator	Item	Approval/FYI Dates
#3 August 21, 2018	FSH	UP-19-001	FAC Chair	FS-19-001: FSH 3320 C - Administrator Annual Evaluation	FS - 8/21/18 UFM - N/A President - N/A
#3 August 21, 2018	FSH	UP-19-002	Faculty Secretary	FS-19-002: FSH 1590 - Unit Bylaws	FS - 8/21/18 UFM - 12/5/18 President - 12/17/18
#6 Sept. 11, 2018	FSH	UP-19-003	Erin Agidius (OCRI)	FS-19-003: FSH 4700 - General Responsibilities of Instructors	FS - 9/11/18 UFM - 12/5/18 President - 12/17/18
#7 Sept. 18, 2018	FSH	UP-19-004	Beth Hendrix, Commencement Comm. Chair	FS-19-004: FSH 4930 - Honorary Degrees	FS - 11/6/18 UFM - 12/5/18 President - 12/17/18
#8 Oct. 2, 2018	FSH	UP-19-005	Taylor Raney	FS-19-005: FSH 4300 - Teacher Education	FS - 10/2/18 UFM - 12/5/18 President - 12/17/18
#8 Oct. 2, 2018	FSH	UP-19-012	FAC Chair	FS-19-007: FSH 1640.12 - Faculty Affairs	FS - 10/2/18 UFM - 12/5/18 President - 12/17/18

#9 Oct. 16, 2018	FSH	UP-19-014	Ben Barton, SLCC Chair	FS-19-008: FSH 1640.76 - Safety & Loss - Control	FS - 10/16/18 UFM - 12/5/18 President - 12/17/18
#9 Oct. 16, 2018	Catalog	UCC-19-006	Dwaine Hubbard	FS-19-006: FSH 4620 - Academic Calendar	FS - 10/16/18 UFM - 12/5/18 President - 12/17/18
#12 Nov. 6, 2018	APM	UP-19-010	Mitch Parks	FS-19-013: APM 30.10 - Identity and Access Management	FS - 11/6/18 (FYI) UFM - 12/5/18 President - 12/17/18
#12 Nov. 6, 2018	APM	UP-19-013	Mitch Parks	FS-19-014: APM 30.17 - Identity Theft Protection	FS - 11/6/18 (FYI) UFM - 12/5/18 President - 12/17/18
#12 Nov. 6, 2018	FSH	UP-19-006	Erin Agidius (OCRI)	FS-19-009: FSH 3220 - Sexual Harassment	FS - 11/6/18 (FYI) UFM - 12/5/18 President - 12/17/18
#12 Nov. 6, 2018	APM	UP-19-008	Erin Agidius (OCRI)	FS-19-010: APM 95.15 - Campus Law Enforcement and Crime Reporting	FS - 11/6/18 (FYI) UFM - 12/5/18 President - 12/17/18
#12 Nov. 6, 2018	APM	UP-19-009	Erin Agidius (OCRI)	FS-19-011: APM 95.20 - Education/Prevention and Responding to Sexual Assault	FS - 11/6/18 (FYI) UFM - 12/5/18 President - 12/17/18
#12 Nov. 6, 2018	APM	UP-19-007	Erin Agidius (OCRI)	FS-19-012: APM 95.33 - Reporting Incidents of Violent or Threatening Behavior	FS - 11/6/18 (FYI) UFM - 12/5/18 President - 12/17/18
#13 Nov. 13, 2018	Catalog	UCC-19-021	Dwaine Hubbard	FS-19-015: Final Exam Schedule	FS - 11/13/18 UFM - 12/5/18 President - 12/17/18
#13 Nov. 13, 2018	Catalog	UCC-19-022	Dwaine Hubbard	FS-19-016: Regulation J-5	FS - 11/13/18 UFM - 12/5/18 President - 12/17/18
#13 Nov. 13, 2018	Catalog	UCC-19-026a	Mark Nielsen	FS-19-017: Regulation C	FS - 11/13/18 UFM - 12/5/18 President - 12/17/18



#13 Nov. 13, 2018	Catalog	UCC-19-026b	Mark Nielsen	FS-19-018: Regulation H	No record
#13 Nov. 13, 2018	Catalog	UCC-19-026c	Mark Nielsen	FS-19-019: Regulation L	FS - 11/13/18 UFM - 12/5/18 President - 12/17/18
#14 Dec. 4, 2018	FSH	UP-19-042	Arts Committee	FS-19-024: FSH 1640.46 - Arts Committee	FS - 12/4/18 UFM - 5/1/19 President - 5/24/19
#14 Dec. 4, 2018	Catalog	UCC-19-013a	Taylor Raney	FS-19-020: CEHHS Catalog D-6	FS - 12/4/18 GPR - #67 President - 3/22/19
#14 Dec. 4, 2018	Catalog	UCC-19-013c	Dwaine Hubbard	FSH-19-021: Regulation J-3-b	FS - 12/4/18 GPR - #67 President - 3/22/19
#14 Dec. 4, 2018	Catalog	UCC-19-013e	Dwaine Hubbard	FS-19-022: Regulation J-3-e	FS - 12/4/18 GPR - #67 President - 3/22/19
#14 Dec. 4, 2018	Catalog	UCC-19-013g	Dwaine Hubbard	FS-19-023: Regulation J-3-g	FS - 12/4/18 GPR - #67 President - 3/22/19
#15 Jan. 15, 2019	Catalog	UCC-19-029a	Scott Metlen Sanjay Sisodiya	FS-19-026: New Sales Management Minor	FS - 1/15/19 GPR - #67 President - 3/22/19 SBOE - 5/9/19
#15 Jan. 15, 2019	Catalog	UCC-19-029b	Scott Metlen Sanjay Sisodiya	FS-19-027: New Marking Option	FS - 1/15/19 GPR - #67 President - 3/22/19 SBOE - 5/9/19
#15 Jan. 15, 2019	Catalog	UCC-19-037	Graham Hubbs	FS-19-028: New Philosophy, Political, and Economics Minor	FS - 1/15/19 GPR - #67 President - 3/22/19 SBOE - 5/9/19
#15 Jan. 15, 2019	APM	UP-19-026	Sarah Martonick	FS-19-029: APM 45.05 - Early Setup and Advance Funding	FS - 1/15/19 (FYI) UFM - 5/1/19 (FYI) President - 5/24/19

#15 Jan. 15, 2019	APM	UP-19-033	Kris Freitag	FS-19-030: APM 45.06 - Allowable and Unallowable Sponsored Project Expenditures	FS - 1/15/19 (FYI) UFM - 5/1/19 (FYI) President - 5/24/19
#15 Jan. 15, 2019	APM	UP-19-025	Kris Freitag	FS-19-031: APM 45.08 - Cost Sharing on sponsored projects	FS - 1/15/19 (FYI) UFM - 5/1/19 (FYI) President - 5/24/19
#15 Jan. 15, 2019	APM	UP-19-027	Kris Freitag	FS-19-032: APM 45.09 - Effort Reporting and PAR	FS - 1/15/19 (FYI) UFM - 5/1/19 (FYI) President - 5/24/19
#15 Jan. 15, 2019	APM	UP-19-028	Kris Freitag	FS-19-033: APM 45.10 - Facilities and Administrative (Indirect) Rate	FS - 1/15/19 (FYI) UFM - 5/1/19 (FYI) President - 5/24/19
#15 Jan. 15, 2019	APM	UP-19-031	Heather Nelson	FS-19-034: APM 45.11 - Notice of Grant Award Ending	FS - 1/15/19 (FYI) UFM - 5/1/19 (FYI) President - 5/24/19
#15 Jan. 15, 2019	APM	UP-19-030	Heather Nelson	FS-19-035: APM 45.12 - Sponsored Project Closeout & Record Keeping	FS - 1/15/19 (FYI) UFM - 5/1/19 (FYI) President - 5/24/19
#15 Jan. 15, 2019	APM	UP-19-032	Heather Nelson	FS-19-036: APM 45.13 - Program Income on Sponsored Projects	FS - 1/15/19 (FYI) UFM - 5/1/19 (FYI) President - 5/24/19
#15 Jan. 15, 2019	APM	UP-19-029	Sarah Martonick	FS-19-037: APM 45.14 - Sponsored Project Changes Requiring Prior Approval from Sponsor	FS - 1/15/19 (FYI) UFM - 5/1/19 (FYI) President - 5/24/19
#15 Jan. 15, 2019	APM	UP-19-034	Deb Shaver	FS-19-038: APM 45.22 - Eligibility, competency & effort Requirements for PI's/Co-PI's/Project Directors	FS - 1/15/19 (FYI) UFM - 5/1/19 (FYI) President - 5/24/19
#16 Jan. 22, 2019	Catalog	UCC-19-043 UCC-19-043a	Rula Awwad-Rafferty	FS-19-039: Name Change - Interior Design to Interior Architecture & Design	FS - 1/22/19 GPR - #67 President - 3/22/19 SBOE - 5/9/19
#16 Jan. 22, 2019	Catalog	UCC-19-028a UCC-19-028	John Anderson	FS-19-040: New Virtual Technology & Design Certificate	FS - 1/22/19 GPR - #67 President - 3/22/19 SBOE - 5/9/19

#16 Jan. 22, 2019	Catalog	UCC-19-031	Taylor Raney	FS-19-041: New Natural Science Teaching Endorsement	FS - 1/22/19 GPR - #67 President - 3/22/19 SBOE - 5/9/19
#16 Jan. 22, 2019	Catalog	UCC-19-032	Taylor Raney	FS-19-042: New Sociology/Anthropology Teaching Endorsement	FS - 1/22/19 GPR - #67 President - 3/22/19 SBOE - 5/9/19
#16 Jan. 22, 2019	Catalog	UCC-19-033	Taylor Raney	FS-19-043: New Drama Teaching Endorsement	FS - 1/22/19 GPR - #67 President - 3/22/19 SBOE - 5/9/19
#16 Jan. 22, 2019	Catalog	UCC-19-034a UCC-19-034	Aleksandra Hollingshead	FS-19-044: New Culturally Responsive Pedagogy Certificate	FS - 1/22/19 GPR - #67 President - 3/22/19 SBOE - 5/9/19
#16 Jan. 22, 2019	Catalog	UCC-19-035	Todd Thorsteinson	FS-19-045: Name Change of Minor in Communication Studies to Communication	FS - 1/22/19 GPR - #67 President - 3/22/19 SBOE - 5/9/19
#16 Jan. 22, 2019	Catalog	UCC-19-036	Kristin Haltinner	FS-19-046: Name Change of Certification in Diversity & Stratification to Diversity & Inclusion	FS - 1/22/19 GPR - #67 President - 3/22/19 SBOE - 5/9/19
#16 Jan. 22, 2019	Catalog	UCC-19-038	Mark Nielsen	FS-19-047: Discontinue Process & Performance Academic Certificate	FS - 1/22/19 GPR - #67 President - 3/22/19 SBOE - 5/9/19
#16 Jan. 22, 2019	Catalog	UCC-19-039	John Crepeau	FS-19-048: Discontinue M.S. in Metallurgy	FS - 1/22/19 GPR - #67 President - 3/22/19 SBOE - 5/9/19
#16 Jan. 22, 2019	Catalog	UCC-19-041a UCC-19-041	Lee Ostrom Rich Christensen	FS-19-049: New Nuclear Technology Management Graduate Certificate	FS - 1/22/19 GPR - #67 President - 3/22/19 SBOE - 5/9/19

#16 Jan. 22, 2019	Catalog	UCC-19-042	James Alves-Foss	FS-19-050: New Cybersecurity Undergraduate Certificate	FS - 1/22/19 GPR - #67 President - 3/22/19 SBOE - 5/9/19
#17 Jan. 29, 2019	Catalog	UCC-19-024	Brian Ellison	FS-19-051: Joint JD/MPA Program	FS - 1/29/19 GPR - #68 President - 5/7/19 SBOE - 6/20/19
#18 Feb. 5, 2019	Catalog	UCC-19-045	Edwin Lewis	FS-19-055: New Minor Plant Protection	FS - 2/5/19 GPR - #67 President - 3/22/19 SBOE - 5/9/19
#18 Feb. 5, 2019	Catalog	UCC-19-046 UCC-19-046a	Gayle Gleason	FS-19-056: Agricultural Commodity Risk Management Certificate	FS - 2/5/19 GPR - #67 President - 3/22/19 SBOE - 5/9/19
#18 Feb. 5, 2019	Catalog	UCC-19-047	Darryl Woolley	FS-19-057: Masters of Accountancy Options	FS - 2/5/19 GPR - #67 President - 3/22/19 SBOE - 5/9/19
#18 Feb. 5, 2019	FSH	UCC-19-048 UP-19-045	Jerry Long	FS-19-058: FSH 1640.91 - UCC Structure Change (add Law)	FS - 3/5/19 UFM - 5/1/19 President - 5/24/19
#18 Feb. 5, 2019	FSH	UP-19-043	Wes Matthews	FS-19-053: FSH 3340 - Performance Evaluation of Staff Employees	FS - 2/12/19 UFM - 5/1/19 (FYI) President - 5/24/19
#18 Feb. 5, 2019	APM	UP-19-044	Wes Matthews	FS-19-054: APM 50.21 - Documenting and Addressing Unsatisfactory Performance of Classified Staff	FS - 2/12/19 UFM - 5/1/19 (FYI) President - 5/24/19
#19 Feb. 12, 2019	FSH	UP-19-046	Brandi Terwilliger	FS-19-052: FSH 3730 - Retirement Privileges and Programs	FS - 2/12/19 UFM - 5/1/19 President - 5/24/19
#20 Feb. 19, 2019	Catalog	UCC-19-026b	Mark Nielsen Dwayne Hubbard	FS-19-059: Regulation H - Final Examinations	FS - 2/19/19 GPR - #67 President - 3/22/19 SBOE - 5/9/19

#20 Feb. 19, 2019	Catalog	UCC-19-040	Patricia Colberg John Crepeau	FS-19-060: Geological Engineering Minor Name Change	FS - 2/19/19 GPR - #67 President - 3/22/19 SBOE - 5/9/19
#20 Feb. 19, 2019	Catalog	UCC-19-050	Dwaine Hubbard	FS-19-061: Concurrent Degrees	FS - 2/19/19 GPR - #67 President - 3/22/19 SBOE - 5/9/19
#21 March 5, 2019	FSH	UP-19-052	Marty Ytreberg	FS-19-063: FSH 3320 C. - Administrator Evaluation	FS - 3/26/19 UFM - 5/1/19 President - 5/24/19
#21 March 5, 2019	FSH	UP-19-048	Tara MacDonald	FS-19-064: FSH 3720 - Sabbatical Leave	FS - 3/5/19 UFM - 5/1/19 President - 5/24/19
#21 March 5, 2019	Catalog	UCC-19-013f	Rebecca Frost	FS-19-065: Regulation J-3-f	FS - 3/5/19 GPR - #68 President - 5/7/19 SBOE - 6/20/19
#21 March 5, 2019	Catalog	UCC-19-052	Mark Nielsen Leslie Baker	FS-19-066: Geological Sciences B.S. Reorg	FS - 3/5/19 GPR - #68 President - 5/7/19 SBOE - 6/20/19
#21 March 5, 2019	FSH	UP-19-047	Ralph Neuhaus	FS-19-062: FSH 1640.08 - Admissions Committee	FS - 3/5/19 UFM - 5/1/19 President - 5/24/19
#22 March 19, 2019	FSH	UP-19-049	Senate Leadership	FS-19-071: FSH 1570 - Secretary of the Faculty	FS - 3/26/19 UFM - 5/1/19 President - 5/24/19
#22 March 19, 2019	Catalog	UCC-19-053	Michael Parrella Jerry Long	FS-19-069: Joint JD/MS Applied Economics	FS - 3/19/19 GPR - #68 President - 5/7/19 SBOE - 6/20/19
#22 March 19, 2019	Catalog	UCC-19-051	Erin Chapman Stephan Flores	FS-19-070: Plus/Minus Grading	FS - 3/19/19 UFM - 5/1/19 President - 5/24/19 (no action)

#22 March 19, 2019	FSH	UP-19-051	Senate Leadership	FS-19-067: FSH 1520 - Constitution of the University Faculty	FS - 3/19/19 UFM - 5/1/19 President - 5/24/19
#22 March 19, 2019	FSH	UP-19-050	Senate Leadership	FS-19-068: FSH 1566 - Appointment to Faculty Status	FS - 3/19/19 UFM - 5/1/19 President - 5/24/19
#23 March 26, 2019	Catalog	UCC-19-054	Shelley McGuire	FS-19-025: Family & Consumer Science, Discontinue Food Option in Coeur d'Alene	FS - 3/26/19 GPR - #68 President - 5/7/19 SBOE - 6/20/19
#23 March 26, 2019	FSH	UP-19-053	Senate Leadership	FS-19-072: FSH 1520 - Constitution of the University Faculty	FS - 3/26/19 UFM - 5/1/19 President - 5/24/19
#23 March 26, 2019	FSH	UP-19-054	Senate Leadership	FS-19-073: FSH 1580 - Bylaws of the Faculty Senate	FS - 3/26/19 UFM - 5/1/19 President - 5/24/19
#23 March 26, 2019	FSH	UP-19-055	Senate Leadership	FS-19-074: FSH 1640.91 - UCC	No record
#23 March 26, 2019	FSH	UP-19-056	Senate Leadership	FS-19-075: FSH 1640.41 - Faculty/Staff Policy Group	FS - 4/9/19 UFM - 5/1/19 President - 5/24/19
#23 March 26, 2019	FSH	UP-19-057	Senate Leadership	FS-19-076: FSH 1640.28 - Committee on Committees	FS - 4/9/19 UFM - 5/1/19 President - 5/24/19
#23 March 26, 2019	FSH	UP-19-058	Senate Leadership	FS-19-077: FSH 1640.42 - Faculty Affairs	FS - 4/9/19 UFM - 5/1/19 President - 5/24/19
#23 March 26, 2019	FSH	UP-19-059	Senate Leadership	FS-19-078: FSH 1460 - University-wide Policy Development Statement and Process	FS - 3/26/19 UFM - 5/1/19 President - 5/24/19
#24 April 2, 2019	FSH	UP-19-060	Provost	FS-19-080: FSH 3420 - Faculty Salaries	FS - 4/2/19 UFM - 5/1/19 President - 5/24/19

#24 April 2, 2019	FSH	N/A	Dan Eveleth	FS-19-081: FSH 1565 - Faculty Ranks and Responsibilities	Not approved yet
#24 April 2, 2019	Catalog	UCC-19-055 UCC-19-055a	Brian Wolf Joseph De Angelis	FS-19-079: New Criminology major B.S.	FS - 4/2/19 GPR - #68 President - 5/7/19 SBOE - 6/20/19
#25 April 9, 2019	FSH	UP-19-061	Brian Johnson Brian Foisy Senate Leadership	FS-19-082: FSH 1640.22 - Campus Planning	FS - 4/9/19 UFM - 5/1/19 President - 5/24/19
#25 April 9, 2019	FSH	UP-19-062	Brian Johnson Brian Foisy Senate Leadership	FS-19-083: FSH 1640.40 - Instructional Space Committee	FS - 4/9/19 UFM - 5/1/19 President - 5/24/19
#25 April 9, 2019	FSH	UP-19-063	Dean Panttaja	FS-19-084: FSH 1640.90 - General Education Assessment Committee	FS - 4/9/19 UFM - 5/1/19 President - 5/24/19
#25 April 9, 2019	APM	UP-19-064	Dan Ewart	FS-19-085: APM 30.15 - Password Policy	FS - 4/9/19 (FYI) UFM - 5/1/19 (FYI) President - 5/24/19
#25 April 9, 2019	APM	UP-19-065	Dan Ewart	FS-19-086: APM 30.07 - User Provided Software	FS - 4/9/19 (FYI) UFM - 5/1/19 (FYI) President - 5/24/19
#26 April 16, 2019	FSH	UP-19-067	OSP	FS-19-088: FSH 1640.12 - Institutional Animal Care and Use Committee	FS - 4/16/19 UFM - 5/1/19 President - 5/24/19
#26 April 16, 2019	APM	UP-19-068	OSP	FS-19-089: APM 45.01 - Animal Care and Use	FS - 4/16/19 (FYI) UFM - 5/1/19 (FYI) President - 5/24/19
#26 April 16, 2019	FSH	UP-19-066	Torrey Lawrence	FS-19-087: FSH 4700 - General Responsibilities of Instructors	FS - 4/16/19 UFM - 5/1/19 President - 5/24/19

## II. Guest Speakers/Informational Items at Meetings

- Mtg #4, 8/28/18 - Advising and VandalStar, Dean Kahler
- Mtg. #5, 9/4/18 - Enrollment/Recruitment, Dean Kahler

- Mtg. #6, 9/11/18 – Graduate Enrollment/Recruitment, Jerry McMurtry
- Mtg. #6, 9/11/18 – Honors Program, Sandra Reineke
- Mtg. #7, 9/18/18 – University Budget and Finance Committee, Darryl Woolley and Philip Scruggs
- Mtg. #7, 9/18/18 – Position Description Form Implementation, Torrey Lawrence
- Mtg. #8, 10/2/18 – TA/RA/SA Catalog Language, Jerry McMurtry
- Mtg. #9, 10/16/18 – Term/Tenure-track Taskforce, Dan Eveleth
- Mtg. #9, 10/16/18 – Communications, Senate Leaders
- Mtg. #10, 10/23/18 – Presidential Search Firm, Alberto Pimentel
- Mtg. #10, 10/23/18 – University Finances, Brian Foisy
- Mtg. #11, 10/30/18 – Establishing Institutes & Center, Brad Ritts
- Mtg. #12, 11/6/18 – Ombuds, Laura Smythe
- Mtg. #12, 11/6/18 – Improve IT Support, Dan Ewart
- Mtg. #13, 11/13/18 – Jazz Festival, Vanessa Sielert
- Mtg. #13, 11/13/18 – Report on Plus/Minus Grading, Erin Chapman
- Mtg. #14, 12/4/18 – Academic Initiatives, Cher Hendricks
- Mtg. #15, 1/15/19 – University Annual Report & Strategic Plan Update, Brian Keenan
- Mtg. #15, 1/15/19 – Faculty Secretary/Policy Coordinator Transition
- Mtg. #16, 1/22/19 – Faculty Secretary/Policy Coordinator Open Discussion and Q&A
- Mtg. #17, 1/29/19 – Budget, John Wiencek & Brian Foisy
- Mtg. #20, 2/29/19 – Advising Outlook, Cynthia Castro
- Mtg. #23, 3/26/19 – Parking, Rebecca Couch
- Mtg. #24, 4/2/19 – Arena Financing, Brian Foisy
- Mtg. #25, 4/9/19 – Space Advisory Council
- Mtg. #25, 4/9/19 – Registrar, Lindsey Brown
- Mtg. #25, 4/9/19 – Arena Financing, Brian Foisy
- Mtg. #25, 4/9/19 – Faculty Market Based Compensation, Torrey Lawrence, Patrick Hrdlicka, Kim Salisbury
- Mtg. #26, 4/16/19 – President Athletics Advisory Council, Rich Seamon
- Mtg. #26, 4/16/19 – Benefits Advisory Board & Extension Conference, Mike McKellar
- Mtg. #26, 4/16/19 – Campus Planning & Advisory Committee, David Lee-Painter, Penny Morgan
- Mtg. #26, 4/16/19 – Term-Tenure Track Task Force Update, Liz Brandt, Dan Eveleth, Torrey Lawrence
- Mtg. #27, 4/23/19 – Tenure & Promotion Policies, Liz Brandt, Torrey Lawrence
- Mtg. #28, 4/30/19 – P-Card Survey, Liz Brandt

### III. Other informational items sent to Faculty Secretary (non-voting items)

- a. UP-19-015: APM 30.20 – Computer File Backup & Recovery (Email sent March 2019)
- b. UP-19-016: APM 30.22 – Scheduling and Notification of Central Computer System Outages (Email sent March 2019)
- c. UP-19-017: APM 50.22 – Employment Exit Checklist (Email sent March 2019)



- d. UP-19-018: APM 55.08 (50.05) – Sick, Annual, Holiday, Comp Time (Email sent March 2019)
- e. UP-19-019: APM 55.31 – New Employee Registration (Email sent March 2019)
- f. UP-19-020: APM 55.32 (50.32) – Workers Comp (Email sent March 2019)
- g. UP-19-021: APM 55.34 – Retirement Preparation (Email sent March 2019)
- h. UP-19-022: APM 55.36 – PERSI for Temporary Help (Email sent March 2019)
- i. UP-19-023: APM 55.40 – Social Security (Email sent March 2019)
- j. UP-19-024: APM 15.30 – Capital Project Requests (Email sent March 2019)
- k. UP-19-035: APM 55.33 – Disability Benefits (Email sent March 2019)
- l. UP-19-036: APM 55.37 – Death Benefits Active Employees (Email sent March 2019)
- m. UP-19-037: APM 55.38 – Continuation of Benefits during Leave Without Pay and Reduction in Appt. (Email sent March 2019)
- n. UP-19-038: APM 55.39 – Retiree Medical & Life Insurance (Email sent March 2019)
- o. UP-19-039: APM 55.41 – Employee Health & Life Insurance (Email sent March 2019)
- p. UP-19-040: APM 55.42 – Benefits During Sabbatical Leave (Email sent March 2019)
- q. UP-19-041: APM 55.43 – Death Benefits Retirees (Email sent March 2019)

#### IV. Consent Agenda Items

- Mtg. #3, 8/21/18 - Summer 2018 Graduates
- Mtg. #14, 12/4/18 – FS-19-024: FSH 1640.45 – Arts Committee
- Mtg. #14, 12/4/18 – Sabbaticals for Fall 2019-Spring 2020
- Mtg. #15, 1/15/19 – Fall 2018 Graduates
- Mtg. #25, 4/9/19 – Committee Appointments beginning Fall 2019
- Mtg. #28, 4/30/19 – Sabbatical for Fall 2020-Spring 2021
- Mtg. #28, 4/30/19 – Spring 2019 Graduates

#### V. Resolutions/Misc.

- Mtg. #20, 2/19/19 – 2019 Senate Elections

University of Idaho

2019 – 2020 Faculty Senate Agenda

Meeting # 4

Tuesday, September 10, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes (vote)
  - Minute of the 2019-2020 Faculty Senate Meeting # 3 (September 3, 2019) **Attach. #1**
- III. Consent Agenda
- IV. Chair's Report
- V. Provost's Report
- VI. Other Announcements and Communications
  - University Faculty Meeting held on Wednesday, September 18, 2019 from 2:30 pm to 4:00 pm at the International Ballroom, Bruce Pitman Center.
  - UI Policy - Creation and Changes Presentation
    - (Diane Whitney, Policy Coordinator & Compliance Officer) **Attach. #2**
  - Guidelines for choosing peer institutions for Idaho public four-year institutions
    - (Cher Hendricks, Vice Provost of Academic & Initiatives) **Attach. #3**
- VII. Committee Reports
- VIII. Special Orders
- IX. New Business
  - Memo: Off- campus participation in the UFM **Attach. #4**
- X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting # 3 (September 3, 2019)
- **Attach. #2** UI Policy - Creation and Changes Presentation
- **Attach. #3** Guidelines for choosing peer institutions for Idaho public four-year institutions
- **Attach. #4** Memo: off- campus participation in the UFSM

University of Idaho  
2019 – 2020 Faculty Senate Minutes  
- Approved as Amended on September 17, 2019

Meeting # 4  
Tuesday, September 3, 2019, 3:30 pm  
Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bridges, Caplan, Chopin, Cosens, De Angelis, Dezzani, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice- Chair), Lee-Painter, Luckhart, Meeuf, Paul, Raja, Sammarruca (w/o vote), Schab, Schwarzlaender, A. Smith, R. Smith, Wiencek (w/o vote).

**Present via Zoom:** Kern, McKellar, Tenuto, Chapman, Sears

**Absent:** Bacon, Foster, Hanigan, Meeuf, Tibbals

**Guests:** 7.

**Guest Speaker:** Brian Foisy (Vice President for Finance and Administration, Co-chair)  
Cher Hendricks (Vice Provost for Academic Initiatives)

- I. Call to Order.
  - The chair called the meeting to order at 3:35 pm and welcomed everyone.
- II. Approval of Minutes (vote).
  - The first item on the agenda is to approve the minutes of the last 3 meetings.
    - Minutes of the 2019-2020 Faculty Senate Meeting # 3 (September 3, 2019).
      - A motion to approve the minutes passed unanimously.
      - After the voting, A. Smith requested to abstain because he was absent from Meeting # 3 (September 3, 2019)
- III. Consent Agenda.
  - There were no Consent Agenda.
- IV. Chair's Report (Terrance Grieb).
  - Sustainable Financial Working Group Membership
    - Sustainable Financial Working Group membership has been announced last week by the President's Office. They are expecting to begin their work in October.
    - Chandra Zenner Ford will attend next week Senate meeting to give a preview of the working groups.
    - Other future working groups include Sustainable Athletics Model, Enrollment Management, Student Experience, ICCU Arena, CAFÉ, and Online Education.
  - 2019 Michael Kyte Distinguished Lecture Features Purdue's Darcy Bullock
    - The event will be held on Friday, September 13 at 4:00 pm at the IRIC Atrium. The event is free, and a reception will precede the event at 3:00 pm.
    - Speaker: Darcy Bullock, a Lyles Family Professor of Civil Engineering and Director of the Joint Transportation Research Program at Purdue University.
    - The event is hosted by the University of Idaho College of Engineering Department of Civil and Environmental Engineering's 2019 Michael Kyte Distinguished Lecture.
    - The Kyte Lecture event honors University of Idaho Emeritus Professor of Civil Engineering Michael Kyte. His research focuses on traffic signal systems, highway capacity and

transportation engineering education. He received his doctorate in civil engineering from the University of Iowa, Master's in Civil Engineering from the University of California – Berkeley, and bachelor's in systems engineering from the University of California – Los Angeles.

- Link: [https://www.uidaho.edu/news/news-articles/faculty-staff-news/2019-september/090519-michaelkytedistinguishedlecture?utm\\_source=University+of+Idaho&utm\\_campaign=e7b4cbfc39-daily\\_register\\_042219\\_COPY\\_01&utm\\_medium=email&utm\\_term=0\\_18a9cb4835-e7b4cbfc39-77923641](https://www.uidaho.edu/news/news-articles/faculty-staff-news/2019-september/090519-michaelkytedistinguishedlecture?utm_source=University+of+Idaho&utm_campaign=e7b4cbfc39-daily_register_042219_COPY_01&utm_medium=email&utm_term=0_18a9cb4835-e7b4cbfc39-77923641)

- Take Back the Night hosted by the Women Center
  - Take Back the Night is scheduled for September 19th beginning at 7:30pm at the Ag Sci Auditorium. Take Back the Night is a rally and march spread awareness of interpersonal violence on campus and to show support for those affected by it. Email Bekah MillerMacPhee at [bekam@uidaho.edu](mailto:bekam@uidaho.edu) for more information.
  - Link: <https://www.uidaho.edu/diversity/edu/womens-center/events/take-back-the-night>
- Questions:
  - Senator A. Smith: He expressed concern about the absence of representation from the Colleges of Arts and Architecture and the College of Natural Resources in the Working Groups.
    - Chair Grieb: Noted the comment. Chair Grieb said that as a member of a committee he will express this to the Co-Chairs of the Sustainable Financial Model Group. He has not yet communicated with Chandra Zenner Ford about this. His understanding is that they are trying to have broad representation of faculty on campus.

#### V. Provost's Report (John Wiencek).

- The Provost expressed appreciation to those who supported the Science Diplomacy Lecture by Dr. Bill Colglazier (09/09/2019). Those include: The Martin Institute, the James A. and Louise McClure Center, and the College of Science.

#### VI. Other Announcements and Communications.

- Fall University Faculty Meeting will be held on September 18, 2019 from 2:30 pm to 4:00 pm in the International Ballroom at the Bruce Pitman Center.
- Chair Grieb called for a motion to suspend the rules and change the agenda. If such motion is made and passes, we will invite Vice President Brian Foisy to make a presentation related to the current changes in the Employee Health Insurance.
  - A motion to approve suspension of the rules and invite Vice President Brian Foisy to speak instead of Diana Whitney (as planned in the original agenda) passed unanimously.
- Pending Health Insurance Open Enrollment for the 2020 Calendar Year (Brian Foisy).
  - Chair Grieb:
    - The recommendation by the Benefit Advisory Group (BAG) to eliminate coverage for "Other Eligible Adult" (OEA) is in contradiction with FSH 3705. If we go with the current plan as recommended by BAG, we need to repeal FSH 3705. Otherwise, retaining coverage for OEA will result in significant additional costs for everyone. A tentative schedule is to hold a Senate vote 2 weeks from today and potentially (if the Senate vote is to repeal FSH 3705) and Emergency UFM on October 8, 2019. If the faculty vote to repeal, the President will sign it. The open enrollment period is between October 21 and November 1.
  - B. Foisy.:

- Introduced the Director and executive Director of HR, Brandi Terwilliger and Wes Matthews. He mentions that the President Scott Green has made it very clear that he will not fight with the faculty's decision. He began to explain the recommendations in the decision that needs to be vote. Both Finance and Management Division needs to Balance the Budget.
- Question by A Senator: Who was on BAG?
  - B.Foisy provided the names.
- In response to an additional question, B. Foisy and Brandy Terwilliger (HR, Director) clarified that it was not within BAG's scope to consider policy. BAG was charged with the task of designing a plan change to off-set 1.2M in reduced funding from the State. B. Foisy observed that the 2012 memo by Liz Brandt in support of the FSH 3705 policy focused on same-sex couples and possible issues of discrimination if a same-sex partner cannot be covered, since at that time same-sex couples could not marry in Idaho. However, since 2015 same-sex couples can marry in Idaho. Of the 28 couples impacted by the change in OEA coverage, all are heterosexual. Thus, B. Foisy noted, we are not serving the population for which the policy in FSH 3705 was intended. Of the 28 impacted couples, 5 are faculty and 23 are staff. B. Foisy reiterated that President Green intends to go along with what the faculty chooses.
- B. Foisy proceeded to explain the impact of keeping OEA coverage: considering only medical (not dental or vision), it would amount to about 220k/year. When employees receive benefits that they are not in title to according to federal law, such benefits are considered income, and thus taxed accordingly. The employer must match the taxes paid by the employee. B. Foisy proceeded to give some estimates for the rate increase which will have to be absorbed by the employees in the two categories:
  - 1) PPO (or Preferred Provider Option), and
  - 2) the high-deductible option.
- The university does not cross-subsidize the two groups, meaning that it contributes to both in the same way. If the OEA coverage remains in place, it is estimated that the PPO group will have to absorb an increase in insurance costs of about 20% (as opposed to 8%) whereas the high-deductible group will move to about 60% (as opposed to 37%). B. Foisy noted that about 65-70% of all employees are currently on the high-deductible plan, because it allows for less money withheld from their paycheck.
- B. Foisy mention that they will send an unpleasant memo to 28 people indicating that the OEA coverage will be eliminated. These people will have a direct impact by January 1<sup>st</sup>. The other alternative will affect around 2,500 people. At the end is reducing the impact in the employees.
- **B. Foisy remarked that the Faculty Senate is being asked to decide between the needs of the few and the needs of the many. (Added as amendment approved on 9-17-19)**
- Chair Grieb: this was a part that the FSL was not aware of and was brought after the meeting. Now that FSH 3705 is impacted, the decision comes to the Senate. He mentions that B. Foisy will be back next week with more information about the topic.
- Questions by several Senators:
  - They requested clarifications on how the specific numbers come out.
  - How can 28 employees (about 1% of all employees) have such a large impact on everyone else? Senators would like to see the data and have more information.
    - B. Foisy provided some additional examples, although, he noted, these are just estimating (and include only medical).
    - The senators will like to have the information before next week Senate Meeting.

- Question by E. Chapman (Zoom): Can B. Foisy re-state the estimated percentage increases? Was it 20% for PPO and 60% for HDHP?
  - Respond by B. Foisy: He proceeded to give the information again.
    - Assuming that we eliminate the OEA coverage, the increase on the PPO is 8% and in the HDHP is 37%. The estimates that will be increase eliminating the OEA on the PPO plan ion the neighborhood of 20 and in the HADHD plan on the neighborhood of 60%.
- Secretary Sammarruca mentioned to B. Foisy that if he can provide a more detail information.
- Senator M. Chopin: Mention that the is one of the people that use the OEA. He talks about how the numbers are calculated, the impact will affect the staff members that are not prepared to absorb that impact. He will plan to help his staff members and look for other ways to cover the plan. He mentions that he will vote on not to retain that program.
- A Senator explained that she represents more than 50 people and would like to be able to explain the issue to her constituency in a simple way. Senators asked to have more data before next meeting.
- Another Senator added that it was clarified that OEA concerns only unmarried partners, not relatives such as parents or other dependent adults.
- As B. Foisy's presentation approached the end (due to the late hour)
- Chair Grieb reminded everybody that there will be more discussion and more information in the coming weeks. Potentially there will be an open forum, an idea welcomed by the Senators
- Guidelines for Choosing Peer Institutions for Idaho Public Four- Year Institutions (Cher Hendricks).
  - Vice Provost Hendricks took the floor to present about benchmark institutions. She gave a summary of the SBOE guidelines attached to the agenda as Attach.#3. SBOE sent a list of institutions and their methodology and asked us for feedback to be provided sometimes in the Summer. The only parameters to be used are graduation and retention rates. The deadline was later extended to November 1. Our job is to identify 10 peer (benchmark) institutions and 3 "aspirational" peers.
  - A Senator asked what does "aspirational" mean. Institutions can design their own methodology to select aspirational peers. Also, we should look at the College Score Card for any number of data.
  - A Senator asks whether there will be a similar benchmarking also for graduate students. Hendricks replies in the negative.
  - Comment from the Provost: it's not clear how SBOE will used the data. They may apply a funding model based on performance.
  - A Senator comments that indicators such as research expenditures are not considered all by the SBOE. Only retention and graduation rates may be too limited.
  - At this point, Chair Grieb asked how we want to proceed. A Qualtrics survey was sent out to Senators in the Summer. Should we resurrect the survey? If you sort out by graduation and retention rates, he noted, the choices seem clear and one can get 10 reasonable benchmarks.
  - Perhaps SBOE does not fully appreciate us as a graduate research land grant institution.
  - Senator: Perhaps we shouldn't just focus on graduation rate but also on the quality of the education our students receive. What about employment? Do they get good jobs with decent salaries?
  - There were no more questions or comments on this matter.

- VII. Committee Reports.
- There were no Committee Reports.
- VIII. Special Orders.
- There were no Special Orders.
- IX. New Business.
- Memo: Off- campus participation in the UFM
    - Secretary Sammarruca briefly presented the content of the memo included in the agenda for this meeting as Attach. # 4
    - Vote to suspend the FSH 1540 A-1
      - A motion to approve the suspend the FSH 1540 A-1 passed unanimously.
      - It was moved, seconded, and approved unanimously to suspend FSH policy 1540 A-1 and allow every extension faculty to actively participate in UFM's effective immediately. In the meantime, Secretary Sammarruca will work with the University Multi-Campus Communication Committee on changing the FSH 1540 A-1 policy.
- X. Adjournment.
- Motion to adjourn. Seconded. Motion carries.
  - Meeting adjourned at 5:00PM.

Respectfully Submitted,

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

University of Idaho  
2019 – 2020 Faculty Senate Minutes

Meeting # 3 - Pending Approval  
Tuesday, September 3, 2019, 3:30 pm  
Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Sears, Hill, Bacon, Bridges, Caplan, Chapman, Ali Carr-Chellman (for Chopin), Cosens, De Angelis, Dezzani, Grieb (Chair), Jeffery, Keim, Kirchmeier (Vice- Chair), Lee-Painter, Luckhart, Meeuf, Paul, Raja, Sammaruca (w/o vote), Schab, Schwarzlaender, R. Smith, Tibbals, Wiencek (w/o vote).

**Present via Zoom:** Foster, Hanigan, Kern, McKellar, Tenuto.

**Absent:** A. Smith.

**Guests:** 8.

**Guest Speaker:** Dale Pietrzak (Director Institutional Effectiveness & Accreditation / NWCCU Accreditation Liaison Officer).

- I. Call to Order.
  - The chair called the meeting to order at 3:34 pm and welcomed everyone.
- II. Approval of Minutes (vote).
  - The first item on the agenda is to approve the minutes of the last 3 meetings.
    - Minutes of the 2018-2019 Faculty Senate Meeting # 28 (April 30, 2019).
      - A motion to approve the minutes passed unanimously.
    - Minutes of the 2019-2020 Faculty Senate Meeting # 1 (April 30, 2019).
      - A motion to approve the minutes passed unanimously.
    - Minutes of the 2019-2020 Faculty Senate Meeting # 2 (May 7, 2019).
      - A motion to approve the minutes passed unanimously.
- III. Consent Agenda.
  - Approval of Summer Graduates.
    - Chair Grieb explained that consent agenda items go directly to vote without discussion. If anyone requests discussion on a consent agenda item, that item is moved from the consent agenda to another appropriate location in the agenda.
    - A motion to approve the Summer Graduates passed unanimously.
- IV. Provost's Report (John Wiencek).
  - President Green has been very active around the state, generating a lot of energy and enthusiasm.
  - There are still open questions around the "working groups" that President Green is putting together. Provost Wiencek is involved with the Finance Working Group for which the membership is being selected. The membership will be announced in a memo this week. A facilitator has been brought on board to help with those discussions. This person is a neutral party from outside of the university. The membership will include alumni, one dean, faculties. Brian Foisy and the Provost himself are serving as advisors and co-chairs of the committees.
  - During the provost's report, some questions were raised about UBFC and its role within the current need to decrease the budget overall. The Provost reported that Scott Green thinks UBFC is a very important resource. Possibly, UBFC will look at outputs generated by the appropriate



working groups, but this is still speculative. Provost Wiencek will continue to communicate with President Green on the matter. He encouraged FSL to continue placing good people on the UBFC.

- There is a “hanging” item from the minutes of the last meeting. The Provost reported that he prepared a formal memo in response to the question raised last Spring by former Senator Morgan. The memo was circulated within FSL and others for input and edits. The provost anticipates that the memo will go out next week.
- There is good news: Jerry McMurtry and Yolanda Bisbee have written a grant which has been funded by the NSF in the amount of 1M for a period of 2 years (renewable) to recruit and support minority graduate students in STEM. The intention is to first focus on Native American students who wish to pursue a doctoral program. Provost Wiencek is the PI on the grant, but he acknowledges that a lot of the work was done by Jerry and Yolanda.
  - In response to a question from Senator Kern, the Provost replied that the grant is specifically to recruit new graduate students in STEM related field. This program is for recruitment purposes and not to support current students.
  - After some audio problems, the question from Senator Kern concerning program eligibility continued. Provost Wiencek suggested to ask Jerry for more information. In his understanding, the funded program is for recruiting new students, not to support current ones. After a two-year support from the grant, the students’ dissertation advisors are expected to pick up the support.
  - Senator Kern asked whether this is like another program. Provost Wiencek replied that it is not, and that he is not familiar with that program.

#### V. Chair’s Report (Terrance Grieb).

- This year Senate is not electing the Faculty Secretary as Secretary to the Senate because that is already implied by FSH 1570. Francesca Sammarruca is the new Faculty Secretary, and under the former policy she would have to be elected as the Secretary to the Senate. This is no longer necessary under the new policy.
- Quick update on the Faculty Senate Website. The website is in the process of migrating to Sitecore. Thanks to Mary, Francesca, Celi, and the ITS team. They are hoping to have the new website running by next week.
- Talking Points: The Senate has been using them for the last 3 years. They got universally positive response. They are very important! They are produced after the meeting and then distributed to the senators who send them to their respective colleges.
  - Question by Senator Kern: she represents the Coeur d’Alene Campus. In her understanding the Talking Points document goes to Faculty and Staff only through departments and colleges. She is aware of individuals who do not receive the document. In her experience, David Paul, who is the representative for CEHHS, is also not receiving the information. Can we make sure that this information gets to everyone? The same problems happens with Boise.
    - Chair Grieb responds: Yes, FSL will make sure the Talking Points are sent to all campuses and extensions. Please send it to all the Faculty and Staff at your site.
  - Secretary Sammarruca: They also appear on the Daily Register.
  - Chair Grieb: If anybody has other ideas on how to distribute the Talking Points broadly, let us know.
- New York times – we can get free access.
  - Link: <https://libguides.uidaho.edu/nytimes>
  - All Faculty, Staff and Students at UI can get the New York Times for free.

- SBOE changes to retirement plans. Sept. 10th: there will be representative on campus.
  - The State Board is making some changes to our retirement plan, especially with regard to investment opportunities.
  - Please note that on September 10th there will be representatives on campus to answer more questions regarding the retirement plans.
  - Link: [https://boardofed.idaho.gov/data-research/finance-administration/retirement-plans/?utm\\_source=University+of+Idaho&utm\\_campaign=5fc119a1b5-daily\\_register\\_042219\\_COPY\\_01&utm\\_medium=email&utm\\_term=0\\_18a9cb4835-5fc119a1b5-77923641](https://boardofed.idaho.gov/data-research/finance-administration/retirement-plans/?utm_source=University+of+Idaho&utm_campaign=5fc119a1b5-daily_register_042219_COPY_01&utm_medium=email&utm_term=0_18a9cb4835-5fc119a1b5-77923641)
- Alumni Award for Excellence Nominations.
  - This is a great time to reach out and highlight our best students. The Alumni Award for Excellence is presented to approximately 40 undergraduate senior level students and an additional 15 graduate and law students.
  - Award for Excellence Nominations are due on September 13th at 5:00 pm.
  - Link: <https://www.uidaho.edu/alumni/awards/award-for-excellence>
- Professor Robert V. Percival, the Director of the Environmental Law Program at the University of Maryland Carey School of Law, will speak on the topic of “China’s Environmental Courts: An Assessment”, September 5, 2019, 3:30-4:30 Menard Law Building Room 104.
- Bias Response Team (Contact Krisin Haltinner, Assoc. Prof. of Sociology, Director of the Academic Certificate in Diversity and Inclusion, and the Director of Africana Studies Program). The Bias Response Team responds to bias incidents on campus and provides support for students, staff, and faculty who may need it. The incidents we work on include “any non-criminal act motivated...by the victim’s actual or perceived race, religion, ethnic background, sexual orientation, gender identity/expression, disability, or nationality”.
- 2018 - 2019 Senate Annual Report.
  - FYI (non-voting matter): 2018-2019 Annual Report (attached to the agenda), to be included into the records.

#### VI. Other Announcements and Communications.

- Update on Student Evaluation System (Dale Pietrzak).
  - Chair Grieb: Dale P. is going to talk about Student Evaluation System and NWCCU Accreditation. A PDF document was emailed in the morning with the information that Dale P. provided.
  - Dale P.:
    - Student Evaluation System: He sent a letter earlier this Spring to the Senate and ask for the opportunity to give an update on what is happening. About one or two years ago it was announced in our area that the system which supports our current Student Evaluation System, student outcomes, graduating senior survey, etc. was going to be obsolete. We would need to have a new one in place by this Spring, this was the hard deadline that was given initially. At that time, they started to look around. They reviewed what was available nationally and got some ideas from peers and other colleges. They checked with professional listservs, and workgroups online. Then they went through the RFP process where they had representation from faculty and students from various places around the University. It was clear that one product that largely covered everything that needed to be done most effectively was CampusLabs, The RFP was finalized, and everything was ready to begin the initial implementation (January last year). It was one of the smoothest implementations he has ever seen. They are ahead of schedule. The program will be live by fall or spring depending on what we will be able to accomplish for training this year. The

next part of the system that will roll out will be the student evaluation part. Like all technology, this area is continually evolving making everything obsolete. Changes in systems also necessarily bring with them transition. This system is user friendly and they will be providing all necessary support.

- Accreditation (NWCCU): Our Federally approved accreditation body is NWCCU. It is what allows us to collect federal dollars such as financial aid, and grants. It goes through a national review by the US Department of Ed every 7 years and typically revises their standards on that 7-year cycle. This cycle we didn't anticipate the extensive nature of the revisions. There were 5 standards in the old set standards, now there are only 2 standards. This is a dramatic change and they are still sorting things out. Certainly, one of the things that has changed is the centrality and importance of program learning outcomes. CampusLabs has us well positioned for this transition in standards. That part must happen relatively rapidly, because we need to have 3 years or more of data, is the implementation of program learning outcomes assessment. He anticipates that they will have 2 years of data. We are going to be compared with peer institutions (we do not know who they are).
- In the accreditation process, they will be looking at the equity gaps and performance of students relative to retention and graduation. (Key elements of the accreditation process.) It's not clear how they are going to wrap the equity in the context of the program assessment process, but they are anticipating doing that.
- There will be a training session for the initial roll out of the standards in November in Seattle (a three-day event).
- You can look up NWCCU on the website and read the new standards (15 pages document).
- Question: is there a way to appeal if we don't like the chosen peer institutions?
  - Dale P. response: there is always an appeal process.
  - Provost Wiencek: we do have a process to select what we think are a better choice for "peer" or "benchmark" institutions.
- Chair Grieb: As the system rolls out, can we have you back for more updates?
  - Dale P.: yes.

#### VII. Committee Reports.

- There were no Committee Reports.

#### VIII. Special Orders.

- This is done every year at the first meeting of the year. It consists of elections for special committees who require a Senate representative on their membership.
- Election to Specific Senate Committees (vote).
  - Campus Planning Advisory Committee (CPAC) (2020).
    - Two vacancies. One to replace Penny Morgan and one 3-year appointment (until 2022).
    - For the one-year term: Charles Tibbals volunteered and was elected.
    - For the 3-year term: David Lee-Painter volunteered and was elected.
  - University Budget and Finance Committee (2022).
    - Tenuto (via Zoom) volunteered and was elected.
  - Presidents Athletics Advisory Council (2020).
    - (Needs replacement for Richard Seamon). David Paul volunteered and was elected.
- Auxiliary Services Committee Request.
  - Food Service Committee (volunteer).
    - (Chair Grieb gave a brief review of the functions of this committee).

- There were no volunteers. We can ask FAC or perhaps revisit the issue later.

IX. New Business.

- No new business.

X. Adjournment.

- Motion to adjourn: C. Tibbals; second: M. Schwarzlaender.
- Meeting adjourned at 4:29PM.

Respectfully Submitted,

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



# UI Policy: Creation and Change



# The Role of the Policy Coordinator

IS to facilitate policy development

Is NOT to act as an advocate

# Benefits of Early Consultation



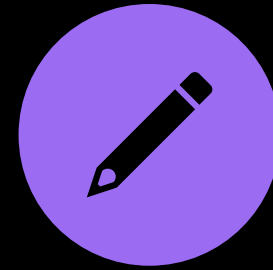
SPOT POTENTIAL  
LEGAL ISSUES



IDENTIFY  
CONFLICTS WITH  
OTHER POLICIES



FIND THE BEST  
HOME FOR YOUR  
POLICY



GET HELP WITH  
DRAFTING

# 1. Notify the Policy Coordinator of Your Plan

The Policy Coordinator can help with

- ▶ Early input and advice
- ▶ Drafting
- ▶ Ensuring all policies are reviewed by appropriate constituencies



## 2. Request the official document of an existing policy

- ▶ Ensures that
  - ▶ You are not unknowingly working on a policy at the same time as another party.
  - ▶ You are working with the most recent version of the policy.
  - ▶ The Policy Coordinator is able to
    - ▶ Track the progress of your policy,
    - ▶ Keep the process transparent, and
    - ▶ Manage the policy workflow.

# Drafting Tips

1. Read the Policy Manual!
2. See #1.

### 3. Once Your Committee Has Approved the Policy

Email the policy and cover sheet to the Policy Coordinator. The Policy Coordinator will

- ▶ Review the draft policy for ambiguities, errors, and conflicts with other policies
- ▶ Send a copy to General Counsel for legal review

If either the Policy Coordinator or General Counsel have questions or spot problems, the policy will be returned for explanations or changes.

*This step can take four weeks or more. Plan ahead!*

# The Approval Process: Faculty Staff Handbook



The policy will be scheduled for a Faculty Senate meeting. If approved, then



The policy will be added to the agenda of the next University Faculty Meeting (UFM). If approved, then



It will be forwarded to the President for approval or veto



Some policies must then be sent to the State Board of Education for approval



After final approval, it will be sent back to Policy Coordinator for publication

# 2019-2020 FSH Deadlines

October 22	October 22: Last date to submit an FSH policy for review if inclusion on Fall UFM agenda is desired
November 19	November 19: Last Senate meeting to approve FSH policy for inclusion on Fall UFM agenda
December 11	December 11: Fall UFM
March 24	March 24: Last date to submit an FSH policy for review if inclusion on Spring UFM agenda is desired
April 21	April 21: Last Senate meeting to approve FSH policy for inclusion on Spring UFM agenda
May 6	May 6: Spring UFM

## APM vs. FSH

- ▶ APMs are mostly developed by administrative units across campus.
- ▶ APMs do not involve issues of shared governance.
- ▶ Broadly speaking, APMs are for *procedures*. They should not merely describe UI operations.
- ▶ *Communication* with Faculty Senate and Staff Council is required, but *approval* is not.
- ▶ APMs *do* have to be approved by
  - ▶ The Vice President in charge of the administrative unit,
  - ▶ General Counsel, and
  - ▶ The President.



# The Approval Process: Administrative Procedures Manual



The APM will be scheduled for informational discussion at Faculty Senate and Staff Council meetings. Comments will be forwarded to the proposers for consideration.



APMs sometimes go to the University Faculty Meeting for the purpose of widely communicating changes, but they do not need UFM approval.



Once approved by the General Counsel and VP, the APM goes to the President for approval or veto.



After final approval, the APM is returned to the Policy Coordinator for publication.

# Questions?

Diane Whitney, J.D.

University Policy and Compliance Coordinator  
Office of the Provost/Office of General Counsel

[Uofl-policy@uidaho.edu](mailto:Uofl-policy@uidaho.edu)

208-885-6151



**Guidelines for choosing peer institutions for Idaho public four-year institutions**  
**May 14, 2019**

Board staff are providing the following guidelines to the four-year institutions regarding the determination of peer institutions. The State Board uses peer institutions to give context to each institution’s performance metrics, specifically, graduation and retention measures. This analysis focused on identifying attributes (of either the institution or the students served by the institution) that have a significant impact on these outcomes.

The 2018 Basic Carnegie Classification<sup>1</sup> is correlated with both institution and student level attributes. However, for Doctoral Universities, the classification still had an impact on outcomes even holding these other attributes constant. Therefore, staff recommends that Idaho institutions choose peers within their Basic Carnegie Classification.

Within an institution’s Basic Carnegie Classification, attributes identified as having a significant effect<sup>2</sup> on outcomes were:

- 25<sup>th</sup> percentile score of the standardized math test<sup>3</sup>
- The number of full-time equivalent students (FTE)
- The share of undergraduate, degree-seeking students who attend fulltime
- Share of students who receive a Pell Grant

Standard deviations for each measure were calculated for those institutions within an institution’s Basic Carnegie Classification. Table 1 shows the number of institutions within a standard deviation for each attribute.

Table 1: Number of institutions within one-standard deviation of Idaho institutions on select variables

Institution	Number of institutions within:				
	Same Carnegie classification	Same Carnegie classification and:			
		One standard deviation of 25 <sup>th</sup> percentile math score	One standard deviation of FTE	One standard deviation of share of FTE	One standard deviation of share with Pell Grant
Boise State University	90	70	38	37	58
Idaho State University	90	52	57	47	65
University of Idaho	90	71	45	53	67
Lewis-Clark State College	77	47 <sup>4</sup>	46	46	55

<sup>1</sup> See Appendix I for more details on the 2018 Basic Carnegie Classification.

<sup>2</sup> I used a stepwise regression function to determine which variables had the most impact on the IPEDS 150% graduation and the IPEDS fulltime retention rate. See Appendix II for more detail.

<sup>3</sup> I considered different measures of ACT and SAT college readiness including scores at the 25th and the 75th percentiles. In most cases, scores at the 25th percentile were more meaningful in the outcomes (graduation rate and retention rates) regression analysis.

<sup>4</sup> Only 53 institutions in LCSC’s Carnegie classification had SAT scores in the IPEDS database. Only 50 had ACT scores.

The attribute that most consistently had a large impact on outcomes was the math standardized test score. Table 2 shows how many institutions were within one standard deviation of the math score as well as:

- one standard deviation for math scores plus within one standard deviation of one other attribute,
- one standard deviation for math scores plus within one standard deviation of at least two other attributes, and
- one standard deviation for math scores plus within one standard deviation of all three attributes.

Table 2: Number of institutions that match Idaho institutions (are within one standard deviation)

Institution	Number of institutions that match on:			
	Math score	Math plus at least one other attribute:	Math plus at least two other attributes:	Math plus all three other attributes:
Boise State University	70	63	42	12
Idaho State University	52	51	35	12
University of Idaho	71	70	56	19
Lewis-Clark State College	47	47	38	12

Board staff wanted to structure peer selection guidance in order to balance a uniform methodology with flexibility for the institutions to take into account their unique characteristics. Therefore, staff decided that matching on all four attributes was too restrictive. Staff recommends institutions match on math plus at least two other attributes.

The rest of the document shows the outcomes for your institution compared with all the other institutions in its Basic Carnegie Classification. It also shows the outcomes for your institution compared with the institutions in its Basic Carnegie Classification that match your institution on math plus at least two other attributes. Finally, it lists those other institutions and identifies which are current peers.

It is not staff intent that each institution is completely constrained to the institutions listed for their peers. For instance, there may be a peer which is just outside the one standard deviation benchmark but shares a unique characteristic important to the institution.

Staff requests that each institution choose ten peer institutions taking this guidance into account. Each institution should then submit that list to the Board staff along with an explanation of why they chose that institution as a peer. If staff guidance was not followed, then a detailed explanation for why it was not followed should be given. Each institution should also provide an explanation of how they achieved balance among all their peers. For instance, if an institution completely followed staff guidance, there should be some sort of balance between all the peers in terms of which two other attributes were chosen to match on.

Each institution can also submit up to three institutions to be designated as aspirational peers. Each institution can develop its own methodology for choosing aspirational peers.

Figure 1: 150% graduation rates for bachelor degree seeking cohort for all institutions classified as “R2: Doctoral Universities – High research activity”, sorted by value of graduation rate

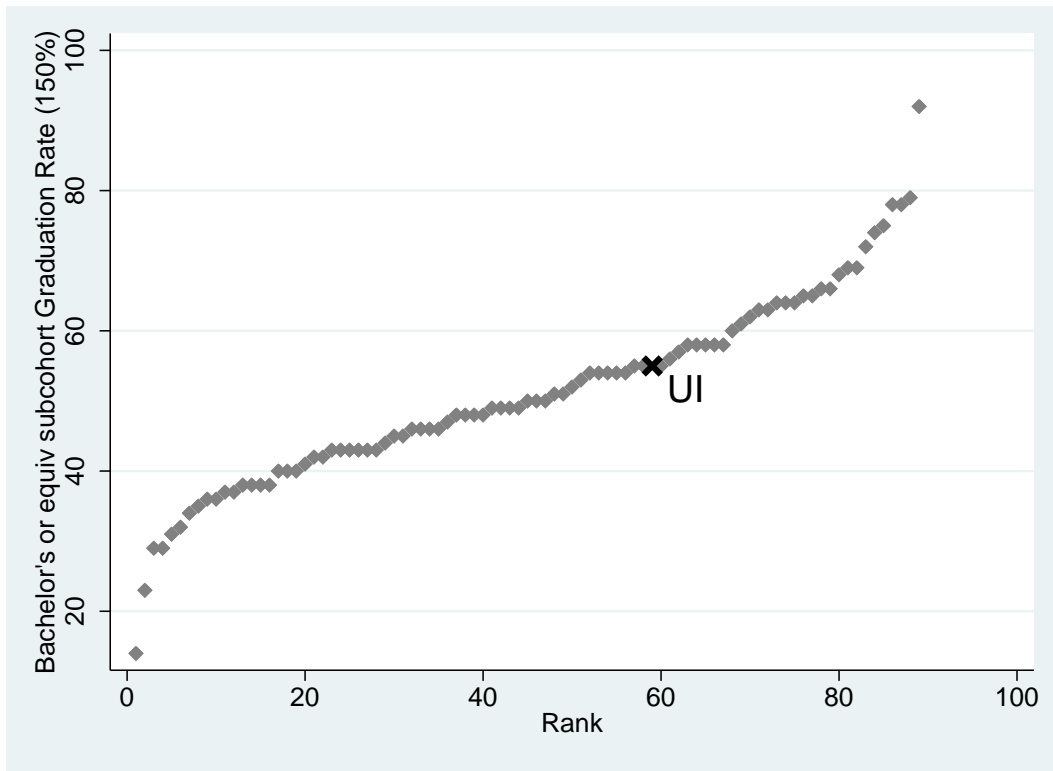


Figure 2: Fulltime retention rates for all Institutions classified as “R2: Doctoral Universities – High research activity”, sorted by value of fulltime retention rate

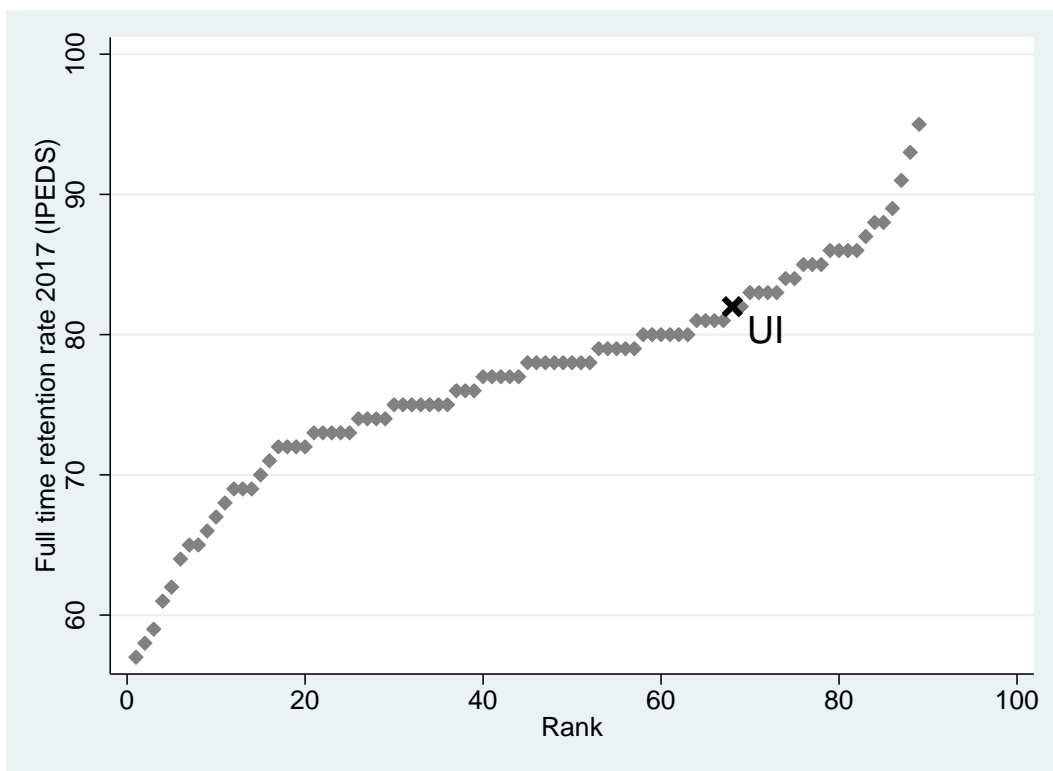


Figure 3: Parttime retention rates for all Institutions classified as “R2: Doctoral Universities – High research activity”, sorted by value of parttime retention rate

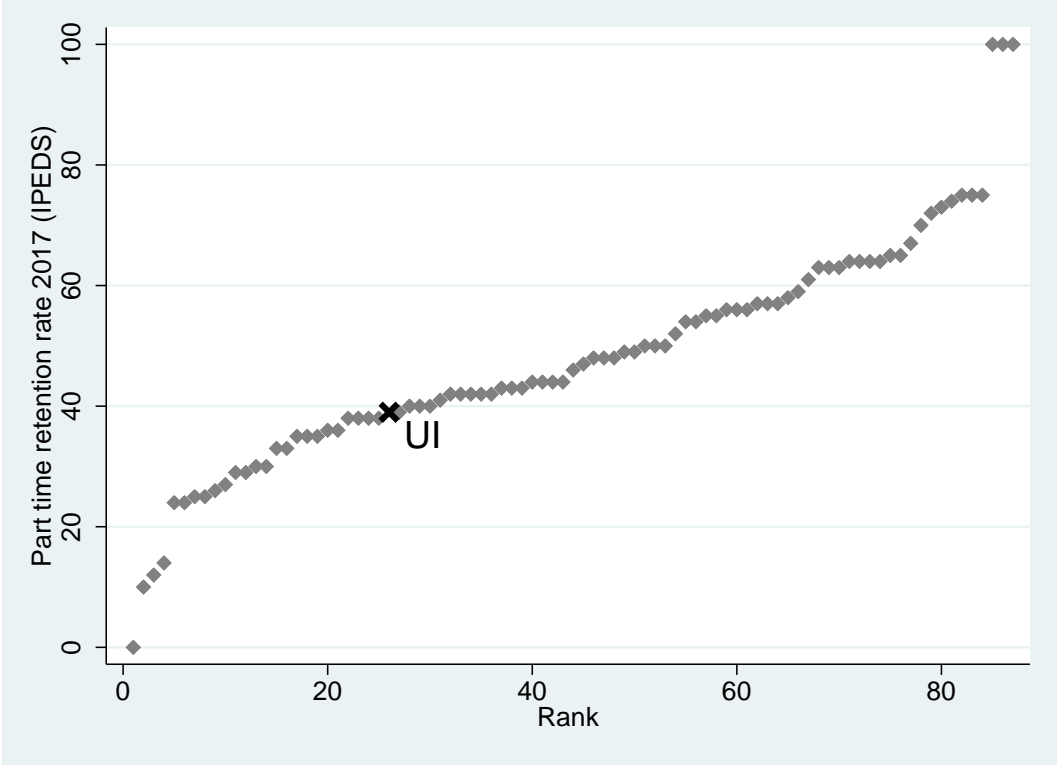


Figure 4: 150% graduation rates for bachelor degree seeking cohort for all institutions classified as “R2: Doctoral Universities – High research activity” and for those that match University of Idaho on math and at least two other groups, sorted by value of graduation rate

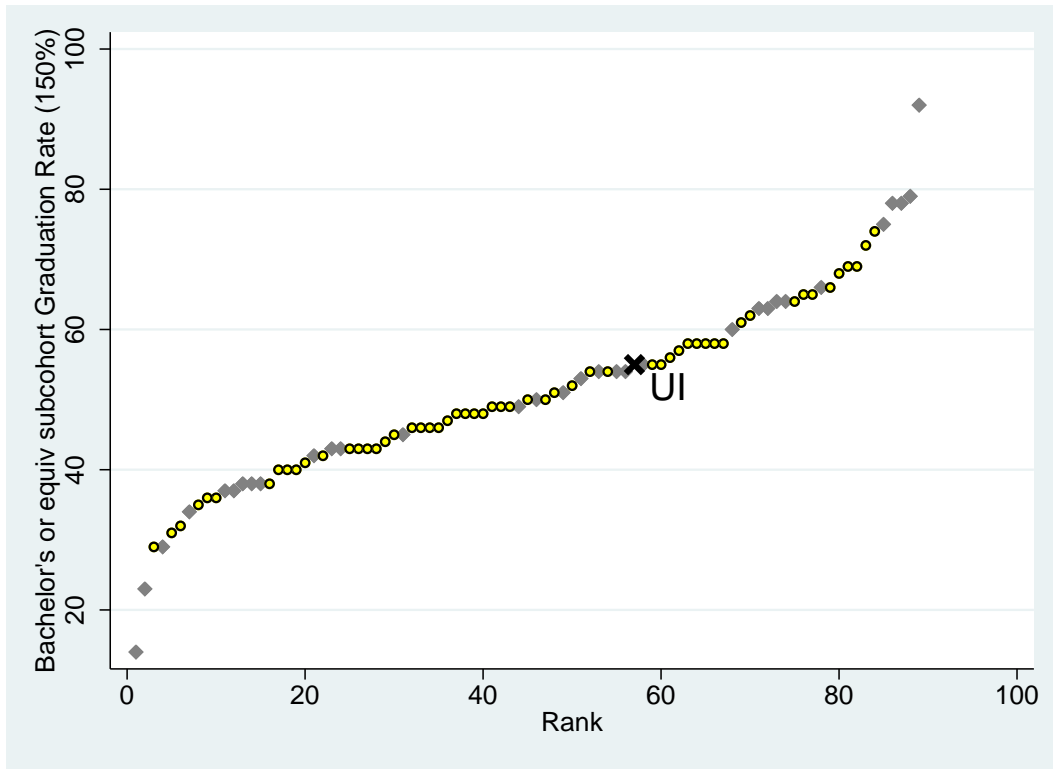


Figure 5: Fulltime retention rates for bachelor degree seeking cohort for all institutions classified as “R2: Doctoral Universities – High research activity” and for those that match University of Idaho on math and at least two other groups, sorted by value of retention rates

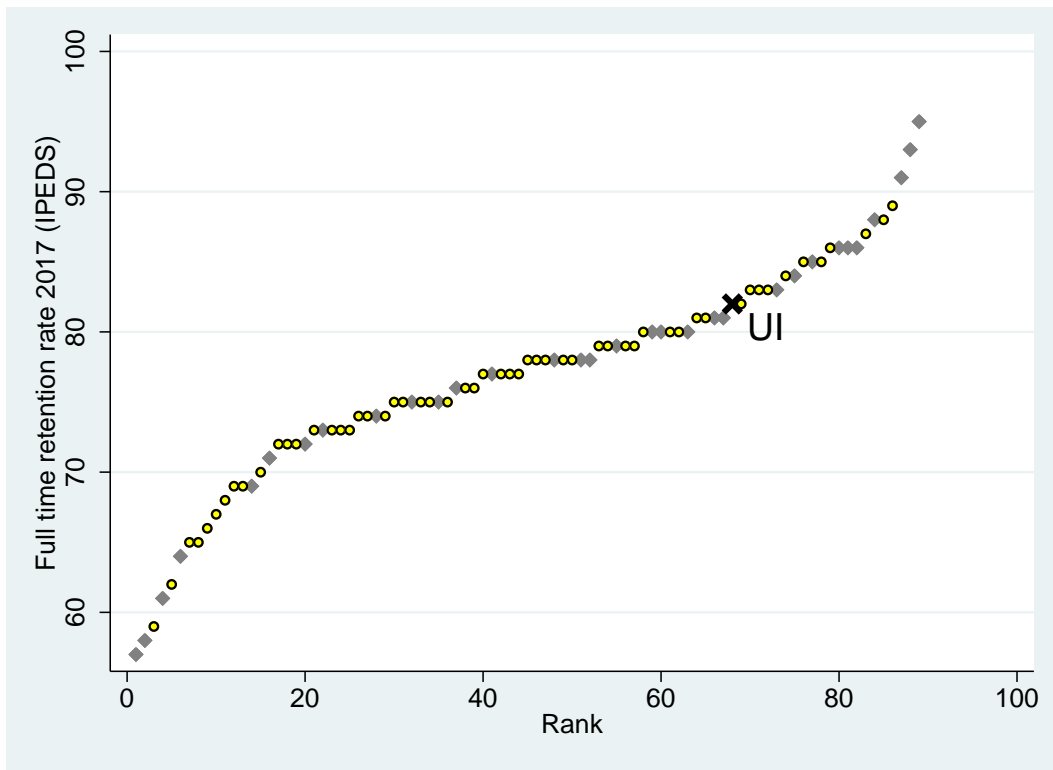


Table 3: List of institutions that match University of Idaho on math and at least two other groups

	City	State
University of Alabama in Huntsville	Huntsville	AL
University of South Alabama	Mobile	AL
University of Arkansas at Little Rock	Little Rock	AR
Arkansas State University-Main Campus	Jonesboro	AR
San Diego State University	San Diego	CA
University of Colorado Colorado Springs	Colorado Springs	CO
Florida Agricultural and Mechanical University*	Tallahassee	FL
Georgia Southern University	Statesboro	GA
Idaho State University	Pocatello	ID
University of Idaho	Moscow	ID
Illinois State University	Normal	IL
Northern Illinois University	Dekalb	IL
Southern Illinois University-Carbondale	Carbondale	IL
Ball State University	Muncie	IN
Wichita State University	Wichita	KS
Louisiana Tech University	Ruston	LA
University of New Orleans	New Orleans	LA
University of Louisiana at Lafayette	Lafayette	LA
University of Maine*	Orono	ME
Morgan State University	Baltimore	MD
University of Massachusetts-Boston	Boston	MA
University of Massachusetts-Dartmouth	North Dartmouth	MA
Central Michigan University	Mount Pleasant	MI
Eastern Michigan University	Ypsilanti	MI
Oakland University	Rochester Hills	MI
Western Michigan University	Kalamazoo	MI
University of Missouri-Kansas City	Kansas City	MO
University of Missouri-St Louis	Saint Louis	MO
The University of Montana	Missoula	MT
University of Nebraska at Omaha	Omaha	NE
Rowan University	Glassboro	NJ
Montclair State University	Montclair	NJ
Rutgers University-Camden	Camden	NJ
Rutgers University-Newark	Newark	NJ
<b>New Mexico State University-Main Campus*</b>	<b>Las Cruces</b>	<b>NM</b>
East Carolina University	Greenville	NC
North Carolina A & T State University*	Greensboro	NC
University of North Carolina at Charlotte	Charlotte	NC
University of North Carolina Wilmington	Wilmington	NC
<b>North Dakota State University-Main Campus*</b>	<b>Fargo</b>	<b>ND</b>
University of Akron Main Campus	Akron	OH
Bowling Green State University-Main Campus	Bowling Green	OH

	<b>City</b>	<b>State</b>
Cleveland State University	Cleveland	OH
Kent State University at Kent	Kent	OH
University of Toledo	Toledo	OH
Wright State University-Main Campus	Dayton	OH
University of Rhode Island*	Kingston	RI
South Dakota State University*	Brookings	SD
University of South Dakota	Vermillion	SD
East Tennessee State University	Johnson City	TN
Tennessee Technological University	Cookeville	TN
Texas A & M University-Corpus Christi	Corpus Christi	TX
Texas A & M University-Kingsville	Kingsville	TX
Marshall University	Huntington	WV
<b>University of Wyoming*</b>	<b>Laramie</b>	<b>WY</b>
University of California-Merced	Merced	CA

\* These institutions are land-grant institutions. Institutions in bold are current peers.

## **Appendix I: Further explanation of Basic Carnegie Classification**

The Basic Carnegie Classification is a broad classification based on the types of degrees offered. Institutions are initially classified as Doctoral Universities, Master's Colleges and Universities, Baccalaureate Colleges, Baccalaureate/Associate's Colleges, Associate's Colleges, Special Focus Institutions, and Tribal Colleges.

Three Idaho institutions (BSU, ISU, UI) are classified as Doctoral Universities. This means that these institutions awarded at least 20 research/scholarship doctoral degrees or at least 30 professional practice doctoral degrees in at least 2 programs. Institutions are further categorized as R1: Very high research activity, R2: High research activity and D/PU: Doctoral/Professional Universities. The three Idaho institutions are all classified as R2: High research activity.

LCSC is classified as a Baccalaureate College. That group is further classified by the major field of study for bachelor's degrees awarded, either Arts & Sciences Focus or Diverse Fields. LCSC is specifically classified as a Baccalaureate Colleges: Diverse Fields.



## Appendix II: Stepwise regression analysis

In order to determine which variables had the most impact on the outcomes, I used a stepwise regression model. I used IPEDS as a source for the outcomes. I concentrated on the six-year graduation rate and the fulltime retention rate as the parttime retention rate proved difficult to model and the results were not given as much weight.

There were a number of attributes considered in this analysis. The following institution-specific attributes were considered:

- Basic Carnegie Classification
- The share of all students who are graduate students
- The number of full-time equivalent students (FTE)
- Funding per undergraduate FTE

There were also student attributes considered. These are:

- College preparedness as measured by ACT/SAT scores
- The share of undergraduate, degree-seeking students who attend fulltime
- Socioeconomic status as measured by receipt of a Pell Grant

I used two models for each outcome – one utilizing SAT scores and the other utilizing ACT scores.

The variables that were consistently included in the final model and were statistically significant were the:

- 25th percentile score of the standardized math test <sup>5</sup>
- The number of full-time equivalent students (FTE)
- The share of undergraduate, degree-seeking students who attend fulltime
- Share of students who receive a Pell Grant

---

<sup>5</sup> I considered different measures of college readiness including scores at the 25th and the 75th percentiles. In most cases, scores at the 25th percentile were more meaningful in the outcomes (graduation rate and retention rates) regression analysis.

## Off-Campus Participation in University Faculty Meeting

September 2019

### **Brief background:**

Extension faculty have indicated that they feel left out of the UFM's because they are just given a link to a live web cast but they cannot actively participate. A point which is perceived as an important one: when the names of the new faculty are read, they don't get to stand up and be recognized.

### **Policy:**

**FSH 1540 A-1. Venue Determination.** *Remote sites that seek full participation at faculty meetings must submit to the Office of the Faculty Secretary by April 15th (when senate elections are due) a participation form for approval of their venue by Faculty Senate. The form is available on the Faculty Senate website under [University Faculty Meetings](#)(see also [1520, III-1-A](#)). [add. 7-09, ed. 7-11, rev. 1-12]*

### **Current Status:**

Off-campus sites such as Boise, Idaho Falls, Twin Falls, and Coeur d'Alene, are "approved" for active participation into UFMs because they have requested it "as a campus". The situation may be different for some extension faculty.

### **Possible actions:**

The normal course of action is to have a Senate Committee look at the matter and come up with recommendations. In this case, the appropriate committee is the University Multi-Campus Communication Committee (FSH 1640-94), chaired by the Faculty Secretary.

We could also explore the possibility of suspending the current rule (for the duration of the 2019-2020 academic year) and allow the Zoom link to be sent individually to all extension faculty. We should also check with ITS whether there are any technology limitations.

University of Idaho

2019 – 2020 Faculty Senate Agenda

Meeting # 5

Tuesday, September 17, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes (vote)
  - Minute of the 2019-2020 Faculty Senate Meeting # 4 (September 10, 2019) **Attach. #1**
- III. Consent Agenda (vote)
  - Committee on Committees Nominations
- IV. Chair's Report
  - University Faculty Meeting held on Wednesday, September 18, 2019 from 2:30 pm to 4:00 pm at the International Ballroom, Bruce Pitman Center.
- V. Provost's Report
- VI. Committee Reports
- VII. Other Announcements and Communications
  - Updates on Items Pending on Committees
    - Francesca Sammarruca, Faculty Secretary
  - Sustainable Financial Model Working Group
    - Chandra Zenner Ford, Executive Special assistant to the President **Attach. #2**
  - University Budget
    - Brian Foisy, Vice President for Finance and Administration, Co-chair
  - Benefits for "Other Eligible Adults"
    - Brian Foisy, Vice President for Finance and Administration, Co-chair
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting # 4 (September 10, 2019)
- **Attach. #2** Sustainable Financial Model Working Group Presentation

University of Idaho  
2019 – 2020 Faculty Senate Minutes – Pending Approval MINUTES

Meeting # 4

Tuesday, September 3, 2019, 3:30 pm  
Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bridges, Caplan, Chopin, Cosens, De Angelis, Dezzani, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice- Chair), Lee-Painter, Luckhart, Meeuf, Paul, Raja, Sammarruca (w/o vote), Schab, Schwarzlaender, A. Smith, R. Smith, Wiencek (w/o vote).

**Present via Zoom:** Kern, McKellar, Tenuto, Chapman, Sears

**Absent:** Bacon, Foster, Hanigan, Meeuf, Tibbals

**Guests:** 7.

**Guest Speaker:** Brian Foisy (Vice President for Finance and Administration, Co-chair)  
Cher Hendricks (Vice Provost for Academic Initiatives)

- I. Call to Order.
  - The chair called the meeting to order at 3:35 pm and welcomed everyone.
- II. Approval of Minutes (vote).
  - The first item on the agenda is to approve the minutes of the last 3 meetings.
    - Minutes of the 2019-2020 Faculty Senate Meeting # 3 (September 3, 2019).
      - A motion to approve the minutes passed unanimously.
      - After the voting, A. Smith requested to abstain because he was absent from Meeting # 3 (September 3, 2019)
- III. Consent Agenda.
  - There were no Consent Agenda.
- IV. Chair's Report (Terrance Grieb).
  - Sustainable Financial Working Group Membership
    - Sustainable Financial Working Group membership has been announced last week by the President's Office. They are expecting to begin their work in October.
    - Chandra Zenner Ford will attend next week Senate meeting to give a preview of the working groups.
    - Other future working groups include Sustainable Athletics Model, Enrollment Management, Student Experience, ICCU Arena, CAFÉ, and Online Education.
  - 2019 Michael Kyte Distinguished Lecture Features Purdue's Darcy Bullock
    - The event will be held on Friday, September 13 at 4:00 pm at the IRIC Atrium. The event is free, and a reception will precede the event at 3:00 pm.
    - Speaker: Darcy Bullock, a Lyles Family Professor of Civil Engineering and Director of the Joint Transportation Research Program at Purdue University.
    - The event is hosted by the University of Idaho College of Engineering Department of Civil and Environmental Engineering's 2019 Michael Kyte Distinguished Lecture.
    - The Kyte Lecture event honors University of Idaho Emeritus Professor of Civil Engineering Michael Kyte. His research focuses on traffic signal systems, highway capacity and transportation engineering education. He received his doctorate in civil engineering from the

University of Iowa, Master's in Civil Engineering from the University of California – Berkeley, and bachelor's in systems engineering from the University of California – Los Angeles.

- Link: [https://www.uidaho.edu/news/news-articles/faculty-staff-news/2019-september/090519-michaelkytedistinguishedlecture?utm\\_source=University+of+Idaho&utm\\_campaign=e7b4cbfc39-daily\\_register\\_042219\\_COPY\\_01&utm\\_medium=email&utm\\_term=0\\_18a9cb4835-e7b4cbfc39-77923641](https://www.uidaho.edu/news/news-articles/faculty-staff-news/2019-september/090519-michaelkytedistinguishedlecture?utm_source=University+of+Idaho&utm_campaign=e7b4cbfc39-daily_register_042219_COPY_01&utm_medium=email&utm_term=0_18a9cb4835-e7b4cbfc39-77923641)

- Take Back the Night hosted by the Women Center
  - Take Back the Night is scheduled for September 19th beginning at 7:30pm at the Ag Sci Auditorium. Take Back the Night is a rally and march spread awareness of interpersonal violence on campus and to show support for those affected by it. Email Bekah MillerMacPhee at [bekam@uidaho.edu](mailto:bekam@uidaho.edu) for more information.
  - Link: <https://www.uidaho.edu/diversity/edu/womens-center/events/take-back-the-night>
- Questions:
  - Senator A. Smith: He expressed concern about the absence of representation from the Colleges of Arts and Architecture and the College of Natural Resources in the Working Groups.
    - Chair Grieb: Noted the comment. Chair Grieb said that as a member of a committee he will express this to the Co-Chairs of the Sustainable Financial Model Group. He has not yet communicated with Chandra Zenner Ford about this. His understanding is that they are trying to have broad representation of faculty on campus.

#### V. Provost's Report (John Wiencek).

- The Provost expressed appreciation to those who supported the Science Diplomacy Lecture by Dr. Bill Colglazier (09/09/2019). Those include: The Martin Institute, the James A. and Louise McClure Center, and the College of Science.

#### VI. Other Announcements and Communications.

- Fall University Faculty Meeting will be held on September 18, 2019 from 2:30 pm to 4:00 pm in the International Ballroom at the Bruce Pitman Center.
- Chair Grieb called for a motion to suspend the rules and change the agenda. If such motion is made and passes, we will invite Vice President Brian Foisy to make a presentation related to the current changes in the Employee Health Insurance.
  - A motion to approve suspension of the rules and invite Vice President Brian Foisy to speak instead of Diana Whitney (as planned in the original agenda) passed unanimously.
- Pending Health Insurance Open Enrollment for the 2020 Calendar Year (Brian Foisy).
  - Chair Grieb:
    - The recommendation by the Benefit Advisory Group (BAG) to eliminate coverage for "Other Eligible Adult" (OEA) is in contradiction with FSH 3705. If we go with the current plan as recommended by BAG, we need to repeal FSH 3705. Otherwise, retaining coverage for OEA will result in significant additional costs for everyone. A tentative schedule is to hold a Senate vote 2 weeks from today and potentially (if the Senate vote is to repeal FSH 3705) and Emergency UFM on October 8, 2019. If the faculty vote to repeal, the President will sign it. The open enrollment period is between October 21 and November 1.
  - B. Foisy.:

- Introduced the Director and executive Director of HR, Brandi Terwilliger and Wes Matthews. He mentions that the President Scott Green has made it very clear that he will not fight with the faculty's decision. He began to explain the recommendations in the decision that needs to be vote. Both Finance and Management Division needs to Balance the Budget.
- Question by A Senator: Who was on BAG?
  - B. Foisy provided the names.
- In response to an additional question, B. Foisy and Brandy Terwilliger (HR, Director) clarified that it was not within BAG's scope to consider policy. BAG was charged with the task of designing a plan change to off-set 1.2M in reduced funding from the State. B. Foisy observed that the 2012 memo by Liz Brandt in support of the FSH 3705 policy focused on same-sex couples and possible issues of discrimination if a same-sex partner cannot be covered, since at that time same-sex couples could not marry in Idaho. However, since 2015 same-sex couples can marry in Idaho. Of the 28 couples impacted by the change in OEA coverage, all are heterosexual. Thus, B. Foisy noted, we are not serving the population for which the policy in FSH 3705 was intended. Of the 28 impacted couples, 5 are faculty and 23 are staff. B. Foisy reiterated that President Green intends to go along with what the faculty chooses.
- B. Foisy proceeded to explain the impact of keeping OEA coverage: considering only medical (not dental or vision), it would amount to about 220k/year. When employees receive benefits that they are not in title to according to federal law, such benefits are considered income, and thus taxed accordingly. The employer must match the taxes paid by the employee. B. Foisy proceeded to give some estimates for the rate increase which will have to be absorbed by the employees in the two categories:
  - 1) PPO (or Preferred Provider Option), and
  - 2) the high-deductible option.
- The university does not cross-subsidize the two groups, meaning that it contributes to both in the same way. If the OEA coverage remains in place, it is estimated that the PPO group will have to absorb an increase in insurance costs of about 20% (as opposed to 8%) whereas the high-deductible group will move to about 60% (as opposed to 37%). B. Foisy noted that about 65-70% of all employees are currently on the high-deductible plan, because it allows for less money withheld from their paycheck.
- B. Foisy mention that they will send an unpleasant memo to 28 people indicating that the OEA coverage will be eliminated. These people will have a direct impact by January 1<sup>st</sup>. The other alternative will affect around 2,500 people. At the end is reducing the impact in the employees.
- Chair Grieb: this was a part that the FSL was not aware of and was brought after the meeting. Now that FSH 3705 is impacted, the decision comes to the Senate. He mentions that B. Foisy will be back next week with more information about the topic.
- Questions by several Senators:
  - They requested clarifications on how the specific numbers come out.
  - How can 28 employees (about 1% of all employees) have such a large impact on everyone else? Senators would like to see the data and have more information.
    - B. Foisy provided some additional examples, although, he noted, these are just estimating (and include only medical).
    - The senators will like to have the information before next week Senate Meeting.
- Question by E. Chapman (Zoom): Can B. Foisy re-state the estimated percentage increases? Was it 20% for PPO and 60% for HDHP?

- Respond by B. Foisy: He proceeded to give the information again.
    - Assuming that we eliminate the OEA coverage, the increase on the PPO is 8% and in the HDHP is 37%. The estimates that will be increase eliminating the OEA on the PPO plan on the neighborhood of 20 and in the HADHD plan on the neighborhood of 60%.
  - Secretary Sammarruca mentioned to B. Foisy that if he can provide a more detail information.
  - Senator M. Chopin: Mention that the is one of the people that use the OEA. He talks about how the numbers are calculated, the impact will affect the staff members that are not prepared to absorb that impact. He will plan to help his staff members and look for other ways to cover the plan. He mentions that he will vote on not to retain that program.
  - A Senator explained that she represents more than 50 people and would like to be able to explain the issue to her constituency in a simple way. Senators asked to have more data before next meeting.
  - Another Senator added that it was clarified that OEA concerns only unmarried partners, not relatives such as parents or other dependent adults.
  - As B. Foisy's presentation approached the end (due to the late hour)
  - Chair Grieb reminded everybody that there will be more discussion and more information in the coming weeks. Potentially there will be an open forum, an idea welcomed by the Senators
- Guidelines for Choosing Peer Institutions for Idaho Public Four- Year Institutions (Cher Hendricks).
- Vice Provost Hendricks took the floor to present about benchmark institutions. She gave a summary of the SBOE guidelines attached to the agenda as Attach.#3. SBOE sent a list of institutions and their methodology and asked us for feedback to be provided sometimes in the Summer. The only parameters to be used are graduation and retention rates. The deadline was later extended to November 1. Our job is to identify 10 peer (benchmark) institutions and 3 "aspirational" peers.
  - A Senator asked what does "aspirational" mean. Institutions can design their own methodology to select aspirational peers. Also, we should look at the College Score Card for any number of data.
  - A Senator asks whether there will be a similar benchmarking also for graduate students. Hendricks replies in the negative.
  - Comment from the Provost: it's not clear how SBOE will used the data. They may apply a funding model based on performance.
  - A Senator comments that indicators such as research expenditures are not considered all by the SBOE. Only retention and graduation rates may be too limited.
  - At this point, Chair Grieb asked how we want to proceed. A Qualtrics survey was sent out to Senators in the Summer. Should we resurrect the survey? If you sort out by graduation and retention rates, he noted, the choices seem clear and one can get 10 reasonable benchmarks.
  - Perhaps SBOE does not fully appreciate us as a graduate research land grant institution.
  - Senator: Perhaps we shouldn't just focus on graduation rate but also on the quality of the education our students receive. What about employment? Do they get good jobs with decent salaries?
  - There were no more questions or comments on this matter.

## VII. Committee Reports.

- There were no Committee Reports.

VIII. Special Orders.

- There were no Special Orders.

IX. New Business.

- Memo: Off- campus participation in the UFM
  - Secretary Sammarruca briefly presented the content of the memo included in the agenda for this meeting as Attach. # 4
  - Vote to suspend the FSH 1540 A-1
    - A motion to approve the suspend the FSH 1540 A-1 passed unanimously.
    - It was moved, seconded, and approved unanimously to suspend FSH policy 1540 A-1 and allow every extension faculty to actively participate in UFM's effective immediately. In the meantime, Secretary Sammarruca will work with the University Multi-Campus Communication Committee on changing the FSH 1540 A-1 policy.

X. Adjournment.

- Motion to adjourn. Seconded. Motion carries.
- Meeting adjourned at 5:00PM.

Respectfully Submitted,

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





University  
*of* Idaho

# WORKING GROUPS UPDATE

CHANDRA ZENNER FORD

OFFICE OF THE PRESIDENT

STRATEGIC INITIATIVES



# WORKING GROUPS AT U OF I

## GUIDES TO DECISION-MAKING

- I** President Green is using the working group model to garner input and support decision making. The groups will help address challenges focused on his identified strategic initiatives, and include stakeholders from inside and outside the university.
- I** Working group recommendations will be presented to the cabinet, Faculty Senate and Staff Council for feedback.
- I** President Green will make decisions at the conclusion of the input-gathering process and ask for roadmaps to implementation based on the recommendations.

*“To succeed in our mission to support students, conduct research and scholarship, and serve our state, we have to work collaboratively but efficiently, and with the big-picture goals at the center of our target. This can be difficult work. But we’re Idaho’s brave and bold university. I know our Vandal Family is up to the challenge.” – President C. Scott Green*

# SUSTAINABLE FINANCIAL MODEL

## OVERVIEW AND CONTEXT

- I The sustainable financial model is separate from the immediate need to replenish reserves and address current budget shortfalls.
- I This working group will be focused on high-level financial model options to move away from the existing structural deficit and build in support for investment in strategic priorities and initiatives.
- I A facilitator will walk the group through sessions with the goal of reporting conclusions and recommendations in early 2020.

# SUSTAINABLE FINANCIAL MODEL

## INTERNAL AND EXTERNAL PARTICIPANTS

I John Wiencek, Provost and EVP (co-chair)

I Brian Foisy, VP for Finance and Administration (co-chair)

### INTERNAL

I Margarita Cardona, Director, Administrative Services, CALS

I Cari Espenschade, Vice Chair, Staff Council, LHSOM

I Stephanie Fox, Manager, Facilities & Operations, UI Boise

I Terry Grieb, Chair, Faculty Senate, Business faculty

I Patrick Hrdlicka, Chemistry faculty

I Brian Johnson, Engineering faculty

I Jerrold Long, Dean, College of Law

I Jacob Lockhart, ASUI President

I Alexis Murray, SArB President

I Brad Ritts, Associate Vice President, ORED

### EXTERNAL

I Sharon Allen, Deloitte, Chairman (retired)

I Annette Elg, Simplot, CFO (retired)

I Craig Olson, Albertsons, CFO (retired)

I Carson Howell, Idaho State Board of Education, CFO



# WORKING GROUP FUTURE PLANS

## UPCOMING GROUPS & PARTICIPANTS

- I** Identified working groups: sustainable financial model, athletics sustainability, enrollment management, the student experience, online education, and special projects such as ICCU Arena and Idaho CAFE.
- I** Nominations have been taken both internally and externally.
  - Internal: Seeking broad representation from faculty, students, staff and administration.
  - External: Seeking background or expertise related to the subject.
  - Groups are vetted with leadership before extending invitations.
  - 15-17 in each group

University of Idaho

2019 – 2020 Faculty Senate Agenda

Meeting # 6

Tuesday, September 24, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes (vote)
  - Minute of the 2019-2020 Faculty Senate Meeting # 5 (September 17, 2019) **Attach. #1**
- III. Consent Agenda (vote)
  - Committee Nominations from Committee on Committees **Attach. #2**
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
- VII. Other Announcements and Communications
  - University Other Eligible Benefit Issues
    - Brian Foisy, Vice President for Finance and Administration **Attach. #3a, #3b and #4**
  - Call on Motion to Repeal FSH 3705 (Vote)
    - Terrance Grieb, Faculty Senate Chair
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting # 5 (September 17, 2019)
- **Attach. #2** Committee on Committees Nominations
- **Attach. #3a** 2019-Sept-3705-ExpandedHealthBenefits redline
- **Attach. #3b** FSH 3705 Cover Sheet and FSH 3705 redline copy
- **Attach. #4** Comparison Rate data sheet for health insurance costs

## University of Idaho

2019 – 2020 Faculty Senate – **APPROVED**Meeting # 6

Tuesday, September 24, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge &amp; Zoom

**Present:** Bacon, Bridges, Caplan, Chapman, Cosens, De Angelis, Dezzani, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice- Chair), Lee-Painter, Lockhart, Paul, Raja, Sammarruca (w/o vote), Schab, Schwarzlaender, A. Smith, Tibbals, Wiencek (w/o vote).

**Present via Zoom:** Kern, McKellar, Tenuto, Sears.

**Absent:** Chopin, Foster, Luckhart, R. Smith.

**Guests:** 9.

**Guest Speaker:** Brian Foisy (Vice President for Finance).

## I. Call to Order

- Chair Grieb called the meeting to order at 3:33 PM.

## II. Approval of Minutes (vote)

- Minutes of the 2019-2020 Faculty Senate Meeting # 5 (September 17, 2019)
  - A motion to approve the minutes of the 2019-2020 Faculty Senate Meeting # 5 (Dezzani/ A. Smith) passed unanimously.

## III. Consent Agenda (vote)

- Committee Nominations from Committee on Committees (seconded motion)
  - The committee nominations from the Committee on Committees were approved unanimously.

## IV. Chair's Report

- The Center for Excellence in Teaching and Learning has announced their fall workshop series and their Faculty Spotlight Series. Complete lists can be found at <https://www.webpages.uidaho.edu/cetl/workshops/>
- The Office of Workforce Diversity has launched an Online Search Committee Training. IT is designed with hiring managers and search committees in mind but is available to everyone. [https://www.uidaho.edu/news/news-articles/faculty-staff-news/2019-september/092319-onlineofisearchcommitteetraining?utm\\_source=University+of+Idaho&utm\\_campaign=1c8848535d-daily\\_register\\_042219\\_COPY](https://www.uidaho.edu/news/news-articles/faculty-staff-news/2019-september/092319-onlineofisearchcommitteetraining?utm_source=University+of+Idaho&utm_campaign=1c8848535d-daily_register_042219_COPY)
- Jacob Lockhart was welcomed as the New ASUI Representative at the Senate. Jacob is replacing Jack Hanigan.
- Chair Grieb said he was very happy that Chandra Zenner Ford visited last week to discuss the Sustainable Financial Working Group. He said that communication between the faculty and the Working Groups is very important. Chair Grieb sent an email to Chandra to advocate for an early start of a two-way communication. He suggested an open forum, hopefully by the end of October. He will invite Chandra again to one of the Senate meetings and suggested her to consider a similar visit with the Associate Deans Group and Staff Council. He advocated for a



formalization of the communication process with the campus community. Chair Grieb remarked that there are 5 top goals for diversity and inclusion on campus. It is important to have a working group which addresses how to reflect those goals in the policy. The Sustainable Financial Working Group will have their first meetings on October 3 and 4, 2019.

V. Provost's Report

- September is Katy Benoit Campus Safety Awareness Month.
  - Stalking Prevention Lecture, Vandal Ballroom, Bruce Pitman Center, September 24, 2019 at 7pm.
  - Katy's parents are on campus this week. The Provost will meet them later in the evening. He encouraged everyone to attend the Stalking Prevention Lecture to show our commitment to safety.
- He solicited questions or comments. There were none.

VI. Committee Reports

- There were no Committee Reports.

VII. Other Announcements and Communications

- University Other Eligible Benefit (OEA) Issues – B. Foisy
  - Chair Grieb explained that this is not a seconded motion from a committee and called for a motion from the floor.
  - The following motion was made and seconded:  
I move to accept the recommendation of the Benefits Advisory Group brought to the Faculty Senate through the Vice President of Finance and Administration and to remove FSH 3705 from the Faculty Staff Handbook effective the date of approval by the President.  
(Tibbals/Dezzani)
  - Chair Grieb recognized B. Foisy to speak as the sponsor of the motion.
  - B. Foisy: He wanted to clarify the meaning of him being the sponsor. He said that he is not personally an opponent or a proponent of the OEA or the BAG recommendation. He said that President Green wants Faculty Senate to have the final decision which, either way, the President will adopt. Some points surfaced during the recent discussions:
    1. There are currently no same-sex couples using OEA coverage.
    2. The cost to retain OEA coverage will not be on a sliding scale; the range of impact is between \$39 and \$109 based on the selected level of coverage.
    3. He recalled that the State does not cover OEA, thus moving to a State plan means we will need to have this conversation again.
  - Chair Grieb displayed a power point slide to clarify what we will be voting on.
    - YES (FSH 3705 removed from FSH, OEA coverage not offered, no additional costs for covering OEAs).
    - NO (FSH 3705 stays in FSH; OEA coverage will be offered at the additional annual cost as specified on the slide).



- Chair Grieb opened the floor to discussion:
  - A Senator argued that there are data which we have not seen, such as the costs to those who are on the OEA insurance. This Senator reached out to several staff in his college. One was able to provide information (possibly this is the worst-case scenario). The best that they can afford is a plan that does not include dental or vision and comes with 5 times the current deductible. The increase to out of pocket cost would be \$3,000. The additional cost for these people will be \$1,300 per month. They wonder whether they should remain at UI or separate and go on Medicaid. The Senator asked the senate to join him in retaining FSH 3705.
  - B. Foisy asked Brandi Terwilliger to find the comparable COBRA cost. Brandi said they are \$1,569 to \$1,344 per month for PPO and HDHP respectively (employee and family coverage for 2019) for the same coverage these people currently have.
  - A Senator remarked that COBRA is just for a limited amount of time.
  - A Senator referred to the recent letter to the Faculty Senate from faculty member Kenton Bird. Kenton argues in his letter that the intent of the FSH 3705 was not just about same-gender couples, but also the 28 couples who would be impacted. The Senator reiterated her support for keeping FSH 3705.
  - A Senator said that he comes from a country where this discussion would not take place. Repealing FSH 3705 should never have come before us.
  - A Senator said that she has feedback from her constituency (20 faculty and staff) and they are split down in the middle. She does not know how to vote.
  - Chair Grieb said that we do not normally call for abstentions. But this time he will.
  - A Senator said that the majority of his constituency is in favor of keeping FSH 3705, but there is also considerable support for repealing it. Referring to a previous comment, he said that it is not fair to vilify people for raising the issue.
  - B. Foisy said that it is hard to say, “I don’t want to pay for someone else”, whereas it is easier to stand for the common good. He added that there are human aspects on both sides.
  - A Senator said that in his college about 50 out of 70 members are in favor of keeping FSH 3705. There may be a small sample bias, though.
  - The representative of the Graduate Student Association announced that he will abstain, because this is mostly a Faculty and Staff issue.
  - A Senator said that she did not have a lot of responses but many of those were in favor of keeping FSH 3705. She said that it is ok to do the right thing collectively. What we do sends a message about who we are as an institution.
  - Chair Grieb invited comments from the Staff Council perspective.
  - A Senator responded that Staff Council voted 12 versus 10 for keeping FSH 3705.
  - The ASUI representative reported that there were 5 YES and 5 NO in his constituency.
  - A Senator reported that in his constituency 10 voted in favor and 1 against keeping FSH 3705. But he remarked that he did not ask everyone. He stated that he wants to work in a place where we take care of everyone and one another.
  - A Senator commented that Faculty are privileged in terms of salary, and he understands why some people do not want to pay to endorse someone else’s lifestyle choices. But we do not know the circumstances around their lifestyle choices, so the common good is to keep FSH 3705.
  - Chair Grieb asked if there were more comments or questions from the Senators and there were none.

- Chair Grieb called for a vote on the motion to repeal FSH 3705. The count was as follows:
  - YES (remove FSH 3705 and no longer offer the OEA): 1
  - NO (continue FSH 3705 and continue to offer the OEA): 18
  - Abstention: 4
    - The decision is to keep the FSH 3705 and continue offering the OEA coverage.
- Chair Grieb requested Human Resources to amend this year's plan to reflect the vote.
- A proxy for an absent Senator said that the absent Senator thought that a "NO" vote would not go far enough. We should write a statement to reaffirm our commitment to diversity and inclusion.
- Chair Grieb: Comment noted.
- Chair Grieb said we should think about our experience with the OEA issue for a couple of weeks and consider what we can take away from this experience. A subsequent report will be provided for discussion and consideration.

#### VIII. Special Orders

- There were no Special Orders.

#### IX. New Business

- There was no New Business.

#### X. Adjournment

- Adjournment at 4:17 PM
  - Motion: Tibbals
  - Seconded: Jeffery

Respectfully Submitted,

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

## University of Idaho

2019 – 2020 Faculty Senate – **Pending APPROVAL**Meeting # 5

Tuesday, September 17, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge &amp; Zoom

**Present:** Bridges, Caplan, Chapman, Cosens, De Angelis, Dezzani, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice- Chair), Lee-Painter, Luckhart, Paul, Raja, Sammarruca (w/o vote), Schab, Schwarzlaender, A. Smith, Tibbals, Wiencek (w/o vote).

**Present via Zoom:** Kern, McKellar, Tenuto, Sears.

**Absent:** Bacon, Chopin, Foster, Hanigan, Meeuf, R. Smith.

**Guests:** 11.

**Guest Speaker:** Brian Foisy (Vice President for Finance and Administration)

Chandra Zenner Ford (Executive Special Assistant to the President (Boise))

- I. Call to Order
  - Chair Grieb called the meeting to order at 3:30 PM. He welcomed everybody back and announced that we have interesting issues to discuss.
  
- II. Approval of Minutes (vote)
  - Minutes of the 2019-2020 Faculty Senate Meeting # 4 (September 10, 2019)
    - Lee-Painter: moves to approve.
    - Chapman: seconds the motion.
    - A. Smith: The statement by Brian Foisy that the Faculty Senate is being asked to decide between the needs of the few and the needs of the many was not in the minutes. He thinks this statement should be in.
    - A. Smith makes a motion to amend the minutes and include Brian Foisy's comment.
      - Luckhart seconds the motion.
    - Chair Grieb: Normally guests are not recognized to speak but, as an exception, he invites guest Brian Foisy to comment.
      - Foisy: He does not have any objections to that statement being included in the minutes.
    - Keim: Amendments should reflect the balance of the discussion. The context should be more important than a single moment.
  - The motion to amend the minutes of carried unanimously.
  - Chair Grieb asked if there is any additional discussion. There is no additional discussion.
  
- III. Consent Agenda (vote)
  - Committee on Committees Nominations.
    - Chair Grieb explained that a Consent Agenda contains items to be approved quickly and "in bulk". We would prefer to wait until next week when the complete information is available from the Committee on Committees.
    - Chair Grieb decided to postpone the matter of Committee on Committees Nominations.

#### IV. Chair's Report

- The University Faculty Meeting will be held on Wednesday, September 18, 2019 from 2:30 pm to 4:00 pm in the International Ballroom, Bruce Pitman Center. Everyone is encouraged to attend. New faculty will be introduced and faculty who have been awarded tenure will be recognized.
- At the last meeting, we voted to suspend FSH 1540 A-1. The main immediate purpose of our vote was to allow off-site faculty to be involved in the introduction process at tomorrow's UFM (09/18/2019). That vote is moot. Only the president can suspend a policy and only in an emergency, see FSH 1460 C-3. However, what we wanted to achieve will happen per FSH 1540 E-3.
  - Chair Grieb offered an apology for the out-of-order suspension of FSH 1540 A-1. He noted that the Multi-Campus Communications Committee is working on a long-term solution to the issue of broader off campus participation in future UFM's.
- Lecture Series Commemorates 100th Anniversary of 19th Amendment.
  - The Seeking Suffrage Lecture Series, with public presentations at U of I and in Moscow, begins at 7 p.m. Monday, Sept. 23, in the Haddock Performance Hall on campus.
  - Historian and U of I alumna Karen Offen will discuss "Seeking Suffrage: The Pursuit of Women's Right to Vote Worldwide" to introduce the global background for the American suffrage campaigns and compare them to similar campaigns in France, Great Britain, and Germany.
- The third annual Read Out! for Banned Books.
  - Chair Grieb encouraged the Senators to join him in this event. The third annual Read Out! for Banned Books will take place from 11 a.m. to 1 p.m. each day during the week of Sept. 24-28. Participants will read aloud for 15 minutes from a banned/challenged book in front of the Curriculum Center on the third floor of the College of Education, Health and Human Sciences building.
  - The provost said that he had participated in this event in previous years.

#### V. Provost's Report

- The Provost is following up on a pending issue (last year's memo from Penny Morgan) concerning the relative growth of the administration.
- The Provost has been communicating with the President about two possible additional projects for the UBFC. More information is to come.
- The IPEC will be reconstituted. More information to come later. This is important for the accreditation process and comes out of the Strategic Plan.
- The Provost asked whether there were any questions or comments. There were none.

#### VI. Committee Reports

- There were no Committee Reports.

#### VII. Other Announcements and Communications

- Brief update on some committee projects (Francesca Sammarruca, Faculty Secretary)
  - An update was provided by Secretary Sammarruca on active projects with the Faculty Affairs Committee:
    - FAC is revising FSH 1565 to best recognize recruiting and retention in a faculty's Position Description. This may come before Senate within a few weeks.

- Proposed P&T Policy Change: Mid October is the projected timeline for preliminary discussion at Senate.
  - i. Correction by Chair Grieb: actually, early to mid-November.
- Sustainable Financial Model Working Group
  - Chandra Zenner Ford, Executive Special Assistant to the President
    - Chandra starts the presentation by giving some background about herself.
    - President Green is using the working group model to inform decision-making, address current challenges and focus on strategic initiatives. The first focus will be to adjust the current financial model for the university.
    - After brainstorming from the Working Groups, the discussion will come back to the Senate, Cabinet & Staff Affairs – hopefully by January 2020.
    - The Sustainable Financial Model (SFM) is separate from the current budget shortfall. It's a higher-level model that will change the way we do business in the next 10 years.
    - Some projects are large, and we have to think of how we are going to sustain them (ICCU Arena, CAFÉ).
  - Questions:
    - S. Luckhart: There has been some talk about moving us towards an R1 institution. Is there going to be a working group to address that?
    - C. Ford: This working group is not currently on President Green's list but is being considered.
    - Chair Grieb: he asks about the process for sharing with faculty and staff and gather feedback from the campus community.
    - C. Ford: Chandra will work with John & Brian to gather feedback from campus. The process to gather feedback from Faculty Senate, Cabinet and Staff Affairs has not been fully formed but will happen before putting together final roadmaps. A full report and recommendations are expected to be complete in January. The feedback process will take place at that time
    - E. Chapman: Is the nomination process over?
    - C. Ford: No, it's not yet finalized for the remaining working groups. The Sustainable Financial Model is the only one that is closed.
    - Chair Grieb: Thank you. I like to share with you some feedback I heard from people. There is a fear on campus that feedback is gathered after decisions are made.
    - C. Ford: The results of the working group with recommendations will be presented for your feedback before final roadmaps are made.
- University Budget & Other Eligible Benefit Issues
  - Brian Foisy, Vice President for Finance and Administration
    - Chair Grieb introduced VP Foisy
  - Foisy: He will address two issues. One is the structure of the budget in general. The other is the issue of Other Eligible Adult coverage for next year's health insurance plan.
  - Lee-Painter: He asked about moving to a state-funded medical plan. What is the timeline and what are the advantages?
    - Foisy: We have just begun the investigation process. Foisy proceeded to explain in detail several aspects involved in the transition. They are evaluating the impact of the eventual transition.

- Chair Grieb recognized guest Kent Nelson. Mr. Nelson confirmed the analysis being presented by VP Foisy.
- Secretary Sammarruca: would it be correct to put your answer to Senator Lee-Painter's question in a "nut shell" by saying that the analysis is being done now and the transition date will be July 2021?
- Foisy indicated that was correct, although whether we transition to the state plan and the actual timing of such a transition are still to be determined.
- Kern asks that the last question and answer be repeated.
- Chair Grieb: He provided some clarifications and comments. We will vote next Tuesday on whether to keep or repeal FSH 3705.
  - The actuaries gave us the numbers those are reflected in spreadsheet created by VP Foisy. That spreadsheet was emailed to Senators with a discussion of the issues last Friday. He encouraged Senators to share the spreadsheet with everyone in their college/unit.
  - If Senate votes to repeal FSH 3705, the plan currently set forth will remain in effect. If not, the plan as set forth cannot be enacted. If FSH 3705 is not repealed then, the OEA's will continue to get coverage. The marginal cost increases are reflected in the spreadsheet.
- Kern: Will the entire faculty not be voting?
- Chair Grieb: If next week the Senate votes to keep FSH 3705, then no other vote needs to happen. If Senate votes to repeal FSH 3705, then the proposal will go before the general UFM in December. Scott Green will consider invoking a temporary emergency policy to suspend FSH 3705 until the December UFM. If the faculty votes to keep FSH 3705 at that time, then the new plan will be already in place and we would go back to the OEA-covered plan in January 2021.
- Nelson : There is an alternative. If you choose to repeal, you can delay the effect for a year.
- In response to request of clarification from Senator Schwarzlaender, Chair Grieb reiterates that OEA coverage depends on how we decide.
- The state of Idaho does not provide OEA coverage. What's the probability that we join the state plan?
- Foisy: While no decision has been made, in my opinion it is not a matter of "if", it is a matter of "when".
- Wiencek: We need clarity in communication. Whether we give 6 months or 18 months to the plan, how are people impacted?
- Luckhart: She has communicated with faculty and there was unanimous concern. The faculty she communicated with expressed unanimous support for maintaining OEA. She stated that she is faculty in both the College of Science and the College of Agricultural and Life Sciences. She indicated that she got the same response from senators in both colleges.
  - Chair Grieb noted that although she is a faculty in both colleges, she only represents CALS in the Faculty Senate. However, it is recognized that senators are able to talk to faculty and staff across campus and to reflect those conversations in their comments.

- Caplan: At the moment, UI covers retirees. By the same logic, could UI pick up coverage of OEA if and when the state denies it?
- Foisy: It's about whether we can afford it or not.
- Cosens: All the faculty I consulted supported OEA. They feel we need to be more inclusive, even if just for 18 months.
- A. Smith: Thank you for the spreadsheet. The faculty he has spoken with thought that repealing FSH 3705 would be reprehensible. He had a specific question for Brian. He cannot reconcile the numbers. The 155k figure is based on the assumption that all 28 employees receiving OEA benefits would go from a PPO plan (+ family) to nothing. Many of those employees do not have children and some are getting married (which implies zero savings).
- Foisy: Rates are calculated by actuaries. From the impact estimated by the actuaries, 200k was the projected savings. Note that these number have been different over time: 28, 29, 33. The number was 33 when actuaries calculated the rates.
  - Today there are 29 employees impacted by OEA, but a total of 75 covered members.
  - One last thing: 200k of projected savings over 33 employees amount to \$6,061 (less than \$10,541). 200k over 75 members amounts to \$2,047. Actuaries calculate averages across the total pool. They divide by employee, not by member.
- Chair Grieb: Details are important. But the bottom line is that there are 5 different classes of coverage on the spreadsheet. The increases due to continuing OEA are the same in the PPO or the HD plans. The annual increase is about \$38 per year on the low end, and \$108 per year on the high end. This translates into \$1.48 or \$4.18 per paycheck.
- Jeffery: He was surprised. 1) This is not what we heard last week. 2) Some faculty members he spoke to describe the state plan as being much worse. 3) It has been mentioned that some of the impacted couples will marry. But this is not really the point: the way to go about this is to approach the state legislators.
- Chair Grieb: Yes, it is hard to make simple sense of the numbers. It would have been best if BAG had been aware of FSH 3705. I should have known about it. Nobody was acting in bad faith, but numbers should have been explained better.
- Luckhart: Were individuals impacted by this decision were informed earlier. Why are we only discussing this now when prior decisions were made? She would like to understand this, but she is happy with the outcome. All the faculty she has spoken with are supportive of OEA regardless what it costs.
- Chair Grieb: In fact, the impacted individuals got notification before everyone else. After the university-wide email went out, a faculty member pointed out the inconsistency with FSH 3705. If it wasn't for that, things would have moved forward as planned.
- Luckhart: I am shocked how this went past the General Counsel's Office.
- Nelson: He indicated that some of the blame for missing 3705 lay with his office. He indicated that did not see the document.
- Schwarzlaender: If it wasn't for FSH 3705, OEA would be gone at this point. I couldn't care less about a small increase. But he cannot put himself in the situation of someone making \$38,000/year. Feedback from Staff Council is important.
- Chair Grieb invited Senator Tibbals to comment.



- Tibbals: The current vote from Staff Council is: 12 to keep OEA, 10 to repeal it, 1 abstention. Those who spoke at the meeting expressed strong feelings. So, that's where Staff Council is. Slightly in favor of OEA.
- Chair Grieb: Was the spreadsheet was the main reason for the change in Staff Council's vote?
- Tibbals: In part, yes. But they also had more time to consider. A person who would be impacted by the loss of OEA said she would be ok without it.
  - We could look at the financial cost on those who would lose coverage and see whether it is greater than the impact on the rest of us (Tibbals, in response to a comment from Paul).
- New Athletics Director Terry Gawlik was introduced.
  - She looks forward to working with all of us. She hopes to see everyone at the events.
- Schwarzlaender: Before we adjourn, I wish to say that I like to hear more.
- Kern: She indicated that she would like to receive the Talking Points for her constituency before the end of the week, preferably on Wednesday or on Thursday morning, so that she can distribute to her faculty/staff in a timely manner for further discussion.

VIII. Special Orders

- There are no Special Orders.

IX. New Business

- There is no New Business.

X. Adjournment

- Adjournment at 5:05 PM

Respectfully Submitted,

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



Committee on Committee Appointments  
 Summer 2019  
 Fall 2019 (current 9/23/19)

Administrative Hearing Board		
Jean Mattimoe	Faculty/Law	2022
Faculty Affairs Committee		
Manoj Shrestha	Faculty	F19
Chantal Vella	Faculty	S20
Information Technology Committee		
Michael Doherty	Faculty	2021
Officer Education Committee		
Brian Balazs	Head/Aerospace Studies (WSU)	
Parking		
Ben Ridenour	Faculty	F19
Teaching and Advising Committee		
Andrea Chavez	Department Staff Advisor	2022
University Budget and Finance Committee		
Louise-Marie Dandurand	Faculty (CALs)	2021
University Committee for General Education		
Berna Devezer	Faculty (Bus & Econ)	2022
Olivia Wikle	Faculty (Library)	2020
University Curriculum Committee		
Manoj Shrestha	Faculty (CLASS)	F19
Aleksandra Hollingshead	Faculty (Educ)	2022
Faculty Appeals Hearing Board		
Jessica Stanley	Faculty (alt.)	2020
Admissions Committee		
Mindy McAllister	Professional Advisor	
Zonglie Hong	Faculty (alt.)	
Committee on Committees		
Rich Seamon	Faculty	2021

3705

**EXPANDED HEALTH INSURANCE BENEFITS**

*Preamble: This policy was created in 2012 with employee recruitment and retention purposes in mind as well as improving the culture and climate at the University.*

**A. Policy.** ~~In recognition that provision of health insurance benefits is a valuable tool that can enhance faculty and staff recruitment and retention, the University of Idaho provides health insurance benefits to an employee, to another eligible adult individual within the employee's household, and to qualifying dependents.~~

**B. Definitions.**

**B-1. Other eligible adult individual:** ~~For purposes of this policy the term "other eligible adult individual" shall include a married spouse of the employee or another adult individual who falls within certain eligibility criteria based on:~~

- ~~a) living together with the employee in the same residence with intention to do so indefinitely, and~~
- ~~b) being financially responsible with the employee for the other's welfare.~~

~~Specific criteria for other eligible adult individuals beyond a married spouse of the employee shall be established by the university in consultation with the university's benefits advisory group and the university's actuarial consultants.~~



PPO

	<u>Projected Enrollment</u>	<u>2019 Rates</u>	<u>2020 w/o OEA</u>	<u>2020 with OEA</u>	<u>2019 Rates</u>	<u>2020 w/o OEA</u>	<u>Bi-Weekly Increase</u>	<u>Annual Increase</u>	<u>Percent Increase</u>	<u>2020 w/o OEA</u>	<u>2020 with OEA</u>	<u>Bi-Weekly Increase</u>	<u>Annual Increase</u>	<u>Percent Increase</u>	<u>2019 Rates</u>	<u>2020 with OEA</u>	<u>Bi-Weekly Increase</u>	<u>Annual Increase</u>	<u>Percent Increase</u>
Employee Only	403	61.84	66.97	68.45	61.84	66.97	5.13	133.38	8.3%	66.97	68.45	1.48	38.48	2.2%	61.84	68.45	6.61	171.86	10.7%
Employee + Child	73	86.58	93.75	95.83	86.58	93.75	7.17	186.42	8.3%	93.75	95.83	2.08	54.08	2.2%	86.58	95.83	9.25	240.50	10.7%
Employee + Spouse	166	129.85	140.62	143.74	129.85	140.62	10.77	280.02	8.3%	140.62	143.74	3.12	81.12	2.2%	129.85	143.74	13.89	361.14	10.7%
Employee + Children	36	131.09	141.97	145.11	131.09	141.97	10.88	282.88	8.3%	141.97	145.11	3.14	81.64	2.2%	131.09	145.11	14.02	364.52	10.7%
Employee + Family	184	174.38	188.83	193.01	174.38	188.83	14.45	375.70	8.3%	188.83	193.01	4.18	108.68	2.2%	174.38	193.01	18.63	484.38	10.7%

HDHP

	<u>Projected Enrollment</u>	<u>2019 Rates</u>	<u>2020 w/o OEA</u>	<u>2020 with OEA</u>	<u>2019 Rates</u>	<u>2020 w/o OEA</u>	<u>Bi-Weekly Increase</u>	<u>Annual Increase</u>	<u>Percent Increase</u>	<u>2020 w/o OEA</u>	<u>2020 with OEA</u>	<u>Bi-Weekly Increase</u>	<u>Annual Increase</u>	<u>Percent Increase</u>	<u>2019 Rates</u>	<u>2020 with OEA</u>	<u>Bi-Weekly Increase</u>	<u>Annual Increase</u>	<u>Percent Increase</u>
Employee Only	651	25.72	35.34	36.82	25.72	35.34	9.62	250.12	37.4%	35.34	36.82	1.48	38.48	4.2%	25.72	36.82	11.10	288.60	43.2%
Employee + Child	75	36.01	49.48	51.55	36.01	49.48	13.47	350.22	37.4%	49.48	51.55	2.07	53.82	4.2%	36.01	51.55	15.54	404.04	43.2%
Employee + Spouse	230	54.01	74.22	77.32	54.01	74.22	20.21	525.46	37.4%	74.22	77.32	3.10	80.60	4.2%	54.01	77.32	23.31	606.06	43.2%
Employee + Children	76	54.53	74.93	78.06	54.53	74.93	20.40	530.40	37.4%	74.93	78.06	3.13	81.38	4.2%	54.53	78.06	23.53	611.78	43.2%
Employee + Family	391	72.53	99.66	103.82	72.53	99.66	27.13	705.38	37.4%	99.66	103.82	4.16	108.16	4.2%	72.53	103.82	31.29	813.54	43.1%

University of Idaho

2019 – 2020 Faculty Senate Agenda

Meeting # 7

Tuesday, October 1, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes (vote)
  - Minutes of the 2019-2020 Faculty Senate Meeting # 6 (September 24, 2019) **Attach. #1**
- III. Consent Agenda
  - Committee on Committees Nominations **Attach #2**
- IV. Chair's Report
- V. Provost's Report
  - Response to Senator Morgan's memo on Administration Size **Attach. #3 and #4**
- VI. Committee Reports
- VII. Other Announcements and Communications
  - UI Policy - Creation and Changes Presentation
    - (Diane Whitney, Policy Coordinator & Compliance Officer) **Attach. # 5**
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting # 6 (September 24, 2019)
- **Attach. #2** Committee on Committees Nominations
- **Attach. #3** Senator Morgan Memo re Admin Size
- **Attach. #4** Response to Senator Memo sent to FSL
- **Attach. #5** UI Policy - Creation and Changes Presentation

University of Idaho

2019 – 2020 Faculty Senate - Approved Amendment

Meeting # 7

Tuesday, October 1, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bacon, Bridges, Caplan, Chapman, Chopin, Cosens, Eigenbrode (proxy for Luckhart), De Angelis, Dezzani, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice- Chair), Lee-Painter, Lockhart, Paul, Raja, Sammarruca (w/o vote), Schab, Schwarzlaender, R. Smith, Tibbals, Wiencek (w/o vote).

**Present via Zoom:** Kern, McKellar, Tenuto, Sears.

**Absent:** A. Smith.

**Guests:** 5

**Guest Speaker:** Diane Whitney (University Policy Coordinator & Compliance Officer)

I. Call to Order

- Chair Grieb called the meeting to order at 3:35 PM.

II. Approval of Minutes (vote)

- Minutes of the 2019-2020 Faculty Senate Meeting # 6 (September 24, 2019)
  - A motion to approve the minutes of the 2019-2020 Faculty Senate Meeting # 6 (Lee-Painter/ Tibbals) passed unanimously.
  - Secretary Sammarruca proposed an amendment.
    - Statement “*Out of pocket cost would be \$3,000*” should be changed to “*The increase to out of pocket cost would be \$3,000*”
    - Motion to approve the minutes as amended carried unanimously.

III. Consent Agenda (vote)

- Committee Nominations from Committee on Committees
  - A motion to approve the Committee Nominations from the Committee on Committees passed unanimously.

IV. Chair’s Report

- Office of Technology Transfer discusses “Intellectual Property Basics for Academics” at noon on Thurs. Oct. 3<sup>rd</sup>, in IRIC Atrium. Note that FSH 5300 covers Copyrights, Protectable Discoveries and other intellectual property rights.
  - Link: [https://www.uidaho.edu/news/news-articles/faculty-staff-news/2019-september/092619-lunchandlearn?utm\\_source=University+of+Idaho&utm\\_campaign=b796dea2b1-daily\\_register\\_042219\\_COPY\\_01&utm\\_medium=email&utm\\_term=0\\_18a9cb4835-b796dea2b1-77923641](https://www.uidaho.edu/news/news-articles/faculty-staff-news/2019-september/092619-lunchandlearn?utm_source=University+of+Idaho&utm_campaign=b796dea2b1-daily_register_042219_COPY_01&utm_medium=email&utm_term=0_18a9cb4835-b796dea2b1-77923641)

- The Athena Mentorship Program is now accepting applications for mentors and mentees for the 2020 cohort. This program, sponsored by the president's office, promotes the professional growth of female staff and faculty working at U of I. Applications are due by Friday, Oct. 11.
  - Link: [https://www.uidaho.edu/diversity/edu/womens-center/athena/mentorship?utm\\_source=University+of+Idaho&utm\\_campaign=1c8848535d-daily\\_register\\_042219\\_COPY\\_01&utm\\_medium=email&utm\\_term=0\\_18a9cb4835-1c8848535d-86347341&utm\\_source=University+of+Idaho&utm\\_campaign=4dee7363a7-daily\\_register\\_042219\\_COPY\\_01&utm\\_medium=email&utm\\_term=0\\_18a9cb4835-4dee7363a7-77923641](https://www.uidaho.edu/diversity/edu/womens-center/athena/mentorship?utm_source=University+of+Idaho&utm_campaign=1c8848535d-daily_register_042219_COPY_01&utm_medium=email&utm_term=0_18a9cb4835-1c8848535d-86347341&utm_source=University+of+Idaho&utm_campaign=4dee7363a7-daily_register_042219_COPY_01&utm_medium=email&utm_term=0_18a9cb4835-4dee7363a7-77923641)
- Members of ASUI, Faculty Senate, Staff Council, GPSA and the Student Bar Association are invited and encouraged to join us for an important meeting with Dr. Sonny Ramaswamy, President of the NWCCU, **on Oct. 24 from 11:00-12:30pm, in the Panorama Room, Commons/ISUB building.** The meeting will provide an opportunity for our university community to learn more about NWCCU and the new accreditation standards. There will be ample time for discussion and Q&A following the presentation. This meeting is open to all faculty, staff and students; please share this communication and encourage your team members and colleagues to attend this open forum as is appropriate. For those who ask why they should care about accreditation, the answer is short. A degree from an accredited school is valuable. One from an unaccredited school is not. All federal funding (both scholarship and research) goes to accredited schools only. Being accredited means we have gone through a rigorous evaluation, have met the required accreditation standards and are qualified to teach students the programs we offer. Being accredited gives students access to financial aid, supports quality research, and assures students that their University of Idaho degree is legitimate and will be recognized by employers, institutions and others. It also ensures that the credits students receive from us are transferable to another school. Successfully achieving accreditation is perhaps the most important thing we do.
- Peer/Benchmark recommendations will be distributed by end-of-day Oct. 2<sup>nd</sup>. Please comment by Thursday Oct. 10<sup>th</sup>.
- Big changes are coming to health insurance this year, including increased costs and changes in benefits. An email was sent from HR on Sept. 4<sup>th</sup> to highlight some of the issues. Open enrollment is scheduled for Oct. 21 to Nov. 5<sup>th</sup>. Staff Council Leadership and Faculty Senate Leadership are in communication with HR regarding an open forum prior to start of open enrollment. Possible topics for the open forum, if there is one, may include:
  1. Why are rates going up, and how much will they be going up?
  2. Specifics on plan changes (deductibles, copays, etc.)
  3. What to expect during open enrollment?
  4. Update on moving to the state's insurance plan (future of UI benefits)
  5. Retiree benefits (will they be going away)?
- Chair Grieb invited feedback from the Senators.
- Some discussion started about whether the topics at the open forum should include reasons to join the state plan.
  - A Senator commented that the topics are great, but timing is the real issue. This Senator asked for clarifications on the open enrollment period.
  - Provost Wiencek commented that the open forum should help people understand why rates are going up. Bringing the state plan into the discussion at the open forum may not be a good idea.

- VP Foisy (invited to comment by Chair Grieb) said that, after open enrollment, there will be a broad and robust conversation addressing specifically UI joining state insurance as well as retiree benefits. At the moment, all we can do is to acknowledge that retiree health insurance has a significant impact on the net position of the university. We should focus on the task before us now.
- A senator felt that the reasons for moving to state insurance need to be communicated clearly before the open forum.

#### V. Provost's Report

- Response to Senator Morgan's memo on administration size
  - The Provost provided a brief history of the conversation initiated with a memo from 03/19/2019 by former Senator Penny Morgan (attach. #3 in the binder of Meeting #7, 10/01/2019).
  - A concern among the faculty is that the university administration is growing more rapidly than the colleges. Provost Wiencek argued that Penny Morgan's analysis compared the general education budgets allocated to the Colleges to all other budgets, collectively attributed to the "UI Administration." The Provost proposed that a more accurate view comes from a different definition of what is meant by "UI Administration." The Provost explained that faculty or college funding is primarily represented by instructional expenses whereas administration funding should include the sum of academic and institutional support. The Provost referred to graphs (contained in the memo which he had provided, attach. #4 in the binder of Meeting #7, 10/01/2019), showing that, due to recent program prioritization and market-based compensation efforts, there has been an intentional decrease in administrative expense and increase in instructional expense. Both are near our peer averages. However, instruction expenses appear to be above the average of our peers while administrative costs are below the average of our peers.
  - In summary, the Provost said that the data does not reveal that the administration has grown more than the colleges. On the contrary, the areas receiving more resources (as measured as either increases in total funding or as a fraction of our total budget) include instruction, academic support, and student services.
- The Provost solicited questions.
  - A senator asked (making reference to p.6 and onward of the Provost's memo) why the institutional support places UI so much above the average of peer institutions.
  - Provost Wiencek answered that budgets were assigned in the distant past and given functional code types are not been revisited or audited on a routine basis. There has been a lot of decentralization as we went through budget cuts. For instance, funds may have moved down from the center to the colleges and/or *vice versa*.
  - Referring to his previous question, the same Senator asked whether it would be possible to focus on this particular category and break it down, as he anticipated this to be a recurrent question.
  - Provost Wiencek said that our combined administrative cost is the sum of academic support (which is the Deans' level of administrative oversight) and institutional support. Although the sum of the two has the right size, one item is too low and the other is too high. He and VP Foisy have discussed and came up with the conclusion that some items may not be coded correctly. Provost Wiencek and VP Foisy will investigate to make sure there are no inaccuracies.



- VP Foisy: A likely source of differences [with peer institutions] is Facility Services and Facility Management, which include items from electric bills to landscaping to building, and more. The physical conditions (for instance, the age of buildings) could be among the sources of differences. The entire division of Finance and Administration is by far the biggest component of institutional support.
- In reference to the Institutional Support Expense Graph, Chair Grieb asked whether Vandalstar, Chrome River, software investments, Strategic Enrollment Management (SEM), University Communication and Marketing (UCM) are included there.
- VP Foisy answered that institutional support covers the President Office, the Provost Office, most of Information and Technology (IT), and most operations under Finance and Administration.
- Provost Wiencek followed up observing that SEM is under Student Services. The Provost reiterated that definitions of fund types were given as narrative above the graphs in the appendix. However, it doesn't happen very often that people go back and audit whether a fund type is still where it started. It is reasonable that, over time, funds may have moved around [with regard to their type].
- A Senator wondered what Penny Morgan's question actually was, and what prompted the question and the perception of more resources going to administration as compared to academics. Are there better ways to address the original question? A similar perception started in her college, exactly at the time of the economic downturn.
- Provost Wiencek answered that Morgan's question was prompted by severe budget cuts (5 millions hold backs) in CNR.
- A senator said that Morgan's question was explicitly stated. Namely: do we have the right size for the administration at this university? Looking at averages may not be the best approach. We are looking across universities whose administrations may not have the right size. A better approach may be to look at peer institutions and how the administration functions in each of them. This would require much time and effort. The Senator asked whether the data are accessible.
- Provost Wiencek and VP Foisy replied that the data is public. It can be found in the UI Financial Statement and is subject to yearly audit.
- The Senator went on stating that the present analysis does a good job with averages, but we should be asking a different question, namely, what is the right administration size for UI.
- To the Provost's question as to whether one can answer this question objectively, the Senator replied that it is possible, but not with this data.
- The Provost was supportive of pursuing further analyses.
- The Senator thanked the Provost for his attention to this matter.
- A Senator stated that he has been at several large public research universities and it is a common believe among faculty that the administration is bloated at the expenses of the academic budgets. In his experience, this may be a myth. It is not a terribly productive use of time to continue to seek a restructuring and dismantling of administrative functions that are currently functional.
- The Senator agreed that the better question to ask is what is right for us and what makes us distinct and unique.
- B. Foisy asked to make a last comment. He said that his responsibility is to minimize the money which is spent on items other than instruction or research. As alternative ways are investigated to face the current budget challenges, he asked everyone to be open to those alternative ways. He hopes we can do more to increase returns on investments.

VI. Committee Reports

- There were no Committee Reports.

VII. Other Announcements and Communications

- UI Policy - Creation and Changes Presentation - Diane Whitney, University Policy Coordinator & Compliance Officer
  - Chair Grieb introduced Diane Whitney and her role.
  - D. Whitney delivered a presentation (attach. #5 in the binder of Meeting #7, 10/01/2019) starting with her role as the new Policy Coordinator (51% of her position) and a brief history of the newly established position. She then described the process of making and changing policy, for both the Faculty Staff Handbook and the Administrative Procedure Manual. She emphasized the advantages of involving the Policy Coordinator early in the process of making/revising policy.
  - Chair Grieb thanked Diane for her presentation and the addition of her expertise to the university.

VIII. Special Orders

- There were no Special Orders.

IX. New Business

- There were no New Business.

X. Adjournment

- Motion to adjourn (Lee-Painter/Dezzani) passed unanimously.
  - Meeting adjourned at 4:51PM.

Respectfully Submitted,

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

University of Idaho

2019 – 2020 Faculty Senate – Pending APPROVAL

Meeting # 6

Tuesday, September 24, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bacon, Bridges, Caplan, Chapman, Cosens, De Angelis, Dezzani, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice- Chair), Lee-Painter, Lockhart, Paul, Raja, Sammarruca (w/o vote), Schab, Schwarzlaender, A. Smith, Tibbals, Wiencek (w/o vote).

**Present via Zoom:** Kern, McKellar, Tenuto, Sears.

**Absent:** Chopin, Foster, Luckhart, R. Smith.

**Guests:** 9.

**Guest Speaker:** Brian Foisy (Vice President for Finance).

I. Call to Order

- Chair Grieb called the meeting to order at 3:33 PM.

II. Approval of Minutes (vote)

- Minutes of the 2019-2020 Faculty Senate Meeting # 5 (September 17, 2019)
  - A motion to approve the minutes of the 2019-2020 Faculty Senate Meeting # 5 (Dezzani/ A. Smith) passed unanimously.

III. Consent Agenda (vote)

- Committee Nominations from Committee on Committees (seconded motion)
  - The committee nominations from the Committee on Committees were approved unanimously.

IV. Chair's Report

- The Center for Excellence in Teaching and Learning has announced their fall workshop series and their Faculty Spotlight Series. Complete lists can be found at <https://www.webpages.uidaho.edu/cetl/workshops/>
- The Office of Workforce Diversity has launched an Online Search Committee Training. IT is designed with hiring managers and search committees in mind but is available to everyone. [https://www.uidaho.edu/news/news-articles/faculty-staff-news/2019-september/092319-onlineuofisearchcommitteetraining?utm\\_source=University+of+Idaho&utm\\_campaign=1c8848535d-daily\\_register\\_042219\\_COPY](https://www.uidaho.edu/news/news-articles/faculty-staff-news/2019-september/092319-onlineuofisearchcommitteetraining?utm_source=University+of+Idaho&utm_campaign=1c8848535d-daily_register_042219_COPY)
- Jacob Lockhart was welcomed as the New ASUI Representative at the Senate. Jacob is replacing Jack Hanigan.
- Chair Grieb said he was very happy that Chandra Zenner Ford visited last week to discuss the Sustainable Financial Working Group. He said that communication between the faculty and the Working Groups is very important. Chair Grieb sent an email to Chandra to advocate for an early start of a two-way communication. He suggested an open forum, hopefully by the end of October. He will invite Chandra again to one of the Senate meetings and suggested her to consider a similar visit with the Associate Deans Group and Staff Council. He advocated for a

formalization of the communication process with the campus community. Chair Grieb remarked that there are 5 top goals for diversity and inclusion on campus. It is important to have a working group which addresses how to reflect those goals in the policy. The Sustainable Financial Working Group will have their first meetings on October 3 and 4, 2019.

#### V. Provost's Report

- September is Katy Benoit Campus Safety Awareness Month.
  - Stalking Prevention Lecture, Vandal Ballroom, Bruce Pitman Center, September 24, 2019 at 7pm.
  - Katy's parents are on campus this week. The Provost will meet them later in the evening. He encouraged everyone to attend the Stalking Prevention Lecture to show our commitment to safety.
- He solicited questions or comments. There were none.

#### VI. Committee Reports

- There were no Committee Reports.

#### VII. Other Announcements and Communications

- University Other Eligible Benefit (OEA) Issues – B. Foisy
  - Chair Grieb explained that this is not a seconded motion from a committee and called for a motion from the floor.
  - The following motion was made and seconded:  
I move to accept the recommendation of the Benefits Advisory Group brought to the Faculty Senate through the Vice President of Finance and Administration and to remove FSH 3705 from the Faculty Staff Handbook effective the date of approval by the President.  
(Tibbals/Dezzani)
  - Chair Grieb recognized B. Foisy to speak as the sponsor of the motion.
  - B. Foisy: He wanted to clarify the meaning of him being the sponsor. He said that he is not personally an opponent or a proponent of the OEA or the BAG recommendation. He said that President Green wants Faculty Senate to have the final decision which, either way, the President will adopt. Some points surfaced during the recent discussions:
    1. There are currently no same-sex couples using OEA coverage.
    2. The cost to retain OEA coverage will not be on a sliding scale; the range of impact is between \$39 and \$109 based on the selected level of coverage.
    3. He recalled that the State does not cover OEA, thus moving to a State plan means we will need to have this conversation again.
  - Chair Grieb displayed a power point slide to clarify what we will be voting on.
    - YES (FSH 3705 removed from FSH, OEA coverage not offered, no additional costs for covering OEAs).
    - NO (FSH 3705 stays in FSH; OEA coverage will be offered at the additional annual cost as specified on the slide).

- Chair Grieb opened the floor to discussion:
  - A Senator argued that there are data which we have not seen, such as the costs to those who are on the OEA insurance. This Senator reached out to several staff in his college. One was able to provide information (possibly this is the worst-case scenario). The best that they can afford is a plan that does not include dental or vision and comes with 5 times the current deductible. Out of pocket cost would be \$3,000. The additional cost for these people will be \$1,300 per month. They wonder whether they should remain at UI or separate and go on Medicaid. The Senator asked the senate to join him in retaining FSH 3705.
  - B. Foisy asked Brandi Terwilliger to find the comparable COBRA cost. Brandi said they are \$1,569 to \$1,344 per month for PPO and HDHP respectively (employee and family coverage for 2019) for the same coverage these people currently have.
  - A Senator remarked that COBRA is just for a limited amount of time.
  - A Senator referred to the recent letter to the Faculty Senate from faculty member Kenton Bird. Kenton argues in his letter that the intent of the FSH 3705 was not just about same-gender couples, but also the 28 couples who would be impacted. The Senator reiterated her support for keeping FSH 3705.
  - A Senator said that he comes from a country were this discussion would not take place. Repealing FSH 3705 should never have come before us.
  - A Senator said that she has feedback from her constituency (20 faculty and staff) and they are split down in the middle. She does not know how to vote.
  - Chair Grieb said that we do not normally call for abstentions. But this time he will.
  - A Senator said that the majority of his constituency is in favor on keeping FSH 3705, but there is also considerable support for repealing it. Referring to a previous comment, he said that it is not fair to vilify people for raising the issue.
  - B. Foisy said that it is hard to say, “I don’t want to pay for someone else”, whereas it is easier to stand for the common good. He added that there are human aspects on both sides.
  - A Senator said that in his college about 50 out of 70 members are in favor of keeping FSH 3705. There may be a small sample bias, though.
  - The representative of the Graduate Student Association announced that he will abstain, because this is mostly a Faculty and Staff issue.
  - A Senator said that she did not have a lot of responses but many of those were in favor to keeping FSH 3705. She said that it is ok to do the right thing collectively. What we do sends a message about who we are as an institution.
  - Chair Grieb invited comments from the Staff Council perspective.
  - A Senator responded that Staff Council voted 12 versus 10 for keeping FSH 3705.
  - The ASUI representative reported that there were 5 YES and 5 NO in his constituency.
  - A Senator reported that in his constituency 10 voted in favor and 1 against keeping FSH 3705. But he remarked that he did not ask everyone. He stated that he wants to work in a place where we take care on everyone and one another.
  - A Senator commented that Faculty are privileged in terms of salary, and he understands why some people do not want to pay to endorse someone else’s lifestyle choices. But we do not know the circumstances around their lifestyle choices, so the common good is to keep FSH 3705.
  - Chair Grieb asked if there were more comments or questions from the Senators and there were none.

- Chair Grieb called for a vote on the motion to repeal FSH 3705. The count was as follows:
  - YES (remove FSH 3705 and no longer offer the OEA): 1
  - NO (continue FSH 3705 and continue to offer the OEA): 18
  - Abstention: 4
    - The decision is to keep the FSH 3705 and continue offering the OEA coverage.
- Chair Grieb requested Human Resources to amend this year's plan to reflect the vote.
- A proxy for an absent Senator said that the absent Senator thought that a "NO" vote would not go far enough. We should write a statement to reaffirm our commitment to diversity and inclusion.
- Chair Grieb: Comment noted.
- Chair Grieb said we should think about our experience with the OEA issue for a couple of weeks and consider what we can take away from this experience. A subsequent report will be provided for discussion and consideration.

#### VIII. Special Orders

- There were no Special Orders.

#### IX. New Business

- There was no New Business.

#### X. Adjournment

- Adjournment at 4:17 PM
  - Motion: Tibbals
  - Seconded: Jeffery

Respectfully Submitted,

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

Attachment # 2: Committee on Committees Nomination

Committee on Committee Appointments  
Summer 2019  
Fall 2019 (current 9/26/19)

Faculty Appeals Hearing Board		
Scott Metlen	Faculty (department admin) (alt.)	
Raymond Dixon	Faculty (department admin) *moved from alt position	



### Attachment # 3: Memo Senator Morgan

19 March 2019

TO: Provost Wiencek  
FROM: Penny Morgan  
SUBJECT: How are we judging effectiveness and “right size”?

What is “right size” for UI? What will make us most effective?

#### Growth at the University of Idaho, FY2019 relative to FY2014

	Total Gen Ed Budget	Total FTE	Total Gen Ed Salaries
UI Colleges	15%	2%	21%
UI Administration	46%	24%	43%

Based upon FY 2014-2019 General Education Budget information available to the public through UI Budget Office, March 2019

These numbers confirm the sense shared by many UI faculty and staff: Mid-level administration has grown much more than the colleges. There are some good reasons for this, such as more compliance and other requirements, but not enough to justify this central growth relative to colleges. In his recent [article in the Spokesman Review, Shawn Vestal](#) highlighted similar trends: in the last 30 years, WSU enrollment grew by 61% while administration grew by 861%. We cannot simply justify our imbalance by comparing to other institutions; instead we need to know we are “right-sized” to be effective here at UI.

We have much to celebrate here at UI, and I appreciate our strategic plan. I applaud you for having upper administration share in the recent budget cuts.

As we move forward together here at the University of Idaho, please help us ensure that we support our faculty and staff as they seek to serve the students we have, to recruit and retain new students, and to accomplish our desired outcomes while serving the needs of our state, region, nation and world. Our college staffs, in particular, are so lean that we endanger our effective teaching, research, and outreach. Our faculty and staff are the ones who are on the “frontlines” working with our students.

I thank you for coming to CNR yesterday for an open discussion with faculty and staff. And you have tried to be more transparent in decisions. More of the same will help improve the climate on campus.



## Attachment # 4: Provost Response to Senator Morgan

September 12, 2019

To: Faculty Senate  
From: John Wiencek, Provost and Executive Vice President  
Re: Response to memo from Senator dated March 19, 2019 (attached)

Towards the end of the semester last year, a Faculty Senator supplied a memo with some analysis at one of the faculty senate meetings and invited a response. I appreciate the work invested and understand the sentiment that is shared in the memo. I provided a preliminary response a few weeks later but I now provide a more formalized response for Faculty Senate's consideration.

There is a significant concern among the faculty that the university "administration" is growing more rapidly than "the colleges." The Senator's analysis compared the general education budgets allocated to the Colleges to all other budgets, thus defining all of those other constitutes as the "UI Administration." If one accepts that definition as reasonable and correct, then the memo makes some valid conclusions. However, there are other more commonly accepted definitions that are used by the Federal government to define the oversight or administrative functions of the university. I believe we can get a more precise view the use of our institutional resources if we adopt a refined definition of what we mean by "UI Administration."

The larger question posed by the Senator is how do we best use our resources at the university to fulfill our mission. I concur that this question is something we must address together. These are always difficult conversations to have, especially in times of decreasing resources, since it implies a discussion of stopping certain functions or activities. Such conversations will be necessary in the coming year.

Getting back to the memo, I want to note two areas where the analysis could be improved. First, the analysis should include all sources of funding, not simply general education funding. Other sources of funding support both administrative functions as well as instructional functions. Indeed, some units do not have access to any general education funding, so it is not appropriate to focus on just general education funding since such an approach ignores large swathes of our university efforts that run on student fees, auxillary income (meal plans, residence halls, event services etc.) or special fund types (WWAMI, FUR, Ag Research & Extension) to name a few. Second, there is no recognized accounting standard or definition for a functional expense/budget item that is called simply "administration." The suggested approach by the attached memo is broad and ends up commingling many functional areas such as research, student affairs, the library, the physical plant and other matters with what many consider to be the "administration." Stated simply, the faculty may not like that the downsizing of the "administration" if that means downsizing important support units like the Library, the Dean of Students or the Research office for example.

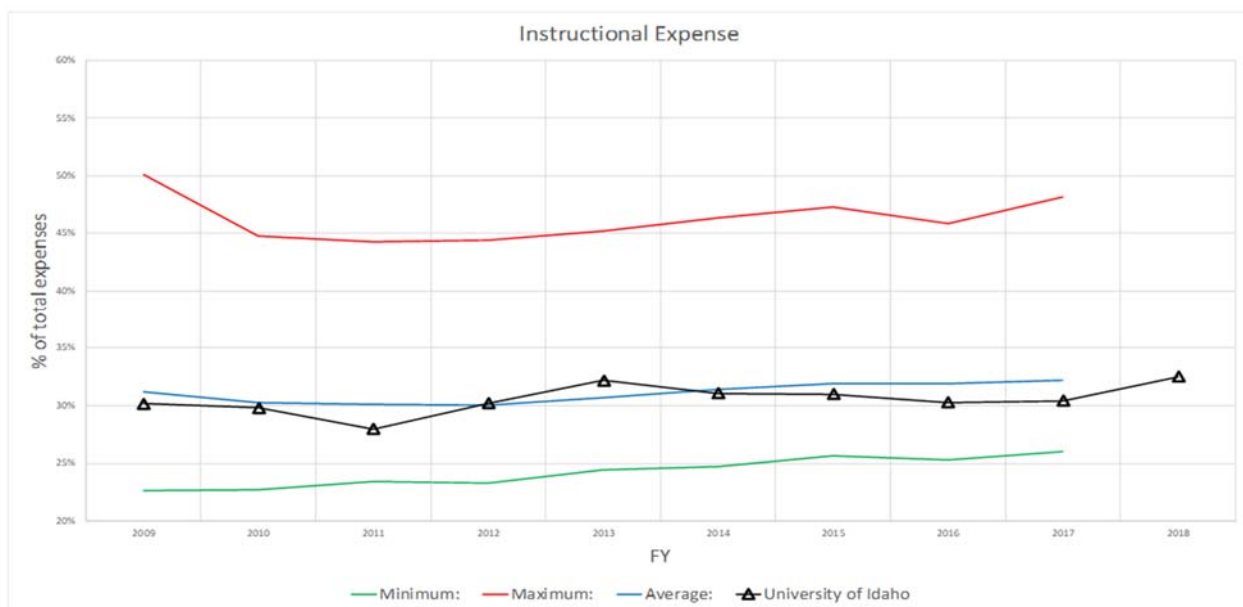
I suggest utilizing definitions that are more solidly embedded in higher education financial reporting. The relevant standards for public higher education are defined by NACUBO and GASB. The accepted functional areas for expenditure in higher education include: instruction, research, public service, academic support, libraries, student services, institutional support, plant operations, scholarships/fellowships and auxillary enterprises. "Administrative offices" such as the Provost and President will fall under institutional support (central functions) and academic support (college functions like Dean's office). So, one may choose to define administration as the sum of these two expenditure categories. Faculty support and salaries are reflected in the instructional functional expense area. The

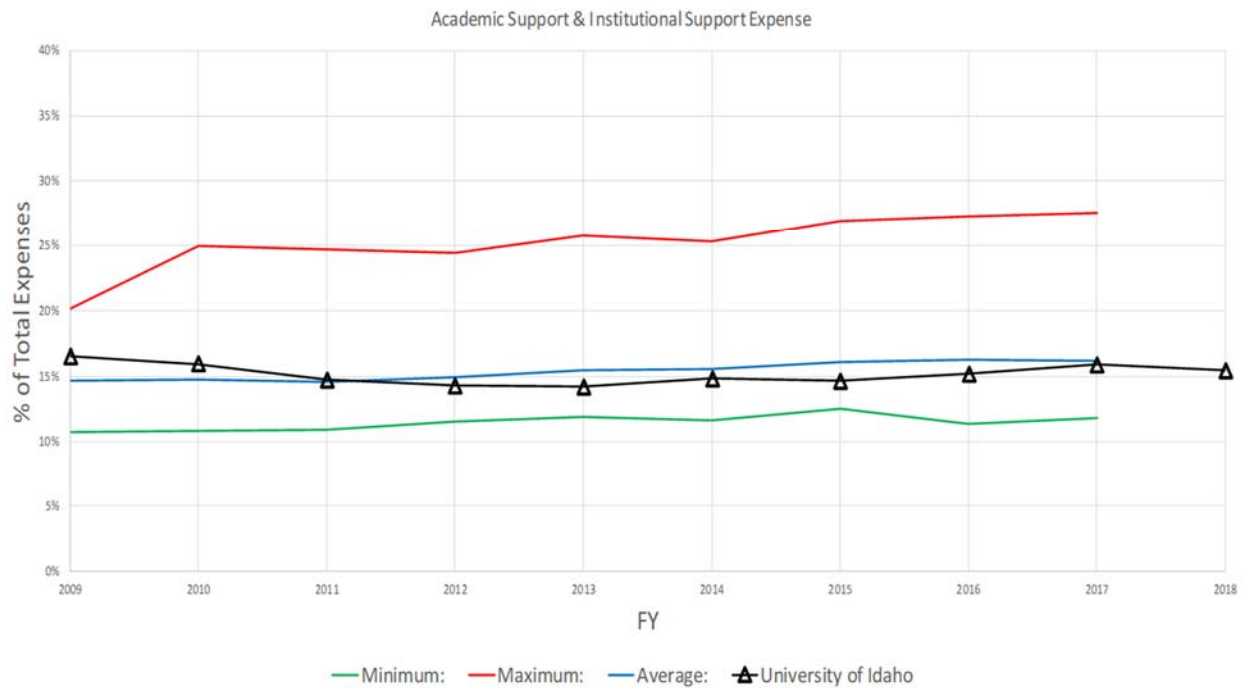
data graphs in the appendix have a more detailed definition for each of these functional expense categories.

Such data are publically available from two sources: our annual financial statements and the national database utilized by the Federal government (IPEDS). The IPEDS data definitions change periodically so the data is not available for all of the functional areas above but the most relevant areas (instructional expense, institutional support expense and academic support expense) are available over many years for all institutions receiving Federal financial aid. Libraries, Plant Operations and Scholarships/Fellowships are not consistently available through IPEDS however. This data is useful in addressing a key questions that Senators have raised about long term trends and whether we are rightsizing the budget expenditures. By benchmarking our expenditures to other universities nationally, we can assess if we have gone astray at the University of Idaho.

IPEDS data was gathered for the University of Idaho and peer institutions over 2009-2017. In addition, the 2018 data for the University of Idaho is included as well but we do not have such data for our peers at this time. This data is presented in the attached graphs for each of the NACUBO functional expense categories reported to IPEDS. The data from our current institutional peers and other Idaho universities is included for comparison. The comparison universities include: Boise State University, Clemson University, Colorado State University-Fort Collins, Idaho State University, Iowa State University, Kansas State University, Lewis-Clark State College, Michigan State University, Montana State University, New Mexico State University, North Dakota State University, Oregon State University, University of Arkansas, University of Nebraska, University of New Hampshire, University of Wyoming, Utah State University, Virginia Tech, and Washington State University.

Faculty or college funding is primarily represented by instructional expense whereas “administration” is best represented by the sum of academic and institutional support. A graph of this data (see below) shows that, due to recent program prioritization and market-based compensation efforts, there has been an intentional decrease in administrative expense and increase in instructional expense. Both expenditures levels are near our peer averages; although, instruction expense seems to have now reach levels above the average of our peers while administrative costs are below the average of our peers.





As we look at the various graphs in the appendix, instructional support and student services are the two areas that have a positive trend in funding. Other areas are flat or declining in terms of the funding as a percentage of total expenditures.

We also report this data in our annual financial statements. These reports include all of the NACUBO functional expense categories in contrast to the IPEDS data source. The two most recent years are copied below in total dollars. The subsequent table provides a few calculations. The first calculation looks at the net increase in expenditure from fiscal year 2017 to 2018. The following calculations are the percentage of the total university expenditures in a particular functional area for the fiscal years 2017 and 2018. The final calculation is a trend indicator of our institutional spending – which items are seeing increases in spending as a fraction of total spending.

All expenditures increased from fiscal year 2017 to 2018 except scholarship/fellowship and auxiliary enterprises. These increases are mainly driven by the annual CEC process and salaries. By far, the largest increases are in the areas of instruction, academic support and student services. In contrast to the Senator’s analysis, this data suggests our biggest increases in expenditure are for faculty and collegiate support functions. This is not surprising given that most of the revenue increases (from State appropriation and tuition rate increases) have been directed to raises given during CEC, and most of our salaries are tied to the academic and student support functions.

# University of Idaho

NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2018 AND 2017

## 14. NATURAL CLASSIFICATIONS WITH FUNCTIONAL CLASSIFICATION

The following table shows the University's operating expenses by natural classifications within their functional classifications for the years ending June 30, 2018 and 2017:

Expenses 2018	Salaries		Benefits		Services		Supplies		Ins, utilities & rent		Scholarships & Fellowships		Depreciation		Other		Totals
	\$		\$		\$		\$		\$		\$		\$		\$		
Instruction	\$ 68,052,180		\$ 31,382,044		\$ 8,653,171		\$ 5,726,848		\$ 688,278		\$ 4,629,804		\$ -		\$ 2,392,930		\$ 121,525,255
Research	41,556,400		13,085,756		17,140,117		6,113,534		831,256		3,291,174		-		(559,443)		81,458,794
Public Service	18,274,637		5,382,420		6,683,945		1,260,869		469,297		594,358		-		3,196,620		35,862,146
Academic Support	9,488,120		2,882,727		2,034,073		1,112,868		187,223		54,737		-		418,004		16,177,752
Libraries	2,989,986		883,377		4,018,446		1,829,969		93,343		128,390		-		18,564		9,962,075
Student Services	9,648,724		3,029,426		2,425,621		932,319		510,918		72,037		-		410,470		17,029,515
Institutional Support	19,120,658		8,324,503		8,102,646		563,072		813,816		(557,645)		-		1,629,970		37,997,020
Plant Operations	9,116,164		3,115,477		(2,230,643)		9,896,274		10,122,269		15,500		23,410,845		473,056		53,918,942
Scholarships & Fellowships	809,102		15,246		6,362		3,121		-		15,870,455		-		690		16,704,976
Auxiliary Enterprises	10,514,154		3,469,021		6,346,989		3,278,712		1,850,804		1,305,545		-		987,638		27,752,863
	\$ 189,570,125		\$ 71,569,997		\$ 53,180,727		\$ 30,717,586		\$ 15,567,204		\$ 25,404,355		\$ 23,410,845		\$ 8,968,499		\$ 418,389,338

Expenses 2017	Salaries		Benefits		Services		Supplies		Ins, utilities & rent		Scholarships & Fellowships		Depreciation		Other		Totals
	\$		\$		\$		\$		\$		\$		\$		\$		
Instruction	\$ 63,770,099		\$ 21,296,828		\$ 8,404,435		\$ 5,633,801		\$ 651,654		\$ 4,042,406		\$ -		\$ 2,634,933		\$ 106,434,156
Research	40,752,678		9,273,327		17,588,018		5,824,111		855,396		2,778,855		-		(2,189,508)		74,882,877
Public Service	16,903,817		5,099,375		6,365,516		1,307,979		411,502		261,598		-		3,262,917		33,612,704
Academic Support	8,675,124		2,918,299		1,712,840		892,168		120,445		(104,476)		-		369,297		14,583,697
Libraries	2,639,231		758,916		4,114,790		1,741,211		93,592		190,901		-		28,252		9,566,893
Student Services	8,790,767		2,668,862		1,975,465		687,680		473,260		74,922		-		364,073		15,035,029
Institutional Support	17,375,597		10,334,602		8,537,012		(489,736)		481,853		(542,855)		-		1,789,342		37,485,815
Plant Operations	7,936,714		2,809,966		36,066		9,592,525		9,853,277		16,043		23,323,885		112,800		53,681,276
Scholarships & Fellowships	690,468		1,597		4,094		1,567,552		-		14,973,257		-		-		17,236,968
Auxiliary Enterprises	10,232,520		2,877,899		12,702,376		5,378,675		1,826,814		1,485,400		-		1,186,411		35,690,095
	\$ 177,767,015		\$ 58,039,671		\$ 61,440,612		\$ 32,135,966		\$ 14,767,793		\$ 23,176,051		\$ 23,323,885		\$ 7,558,517		\$ 398,209,510

Functional Expense	Expenditure Change from FY17 to FY18 (%)	Portion of total expenditure in FY18 (%)	Portion of total expenditure in FY17 (%)	Change in portion of total spending (%)
Instruction	14.0	29.0	26.7	+2.3
Research	8.8	19.5	18.8	+0.7
Public Service	6.7	8.6	8.4	+0.2
Academic Support	10.9	3.9	3.7	+0.2
Libraries	4.1	2.4	2.4	0
Student Services	13.3	4.1	3.8	+0.3
Institutional Support	1.4	9.1	9.4	-0.3
Plant Operations	0.4	12.9	13.5	-0.6
Scholarships/Fellowships	-3.1	4.0	4.3	-0.3
Auxiliary Enterprises	-22	6.6	9.0	-2.4

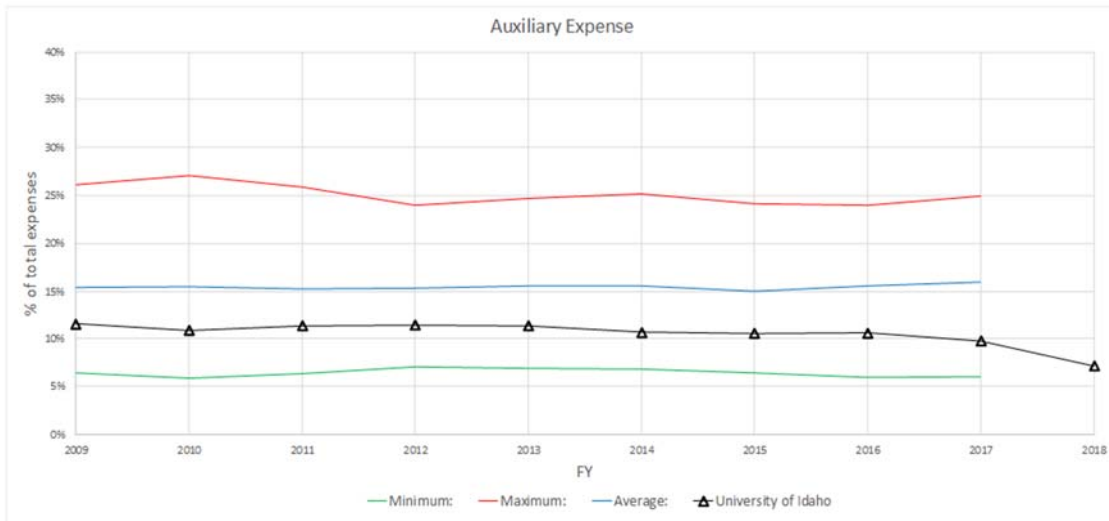
One additional clarification is that the legislative process does not give us discretion on where general education funding is placed. For example, the CCI initiative that the State Board implemented in 2014 and 2015 augmented our budgets with a few faculty but mainly with student affairs professionals in career services, advising and mental health counseling. Our option was to take funding for student affairs personnel or to not accept any funding. There was not discretion to simply hire faculty. If we were growing enrollment, we would have discretion over the investment of new tuition revenue. Although we have stabilized the enrollment in the past three years, there has not been an appreciable growth in this revenue stream.

The data does not support the statement that the “administration” has grown more than “the colleges.” In fact, the areas receiving more resources (as measured as either increases in total funding or as a fraction of our total budget) include instruction, academic support (both of which are the bulk of collegiate budgets) as well as student services.

I appreciate the opportunity to present some of my thoughts on a rather complex subject. I encourage additional discussion as we continue to build a vibrant university in service to the State of Idaho and humanity writ large. We have an important mission and we are in this quest together.

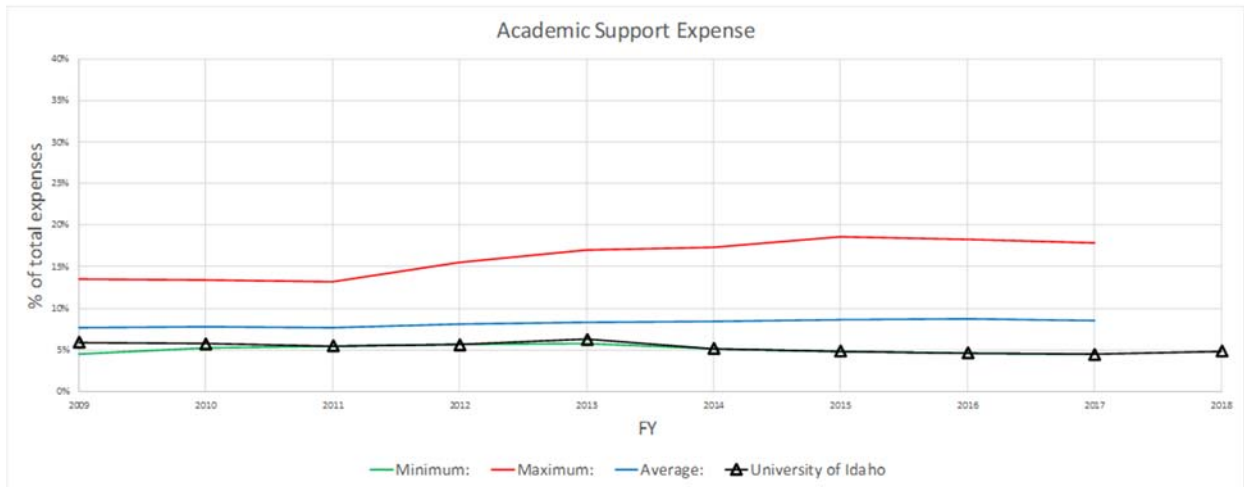
**Auxiliary Enterprises Expense**

Expenses for essentially self-supporting operations of the institution that exist to furnish a service to students, faculty, or staff, and that charge a fee that is directly related to, although not necessarily equal to, the cost of the service. Examples are residence halls, food services, student health services, intercollegiate athletics (only if essentially self-supporting), college unions, college stores, faculty and staff parking, and faculty housing. Institutions include actual or allocated costs for operation and maintenance of plant, interest and depreciation.



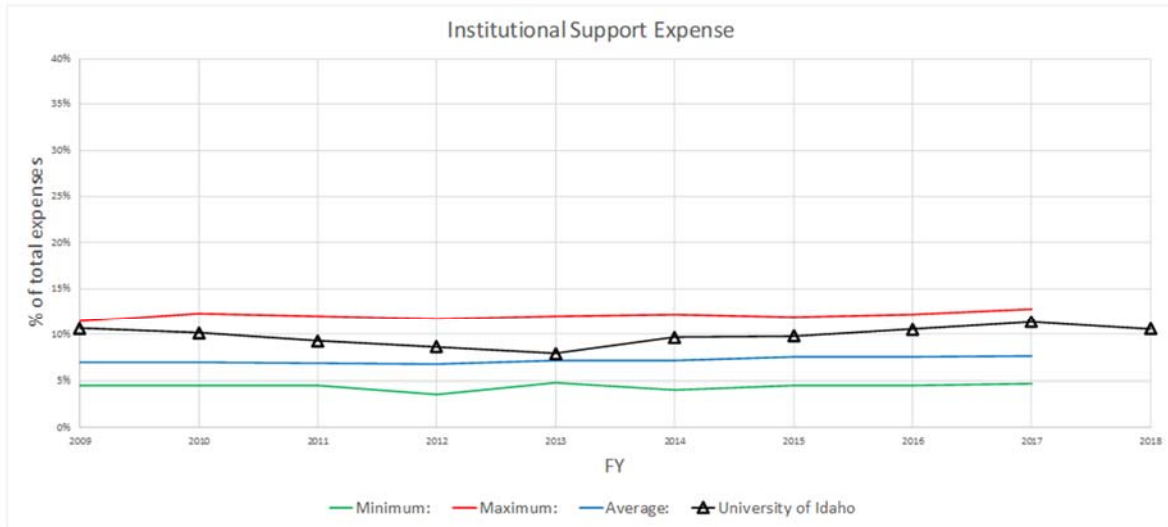
**Academic Support**

A functional expense category that includes expenses of activities and services that support the institution's primary missions of instruction, research, and public service. It includes the retention, preservation, and display of educational materials (for example, libraries, museums, and galleries); organized activities that provide support services to the academic functions of the institution (such as a demonstration school associated with a college of education or veterinary and dental clinics if their primary purpose is to support the instructional program); media such as audiovisual services; academic administration (including academic deans but not department chairpersons); and formally organized and separately budgeted academic personnel development and course and curriculum development expenses. Also included are information technology expenses related to academic support activities; if an institution does not separately budget and expense information technology resources, the costs associated with the three primary programs will be applied to this function and the remainder to institutional support. Institutions include actual or allocated costs for operation and maintenance of plant, interest, and depreciation.



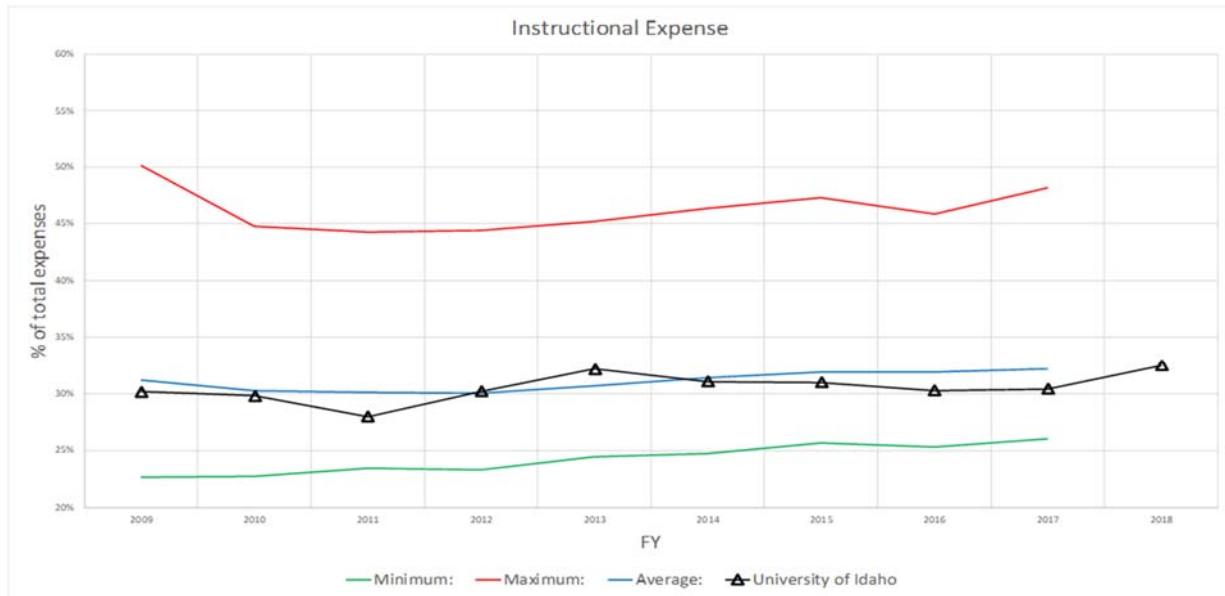
**Institutional Support Expense**

A functional expense category that includes expenses for the day-to-day operational support of the institution. Includes expenses for general administrative services, central executive-level activities concerned with management and long range planning, legal and fiscal operations, space management, employee personnel and records, logistical services such as purchasing and printing, and public relations and development. Also includes information technology expenses related to institutional support activities. If an institution does not separately budget and expense information technology resources, the IT costs associated with student services and operation and maintenance of plant will also be applied to this function.



**Instructional Expense**

A functional expense category that includes expenses of the colleges, schools, departments, and other instructional divisions of the institution and expenses for departmental research and public service that are not separately budgeted. Includes general academic instruction, occupational and vocational instruction, community education, preparatory and adult basic education, and regular, special, and extension sessions. Also includes expenses for both credit and non-credit activities. Excludes expenses for academic administration where the primary function is administration (e.g., academic deans). Information technology expenses related to instructional activities if the institution separately budgets and expenses information technology resources are included (otherwise these expenses are included in academic support). Institutions include actual or allocated costs for operation and maintenance of plant, interest, and depreciation.





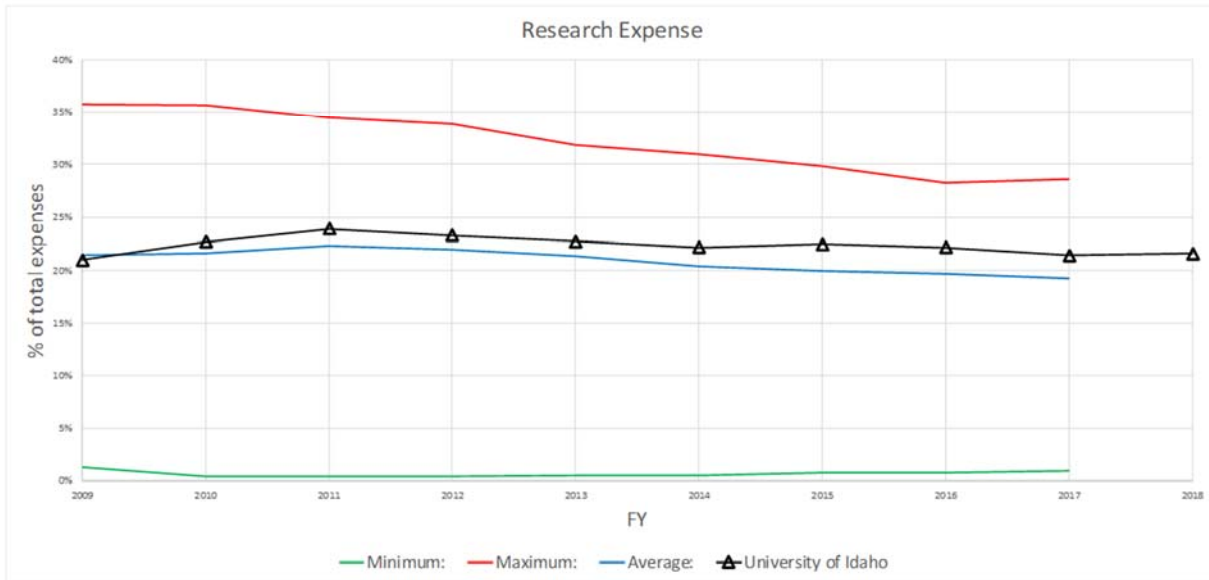
**Public Service Expense**

A functional expense category that includes expenses for activities established primarily to provide non-instructional services beneficial to individuals and groups external to the institution. Examples are conferences, institutes, general advisory service, reference bureaus, and similar services provided to particular sectors of the community. This function includes expenses for community services, cooperative extension services, and public broadcasting services. Also includes information technology expenses related to the public service activities if the institution separately budgets and expenses information technology resources (otherwise these expenses are included in academic support). Institutions include actual or allocated costs for operation and maintenance of plant, interest, and depreciation.



**Research Expense**

A functional expense category that includes expenses for activities specifically organized to produce research outcomes and commissioned by an agency either external to the institution or separately budgeted by an organizational unit within the institution. The category includes institutes and research centers, and individual and project research. This function does not include non-research sponsored programs (e.g., training programs). Also included are information technology expenses related to research activities if the institution separately budgets and expenses information technology resources (otherwise these expenses are included in academic support.) Institutions include actual or allocated costs for operation and maintenance of plant, interest, and depreciation.





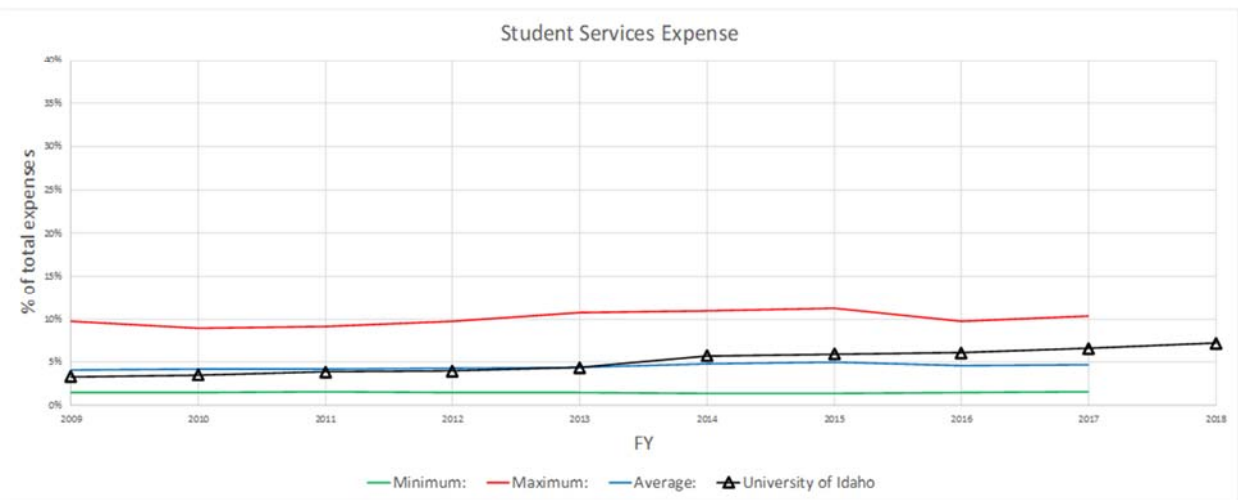
Scholarship and Fellowship Expense

Outright grants-in-aid, trainee stipends, tuition and fee waivers, and prizes awarded to students by the institution, including Pell grants. Awards to undergraduate students are most commonly referred to as "scholarships" and those to graduate students as "fellowships." These awards do not require the performance of services while a student (such as teaching) or subsequently as a result of the scholarship or fellowship. The term does not include loans to students (subject to repayment), College Work-Study Program (CWS), or awards granted to a parent of a student because of the parent's faculty or staff status. Also not included are awards to students where the selection of the student recipient is not made by the institution.



Student Services Expense

A functional expense category that includes expenses for admissions, registrar activities, and activities whose primary purpose is to contribute to students emotional and physical wellbeing and to their intellectual, cultural, and social development outside the context of the formal instructional program. Examples include student activities, cultural events, student newspapers, intramural athletics, student organizations, supplemental instruction outside the normal administration, and student records. Intercollegiate athletics and student health services may also be included except when operated as self-supporting auxiliary enterprises. Also may include information technology expenses related to student service activities if the institution separately budgets and expenses information technology resources (otherwise these expenses are included in institutional support.) Institutions include actual or allocated costs for operation and maintenance of plant, interest, and depreciation.



19 March 2019

TO: Provost Wiencek  
FROM: Penny Morgan  
SUBJECT: How are we judging effectiveness and “right size”?

What is “right size” for UI? What will make us most effective?

Growth at the University of Idaho, FY2019 relative to FY2014

	Total Gen Ed Budget	Total FTE	Total Gen Ed Salaries
UI Colleges	15%	2%	21%
UI Administration	46%	24%	43%

Based upon FY 2014-2019 General Education Budget information available to the public through UI Budget Office, March 2019

These numbers confirm the sense shared by many UI faculty and staff: Mid-level administration has grown much more than the colleges. There are some good reasons for this, such as more compliance and other requirements, but not enough to justify this central growth relative to colleges. In his recent [article in the Spokesman Review, Shawn Vestal](#) highlighted similar trends: in the last 30 years, WSU enrollment grew by 61% while administration grew by 861%. We cannot simply justify our imbalance by comparing to other institutions; instead we need to know we are “right-sized” to be effective here at UI.

We have much to celebrate here at UI, and I appreciate our strategic plan. I applaud you for having upper administration share in the recent budget cuts.

As we move forward together here at the University of Idaho, please help us ensure that we support our faculty and staff as they seek to serve the students we have, to recruit and retain new students, and to accomplish our desired outcomes while serving the needs of our state, region, nation and world. Our college staffs, in particular, are so lean that we endanger our effective teaching, research, and outreach. Our faculty and staff are the ones who are on the “frontlines” working with our students.

I thank you for coming to CNR yesterday for an open discussion with faculty and staff. And you have tried to be more transparent in decisions. More of the same will help improve the climate on campus.

# UI Policy: Creation and Change

# The Role of the Policy Coordinator

IS to facilitate policy development

Is NOT to act as an advocate



# Benefits of Early Consultation



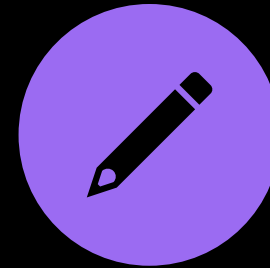
SPOT POTENTIAL  
LEGAL ISSUES



IDENTIFY  
CONFLICTS WITH  
OTHER POLICIES



FIND THE BEST  
HOME FOR YOUR  
POLICY



GET HELP WITH  
DRAFTING

# 1. Notify the Policy Coordinator of Your Plan

The Policy Coordinator can help with

- ▶ Early input and advice
- ▶ Drafting
- ▶ Ensuring all policies are reviewed by appropriate constituencies

## 2. Request the official document of an existing policy

- ▶ Ensures that
  - ▶ You are not unknowingly working on a policy at the same time as another party.
  - ▶ You are working with the most recent version of the policy.
  - ▶ The Policy Coordinator is able to
    - ▶ Track the progress of your policy,
    - ▶ Keep the process transparent, and
    - ▶ Manage the policy workflow.

# Drafting Tips

1. Read the Policy Manual!
2. See #1.



### 3. Once Your Committee Has Approved the Policy

Email the policy and cover sheet to the Policy Coordinator. The Policy Coordinator will

- ▶ Review the draft policy for ambiguities, errors, and conflicts with other policies
- ▶ Send a copy to General Counsel for legal review

If either the Policy Coordinator or General Counsel have questions or spot problems, the policy will be returned for explanations or changes.

*This step can take four weeks or more. Plan ahead!*

# The Approval Process: Faculty Staff Handbook



The policy will be scheduled for a Faculty Senate meeting. If approved, then



The policy will be added to the agenda of the next University Faculty Meeting (UFM). If approved, then



It will be forwarded to the President for approval or veto



Some policies must then be sent to the State Board of Education for approval



After final approval, it will be sent back to Policy Coordinator for publication

# 2019-2020 FSH Deadlines

October 22	October 22: Last date to submit an FSH policy for review if inclusion on Fall UFM agenda is desired
November 19	November 19: Last Senate meeting to approve FSH policy for inclusion on Fall UFM agenda
December 11	December 11: Fall UFM
March 24	March 24: Last date to submit an FSH policy for review if inclusion on Spring UFM agenda is desired
April 21	April 21: Last Senate meeting to approve FSH policy for inclusion on Spring UFM agenda
May 6	May 6: Spring UFM

## APM vs. FSH

- ▶ APMs are mostly developed by administrative units across campus.
- ▶ APMs do not involve issues of shared governance.
- ▶ Broadly speaking, APMs are for *procedures*. They should not merely describe UI operations.
- ▶ *Communication* with Faculty Senate and Staff Council is required, but *approval* is not.
- ▶ APMs *do* have to be approved by
  - ▶ The Vice President in charge of the administrative unit,
  - ▶ General Counsel, and
  - ▶ The President.

# The Approval Process: Administrative Procedures Manual



The APM will be scheduled for informational discussion at Faculty Senate and Staff Council meetings. Comments will be forwarded to the proposers for consideration.



APMs sometimes go to the University Faculty Meeting for the purpose of widely communicating changes, but they do not need UFM approval.



Once approved by the General Counsel and VP, the APM goes to the President for approval or veto.



After final approval, the APM is returned to the Policy Coordinator for publication.

# Questions?

Diane Whitney, J.D.

University Policy and Compliance Coordinator  
Office of the Provost/Office of General Counsel

[Uofl-policy@uidaho.edu](mailto:Uofl-policy@uidaho.edu)

208-885-6151

University of Idaho

2019 – 2020 Faculty Senate Agenda

Meeting # 8

Tuesday, October 8, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes (vote)
  - Minutes of the 2019-2020 Faculty Senate Meeting # 7 (October 1, 2019) **Attach. #1**
- III. Consent Agenda
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
- VII. Other Announcements and Communications
  - General Education Curriculum and Assessment Updates **Attach. #2**
    - Cher Hendricks (Vice Provost for Academic Initiatives)
    - Dean Panttaja (Director of General Education)
- VIII. Special Orders
  - APM 20.25: Non-Capital Inventories Control Policy (Consumable Supplies and Merchandise) **Attach. #3a & #3b**
    - Diane Whitney (University Policy and Compliance Coordinator)
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting # 7 (October 1, 2019)
- **Attach. #2** General Education Curriculum and Assessment Updates
- **Attach. #3a:** APM20.25 Consumable-Merch Resale Inventories
- **Attach. #3b:** APM20.25 Cover Sheet



## University of Idaho

2019 – 2020 Faculty Senate **– Approved**Meeting # 8

Tuesday, October 8, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge &amp; Zoom

**Present:** Bacon, Bridges, Caplan, Chapman, Cosens, De Angelis, Dezzani, Fairley, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice- Chair), Lockhart, Luckhart, Paul, Raja, Sammarruca (w/o vote), Schab, Schwarzlaender, A. Smith, Tibbals, Wiencek (w/o vote).

**Present via Zoom:** Kern, McKellar, Tenuto, Sears.

**Absent:** Chopin, Lee-Painter

**Guests:** 7

**Guest Speaker:** Cher Hendrick (Vice President Academic Initiatives)  
Dean Panttaja (Director of General Education)

## I. Call to Order

- Chair Grieb called the meeting to order at 3:34 PM.

## II. Approval of Minutes (vote)

- Minutes of the 2019-2020 Faculty Senate Meeting # 7 (October 1, 2019)
  - Motion to approve the Minutes of the 2019-2020 Faculty Senate Meeting #7 (Dezzani/ A. Smith).
- Secretary Sammarruca apologized for the technical difficulties. In addition, she requested some amendments to the minutes.
  - Replace “1889” with “*the distant past*”.
  - Replace “*codes types which may have not been revisited*” with “*code types are not been revisited or audited on a routine basis*”.
  - Replace “*from the center to the colleges*” with “*from the center to the colleges and/or vice versa*”.
  - Replace “*assigned at some point*” with “*given as narrative above the graphs in the appendix*”.
  - Before the last paragraph in item **V**, add the statement: “*A Senator stated that he has been at several large public research universities and it is a common believe among faculty that the administration is bloated at the expenses of the academic budgets. In his experience, this may be a myth. It is not a terribly productive use of time to continue to seek a restructuring and dismantling of administrative functions that are currently working.*”
- Secretary Sammarruca announced that she requested a handheld microphone to improve the audio in the room and for the benefit of the Senators who participate via Zoom.
- Chair Grieb proposed an additional amendment. The fourth item of the Chair’s report should read “*Peer/Benchmark recommendations will be distributed to senate by end-of-day October 2<sup>nd</sup> Senators are asked to comment by Thursday October 10<sup>th</sup> so that feedback can be provided to the Provost’s office before they make a final recommendation.*”
- Chair Grieb called for a motion to approve the minutes as amended.
  - Motion to accept the minutes as amended (Dezzani/R. smith) passed unanimously.



### III. Consent Agenda

- There was no Consent Agenda

### IV. Chair's Report

- Chair Grieb recognized Senator Dezzani to welcome new Senator Jerry Fairley (Geological Science) to Faculty Senate.
- The 2019 Borah Symposium on Climate and Conflict is this week. The keynote address is Wednesday, Oct. 9<sup>th</sup> and features Samantha Power, former US Ambassador to the United Nations.
- Chair Grieb invited Vice Provost Torrey Lawrence to provide an update on the revisions of the Tenure & Promotion policy (presently with the Faculty Affairs Committee). This policy re-write is a complete re-organization. The Faculty Affairs Committee is close to the final product. The draft in its current version will be distributed tomorrow for discussion and feedback. It is not final or ready for a vote. Senators are invited to share the document with their constituencies and solicit feedback. The document consists of about 10 pages of policy and an introduction explaining what the people working on this project want to accomplish. Since last Spring, it has been shared with Senators, Deans, and Associate Deans. The chairs have seen it as well.
- The UI Bookstore circulated a request for proposal for vendor services. Chair Grieb spoke with Greg Cain from Auxiliary Services to obtain more information. In the effort to increase quality of service and reduce costs, they came up with three paths forward:
  - 1) Keep the *status quo* – continue to have the Auxiliary Services operate the bookstore.
  - 2) Full operation proposal – where the vendor takes over full operation of the Bookstore. (Barns & Noble and Follett Corporation).
  - 3) Books only proposal– the clothing and non-book items are separate from the book vendor (Texas Book Company).
- Six proposals were received, which the committee brought down to three. There will be one presentation on October 23<sup>rd</sup> and two presentations on October 24<sup>th</sup>. Auxiliary Services seek representatives from both Staff Council and Faculty Senate to sit at the presentations and provide feedback in the selection process. Senator A. Smith volunteered to be the representative for Faculty Senate. Chair Grieb said we look forward to a report from A. Smith on the presentations from the vendors.
- A Senator asked whether the vendors will take comments and suggestions on how to best turn the bookstore in a “real” one. Chair Grieb responded in the affirmative and asked to send him comments and suggestions. He will pass them to T. Mahoney at the Budget Office.
- Chair Grieb recognized B. Foisy to speak. B. Foisy said that he has a piece of information to share with the Senate. According to a report of sales by categories from the bookstore, every single revenue category except clothing has been down since 2015. They are investigating how they can improve the situation. Chair Grieb opened the floor for questions and comments.
- A senator mention that she is surprised to hear that Barn & Noble is getting involved because they almost disappeared. Barnes & Noble were bought by another company and they closed many stores.
- Another Senator commented that Barnes & Noble has been managing University Bookstores for over 20 years. He provided examples from University of California and Boston University. Provost Wiencek confirmed the comment from the Senator and added that they manage the WSU bookstore as well.

- Structure of the Chair Governments on Campus. Faculty Senate leadership is beginning discussions with Staff Council about an update to shared governance at the UI. There will be a ZOOM meeting with University of Minnesota tomorrow. A meeting with VP Lawrence will take place next week. Discussions will go on throughout the year with a visit to Senate later this semester or in the Spring semester.
- Benchmark Institutions. The report to Senate with recommendations and supporting worksheet was distributed to Senators last week. Comments are invited. Chair Grieb will be submitting a report to the Provost's Office early next week. Chair Grieb solicited comments or questions. A Senator asked whether this documentation is for distribution and Chair Grieb answered in the affirmative.
- Sustainable Financial Working Group Update. The first meeting of the Sustainable Financial Model (SFM) Working Group provided an overview of the UI financial situation. President Green indicated that we need a roadmap for where to invest as opposed to where to cut. There are three main issues to address as a committee: Shortfall in our unrestricted net position; Shortfall in our General Education (GenEd) operating budget; and a financial model that can be applied going forward to ensure our financial position is sustainable. Currently, the working group is in the information gathering stage. We need to determine what data are most useful in order to make fully informed recommendations. We also need to determine what are the most important issues to consider. The Sustainable Financial Working Group recommendations go to the president who will work with Provost Council to decide on the best actual path forward.
- Chair Grieb solicited questions or comments and there were none.

#### V. Provost's Report

- Provost Wiencek said he doesn't have much to add to the previous report.
- He reminded everyone of the Borah Symposium, October 7-9, 2019.
- Sustainable Financial Working Group. Provost Wiencek commented that the previous discussion of the working group was a good and detailed one. He mentions that the conversation was productive. Provost Wiencek solicited questions or comments.
  - A senator asked what the shortfalls are in the reserves and in the GenEd Budget. Chair Grieb answered that we have two categories. The first is Unrestricted net position and he explained that the shortfall here is due to accounting transactions and not cash transactions. The unrestricted net position account is negative \$13 million. The minimum required by the State Board is \$20 million. In total the shortfall is \$33 million in the unrestricted net position. He continued by explaining unrestricted net position is not a budget deficit, it is a balance sheet item, and it is only one line item in what could be considered the equity section of the balance sheet. The second category is the General Education Budget. Chair Grieb recognized the Argonaut for doing a great report on this matter. He added that the shortfall for the 2020 budget is \$14 million.
- Provost Wiencek solicited questions or comments and there were none.

#### VI. Committee Reports

- There were no Committee Reports.

## VII. Other Announcements and Communications

- General Education Curriculum and Assessment Updates - C. Hendricks and D. Panttaja
  - VP Cher Hendricks delivered a presentation on the recent progress of the General Education Steering Committee. She presented the committee members from a slide in her presentation. She reported that Dean Panttaja and VP Hendricks solicited feedback from graduating students and met with Engineering alumni ranging from a last-year graduate to one who had graduated 45 years ago. She proceeded to highlight the committee accomplishments. They made contact with Portland State to learn about their innovative GenEd program. GESC's main philosophy is that GenEd means integrated education. Their goal is to implement a GenEd program which is sustainable. They want to promote the message that GenEd is not something "to just get through". Instead, it is a most important component of a broad education. They will work to eliminate problems currently existing in the curriculum. GESC decided that there will not be a separate committee on reward and recognition of faculty who teach GenEd courses.

Nominations are welcome for people who can serve on one of the three subcommittees: 1) Integrative Education Curriculum & Pedagogy Committee; 2) Integrative Education Sustainable Budget Committee; 3) Integrative Education Communications Committee. VP Hendricks asked that nominations be forwarded to her through Faculty Senate. She asked for other means to communicate this request as broadly as possible. The Daily Register was suggested (Secretary Sammarruca) or the Talking Points (a Senator).
  - A Senator asked for more information about Portland State and their innovative program. VP Hendricks replied that they completely revamped their program already 10-15 years ago. They have people dedicated specifically to GenEd. The same Senator followed up commenting that it may be difficult to disperse the students' misconception that GenEd does not help with their major or minor or their career. How can we convince people that GenEd is part of their education and not an obstacle to it? VP Hendricks proposed including information on the student's degree map, explaining the importance of some courses and their value for their skills and towards becoming a "fully formed individual".
  - A Senator asked for clarifications on the definition of GenEd. VP Hendricks and Dean Panttaja proceeded to clarify: it includes basic math, behavioral social science, arts and humanities. There is an international component.
  - A Senator argued that it is important for advisors to communicate the value of those courses to their students. Addressing a question as to whether faculty are "on the same page", VP Hendricks commented on the importance of convincing everyone. Faculty need to be more involved.
  - A Senator expressed his support for integrative and inclusive education. He also expressed some concern that there may be a "disconnect" between the University Committee on General Education (UCGE) and the General Education Steering Committee. Sometimes, establishing ad hoc groups, rather than going through existing channels, may backfire.
  - Chair Grieb asked what one may expect in terms of process and timelines. VP Hendricks emphasized that it is important to proceed slowly and carefully when dealing with very important things. The goal is to complete the curriculum work by the end of the academic year.
  - Chair Grieb requested an outlook for ISEMs. Will they continue to be offered? VP Hendricks answered in the affirmative, until there is a curriculum change.
  - Some additional conversation took place between VP Hendricks and Chair Grieb about ISEMs. VP Hendricks said that last year there had been some talk about suspending them to save money (they tend to be expensive and hard to staff), until a way is figured out to pay

for it. VP Hendricks pointed out the negative aspect of eliminating something which support freshmen and replacing it with nothing. She asked the provost to support it for one more year and he agreed, so ISEM's are offered this year. A path forward without ISEM's needs to be addressed, and it should happen in the short term.

- A Senator, in reference to the integrated education, wondered whether we are “repackaging” without actually changing the substance. VP Hendricks replied that the main point is to have more integration into the majors, such as, for instance, including Integrated Seminars into the majors. These are some of the ideas the committee is considering.
- A Senator said that sharing those ideas may get a lot of faculty interested, a statement with which VP Hendricks agreed. Hendricks and Panttaja proceeded with the remaining part of the presentation, focused on assessment.
- In this area, there has been a lot of “push-back” from faculty. Every program (for every major), in addition to GenEd, will need to have learning outcomes. For GenEd, they are using CAMPUSLABS tools for assessment just as it is done for any major. Hendricks and Panttaja showed and went over the survey. After they collect all the inventory information, they will get back in touch with faculty about following up. It is crucial to follow up on how students are doing. Faculty who teach GenEd courses may find this cumbersome. Nevertheless, it is important to move us forward.
- In response to a question from a Senator, she emphasized that support is available for faculty.
- A Senator asked whether services such as Academic Tutoring Assistance will be connected with this program. VP Hendricks answered in the negative. Although, she added, each of those programs will have their own form of assessment.

#### VIII. Special Orders

- APM 20.25: Non-Capital Inventories Control Policy (Consumable Supplies and Merchandise)
  - Chair Grieb introduced the last item: Administrative Procedure Manual (APM) 20.25: Non-Capital Inventories Control Policy (Consumable Supplies and Merchandise). Since this is not a revision to the Faculty Staff Handbook, it comes before the Senate as an “FYI” item.

#### IX. New Business

- A Senator proposed that we ask ITS for updates on the computers they buy and where they buy them. They may be more expensive than if bought elsewhere, or better suited for office environment than for research. Chair Grieb said we will invite the Director of ITS soon, possibly October 22<sup>nd</sup> to talk about this issue.

#### X. Adjournment

- Motion to adjourn (Dezzani/A. Smith) passed unanimously.
  - Adjournment at 4:49 PM

Respectfully Submitted,  
Francesca Sammarruca  
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho

2019 – 2020 Faculty Senate – Pending APPROVAL

Meeting # 7

Tuesday, October 1, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bacon, Bridges, Caplan, Chapman, Chopin, Cosens, Eigenbrode (proxy for Luckhart), De Angelis, Dezzani, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice- Chair), Lee-Painter, Lockhart, Paul, Raja, Sammarruca (w/o vote), Schab, Schwarzlaender, R. Smith, Tibbals, Wiencek (w/o vote).

**Present via Zoom:** Kern, McKellar, Tenuto, Sears.

**Absent:** A. Smith.

**Guests:** 5

**Guest Speaker:** Diane Whitney (University Policy Coordinator & Compliance Officer)

I. Call to Order

- Chair Grieb called the meeting to order at 3:35 PM.

II. Approval of Minutes (vote)

- Minutes of the 2019-2020 Faculty Senate Meeting # 6 (September 24, 2019)
  - A motion to approve the minutes of the 2019-2020 Faculty Senate Meeting # 6 (Lee-Painter/ Tibbals) passed unanimously.
  - Secretary Sammarruca proposed an amendment.
    - Statement “*Out of pocket cost would be \$3,000*” should be changed to “*The increase to out of pocket cost would be \$3,000*”
    - Motion to approve the minutes as amended carried unanimously.

III. Consent Agenda (vote)

- Committee Nominations from Committee on Committees
  - A motion to approve the Committee Nominations from the Committee on Committees passed unanimously.

IV. Chair’s Report

- Office of Technology Transfer discusses “Intellectual Property Basics for Academics” at noon on Thurs. Oct. 3<sup>rd</sup>, in IRIC Atrium. Note that FSH 5300 covers Copyrights, Protectable Discoveries and other intellectual property rights.
  - Link: [https://www.uidaho.edu/news/news-articles/faculty-staff-news/2019-september/092619-lunchandlearn?utm\\_source=University+of+Idaho&utm\\_campaign=b796dea2b1-daily\\_register\\_042219\\_COPY\\_01&utm\\_medium=email&utm\\_term=0\\_18a9cb4835-b796dea2b1-77923641](https://www.uidaho.edu/news/news-articles/faculty-staff-news/2019-september/092619-lunchandlearn?utm_source=University+of+Idaho&utm_campaign=b796dea2b1-daily_register_042219_COPY_01&utm_medium=email&utm_term=0_18a9cb4835-b796dea2b1-77923641)

- The Athena Mentorship Program is now accepting applications for mentors and mentees for the 2020 cohort. This program, sponsored by the president's office, promotes the professional growth of female staff and faculty working at U of I. Applications are due by Friday, Oct. 11.
  - Link: [https://www.uidaho.edu/diversity/edu/womens-center/athena/mentorship?utm\\_source=University+of+Idaho&utm\\_campaign=1c8848535d-daily\\_register\\_042219\\_COPY\\_01&utm\\_medium=email&utm\\_term=0\\_18a9cb4835-1c8848535d-86347341&utm\\_source=University+of+Idaho&utm\\_campaign=4dee7363a7-daily\\_register\\_042219\\_COPY\\_01&utm\\_medium=email&utm\\_term=0\\_18a9cb4835-4dee7363a7-77923641](https://www.uidaho.edu/diversity/edu/womens-center/athena/mentorship?utm_source=University+of+Idaho&utm_campaign=1c8848535d-daily_register_042219_COPY_01&utm_medium=email&utm_term=0_18a9cb4835-1c8848535d-86347341&utm_source=University+of+Idaho&utm_campaign=4dee7363a7-daily_register_042219_COPY_01&utm_medium=email&utm_term=0_18a9cb4835-4dee7363a7-77923641)
- Members of ASUI, Faculty Senate, Staff Council, GPSA and the Student Bar Association are invited and encouraged to join us for an important meeting with Dr. Sonny Ramaswamy, President of the NWCCU, **on Oct. 24 from 11:00-12:30pm, in the Panorama Room, Commons/ISUB building.** The meeting will provide an opportunity for our university community to learn more about NWCCU and the new accreditation standards. There will be ample time for discussion and Q&A following the presentation. This meeting is open to all faculty, staff and students; please share this communication and encourage your team members and colleagues to attend this open forum as is appropriate. For those who ask why they should care about accreditation, the answer is short. A degree from an accredited school is valuable. One from an unaccredited school is not. All federal funding (both scholarship and research) goes to accredited schools only. Being accredited means we have gone through a rigorous evaluation, have met the required accreditation standards and are qualified to teach students the programs we offer. Being accredited gives students access to financial aid, supports quality research, and assures students that their University of Idaho degree is legitimate and will be recognized by employers, institutions and others. It also ensures that the credits students receive from us are transferable to another school. Successfully achieving accreditation is perhaps the most important thing we do.
- Peer/Benchmark recommendations will be distributed by end-of-day Oct. 2<sup>nd</sup>. Please comment by Thursday Oct. 10<sup>th</sup>.
- Big changes are coming to health insurance this year, including increased costs and changes in benefits. An email was sent from HR on Sept. 4<sup>th</sup> to highlight some of the issues. Open enrollment is scheduled for Oct. 21 to Nov. 5<sup>th</sup>. Staff Council Leadership and Faculty Senate Leadership are in communication with HR regarding an open forum prior to start of open enrollment. Possible topics for the open forum, if there is one, may include:
  1. Why are rates going up, and how much will they be going up?
  2. Specifics on plan changes (deductibles, copays, etc.)
  3. What to expect during open enrollment?
  4. Update on moving to the state's insurance plan (future of UI benefits)
  5. Retiree benefits (will they be going away)?
- Chair Grieb invited feedback from the Senators.
- Some discussion started about whether the topics at the open forum should include reasons to join the state plan.
  - A Senator commented that the topics are great, but timing is the real issue. This Senator asked for clarifications on the open enrollment period.
  - Provost Wiencek commented that the open forum should help people understand why rates are going up. Bringing the state plan into the discussion at the open forum may not be a good idea.



- VP Foisy (invited to comment by Chair Grieb) said that, after open enrollment, there will be a broad and robust conversation addressing specifically UI joining state insurance as well as retiree benefits. At the moment, all we can do is to acknowledge that retiree health insurance has a significant impact on the net position of the university. We should focus on the task before us now.
- A senator felt that the reasons for moving to state insurance need to be communicated clearly before the open forum.

#### V. Provost's Report

- Response to Senator Morgan's memo on administration size
  - The Provost provided a brief history of the conversation initiated with a memo from 03/19/2019 by former Senator Penny Morgan (attach. #3 in the binder of Meeting #7, 10/01/2019).
  - A concern among the faculty is that the university administration is growing more rapidly than the colleges. Provost Wiencek argued that Penny Morgan's analysis compared the general education budgets allocated to the Colleges to all other budgets, collectively attributed to the "UI Administration." The Provost proposed that a more accurate view comes from a different definition of what is meant by UI Administration." The Provost explained that faculty or college funding is primarily represented by instructional expenses whereas administration funding should include the sum of academic and institutional support. The Provost referred to graphs (contained in the memo which he had provided, attach. #4 in the binder of Meeting #7, 10/01/2019), showing that, due to recent program prioritization and market-based compensation efforts, there has been an intentional decrease in administrative expense and increase in instructional expense. Both are near our peer averages. However, instruction expenses appear to be above the average of our peers while administrative costs are below the average of our peers.
  - In summary, the Provost said that the data does not reveal that the administration has grown more than the colleges. On the contrary, the areas receiving more resources (as measured as either increases in total funding or as a fraction of our total budget) include instruction, academic support, and student services.
- The Provost solicited questions.
  - A senator asked (making reference to p.6 and onward of the Provost's memo) why the institutional support places UI so much above the average of peer institutions.
  - Provost Wiencek answered that budgets were assigned in 1889 and given functional code types which may have not been revisited. There has been a lot of decentralization as we went through budget cuts. For instance, funds may have moved down from the center to the colleges.
  - Referring to his previous question, the same Senator asked whether it would be possible to focus on this particular category and break it down, as he anticipated this to be a recurrent question.
  - Provost Wiencek said that our combined administrative cost is the sum of academic support (which is the Deans' level of administrative oversight) and institutional support. Although the sum of the two has the right size, one item is too low and the other is too high. He and VP Foisy have discussed and came up with the conclusion that some items may not be coded correctly. Provost Wiencek and VP Foisy will investigate to make sure there are no inaccuracies.
  - VP Foisy: A likely source of differences [with peer institutions] is Facility Services and Facility Management, which include items from electric bills to landscaping to building, and more. The physical conditions (for instance, the age of buildings) could be among the sources of

differences. The entire division of Finance and Administration is by far the biggest component of institutional support.

- In reference to the Institutional Support Expense Graph, Chair Grieb asked whether Vandalstar, Chrome River, software investments, Strategic Enrollment Management (SEM), University Communication and Marketing (UCM) are included there.
- VP Foisy answered that institutional support covers the President Office, the Provost Office, most of Information and Technology (IT), and most operations under Finance and Administration.
- Provost Wiencek followed up observing that SEM is under Student Services. The Provost reiterated that definitions of fund types were assigned at some point. However, it doesn't happen very often that people go back and audit whether a fund type is still where it started. It is reasonable that, over time, funds may have moved around [with regard to their type].
- A Senator wondered what Penny Morgan's question actually was, and what prompted the question and the perception of more resources going to administration as compared to academics. Are there better ways to address the original question? A similar perception started in her college, exactly at the time of the economic downturn.
- Provost Wiencek answered that Morgan's question was prompted by severe budget cuts (5 millions hold backs) in CNR.
- A senator said that Morgan's question was explicitly stated. Namely: do we have the right size for the administration at this university? Looking at averages may not be the best approach. We are looking across universities whose administrations may not have the right size. A better approach may be to look at peer institutions and how the administration functions in each of them. This would require much time and effort. The Senator asked whether the data are accessible.
- Provost Wiencek and VP Foisy replied that the data is public. It can be found in the UI Financial Statement and is subject to yearly audit.
- The Senator went on stating that the present analysis does a good job with averages, but we should be asking a different question, namely, what is the right administration size for UI.
- To the Provost's question as to whether one can answer this question objectively, the Senator replied that it is possible, but not with this data.
- The Provost was supportive of pursuing further analyses.
- The Senator thanked the Provost for his attention to this matter.
- Another Senator agreed that the better question to ask is what is right for us and what makes us distinct and unique.
- B. Foisy asked to make a last comment. He said that his responsibility is to minimize the money which is spent on items other than instruction or research. As alternative ways are investigated to face the current budget challenges, he asked everyone to be open to those alternative ways. He hopes we can do more to increase returns on investments.

## VI. Committee Reports

- There were no Committee Reports.

## VII. Other Announcements and Communications

- UI Policy - Creation and Changes Presentation - Diane Whitney, University Policy Coordinator & Compliance Officer



- Chair Grieb introduced Diane Whitney and her role.
- D. Whitney delivered a presentation (attach. #5 in the binder of Meeting #7, 10/01/2019) starting with her role as the new Policy Coordinator (51% of her position) and a brief history of the newly established position. She then described the process of making and changing policy, for both the Faculty Staff Handbook and the Administrative Procedure Manual. She emphasized the advantages of involving the Policy Coordinator early in the process of making/revising policy.
- Chair Grieb thanked Diane for her presentation and the addition of her expertise to the university.

VIII. Special Orders

- There were no Special Orders.

IX. New Business

- There were no New Business.

X. Adjournment

- Motion to adjourn (Lee-Painter/Dezzani) passed unanimously.
  - Meeting adjourned at 4:51PM.

Respectfully Submitted,

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



University  
of Idaho

# GENERAL EDUCATION

## CURRICULUM & ASSESSMENT UPDATES

Cher Hendricks & Dean Panttaja  
October 2019

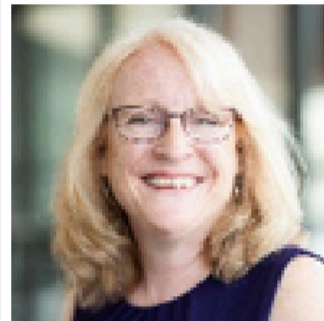
# GENERAL EDUCATION STEERING COMMITTEE



~Formed March 2019~



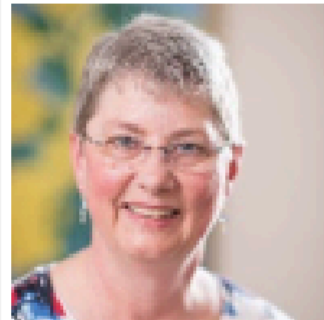
**Vanessa Anthony-Stevens**  
College of Education, Health and Human Sciences



**Victoria Arthur**  
College of Letters, Arts and Social Sciences



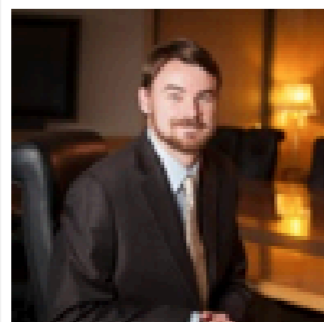
**Steve Beyerlein**  
College of Engineering



**Diane Carter**  
College of Letters, Arts and Social Sciences



**Rodney Frey, Emeritus**  
College of Letters, Arts and Social Sciences



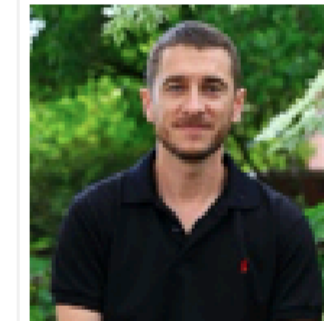
**Dan Hickman**  
College of Business and Economics



**Mike Sonnichsen** |  
College of Art & Architecture



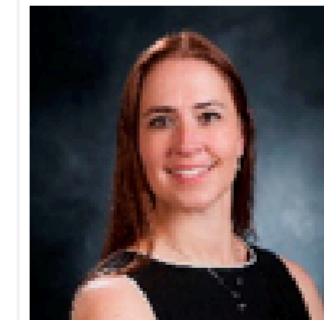
**Diane Prorak**  
Library



**Tom Ptak**  
College of Science



**Patrick Wilson**  
College of Natural Resources



**Kat Wolf**  
College of Agriculture and Life Sciences



**Dean Panttaja**  
Director of General Education

# GESC COMMITTEE CHARGE



Recommend a framework for University of Idaho's General Education program that:

- Aligns with UI's values, mission, vision, and learning outcomes
- Helps students learn critical competencies and skills for success which are *integrated and cumulative* throughout the undergraduate experience and which will serve them throughout life
- Embeds meaningful assessment
- Recognizes constraints, including (1) the Idaho State Board of Education's policies for general education and (2) the need for the program to be financially sustainable

# ACCOMPLISHMENTS



## March – May 2019

- Surveys/Focus Groups with graduating Seniors
- Engaged the Engineering Alumni Advisory Board
- Reviewed best practices in areas such as reforming general education, integrative learning, and high impact practices
- Discussed opportunities and challenges with support offices and programs including Honors, International Programs, and the Office of Multicultural Affairs
- Connected with the Executive Director of University Studies at Portland State to learn about their general education program

## Summer 2019

- Independent work (reading/reviewing materials collected in Spring)



# AUGUST RETREAT

- Developed shared, common purpose for general education and vision
- Discussed current supports to achieve vision as well as challenges/barriers
- Established goals to reach our vision





# INTEGRATIVE EDUCATION



**The purpose of integrative education is to equip students with broad knowledge and foundational skills to succeed in a complex, diverse, and changing world. Integrative education works in conjunction with a student's area of study to demonstrate the connectivity of all knowledge, improve intellectual adaptability for success, provide a foundation for life-long learning and civic engagement, and cultivate respect for differing cultural perspectives.**

# GOALS



**Goal 1:** Implement an adaptive integrative education program that is sustainable and leverages the strengths and capabilities of our faculty.

**Goal 2:** Communicate the value of the vision to upper-level administrators and obtain their commitment to support the vision and purpose both academically and financially.

**Goal 3:** Redesign curricular offerings to ensure that curriculum eliminates current problems and challenges to create the integrative experience we have envisioned.

**Goal 4:** Recommend programs and processes to support faculty development, rewarding and recognizing faculty who teach integrative education courses.

**Goal 5:** Develop the financial support necessary to build a program that aligns with and supports the vision and purpose of integrative education.

**Goal 6:** Create a communication plan that leverages the stories of our students, alumni, faculty and staff to clearly explain the purpose and vision of integrative integration to students and citizens.



# NEXT STEPS



The General Education Steering Committee will meet regularly during the 2019-2020 school year, and they will guide the work of our 3 subcommittees.

- Integrative Education Curriculum & Pedagogy Committee
- Integrative Education Sustainable Budget Committee
- Integrative Education Communications Committee



# **GENERAL EDUCATION ASSESSMENT**

# GENERAL EDUCATION ASSESSMENT



**Purpose:** To determine whether students are achieving the learning outcomes associated with each general education area/way of knowing.

**Tool:** CampusLabs survey to faculty teaching general education courses.

## Tasks

1. Complete survey to align learning outcomes to course assignments.
2. Collect assessment data on those assignments and record it.
3. Provide assessment data to Dean Panttaja.

# CAMPUSLABS SURVEY



Question 1

---

Which learning objectives does your course address?

- Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline.
- Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
- Utilize Social Sciences approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experiences.
- Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
- Understand and interpret similarities and differences among and between individuals, cultures, or societies across space and time.

Question 2

---

Are the learning objectives listed on your syllabi?

- Yes
- No

# CAMPUSLABS SURVEY



Question 4

Assignment 1 Name:

Question 5

Which of the required learning objectives does this assignment measure?

- Demonstrate knowledge of the theoretical and conceptual frameworks of a particular S

Question 6

Is a rubric available to students?

- Yes  
 No

Question 7

What type of assignment is this?

- Midterm Test  
 Research Paper  
 Oral Presentation  
 Essay  
 Research Project  
 Reflective Journal  
 Group Presentation  
 Group Project  
 Final Test  
 Other (please specify)

## Attach # 3a

### **APM 20.25 Non-Capital Inventories Control Policy (Consumable Supplies and Merchandise)**

Created September 2019

**Preamble.** Inventory control of non-capital assets consisting of consumable supplies and merchandise on-hand for resale is an important internal control. Proper inventory accounting and control ensures appropriate recording of assets and expenditures in the University of Idaho (university) financial systems and accurate recording of the university's financial position. Proper controls also mitigate the risk of loss and obsolescence of such assets and serve to protect university personnel responsible for the oversight, distribution and resale of such materials.

This procedure outlines process for the accounting for and maintenance of expendable consumable supply inventories and merchandise held for resale inventories.

#### **A. Definitions.**

**A-1. Inventories Covered by this Policy:** Any individual inventory consisting of either consumable supplies or merchandise held for resale with an aggregate dollar value exceeding \$1,000 is covered by policy.

**a) Consumable Inventory:** Goods and supplies units maintained on-hand, or through a centralized distribution storeroom, for use in ongoing operations.

**b) Merchandise Inventory:** Supplies, retail goods and equipment held by University units for sale to other University units, agencies or the general public.

**A-4. Perpetual Inventory Method:** The maintaining of inventory through a constant, real-time process of recording additions to, or distributions from, inventory.

**A-5. Periodic Inventory Method:** The maintaining of inventory on a periodic basis through the process of taking physical inventory on a routine basis (e.g., weekly, monthly, semi-annually) and making adjustments for additions to and distributions from inventory at that time.

**A-6. Physical Inventory Process:** Counting and tabulating the number of individual inventory components on-hand and their computed dollar value on both an individual item and aggregate basis at a particular point in time.

#### **B. Process.**

**B-1.** Units maintaining consumable supplies and/or merchandise inventories must maintain proper inventory control. Ongoing inventory transactions (i.e., receipts and disbursements of inventory, inventory balance adjustments required when physical inventory counts identify variances from Banner or other unit records) shall be entered into the Banner financial system on a regular basis. The following processes shall be utilized in maintaining covered inventories:

**a)** Follow the physical inventory process (i.e., perform itemized inventory counts) on at least an annual basis;

**b)** Ensure that proper controls are in place for both receipt and distribution of inventory items. (e.g. two persons signing for receipt of inventory items, providing customer with a sales receipt for merchandise purchased, having customer or unit sign for receipt of inventory supply items when disbursed);

**c)** Follow the perpetual inventory method and reconcile items received and disbursed;

**d)** Maintain cost of inventory items either on perpetual basis, or value, according to most recent acquisition pricing;

**e)** Identify causes of inventory variances, including any inventory write-offs due to disposals or obsolescence and capture such information in an appropriate inventory over/under account within the Banner financial system to keep an accurate record of discrepancies. Variances and inventory write-offs must be reviewed and approved by a next-level supervisor.

### **C. Process:**

#### **C-1. Physical Inventory.**

**a)** Ensure that inventory has been properly recorded as inventory in the Banner, i.e., that an inventory asset account has been established for your inventory and your inventory dollar value has been recorded to that account. If uncertain as to whether the unit has such an account, contact General Accounting (gnrlacctg@uidaho.edu).

**b)** Perform physical inventory at the end of an accounting period; e.g., perform count at month-, quarter- or year-end to enable reconciliation to the amount reflected in Banner.

**c)** Utilize appropriate inventory count sheets that include columns for the list of individual inventory items, the quantity physically counted, the cost for each individual item, the extended value of each item (cost per item times physical quantity on hand), and the combined total balance for all extended inventory values. An example inventory sheet can be viewed [here](#), or can be obtained from General Accounting (see D below).

**d)** If using a perpetual inventory system, i.e., real-time, identify any discrepancies in counts between system quantities and physical quantities on hand. Where possible, inventory count sheets should include a column for the system-recorded quantities on hand for comparative purposes.

**e)** Assign two persons where possible to conduct inventory counts and complete the inventory count sheet information. Once completed, those persons involved with the physical counts should sign off on the count sheets (only those specific sheets the individual uses/completes).

**f)** Upon completion of the physical inventory, have a staff member not involved in the physical count spot-check the physical counts per the count sheets for items whose cost per item or extended value constitutes a significant dollar value of total inventory. This will provide review and verification of sample of the physical counts.

**Commented [m1]:** The example sheet at the end of this document will be created and stored as a form online and a link put in at this point.

g) Once counts and spot checks have been completed, and the total value for the inventory has been computed, appropriate personnel should review and reconcile to the total recorded in Banner as of the applicable period-ending date. Any discrepancy between the physical inventory dollar total and Banner must be noted. Units shall make a concerted effort to identify and resolve the cause(s) of a variance to ensure the variance does not reoccur in future periods. Appropriate adjustments to the Banner inventory value and corresponding inventory short/over account must be made to correct the University's financial records. Changes should be made to ongoing inventory processes to minimize, or eliminate, further discrepancies.

**C-2. Reporting and Retention.**

a) Copies of physical inventories and reconciliations must be forwarded to general accounting for review and verification.

b) Original physical inventory count sheets and reconciliations shall be retained by the originating unit for a period of 3 years past the ending date of the fiscal year in which the physical inventory was performed. Such records will be made available for review if requested by the UI Controller's Office, Internal Audit Office, General Counsel, Office of Sponsored Programs, external auditors, and State of Idaho agencies such as the State Controller's Office and the Division of Financial Management.

**C-3. Exemptions.** Inventories for which the aggregate inventory value is less than \$10,000 may request an exemption from the requirement for an annual physical inventory count. Such exemption shall be submitted to General Accounting for approval.

**D. Contact Information:** Questions can be directed to General Accounting at 885-2130 or by email to [gnrlacctg@uidaho.edu](mailto:gnrlacctg@uidaho.edu).





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: Chapter 20, Controller; Chapter Section (New) 25, "Non-capital Inventories Control"

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): John Keatts January 19, 2018 (Please see FSH 1460 C) Name Date Telephone & Email: (208) 885-2134 johnk@uidaho.edu

Policy Sponsor: (If different than originator.) Linda Campos January 19, 2018 Name Date Telephone & Email: (208) 885-6530 lcampos@uidaho.edu [Signature] 6/7/18

Reviewed by General Counsel [x] Yes [ ] No Name & Date: Kent Nelson September 23, 2019

I. Policy/Procedure Statement: Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual. Policy is being implemented to provide guidance and expectations for University departments maintaining non-capital inventories consisting of consumable supplies and/or merchandise on-hand for resale. At the request of UI Internal Audit department, the UI Controller's Office is implementing this policy to ensure that appropriate internal controls are established and communicated to departments housing the aforementioned inventories.

II. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have? This policy will not have any expected fiscal impact other than to ensure/improve existing internal control processes for consumable supply and merchandise on-hand for resale inventories. This policy establishes appropriate accounting processes for such inventories and attempts to minimize risk of loss due to tracking and accounting errors or mismanagement of inventory.

III. Related Policies/Procedures: Describe other policies or procedures existing that are related or similar to this proposed change. Two existing APM policies, Chapters 90-50 "Biology Stores Services" and 90-51 "ChemStores Services" will require amendment to reference new chapter 20-25 regarding inventory controls.

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]*

University of Idaho

2019 – 2020 Faculty Senate Agenda

Meeting # 9

Tuesday, October 15, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes (vote)
  - Minutes of the 2019-2020 Faculty Senate Meeting # 8 (October 8, 2019) **Attach. #1**
- III. Consent Agenda
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
  - Faculty Affairs Committee: Review of Tenure (FSH 3520) and Promotion (FSH 3560) Policies
    - Torrey Lawrence (Vice Provost for Faculty)
    - F. Marty Ytreberg (Member Faculty Affairs Committee)
- VII. Other Announcements and Communications
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting # 8 (October 8, 2019)
- **Attach. #2** Review of Tenure (FSH 3520) and Promotion (FSH 3560) Policies

University of Idaho

2019 – 2020 Faculty Senate – **Amendment Approved**

Meeting # 9

Tuesday, October 15, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bacon, Bridges, Caplan, Chapman, Chopin, Cosens, Dezzani, Fairley, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice- Chair), Lawrence (Proxy for Wiencek, w/o vote), Lee-Painter Lockhart, Paul, Sammaruca (w/o vote), Schab, Schwarzlaender, A. Smith, R. Smith, Tibbals,

**Present via Zoom:** Kern, McKellar, Tenuto, Sears.

**Absent:** DeAngelis, Luckhart, Raja, Wiencek.

**Guests:** 4.

**Guest Speakers:** Torrey Lawrence, Vice Provost for Faculty

F. Marty Ytreberg, Member of the Faculty Affairs Committee (FAC)

- I. **Call to Order:** Chair Grieb called the meeting to order at 3:33 PM.
  
- II. **Approval of Minutes (vote):** A motion to approve the minutes of the 2019-2020 Faculty Senate Meeting # 8 (October 8, 2019) (Lee-Painter/Dezzani) passed unanimously.
  
- III. **Consent Agenda:** There was no Consent Agenda
  
- IV. **Chair's Report**
  - We had a recent loss in the Vandal Family: Adam Seo (Senior chemistry major and active in the Air Force ROTC program), passed away on Oct. 4<sup>th</sup>, 2019. Chair Grieb called for a moment of silence to honor Adam Seo.
  - For the purpose of providing better acoustics to our Zoom participants and better audio in the room, from next week we will go back to the “U-shaped” seating arrangement, with chairs on the inside and the outside of the tables. The microphone will be in a better (more central) location.
  - Comments to Bookstore Vendor Committee are due tomorrow. Bookstore Committee will meet next week. Chair Grieb thanked A. Smith for volunteering to be the Senate representative on the committee. The committee will meet on October 23<sup>rd</sup> and 24<sup>th</sup> at the Wallace Center.
  - Update on the GESC process. Chair Grieb thanked Cher Hendricks for her visit last week. He clarified that the report of the GESC will go to the Provost first for budget reasons, and also per State Board policy. The GESC will then report to the UCGE and follow the regular channels to the University Faculty Meeting (UFM).

V. **Provost's Report** (Presented by VP Torrey Lawrence)

- Homecoming events this weekend!
- Benefits Open Forum – Tuesday, Oct 22, 1:00 pm @ ISUB Summit Rooms (Zoom available)
- NWCCU president will meet with campus on Thursday, Oct 24, 11:00 am @ ISUB Horizon Room (Zoom available)
- University Leadership Weekend: Thursday, Oct 31 – Saturday, Nov 2
- Sabbatical applications are due Oct 31; however, pay attention to college deadlines that are likely before Oct 31.

VI. **Committee Reports:** Faculty Affairs Committee reported on the review of Tenure (FSH 3520) and Promotion (FSH 3560) policies (Torrey Lawrence, VP for Faculty & Marty Ytreberg, FAC)

- VP Lawrence highlighted the goals of the new policy and the target timeline for presenting it at the December UFM. The overarching goal is to develop a policy which unifies FSH provisions for promotion and tenure at the unit, college, and university levels, thus removing existing internal contradictions and inconsistencies. The document is not a Redline because there have been multiple changes since the beginning of the project. The plan is to circulate broadly the current version of the document. There is a website through which one can submit questions and comments (the link is on the cover memo accompanying the revised policy).
- Discussion: To the recurrent question as to whether all changes to the original policy are reflected in the present version, it was replied that this is a very advanced version. In response to a question, it was suggested that broad distribution among faculty may be more useful than among staff, although staff members who assist with P&T packages would benefit from having it. Senators were encouraged to share it as broadly as they see fit.

Marty Ytreberg, representative of Faculty Affairs Committee, remarked that in the past much of the P&T committee membership was left to unit and college bylaws, but with the new policy those processes will be “unified”. Some senators thought that more clarity is needed, in particular for newly hired faculty members who may choose to go through the P&T process according to existing bylaws. In response to these concerns, VP Lawrence said that this point was discussed with General Counsel. The current process is so confusing and contradictory that new faculty members are not likely to favor it. If approved by Senate and at the December UFM, it will be implemented on April 1<sup>st</sup>, 2020. The new process will be used but the “old” timelines will be honored if a faculty member chooses to go by those. Early implementation is the “cleanest” thing to do. It will remove many inconsistencies which have created problems, legally or otherwise.

The discussion moved to the relation between the new policy and the current definitions of ranks. It was replied that the P&T policy stands on its own without any reference to changes in ranks.

With regard to Third Year Review, a senator asked whether the new policy still allows for termination after an unsuccessful Third Year Review. VP Lawrence replied that the Third Year Review process has now a more formative nature. However, a report from Third Year Review could still trigger non-renewal proceedings.

The question was raised whether the new policy would render college and unit bylaws obsolete. VP Lawrence answered that college and unit bylaws are still needed, for instance for no-P&T committee compositions. Also, the criteria are still a prerogative of each unit and college. A Senator emphasized that it is important to stress this aspect, namely that procedures, not criteria, have been changed in the new policy. As for the need of units and colleges to revisit their bylaws in view of the new policy, it was recalled that those are supposed to be revised every 5 years anyways.

A senator expressed skepticism about a unified “FSH 3500” policy being able to function at all levels. Another senator inquired about a version that had come before the Senate in April 2019. It was noted by VP Lawrence that it was an earlier version which had undergone many changes ever since.

Senators raised questions about the timeline for promotion. It was noted that this question had generated a lot of discussion and feedback since last year from Senate, deans, associate deans, unit administrators, and the Faculty Affairs Committee. As a result of the extensive feedback, many revisions were implemented.

The issue of ranks was brought up again. VP Lawrence reiterated that rank revision is being worked on by a different group that he is part of. Some terminology may have to be changed eventually, but the P&T revisions being presented will stand. There are no conflicts. There was some discussion about whether clinical faculty should be explicitly mentioned in FSH 3500 A-4 a; on the other hand, it was noted, they are implicitly included by the language of that section. Senior instructor and research professor positions can be either tenure- (we do have some) or non-tenure track, as stated in FSH 3500 A-3 d (p.2 of the provided pdf document). FSH 3500 A-3 d defines tenurable ranks, not all ranks (that is done in FSH 1565). There is no contradiction with FSH 1565.

The role of service as a unit administrator in promotion consideration was discussed. VP Lawrence noted that, even though a larger percentage of administration may be present in a faculty member’s Position Description (PD), the same promotion criteria as reflected in the college or unit bylaws must be satisfied.

A suggestion was presented to replace “academic” with “academic, scholarly, and creative” on p.2 of FSH 3500 A-3 a. Clarifications were asked about the information that goes out to external reviewers. It was replied that the information is about scholarly accomplishments, not service or teaching. Requiring peer review of teaching was seen positively. Additional clarifications were asked about whether the external reviewers would also receive the candidate’s PD. Indeed, that will be included to provide better context. On the other hand, annual professional evaluations are not included, to avoid any possibility of influencing opinions. A senator expressed some concern about the selection of peer reviewers, especially the number that must be taken from a list provided by the candidate. VP Lawrence explained that stating such number as “at least one” makes it easier to complete the selection process, because some invited reviewers decline the request. Some senators argued that the candidate should be able to “strike” reviewers from the list, due to the possibility of conflicts of interest. It was then noted that conflicts of interest can be managed early in the process, since candidates are asked to disclose them.

The discussion shifted to the criteria for early promotion or early tenure. It was explained that the need to secure the Provost's approval in the latter case is motivated by the much more serious consequences of going up for early tenure and being unsuccessful. Senators observed that the need to be nominated by a full professor in the unit before early promotion consideration can begin is no longer present. In response, it was noted that the former policy was unclear. With the present revisions, the Dean's approval is still needed. Also, even if nominated, it wouldn't be wise to go up early without the Dean's support.

It was suggested to clarify that Clinical Associate Professors can advance in rank.

Concern was raised about the selection of the unit-level P&T committee, which, in a senator's opinion, gives too much power to the unit administrator.

A Senator expressed some concern with the timescale for promotion to Full Professor as compared to the typical timescale in her college. The senator added that the proposed timelines are inconsistent with typical ones across other law schools, which may make it difficult to recruit new faculty. The Senator requested the addition of the following language: In C-1.b, 3rd line, after "accomplishments," add "or on the timetable for promotion that is typical for the faculty member's academic field." On the other hand—it was replied—it's best to have a uniform process with an appropriate timeline. There is still a lot of flexibility in the proposed policy.

Finally, the question whether an open forum would be welcome was raised, and an "unofficial vote" was taken. A large majority of senators did not support the idea, but off-site senators said it was difficult for them to feel well informed. The discussion ended with the plan to reach out to the centers with a communication strategy involving a face-to-face component.

- VII. **Other Announcements and Communications:** There were none.
  
- VIII. **Special Orders:** There were none.
  
- IX. **New Business:** There was none.
  
- X. **Adjournment:** A motion to adjourn (Tibbals/Dezzani) passed unanimously. The meeting was adjourned at 5:06 PM.

Respectfully Submitted,

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



University of Idaho

2019 – 2020 Faculty Senate – Pending APPROVAL

Meeting # 8

Tuesday, October 8, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bacon, Bridges, Caplan, Chapman, Cosens, De Angelis, Dezzani, Fairley, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice- Chair), Lockhart, Luckhart, Paul, Raja, Sammarruca (w/o vote), Schab, Schwarzlaender, A. Smith, Tibbals, Wiencek (w/o vote).

**Present via Zoom:** Kern, McKellar, Tenuto, Sears.

**Absent:** Chopin, Lee-Painter

**Guests:** 7

**Guest Speaker:** Cher Hendrick (Vice President Academic Initiatives)  
Dean Panttaja (Director of General Education)

I. Call to Order

- Chair Grieb called the meeting to order at 3:34 PM.

II. Approval of Minutes (vote)

- Minutes of the 2019-2020 Faculty Senate Meeting # 7 (October 1, 2019)
  - Motion to approve the Minutes of the 2019-2020 Faculty Senate Meeting #7 (Dezzani/ A. Smith).
- Secretary Sammarruca apologized for the technical difficulties. In addition, she requested some amendments to the minutes.
  - Replace “1889” with “*the distant past*”.
  - Replace “*codes types which may have not been revisited*” with “*code types are not been revisited or audited on a routine basis*”.
  - Replace “*from the center to the colleges*” with “*from the center to the colleges and/or vice versa*”.
  - Replace “*assigned at some point*” with “*given as narrative above the graphs in the appendix*”.
  - Before the last paragraph in item **V**, add the statement: “*A Senator stated that he has been at several large public research universities and it is a common believe among faculty that the administration is bloated at the expenses of the academic budgets. In his experience, this may be a myth. It is not a terribly productive use of time to continue to seek a restructuring and dismantling of administrative functions that are currently working.*”
- Secretary Sammarruca announced that she requested a handheld microphone to improve the audio in the room and for the benefit of the Senators who participate via Zoom.
- Chair Grieb proposed an additional amendment. The fourth item of the Chair’s report should read “*Peer/Benchmark recommendations will be distributed to senate by end-of-day October 2<sup>nd</sup> Senators are asked to comment by Thursday October 10<sup>th</sup> so that feedback can be provided to the Provost’s office before they make a final recommendation.*”
- Chair Grieb called for a motion to approve the minutes as amended.
  - Motion to accept the minutes as amended (Dezzani/R. smith) passed unanimously.

### III. Consent Agenda

- There was no Consent Agenda

### IV. Chair's Report

- Chair Grieb recognized Senator Dezzani to welcome new Senator Jerry Fairley (Geological Science) to Faculty Senate.
- The 2019 Borah Symposium on Climate and Conflict is this week. The keynote address is Wednesday, Oct. 9<sup>th</sup> and features Samantha Power, former US Ambassador to the United Nations.
- Chair Grieb invited Vice Provost Torrey Lawrence to provide an update on the revisions of the Tenure & Promotion policy (presently with the Faculty Affairs Committee). This policy re-write is a complete re-organization. The Faculty Affairs Committee is close to the final product. The draft in its current version will be distributed tomorrow for discussion and feedback. It is not final or ready for a vote. Senators are invited to share the document with their constituencies and solicit feedback. The document consists of about 10 pages of policy and an introduction explaining what the people working on this project want to accomplish. Since last Spring, it has been shared with Senators, Deans, and Associate Deans. The chairs have seen it as well.
- The UI Bookstore circulated a request for proposal for vendor services. Chair Grieb spoke with Greg Cain from Auxiliary Services to obtain more information. In the effort to increase quality of service and reduce costs, they came up with three paths forward:
  - 1) Keep the *status quo* – continue to have the Auxiliary Services operate the bookstore.
  - 2) Full operation proposal – where the vendor takes over full operation of the Bookstore. (Barns & Noble and Follett Corporation).
  - 3) Books only proposal– the clothing and non-book items are separate from the book vendor (Texas Book Company).
- Six proposals were received, which the committee brought down to three. There will be one presentation on October 23<sup>rd</sup> and two presentations on October 24<sup>th</sup>. Auxiliary Services seek representatives from both Staff Council and Faculty Senate to sit at the presentations and provide feedback in the selection process. Senator A. Smith volunteered to be the representative for Faculty Senate. Chair Grieb said we look forward to a report from A. Smith on the presentations from the vendors.
- A Senator asked whether the vendors will take comments and suggestions on how to best turn the bookstore in a “real” one. Chair Grieb responded in the affirmative and asked to send him comments and suggestions. He will pass them to T. Mahoney at the Budget Office.
- Chair Grieb recognized B. Foisy to speak. B. Foisy said that he has a piece of information to share with the Senate. According to a report of sales by categories from the bookstore, every single revenue category except clothing has been down since 2015. They are investigating how they can improve the situation. Chair Grieb opened the floor for questions and comments.
- A senator mention that she is surprised to hear that Barn & Noble is getting involved because they almost disappeared. Barnes & Noble were bought by another company and they closed many stores.
- Another Senator commented that Barnes & Noble has been managing University Bookstores for over 20 years. He provided examples from University of California and Boston University. Provost Wiencek confirmed the comment from the Senator and added that they manage the WSU bookstore as well.

- Structure of the Chair Governments on Campus. Faculty Senate leadership is beginning discussions with Staff Council about an update to shared governance at the UI. There will be a ZOOM meeting with University of Minnesota tomorrow. A meeting with VP Lawrence will take place next week. Discussions will go on throughout the year with a visit to Senate later this semester or in the Spring semester.
- Benchmark Institutions. The report to Senate with recommendations and supporting worksheet was distributed to Senators last week. Comments are invited. Chair Grieb will be submitting a report to the Provost's Office early next week. Chair Grieb solicited comments or questions. A Senator asked whether this documentation is for distribution and Chair Grieb answered in the affirmative.
- Sustainable Financial Working Group Update. The first meeting of the Sustainable Financial Model (SFM) Working Group provided an overview of the UI financial situation. President Green indicated that we need a roadmap for where to invest as opposed to where to cut. There are three main issues to address as a committee: Shortfall in our unrestricted net position; Shortfall in our General Education (GenEd) operating budget; and a financial model that can be applied going forward to ensure our financial position is sustainable. Currently, the working group is in the information gathering stage. We need to determine what data are most useful in order to make fully informed recommendations. We also need to determine what are the most important issues to consider. The Sustainable Financial Working Group recommendations go to the president who will work with Provost Council to decide on the best actual path forward.
- Chair Grieb solicited questions or comments and there were none.

#### V. Provost's Report

- Provost Wiencek said he doesn't have much to add to the previous report.
- He reminded everyone of the Borah Symposium, October 7-9, 2019.
- Sustainable Financial Working Group. Provost Wiencek commented that the previous discussion of the working group was a good and detailed one. He mentions that the conversation was productive. Provost Wiencek solicited questions or comments.
  - A senator asked what the shortfalls are in the reserves and in the GenEd Budget. Chair Grieb answered that we have two categories. The first is Unrestricted net position and he explained that the shortfall here is due to accounting transactions and not cash transactions. The unrestricted net position account is negative \$13 million. The minimum required by the State Board is \$20 million. In total the shortfall is \$33 million in the unrestricted net position. He continued by explaining unrestricted net position is not a budget deficit, it is a balance sheet item, and it is only one line item in what could be considered the equity section of the balance sheet. The second category is the General Education Budget. Chair Grieb recognized the Argonaut for doing a great report on this matter. He added that the shortfall for the 2020 budget is \$14 million.
- Provost Wiencek solicited questions or comments and there were none.

#### VI. Committee Reports

- There were no Committee Reports.

## VII. Other Announcements and Communications

- General Education Curriculum and Assessment Updates - C. Hendricks and D. Panttaja
  - VP Cher Hendricks delivered a presentation on the recent progress of the General Education Steering Committee. She presented the committee members from a slide in her presentation. She reported that Dean Panttaja and VP Hendricks solicited feedback from graduating students and met with Engineering alumni ranging from a last-year graduate to one who had graduated 45 years ago. She proceeded to highlight the committee accomplishments. They made contact with Portland State to learn about their innovative GenEd program. GESC's main philosophy is that GenEd means integrated education. Their goal is to implement a GenEd program which is sustainable. They want to promote the message that GenEd is not something "to just get through". Instead, it is a most important component of a broad education. They will work to eliminate problems currently existing in the curriculum. GESC decided that there will not be a separate committee on reward and recognition of faculty who teach GenEd courses.

Nominations are welcome for people who can serve on one of the three subcommittees: 1) Integrative Education Curriculum & Pedagogy Committee; 2) Integrative Education Sustainable Budget Committee; 3) Integrative Education Communications Committee. VP Hendricks asked that nominations be forwarded to her through Faculty Senate. She asked for other means to communicate this request as broadly as possible. The Daily Register was suggested (Secretary Sammarruca) or the Talking Points (a Senator).
  - A Senator asked for more information about Portland State and their innovative program. VP Hendricks replied that they completely revamped their program already 10-15 years ago. They have people dedicated specifically to GenEd. The same Senator followed up commenting that it may be difficult to disperse the students' misconception that GenEd does not help with their major or minor or their career. How can we convince people that GenEd is part of their education and not an obstacle to it? VP Hendricks proposed including information on the student's degree map, explaining the importance of some courses and their value for their skills and towards becoming a "fully formed individual".
  - A Senator asked for clarifications on the definition of GenEd. VP Hendricks and Dean Panttaja proceeded to clarify: it includes basic math, behavioral social science, arts and humanities. There is an international component.
  - A Senator argued that it is important for advisors to communicate the value of those courses to their students. Addressing a question as to whether faculty are "on the same page", VP Hendricks commented on the importance of convincing everyone. Faculty need to be more involved.
  - A Senator expressed his support for integrative and inclusive education. He also expressed some concern that there may be a "disconnect" between the University Committee on General Education (UCGE) and the General Education Steering Committee. Sometimes, establishing ad hoc groups, rather than going through existing channels, may backfire.
  - Chair Grieb asked what one may expect in terms of process and timelines. VP Hendricks emphasized that it is important to proceed slowly and carefully when dealing with very important things. The goal is to complete the curriculum work by the end of the academic year.
  - Chair Grieb requested an outlook for ISEMs. Will they continue to be offered? VP Hendricks answered in the affirmative, until there is a curriculum change.
  - Some additional conversation took place between VP Hendricks and Chair Grieb about ISEMs. VP Hendricks said that last year there had been some talk about suspending them to save money (they tend to be expensive and hard to staff), until a way is figured out to pay

for it. VP Hendricks pointed out the negative aspect of eliminating something which support freshmen and replacing it with nothing. She asked the provost to support it for one more year and he agreed, so ISEM's are offered this year. A path forward without ISEM's needs to be addressed, and it should happen in the short term.

- A Senator, in reference to the integrated education, wondered whether we are “repackaging” without actually changing the substance. VP Hendricks replied that the main point is to have more integration into the majors, such as, for instance, including Integrated Seminars into the majors. These are some of the ideas the committee is considering.
- A Senator said that sharing those ideas may get a lot of faculty interested, a statement with which VP Hendricks agreed. Hendricks and Panttaja proceeded with the remaining part of the presentation, focused on assessment.
- In this area, there has been a lot of “push-back” from faculty. Every program (for every major), in addition to GenEd, will need to have learning outcomes. For GenEd, they are using CAMPUSLABS tools for assessment just as it is done for any major. Hendricks and Panttaja showed and went over the survey. After they collect all the inventory information, they will get back in touch with faculty about following up. It is crucial to follow up on how students are doing. Faculty who teach GenEd courses may find this cumbersome. Nevertheless, it is important to move us forward.
- In response to a question from a Senator, she emphasized that support is available for faculty.
- A Senator asked whether services such as Academic Tutoring Assistance will be connected with this program. VP Hendricks answered in the negative. Although, she added, each of those programs will have their own form of assessment.

#### VIII. Special Orders

- APM 20.25: Non-Capital Inventories Control Policy (Consumable Supplies and Merchandise)
  - Chair Grieb introduced the last item: Administrative Procedure Manual (APM) 20.25: Non-Capital Inventories Control Policy (Consumable Supplies and Merchandise). Since this is not a revision to the Faculty Staff Handbook, it comes before the Senate as an “FYI” item.

#### IX. New Business

- A Senator proposed that we ask ITS for updates on the computers they buy and where they buy them. They may be more expensive than if bought elsewhere, or better suited for office environment than for research. Chair Grieb said we will invite the Director of ITS soon, possibly October 22<sup>nd</sup> to talk about this issue.

#### X. Adjournment

- Motion to adjourn (Dezzani/A. Smith) passed unanimously.
  - Adjournment at 4:49 PM

Respectfully Submitted,  
Francesca Sammarruca  
Secretary of the University Faculty & Secretary to Faculty Senate



**MEMORANDUM**

**DATE:** October 9, 2019

**TO:** Faculty Senate

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

**CC:** Faculty Affairs Committee, President, Provost, Deans, Assoc. Deans, and Unit Administrators

**RE:** Draft of New Promotion & Tenure Policy

---

The most recent draft of a revised Promotion & Tenure (P&T) policy is attached. A preliminary discussion about the policy is scheduled for the next faculty senate meeting on Tuesday, October 15. Here is an overview of where the policy stands:

**Why are we revising our P&T procedures?**

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

**What are the goals of this revision?**

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

**Are we changing our P&T criteria?**

No. The proposed policy addresses the *procedure* for tenure and/or promotion evaluation. It does not change *criteria* for P&T evaluation.

**What has changed from our current policy?**

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

1. A single process for evaluating both promotion and tenure that also allows for evaluation of promotion or tenure alone as needed.
2. Clarity regarding the promotion of non-tenure track faculty.

3. Uniform committee structures across units/colleges and clearly defined criteria for committee membership.
4. Delegation of “administrative guidance” elements to the provost.
5. Uniform dossier requirements including content, submission timelines, and supplemental materials.
6. Further clarification of special circumstances.

### **Who wrote the new policy?**

The initial draft was created by former Policy Coordinator, Liz Brandt. A small group of people familiar with the P&T process revised the policy throughout 2018-19 year (Liz Brandt, Torrey Lawrence, Anna Thompson, Mary Stout, and Kim Rytter). The policy is currently in the hands of the Faculty Affairs Committee (FAC). Revisions have continued in fall 2019 and feedback was collected from constituencies who have a direct role in the P&T process.

### **Who already provided initial feedback?**

1. **Spring 2019:** Feedback was collected from Faculty Senate (1 meeting), Faculty Affairs Committee (FAC)(2 meetings), and unit administrators (2 meetings).
2. **Fall 2019:** Feedback was collected from Deans (2 meetings), associate deans (2 meetings), and FAC (2 meetings thus far).

### **Can I share this with my constituency?**

Yes! You are invited to share this document; however, please note we plan to send it to all faculty next week after receiving input from our Senate meeting. Feedback is invited through an online survey: [P&T Policy Feedback Form](#).

### **What are the next steps?**

The policy will be discussed with Senate on October 15. It will then be shared broadly with all faculty who may provide input via the online feedback form. An open forum will be planned if senate advises us to do so. The policy will then return to FAC for final consideration and approval before going to Senate, UFM, President, SBOE, etc.

If approved, all administrative guidance materials will be updated by the Provost in spring 2020. In March, training will be revised and provided to those directly involved. The new procedures would go into effect on April 1, 2020.

### **Questions?**

Contact Torrey Lawrence with questions ([tlawrence@uidaho.edu](mailto:tlawrence@uidaho.edu) or 885-7941).



**Proposed Policy Changes Regarding PROMOTION AND TENURE**  
(v.8 – revised October 9, 2019)

Note: The four existing sections of FSH chapter 3.5 will be deleted to accommodate this policy. They are FSH 3520, 3530, 3560, 3570. To avoid confusion with previous policies, this new policy will add two new chapters: FSH 3500 and 3510.

**FSH 3500**  
**PROMOTION AND TENURE**

**A. INTRODUCTION.**

**A-1. Definitions.**

- a. Board.** As used throughout this section, “board” refers to the State Board of Education and Board of Regents of the University of Idaho.
- b. University.** As used throughout this section, “university” and “UI” refer to the University of Idaho.
- c. Faculty Member.** For the purposes of this section and certain other sections that contain references to this subsection, “faculty member” is defined as any member of the university faculty who holds one of the following ranks: instructor, senior instructor, assistant professor, associate professor, or professor.

**A-2. Faculty Promotion.**

- a. General.** Promotion to a rank requires the faculty member to meet the requirements for that rank. Responsibility for the effective functioning of promotion procedures rests with faculty and administrators. Decisions are based on thorough and uniform evaluation of the faculty member’s performance in relation to the expectations as listed in his/her position description. ~~Performance of university administrative duties as a unit administrator is not a consideration in promotion.~~
- b. Criteria.** Promotion is awarded only to faculty members who effectively perform in the responsibility areas contained in FSH 1565 C and meet university, college and unit criteria. Promotion in rank is granted only when there is reasonable assurance, based on performance, that the faculty member will continue to meet the criteria for promotion. Each faculty member shall be evaluated based on the faculty member’s individual position description. The faculty of each college or unit 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 or unit bylaws.

**Commented [LT-V(1)]:** This contradicts the “based on PD” statements throughout this policy.

**A-3. Faculty Tenure.**

- a. General.** Tenure is intended to protect academic freedom in order to maintain a free and open intellectual atmosphere. The justification for tenure lies in the character of ~~scholarly-academic~~ activity, which requires protection from improper influences from either outside or inside the university. Tenure strengthens UI’s ability to attract and retain superior teachers and scholars as members of the faculty. UI’s tenure policy improves the quality of the faculty by requiring that each faculty member’s performance be carefully scrutinized before tenure is granted.
- b. Definition.** Tenure is a condition of presumed continuing employment accorded to a faculty member, usually after a probationary period, on the basis of an evaluation and recommendation by a unit committee and administrator, a college committee and dean, a university committee, the provost, and the president. Prior to the award of tenure, employment beyond the annual term of appointment may not be legally presumed (RGP II.G.1.b). After tenure has been awarded, the faculty member’s service can be terminated only for adequate cause, the burden of proof resting with UI (FSH 3910), except under conditions of

**Commented [LT-V(2)]:** “Scholarly” contradicts the criteria referenced in policy (see A-3-c below). “Academic” refers to all areas of faculty work.



financial exigency as declared by the board (FSH 3970), in situations where extreme shifts of enrollment have eliminated the justification for a position, or where the board has authorized elimination or substantial reduction in an academic program (RGP II.G.6.a).

**c. Criteria.** Tenure is granted only to 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 contained in FSH 1565 C as specified in their position description and consistent with university, college and unit criteria. The faculty of each college and/or unit shall establish substantive 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/or unit bylaws.

**d. Tenurable Ranks.** The tenurable ranks are: senior instructor, assistant professor, assistant research professor, associate professor, associate research professor, professor, research professor, and librarian, psychologist/licensed psychologist, and extension faculty, all with the rank of assistant professor, associate professor, and professor. Senior instructor and research professor positions can be either tenure track or non-tenure track.

**Commented [LT-V(3)]:** This area needs significant revision; however, changes are being considered by QTT (aka Non-Tenure Track Task Force).

#### **A-4. Non-Tenure Track Faculty Positions.**

**a. Promotion.** Full-time non-tenure track positions at the assistant and associate professor level are eligible for promotion to the next rank. Full-time instructors are eligible for promotion to senior instructor.

**b. Conversion to Tenure-Track Status.** Conversion from non-tenure track appointments to tenure-track appointments requires the approval of the provost, dean, unit administrator, and unit faculty.

### **B. ROLE OF THE PROVOST.**

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

**B-2. Provost's Administrative Guidance.** The process of promotion and tenure is administered by the provost. The provost shall, from time to time, publish guidance necessary for the administration of the promotion and tenure system that is consistent with the *Faculty Staff Handbook (FSH)* and the *Regents of the University of Idaho Governing Policies and Procedures (RGP)*. This guidance shall be mandatory. The provost's administrative guidance shall include:

- a. Deadlines for promotion and tenure;
- b. The forms required to document the promotion and tenure process (e.g. dossier submission form, unit voting forms, etc.);
- c. Procedures for requesting early consideration for promotion;
- d. Requirements for curriculum vitae;
- e. Requirements regarding the submission of promotion and tenure dossiers including format, order of evidence, page limits for evidence, etc.;
- f. Requirements for the selection of external reviews for scholarly work;
- g. Procedures for collecting feedback from faculty, staff, and students to be used by committees in this process;
- h. The timing of appointments and relative representation of faculty on the university promotion & tenure committee pursuant to section E-3-a-1 herein; and
- i. Other matters necessary to ensure the appropriate administration of the promotion and tenure process.

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

## C. SCHEDULE FOR PROMOTION AND TENURE CONSIDERATION.

### C-1. Promotion.

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

**1. Instructors.** Full-time instructors shall be considered for promotion to senior instructor during their sixth year of continuous, full-time service as an instructor. Part-time instructors are not eligible for promotion. Senior instructor is not a rank from which a faculty member may be promoted (FSH 1565 D-1-b).

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

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

**4. Associate Professors.** Associate professors may be considered for promotion during their sixth full year of service, or thereafter, as an associate professor.

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

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

### C-2. Tenure.

**a. Timing of Tenure.** A faculty member is considered for tenure during the sixth full year of probationary service. Consideration at that time is mandatory (RGP II.G.6.b.ii.). If an associate or full professor is not appointed with tenure, they are considered for tenure during the fifth full year of service.

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

### C-3. Special Circumstances.

**a. Late Appointments.** When the appointment begins after the 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 and tenure consideration begins the following year.

#### **b. Transfer between Units.**

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

**Commented [LT-V(4)]:** FAC suggests changing to "eight weeks after the start of the academic or fiscal year" Note: current policy uses "after January 1."

**2. Impact on Time to Promotion and Tenure.** The extent to which service in the first unit counts toward tenure and/or promotion in the new unit must be communicated to the faculty member in writing by the provost at the time of the transfer. (RGP II.G.6.1.ii.)

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

**c. Administrative Appointment.** 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.

**d. Effect of Lapse in Service.** A non-tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years may have his or her prior service counted toward eligibility for the award of tenure. Eligibility for the award of tenure must be clarified in writing before reappointment. A tenured faculty member who has left the institution and is subsequently reappointed after a lapse of not more than three (3) years must have tenure status clarified in writing by the president before appointment. The faculty member may be reappointed with tenure, or may be required to serve additional years before being reviewed for tenure status. (RGP II.G.6.1.i)

**e. 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 candidate employment at UI. Where credit toward tenure and/or promotion is approved, all evidence of success in the faculty member's areas of responsibility having arisen during the years for which credit is given shall be included in the candidate's tenure and/or promotion dossier and must be considered in evaluating whether the candidate has demonstrated success in the applicable areas of responsibility. Credit toward promotion and tenure may be granted under the following circumstances:

1. After review of the candidate's qualifications, the faculty in the unit vote that the candidate meets UI criteria for the rank to be offered, and
2. The candidate has demonstrated outstanding performance of responsibilities relevant to the position for which the person is being appointed through service at another institution, or has made substantial contributions to their field of specialization.

**f. Appointment with Tenure.** A 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:

1. The candidate has attained tenure at another college or university, and
2. After review of the candidate's qualifications, the faculty in the unit vote that the candidate meets UI criteria for tenure and the rank to be offered, and
3. The candidate has demonstrated performance of responsibilities relevant to the position for which the person is being appointed.

**g. Administrative Appointment.** 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.

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

**i. Conflicts of Interest.** A faculty member who is a “related individual” to the candidate as defined in FSH 6241 A shall not participate in the process of promotion and tenure evaluation.

**C-4. Extensions.**

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

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

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

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

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

**f. Procedure for Requesting an Extension:**

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

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

**3.** The provost shall notify the faculty member, unit administrator, and dean of the action taken.

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

**D. PROMOTION AND TENURE DOSSIER.** All evidence provided by the candidate and by the unit administrator shall be compiled together into a single dossier in the manner prescribed by the provost’s administrative guidance (B-2 herein). This dossier is the basis for all reviews required by this policy.

**D-1. Evidence to be Provided by the Faculty Member.** The candidate shall submit the following evidence:

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

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

**1. Context Statement.** A Context Statement, written by the candidate, describing the candidate’s academic unit and the candidate’s responsibilities within his or her unit as established in the position description. It is intended to inform reviewers about the candidate’s academic environment so that

reviewers may consider the similarities and differences between their own academic unit and that of the candidate. The context statement should also describe the expectations placed on the candidate by interdisciplinary programs or research centers, the requirements of joint appointments or other special circumstances.

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

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

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

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

1. Annual review process and annual performance criteria.
2. Criteria for promotion and tenure.

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

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

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

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

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

**2. Selection.** The list of the reviewers to be solicited shall be developed in collaboration by the unit administrator and the candidate. The unit administrator shall make the final selection of external reviewers, but at least one reviewer shall come from a list of suggested reviewers provided by the candidate.

**3. Request Letter.** The letter of request to the reviewers shall be based on a template provided by the provost.

**4. Materials.** The unit administrator shall provide only the candidate's CV, position descriptions for the period under review, candidate statements from D-1-b herein, and up to four examples of the candidate's scholarly work chosen by the candidate. The unit administrator shall not provide the complete dossier or any additional materials to external peer reviewers.

**5. Review Criteria.**

- a) The review shall be limited to the candidate's scholarly accomplishments in relation to the applicable tenure and/or promotion criteria and the faculty member's position description(s).
- b) Reviewers may not be asked to evaluate the candidate pursuant to external criteria such as those at the reviewer's institution or other professional organizations.
- c) The unit administrator shall make every effort to keep the names of the reviewers confidential from the candidate.

**D-3. Submission and Supplementation of Dossier.**

**a. Deadline for Submission.** A candidate's dossier in support of tenure and/or promotion, containing all of the evidence described in section A, must be submitted to the unit administrator either prior to the beginning of the semester in which the review is scheduled to begin or prior to the submission of the candidate's materials to the external reviewers, whichever is earlier.

- 1. External peer reviews need not be submitted as part of the dossier prior to the deadline, but must be submitted, if required, prior to any consideration of the dossier.
- 2. The dossier may be supplemented with scholarship or creative accomplishments occurring after submission. Supplementation must be made pursuant to the provost's administrative guidance.

**b. Finalization of Dossier.** Submission is final when the faculty member has signed a dossier submission form (developed and updated from time to time by the provost) and provided the signed form to the unit administrator. The evidence described in D-2 herein must be submitted by the unit administrator prior to the beginning of the semester in which the review is scheduled to begin. Other than supplementation provided for in D-3-a-1 and D-3-a-2 herein, the dossier is final when submitted and may not be supplemented or altered after submission.

**c. 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.

**Commented [LT-V(5):** Needed to clarify timing of appeals (FSH 3840-B-3).

**E. TENURE AND/OR PROMOTION REVIEW.**

**Commented [LT-V(6):** Section E is nearly half of the policy. Consider breaking into three sections E/F/G for unit/college/university.

**E-1. Unit Level**

**a. Unit Promotion and Tenure Committee.**

**1. Membership.** The unit administrator shall constitute a promotion and tenure committee for each candidate according to the following criteria:

- a. The committee shall be composed of five members who shall elect a chair from among their tenured members. At least three of the committee members must be tenured faculty members in the unit. At least one member shall be a tenured faculty member from outside the unit.

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

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

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

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

**2. Basis for Evaluation.** The unit administrator shall submit the completed dossier to the chair of the promotion and tenure committee. The review shall be based on the dossier as well as feedback collected by the committee from faculty, staff, and students in the unit. The process for requesting such feedback shall be set forth in the provost's administrative guidance pursuant to section B-2 herein. The dossier and feedback must be made available to all committee members at least two weeks prior to their first meeting.

**3. Unit Promotion and Tenure Committee Recommendations.** The committee may provide the candidate with the opportunity to present evidence from the dossier in support of his or her application for tenure and/or promotion. The committee shall evaluate the promotion and tenure 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 performance in each area of responsibility. The report shall also include the committee's recommendation of whether the candidate should be tenured and/or promoted and shall include an anonymized record of the committee's vote for and against tenure and/or promotion. Abstentions are not allowed. The chair of the committee shall deliver the report to the unit administrator. The report shall not be shared with faculty who are not members of the college or university promotion and tenure committees.

**b. Unit Faculty Voting.**

**1. Voting by 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 as to whether the candidate should be granted tenure. The dossier must be made available at least two weeks prior to voting. Faculty members may submit evaluative comments to the unit administrator for their consideration. Voting results shall not be shared with the candidate's promotion and tenure committee.

**2. Voting by Promoted Faculty.** In the case of promotion, based solely on the dossier, the unit administrator shall poll all unit faculty members of rank to which the faculty member seeks promotion or a higher rank regarding as to whether the candidate should be promoted. The dossier must be made available at least two weeks prior to voting. Faculty members may submit evaluative comments to the unit administrator for their consideration. Voting results shall not be shared with the candidate's promotion and tenure committee.

**c. Unit Administrator.**

**1. Unit Administrator's Report.** The unit administrator shall prepare a written report after considering the tenure and/or promotion dossier, the unit promotion and tenure committee report, and the unit voting results. The unit administrator's report shall include the anonymized voting results as well as the administrator's recommendation for or against tenure and/or promotion in light of the 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 shall, except for reasons clearly stated in writing, defer to the evaluations and recommendations of the committee when submitting his or her own recommendation.

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

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

#### E-2. College Level.

**a. College Promotion and Tenure Committee.** Each college having more than one unit shall have a standing promotion and tenure committee. The members shall be tenured and shall serve staggered three-year terms. Each unit shall have one representative elected by the unit faculty. The committee shall elect its chair from among its members or may elect the dean or associate dean to serve as chair without vote

**b. College Promotion and Tenure Committee Recommendations.** The committee shall review the completed tenure and/or promotion dossier including all reports and responses in light of the applicable unit, college and university criteria. The committee chair shall write a report for each candidate making recommendations regarding whether the candidate should be promoted and/or tenured. For each candidate, the report shall include a brief rationale for the committee's recommendations and an anonymized record of the committee's vote for or against tenure and/or promotion of each candidate. Abstentions are not allowed.

**c. Dean's Recommendation.** 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 the college committee. The dean may also confer individually or collectively with unit administrators about the qualifications of the candidate.

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

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

#### E-3. University Level.

**a. Composition of University Promotion and Tenure Committee.** A university promotion and tenure committee of faculty members, chaired by the provost, is appointed each year.

**1. 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. The delegation representing the College of Letters, Arts and Social Sciences on Faculty Senate nominates four faculty members who should be representative of the breadth of the disciplines within the college. The delegation representing the College of Agricultural & Life Sciences on Faculty Senate nominates four faculty members from the college comprising two each from (a) faculty with greater than 50% teaching and research appointments and (b) faculty with greater than 50% University of Idaho Extension appointments. The delegations from the other colleges and the Faculty-at-Large each nominate two faculty members from their constituencies. If senators from a college do not submit

**Commented [LT-V(7)]:** Our colleges currently use a variety of structures, with the main difference being the inclusion/exclusion of the dean in the college committee. As drafted, it allows for faculty on the committee to choose from both options.



nominations by the deadline announced by the provost, the provost shall appoint members from that college, as specified in E-3-a-2 herein.

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

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

**b.** 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.

**b. University Promotion and Tenure Committee Recommendations.** The committee shall make recommendations to the provost regarding the tenure and/or promotion of each candidate with specific reference to the unit, college and university criteria for tenure and/or promotion. Each member shall vote for or against tenure and/or promotion of each candidate. Abstentions are not allowed.

**c. Provost Recommendation.** The provost shall write a report to the president making a recommendation regarding tenure and/or promotion of each candidate. The report shall include a rationale for each recommendation and the results of voting from the university promotion and tenure committee.

**E-5. 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.

**E-6. 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 II.G.6.c.) The provost's recommendation shall be forwarded to the candidate at that time. Notwithstanding any provisions in this section to the contrary, no person is deemed to have been awarded tenure solely because notice is not given or received by the prescribed times. If the president has not given notice to the faculty member as provided herein, it is the responsibility of the faculty member to make inquiry to ascertain the decisions of the president.

**E-7. Denial of Tenure.** If a faculty member is not awarded tenure, the president, at his or her discretion, may:

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

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

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

## **F. IMPLEMENTATION.**

**F-1. Effective Date.** With the exception of the provisions of section C herein, this policy shall be effective April 1, 2020.

**F-2. Applicability.**

- a. The provisions of section C herein regarding the timing of tenure and/or promotion and special circumstances shall apply to faculty hired after the final approval of this policy.
- b. Faculty hired before the adoption of this policy may elect to be governed by the provisions of section C herein with written notice provided to the unit administrator, dean and provost.
- c. Faculty who do not elect to be governed by the provisions of section C herein are subject to the corresponding policies in place prior to the adoption of this policy, specifically those in FSH 3520 and FSH 3560. These historic policies shall remain available on the provost's web page.

---

### **FSH 3510 THIRD YEAR REVIEW**

**A. GENERAL.** In addition to the annual evaluation of faculty by the unit administrator, each full-time 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. It shall provide the faculty member with detailed information regarding the faculty member's progress toward tenure and/or promotion.

**B. THIRD YEAR REVIEW COMMITTEE.**

**B-1.** The third year review committee is appointed by the unit administrator. Each committee shall consist of four faculty members. One shall be a tenured faculty member from outside the unit.

**B-2.** In the case of a review of a tenure-track faculty member, at least three of the four 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.

**B-3.** In the case of a review of non-tenure-track faculty member, at least three of the four 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.

**C. BASIS FOR EVALUATION.** The unit administrator shall provide the completed dossier (FSH 3500 D), excluding external peer reviews, to the chair of the committee. The review shall be based on the dossier as well as feedback collected by the committee from faculty, staff, and students in the unit. The process for requesting such feedback shall be set forth in the provost's administrative guidance pursuant to FSH 3500 B-2. This feedback is intended to be formative and shall not include a vote of the faculty.

**D. THIRD YEAR REVIEW REPORT AND CANDIDATE RESPONSE.** The committee shall write a report evaluating the faculty member's progress toward tenure and/or promotion in each of the faculty member's responsibility areas. The report shall provide 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. The chair of the committee shall forward the report and any response from the candidate to the unit administrator.

**E. UNIT ADMINISTRATOR REVIEW AND CANDIDATE RESPONSE.** The unit administrator shall write a report evaluating the faculty member's progress toward tenure and/or promotion in each of the faculty member's responsibility areas. 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.

**F. 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.

University of Idaho

2019 – 2020 Faculty Senate Agenda

Meeting # 10

Tuesday, October 22, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes (vote)
  - Minutes of the 2019-2020 Faculty Senate Meeting # 9 (October 15, 2019) **Attach. #1**
- III. Consent Agenda
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
  - Information Technology Committee: Information Technology on Campus **Attach. #2**
    - Dan Ewart, Vice President Information Technology
    - Brian Cox, Director Customer Experience and Engagement
  - University Curriculum Committee: Final Exam Schedule **Attach. #3**
    - Dwaine Hubbard, Associate Registrar
- VII. Other Announcements and Communications
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting # 9 (October 15, 2019)
- **Attach. #2** Information Technology Committee: Information Technology on Campus
- **Attach. #3** University Curriculum Committee: Final Exam Schedule

## University of Idaho

2019 – 2020 Faculty Senate – **Approved**Meeting # 10

Tuesday, October 22, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge &amp; Zoom

**Present:** Bridges, Chapman, Cosens, DeAngelis, Dezzani, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice- Chair), Lee-Painter, Lockhart, Luckhart, Paul, Raja, Sammarruca (w/o vote), Schab, Schwarzlaender, A. Smith, Tibbals, Wiencek (w/o vote).

**Present via Zoom:** Chopin, Kern, McKellar, Tenuto.

**Absent:** Bacon, Caplan, Fairley, R. Smith, Sears.

**Guests:** 10.

**Guest Speakers:** Dwaine Hubbard, Associate Registrar  
Dan Ewart, Vice President for Information Technology  
Brian Cox, Director of Customer Experience and Engagement

- I. **Call to Order:** Chair Grieb called the meeting to order at 3:30 PM.
  
- II. **Approval of Minutes (vote):** A motion was made to approve the minutes of the 2019-2020 Faculty Senate Meeting # 9 (October 15, 2019) (A. Smith/Dezzani). Following a call for discussion, an amendment was proposed by Secretary Sammarruca: on p.3, second line from the top, it should read “*non-P&T committee compositions*” rather than “*P&T committee compositions*”.  
An additional amendment was proposed: in the fourth paragraph of p.4, include the sentence: *The Senator requested the addition of the following language: In C-1.b, 3rd line, after "accomplishments," add "or on the timetable for promotion that is typical for the faculty member's academic field."*  
A motion to approve the amendments was passed unanimously.  
The motion to approve the minutes as amended passed unanimously.
  
- III. **Consent Agenda:** There was no Consent Agenda
  
- IV. **Chair's Report**
  - The tables in the Paul Joyce Lounge have been moved to a new arrangement, similar to the previous U-shape from previous years. It is hoped that this will provide better sound quality for those participating via Zoom.
  - The latest version of the revised P&T policy has been distributed to all faculty. Comments can be posted on the web. The conversation is still ongoing. The Faculty Affair Committee will meet and vote next week. The policy revisions will come back before Senate November 12.
  - Bellwood Lecture tomorrow, Ken Salazar, former Secretary of the Interior, 3:30, Pitman Center, International Ballroom.

- Sonny Ramaswamy, President of the NWCCU, will host an open forum on Thursday, Oct. 24th, 10:30-12:00 ISUB Horizon. (Note the change of time from 11AM to 10:30AM.)
- Tommy Orange, author of “There There”, the 2019 UI Common Read, will be on campus Nov. 5th, 7pm, International Ballroom.

#### V. **Provost’s Report**

- The State Board of Education (SBOE) had its annual meeting in Lewiston last week. Program Prioritization already existed in the Financial Section of the SBOE policy but will be added to the Academic Section as well. The SBOE requires that we go through the process of university-wide program evaluation and rankings at least once every 5 years. They suggest matrix and methods by which we may do it, but there is considerable flexibility.  
State Board of Education is also introducing a policy on remedial education. Of interest to our math faculty is MATH 108, a Pre-Algebra remedial course. The Board will allow MATH 108 to be offered but will not allow it to be included within a degree requirement or curriculum. In other words, we cannot mandate students to take it. We must let them in MATH 143 and provide extra instruction as needed. The Math department has expressed concerns about this and is considering options that are responsive to the Board’s new policy.
- Enrollment figures are in (today or tomorrow there should be a press release). Overall, we have an increase of a few percent in first year student enrollment as well as an increase in dual enrollment (high school students taking college courses). The number of continuing students is down. Overall, enrollment is essentially flat.
- The President has shared his thoughts and ideas about the current financial challenges and the path forward with his executive leadership team. Based on this information, I will schedule a meeting with Faculty Senate Leadership soon to jointly develop the needed initiatives. It will be a collaborative effort with the Provost’s office, the Colleges (Deans), Staff Council and Faculty Senate.

A Senator asked how the previous enrollment figures relate to our revenue. Provost Wiencek responded that Brian Foisy would be able to give more details. Our revenue has many components including State appropriations and tuition revenue. Not all students pay the same tuition rate (resident, non-resident and WUE rates for example are different). Our revenue is strongly linked to our undergraduate on-campus full-time enrollment. We have fewer and fewer resident (Idaho) students, while non-resident students are increasing slowly but are not always as financial lucrative as the resident student enrollments. Our expenditures, though, are growing more rapidly than our revenues. The Provost noted that the Argonaut provided good coverage on the matter and addresses this question with more detail.

#### VI. **Committee Reports:** Chair Grieb suggested to switch the order of the Committee Reports as on the agenda. There were no objections.

- Presentation on the Final Exam Schedule for Academic Year 2020 – 2021, by Associate Registrar D. Hubbard. It was noted that no final exam begins before 8:00 AM Pacific Time. In

response to a question from a Senator, it was reported that final grades next year are due Tuesday, December 22<sup>nd</sup>, 2020.

The seconded motion from the University Curriculum Committee to approve the Final Exam Schedule as presented to Faculty Senate passed unanimously.

- Presentation by the Information Technology Committee, *Information Technology on Campus*, by Dan Ewart and Brian Cox.  
An update was provided on the status of the IT Best Use initiatives presented to Faculty Senate in October 2018. A timeline was shown, which highlighted recent accomplishments and future plans.

Starting October 2018, annual IT security was implemented (December 2018). In February 2019, the first IT governance and priority process took place, which is a mechanism to collect university IT initiatives and prioritize them. This happened two more times, up to September 2019.

Last year Vice President Ewart came to Faculty Senate to discuss the “IT Best Use Initiative”. The goal of this initiative is to move the university ahead rather than just remaining functional. A Senator asked to clarify the meaning of “moving the university ahead”. It was replied that it means offering new opportunities for teaching and research. At the moment, we are just baseline, with 85% of the time spent keeping what we have up and going rather than creating new technology.

Brian Cox proceeded to address the Central Device Management Program and the Central End User Technology Procurement. With regard to Central Device Management, UI works with people across the State (Boise, Idaho Falls, CDA) to get visibility. Visibility plays a key role for in our understanding of which data can best help in making decisions.

The following updates were provided: Prior to the initiative we had 2,000 devices visible on the network, now we have 5, 932, visible and manageable on our network. 34% of computing devices are laptops. We have 750 printers with 250 different models, 52 operating systems, 25% of which are outdated. The majority of our devices are from Lenovo. There is a large complexity to deal with in ITS, therefore it is necessary to prioritize. A Senator asked to clarify the meaning of “visibility”. Director Cox responded that visibility gives us insight into the hardware connected to our network.

The discussion moved on to Central End User Technology Procurement. There are three main goals in this area: 1) improve response and resolution time, 2) protection of data, and 3) better financial stewardship for UI. A Senator reported that his college is very unhappy about technology constraints on research. Often times, the equipment which is provided is not useful for the scientific needs of researchers. Researchers need to be able to decide what fits their needs. Support has been substandard or useless, cost is higher than it would be if equipment were bought outside the university. Director Cox replied that they are not setting standards for researchers on campus, who constitute 20% of the users. Their standards are suitable for 80% of the users on campus. They are currently in a pilot mode. Researchers should be able to submit a request of what they need. The Senator proceeded to say that, in many cases,

purchasing elsewhere is met with resistance. Director Cox said he would like to see the specific data and examples.

A Senator argued that the IT prices are about 5% to 10% higher as compared to purchasing directly with Lenovo or other vendors. Director Cox repeated that he will like to see the data to compare prices and warranties. They work with a consortium. Researcher should be able to purchase what they want with their purchasing card. One must be careful, though, when comparing prices, because prices may include only the device or other costs. As for delivery time, they hope for 3 to 5 days shipping, but sometimes higher prices are charged for quicker delivery.

In response to a question about support, Director Cox responded that they cannot provide financial support to researchers. The best form of support they can provide is by giving the researchers information so they can plan accordingly with their budgets. In response to another question, Vice President Ewart replied that, when a unit is no longer serviced by IT, it is not necessary removed. There does come a time, though, when it may no longer be possible to support a particular system. At ITS they make choices to ensure long lifetimes of the devices. But it must be kept in mind that, as the device gets older, it becomes more costly to maintain it. Using old equipment causes loss of productivity.

The discussion moved to whether Lenovo is the best choice. A senator pointed out again that research exceptions should be considered. A clarification was asked about “exceptions”. It was clarified that exceptions refer to requesting items other than the IT standards. A Senator reiterated that his college felt left out of the process. Vice President Ewart emphasized that they are in a pilot phase. They are in the process of changing standards to accommodate the needs of 80% of the users. They cannot focus on a single research device. A Senator followed up on the approval time for software, which, in his experience, can be as long as 8-12 weeks. Director Cox said there had been challenges with Adobe, but he hadn’t heard anything in the range of 8-12 weeks. Many vendors are changing their pricing and delivery models. In regard to the issue of the Adobe delivery, Vice President Ewart asked to be forwarded the relevant paperwork. The discussion moved back to warranties. Director Cox responded that is different from vendor to vendor. For laptops it is typically 4 years. If the device breaks down, one must go to the local support person, who will dispatch a Lenovo specialist. The Lenovo person will come and repair the equipment in a proper facility. Laptops have 4-year damage protection. Ultimately, a device can be cheaper but come with less warranty. In response to the question as to why Lenovo is the standard, Director Cox responded that UI has been working with Lenovo for a long time. They had excellent support from them and don’t see a reason to change. Furthermore, Lenovo designs and manufactures all of their products. They test components and software before putting them into devices.

Chair Grieb had a follow up question about the IT Committee. Per FSH, the Committee should provide input and guidance, but this does not seem to be happening. Vice-Chair Kirchmeier confirmed that statement from her experience as a former member of the IT Committee. She suggested that items should be brought to the Committee at an early stage so they can be discussed at the committee level before decisions are made, unlike what she has seen in the past.



A Senator asked about personally purchased computers for UI work. Vice President Ewart said that it is not recommended, for security reasons and because, if not backed up, UI data and records may be lost. He cited APM in that regard.

The discussion continued on the exception process. Vice President Ewart ensured the Senators that information will be distributed broadly as they leave the pilot mode. The discussion ended with a comment that this will be a perfect item for the IT Committee to be involved in. Chair Grieb suggested to continue the discussion in the Spring. Items to be revisited include: the tracking of specific requests, sharing the tracking data with the IT Committee, and checking approval time for software. Chair Grieb said that he will reach out to the IT Committee Chair to invite her and Brian Cox to attend a Senate meeting in the Spring.

- VII. **Other Announcements and Communications:** There were none.
  
- VIII. **Special Orders:** There were none.
  
- IX. **New Business:** There was none.
  
- X. **Adjournment:** A motion to adjourn (Jeffery/Schwarzlaender) passed unanimously. The meeting was adjourned at 4:46 PM.

Respectfully Submitted,

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

University of Idaho

2019 – 2020 Faculty Senate – **Pending Approval**

Meeting # 9

Tuesday, October 15, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bacon, Bridges, Caplan, Chapman, Chopin, Cosens, Dezzani, Fairley, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice- Chair), Lawrence (Proxy for Wiencek, w/o vote), Lee-Painter Lockhart, Paul, Sammaruca (w/o vote), Schab, Schwarzlaender, A. Smith, R. Smith, Tibbals,

**Present via Zoom:** Kern, McKellar, Tenuto, Sears.

**Absent:** DeAngelis, Luckhart, Raja, Wiencek.

**Guests:** 4.

**Guest Speakers:** Torrey Lawrence, Vice Provost for Faculty

F. Marty Ytreberg, Member of the Faculty Affairs Committee (FAC)

- I. **Call to Order:** Chair Grieb called the meeting to order at 3:33 PM.
  
- II. **Approval of Minutes (vote):** A motion to approve the minutes of the 2019-2020 Faculty Senate Meeting # 8 (October 8, 2019) (Lee-Painter/Dezzani) passed unanimously.
  
- III. **Consent Agenda:** There was no Consent Agenda
  
- IV. **Chair's Report**
  - We had a recent loss in the Vandal Family: Adam Seo (Senior chemistry major and active in the Air Force ROTC program), passed away on Oct. 4<sup>th</sup>, 2019. Chair Grieb called for a moment of silence to honor Adam Seo.
  - For the purpose of providing better acoustics to our Zoom participants and better audio in the room, from next week we will go back to the “U-shaped” seating arrangement, with chairs on the inside and the outside of the tables. The microphone will be in a better (more central) location.
  - Comments to Bookstore Vendor Committee are due tomorrow. Bookstore Committee will meet next week. Chair Grieb thanked A. Smith for volunteering to be the Senate representative on the committee. The committee will meet on October 23<sup>rd</sup> and 24<sup>th</sup> at the Wallace Center.
  - Update on the GESC process. Chair Grieb thanked Cher Hendricks for her visit last week. He clarified that the report of the GESC will go to the Provost first for budget reasons, and also per State Board policy. The GESC will then report to the UCGE and follow the regular channels to the University Faculty Meeting (UFM).

V. **Provost's Report** (Presented by VP Torrey Lawrence)

- Homecoming events this weekend!
- Benefits Open Forum – Tuesday, Oct 22, 1:00 pm @ ISUB Summit Rooms (Zoom available)
- NWCCU president will meet with campus on Thursday, Oct 24, 11:00 am @ ISUB Horizon Room (Zoom available)
- University Leadership Weekend: Thursday, Oct 31 – Saturday, Nov 2
- Sabbatical applications are due Oct 31; however, pay attention to college deadlines that are likely before Oct 31.

VI. **Committee Reports:** Faculty Affairs Committee reported on the review of Tenure (FSH 3520) and Promotion (FSH 3560) policies (Torrey Lawrence, VP for Faculty & Marty Ytreberg, FAC)

- VP Lawrence highlighted the goals of the new policy and the target timeline for presenting it at the December UFM. The overarching goal is to develop a policy which unifies FSH provisions for promotion and tenure at the unit, college, and university levels, thus removing existing internal contradictions and inconsistencies. The document is not a Redline because there have been multiple changes since the beginning of the project. The plan is to circulate broadly the current version of the document. There is a website through which one can submit questions and comments (the link is on the cover memo accompanying the revised policy).
- Discussion: To the recurrent question as to whether all changes to the original policy are reflected in the present version, it was replied that this is a very advanced version. In response to a question, it was suggested that broad distribution among faculty may be more useful than among staff, although staff members who assist with P&T packages would benefit from having it. Senators were encouraged to share it as broadly as they see fit.

Marty Ytreberg, representative of Faculty Affairs Committee, remarked that in the past much of the P&T committee membership was left to unit and college bylaws, but with the new policy those processes will be “unified”. Some senators thought that more clarity is needed, in particular for newly hired faculty members who may choose to go through the P&T process according to existing bylaws. In response to these concerns, VP Lawrence said that this point was discussed with General Counsel. The current process is so confusing and contradictory that new faculty members are not likely to favor it. If approved by Senate and at the December UFM, it will be implemented on April 1<sup>st</sup>, 2020. The new process will be used but the “old” timelines will be honored if a faculty member chooses to go by those. Early implementation is the “cleanest” thing to do. It will remove many inconsistencies which have created problems, legally or otherwise.

The discussion moved to the relation between the new policy and the current definitions of ranks. It was replied that the P&T policy stands on its own without any reference to changes in ranks.

With regard to Third Year Review, a senator asked whether the new policy still allows for termination after an unsuccessful Third Year Review. VP Lawrence replied that the Third Year Review process has now a more formative nature. However, a report from Third Year Review could still trigger non-renewal proceedings.

The question was raised whether the new policy would render college and unit bylaws obsolete. VP Lawrence answered that college and unit bylaws are still needed, for instance for P&T committee compositions. Also, the criteria are still a prerogative of each unit and college. A Senator emphasized that it is important to stress this aspect, namely that procedures, not criteria, have been changed in the new policy. As for the need of units and colleges to revisit their bylaws in view of the new policy, it was recalled that those are supposed to be revised every 5 years anyways.

A senator expressed skepticism about a unified “FSH 3500” policy being able to function at all levels. Another senator inquired about a version that had come before the Senate in April 2019. It was noted by VP Lawrence that it was an earlier version which had undergone many changes ever since.

Senators raised questions about the timeline for promotion. It was noted that this question had generated a lot of discussion and feedback since last year from Senate, deans, associate deans, unit administrators, and the Faculty Affairs Committee. As a result of the extensive feedback, many revisions were implemented.

The issue of ranks was brought up again. VP Lawrence reiterated that rank revision is being worked on by a different group that he is part of. Some terminology may have to be changed eventually, but the P&T revisions being presented will stand. There are no conflicts. There was some discussion about whether clinical faculty should be explicitly mentioned in FSH 3500 A-4 a; on the other hand, it was noted, they are implicitly included by the language of that section. Senior instructor and research professor positions can be either tenure- (we do have some) or non-tenure track, as stated in FSH 3500 A-3 d (p.2 of the provided pdf document). FSH 3500 A-3 d defines tenurable ranks, not all ranks (that is done in FSH 1565). There is no contradiction with FSH 1565.

The role of service as a unit administrator in promotion consideration was discussed. VP Lawrence noted that, even though a larger percentage of administration may be present in a faculty member’s Position Description (PD), the same promotion criteria as reflected in the college or unit bylaws must be satisfied.

A suggestion was presented to replace “academic” with “academic, scholarly, and creative” on p.2 of FSH 3500 A-3 a. Clarifications were asked about the information that goes out to external reviewers. It was replied that the information is about scholarly accomplishments, not service or teaching. Requiring peer review of teaching was seen positively. Additional clarifications were asked about whether the external reviewers would also receive the candidate’s PD. Indeed, that will be included to provide better context. On the other hand, annual professional evaluations are not included, to avoid any possibility of influencing opinions. A senator expressed some concern about the selection of peer reviewers, especially the number that must be taken from a list provided by the candidate. VP Lawrence explained that stating such number as “at least one” makes it easier to complete the selection process, because some invited reviewers decline the request. Some senators argued that the candidate should be able to “strike” reviewers from the list, due to the possibility of conflicts of interest. It was then noted that conflicts of interest can be managed early in the process, since candidates are asked to disclose them.

The discussion shifted to the criteria for early promotion or early tenure. It was explained that the need to secure the Provost's approval in the latter case is motivated by the much more serious consequences of going up for early tenure and being unsuccessful. Senators observed that the need to be nominated by a full professor in the unit before early promotion consideration can begin is no longer present. In response, it was noted that the former policy was unclear. With the present revisions, the Dean's approval is still needed. Also, even if nominated, it wouldn't be wise to go up early without the Dean's support.

It was suggested to clarify that Clinical Associate Professors can advance in rank.

Concern was raised about the selection of the unit-level P&T committee, which, in a senator's opinion, gives too much power to the unit administrator.

A Senator expressed some concern with the timescale for promotion to Full Professor as compared to the typical timescale in her college. The senator added that the proposed timelines are inconsistent with typical ones across other law schools, which may make it difficult to recruit new faculty. On the other hand—it was replied—it's best to have a uniform process with an appropriate timeline. There is still a lot of flexibility in the proposed policy.

Finally, the question whether an open forum would be welcome was raised, and an "unofficial vote" was taken. A large majority of senators did not support the idea, but off-site senators said it was difficult for them to feel well informed. The discussion ended with the plan to reach out to the centers with a communication strategy involving a face-to-face component.

- VII. **Other Announcements and Communications:** There were none.
  
- VIII. **Special Orders:** There were none.
  
- IX. **New Business:** There was none.
  
- X. **Adjournment:** A motion to adjourn (Tibbals/Dezzani) passed unanimously. The meeting was adjourned at 5:06 PM.

Respectfully Submitted,

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



University  
of Idaho

# **FACULTY SENATE ITS UPDATE**

**DAN EWART AND BRIAN COX  
OCTOBER 22, 2019**

# IT BEST USE INITIATIVE



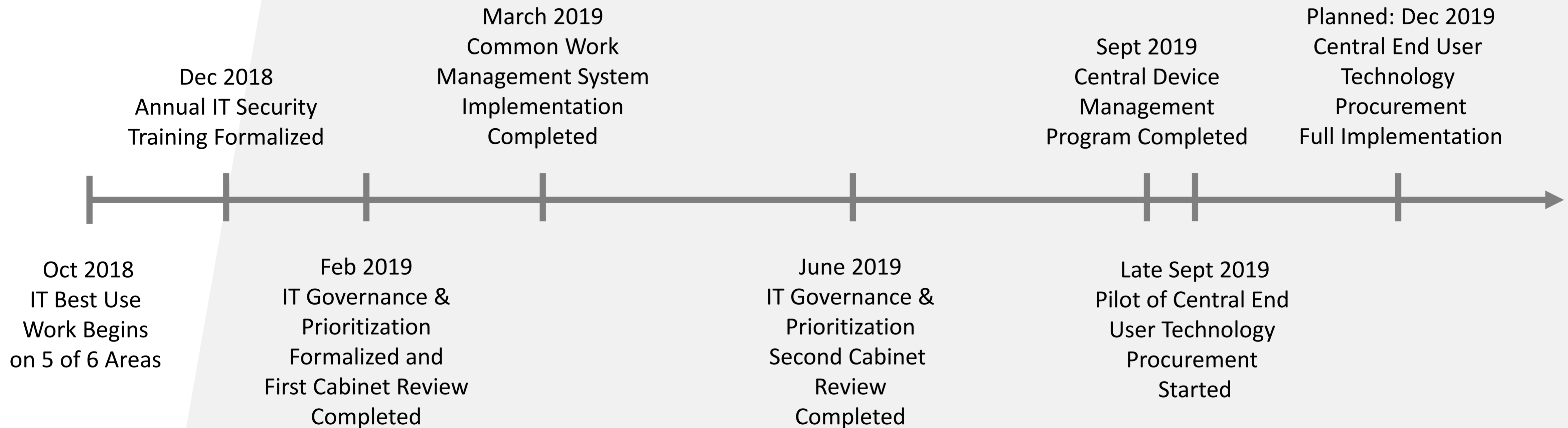
STARTED OCTOBER 2018, SIX SEPARATE BUT RELATED EFFORTS

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

# IT BEST USE STATUS



## SIGNIFICANT PROGRESS IN 5 OF 6 AREAS



As of October 2019, the IT Personnel and Risk Study has not begun due to other priorities at U of I



# DISCUSSION



- I** Central End User Technology Procurement Questions and Feedback
- I** Information Technology Committee
- I** Other Questions or Feedback

### Fall Final Examination Schedule December 14-18, 2020

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

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

- **Common final exam** periods are from 7:00 to 9:00 p.m. on Monday, Tuesday, Wednesday, and Thursday.
- Students with more than two finals in one day may have the excess final(s) rescheduled. The **conflict exam** periods are from 5:00 to 7:00 p.m. on Thursday and Friday. A student must make arrangements with the department and the instructor of the course to schedule the final exam in one of the conflict exam periods.
- Evening classes, those starting at 5:00 p.m. or later, will have the final examinations during the final exam week at the regular class time.
- For online classes that have in person finals, the final examination will be on the Saturday following the final examination week in the Fall semester. In the Spring semester these in person finals will be held on the Saturday prior to the final examination week.
- Non-Standard time patterns will use the final exam start time in the day/time pattern of the earlier hour. For example, a Tuesday section with an 8:30 a.m. start time would use the 8:00 a.m. final exam time for Tuesday.
- If a class meeting day and time is not found in the final examination schedule above, the instructor of the class is responsible for contacting the Office of the Registrar to identify the appropriate day and time for the final examination.

## Spring Final Examination Schedule May 10-14, 2021

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

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

- **Common final exam** periods are from 7:00 to 9:00 p.m. on Monday, Tuesday, Wednesday, and Thursday.
- Students with more than two finals in one day may have the excess final(s) rescheduled. The **conflict exam** periods are from 5:00 to 7:00 p.m. on Thursday and Friday. A student must make arrangements with the department and the instructor of the course to schedule the final exam in one of the conflict exam periods.
- Evening classes, those starting at 5:00 p.m. or later, will have the final examinations during the final exam week at the regular class time.
- For online classes that have in person finals, the final examination will be on the Saturday following the final examination week in the Fall semester. In the Spring semester these in person finals will be held on the Saturday prior to the final examination week.
- Non-Standard time patterns will use the final exam start time in the day/time pattern of the earlier hour. For example, a Tuesday section with an 8:30 a.m. start time would use the 8:00 a.m. final exam time for Tuesday.
- If a class meeting day and time is not found in the final examination schedule above, the instructor of the class is responsible for contacting the Office of the Registrar to identify the appropriate day and time for the final examination.

University of Idaho

2019 – 2020 Faculty Senate Agenda

Meeting # 11

Tuesday, November 5, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes (vote)
  - Minutes of the 2019-2020 Faculty Senate Meeting # 10 (October 22, 2019) **Attach. #1**
- III. Consent Agenda
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
- VII. Other Announcements and Communications
  - Budget and Financial Planning
    - Scott Green (President of the University of Idaho)
    - John Wiencek (Provost and Executive Vice-President)
    - Terry Grieb (Chair Faculty Senate)
    - Chad Neilson (Chair Staff Council)
- VIII. Special Orders
- IX. New Business
  - Committee on Committees Appointments Survey **Attach. # 2**
    - Barbara Kirchmeier (Vice-Chair Faculty Senate & Chair of Committee on Committees)
- X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting # 10 (October 22, 2019)
- **Attach. #2** Committee on Committees Appointments Survey

University of Idaho

2019 – 2020 Faculty Senate – **Approved**

Meeting # 11

Tuesday, November 5<sup>th</sup>, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bacon, Bridges, Caplan, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice- Chair), Lee-Painter, Luckhart, Paul, Raja, Sammarruca (w/o vote), Schab, Schwarzlaender, A. Smith, R. Smith, Tibbals, Wiencek (w/o vote). Amin Mirkouei (Proxy for Michael McKellar).

**Present via Zoom:** Kern, Tenuto, Sears.

**Absent:** Lockhart, McKellar.

**Guests:** 16.

**Speakers/Discussion Leaders:** Scott Green (President of the University of Idaho)

John Wiencek (Provost and Executive Vice-President)

Terry Grieb (Faculty Senate, Chair)

Chad Neilson (Staff Council, Chair)

- I. **Call to Order:** Chair Grieb called the meeting to order at 3:31 PM.
  
- II. **Approval of Minutes (vote):** There was a motion to approve the minutes of the 2019-2020 Faculty Senate Meeting # 10 (October 22, 2019) (Dezzani/Tibbals). The motion to approve the minutes passed unanimously.
  
- III. **Consent Agenda:** There was none.
  
- IV. **Chair's Report**
  - Nominations for University Level Promotion Committee are due Friday, Nov. 8th. Please see email from last week and earlier today. Contact Mary Stout for more information and for submitting requests.
  - The ISUB and TLC remain closed until further notice due to flooding in the basement. Updates on re-opening and rescheduling are available at the ISUB updates [website](#).
  - The budget open forum is scheduled for 3pm Thursday, Nov. 7th in the International Ballroom of the Pitman Center. Note the new location due to temporary closure of the ISUB.

Chair Grieb asked if there were any questions. Hearing none, he moved to the next item on the agenda.
  
- V. **Provost's Report:** Unless there are specific questions for him, Provost Wiencek said he will not make a report, in consideration of the fact that President Green has another engagement at 4:30pm.

VI. **Committee Reports:** There were none.

VII. **Other Announcements and Communications:** Budget and Financial Planning .

Scott Green (President of the University of Idaho), John Wiencek (Provost and Executive Vice-President), Terry Grieb (Faculty Senate, Chair), and Chad Neilson (Staff Council, Chair).

Chair Grieb welcomed the President. In turn, President Green thanked the Senate for the invitation. He also acknowledged the support received for the organization of Leadership Weekend. The Envision event was a success thanks to the help of many. Alumni visited from all over the country. President Green thanked Sodexo for their services.

President Green referred to the memo that was sent out campus-wide last week, October 30, 2019. He reminded everyone of the open forum on Thursday, November 7, 2019. He proceeded to say that there is not much specific to report yet, other than the process that's being set up. This is the beginning of a broader conversation. There will be frequent communication, more memos, and more open forums. The President said he welcomes any opportunity to communicate with the Senators and their constituencies. After the memo went out, considerable feedback was received, also from students, who were concerned about the potential closure of programs. To put their minds at ease, the President's Office called the Argonaut and responded very quickly to the students' concerns. He continues to be open to questions and comments.

A Senator asked the President to clarify the best way to provide input into the process. Should one provide, for instance, written comments to the various committees? President Green referred to the Budget Update Talking Points from October 29, 2019. He emphasized that we need to be institutionally mindful, as a whole. Chair Grieb displayed the flow chart contained in the presentation attached to the meeting binder and started to explain the role of the various committees. During the past couple of weeks, the President, Provost, Faculty Senate Leadership, and Staff Council have been talking about developing "structures" to help with the decision-making process as we move forward. The Policy Review Committee will focus on the policy part including FSH, APM, and any SBOE-mandated policies. This group will work with the Policy Coordinator to ensure compliance from the start. The Tools Ranking Taskforce will review the (8) strategies listed in the President's memo as well as identify additional tools to be used in the reallocation process. Those tools will be placed in "bins", ranked from "desirable" to "least desirable". This group will consist of 3 senators and 3 staff members from the Moscow campus, 1 senator from outside Moscow and 1 staff member from outside Moscow. The Tools Ranking Taskforce and the Policy Review Committee (the two "ovals" on top of the flow chart), are charged by Senate and will work during the Fall Semester. The Faculty Senate and UI Leadership will act as "check-in" points. The two components on the lower part of the flow chart, next to the two-way arrows and question marks, are the Sustainable Financial Model Working Group (SFMWG) and the Administration components of the process. The SFMWG will meet again next week and will deliver their final work in January. As this semester's work wraps up, the administrative work will proceed in the Spring. The academic and non-academic components of the Program Prioritization Committee will be charged by and will report to IPEC.

A Senator suggested that one Dean should be included in the Taskforce. There was positive feedback concerning this suggestion, since Deans are already engaged in similar "binning" processes. Different efforts should be coordinated as much as possible.

Another Senator inquired about the timeframe for the Tools Ranking Taskforce. Looking at the items in the Budget Update Talking Points, she noticed some overlap among those strategies. She wondered whether more information will be provided to better define those items, which are certainly very important categories for the “bins”. Provost Wiencek replied that we are in a fluid situation and we still need to figure out all the details of a path forward.

A Senator asked the meaning of IPEC. Chair Grieb responded that it stands for Institutional Planning and Effectiveness Committee (IPEC). Provost Wiencek clarified that IPEC is essentially a Program Prioritization Committee.

A Senator inquired about the origin of the cost-reducing strategies currently listed. President Green replied that they originate partially from the Cabinet. He added that he will be happy to extend the list and consider additional strategies. Suggestions are welcome.

A Senator remarked that we need more information to make intelligent choices. President Green concurred. The estimated shortfall is \$22 million, including \$14 million in budget reductions which are already in progress and \$8 million in anticipated additional cuts. When more information is available about where the cuts are going to be, that information will be passed on to the Deans who will then be expected to take appropriate actions.

Provost Wiencek added that a complete plan is not going to be revealed all at once. Information will come in smaller chunks. There will be some kind of final announcement, but first one needs to know, for instance, how many people may leave voluntarily.

Another Senator brought up the issue of the “right size” of the Administration as was discussed earlier in the Senate. It would help the morale if talks of streamlining the Administration, for instance, VPs, were also on the table. President Green replied that they will be looking at all options. However, there are some things he will not consider, such as, for instance, combining colleges in order to save deans’ salaries.

The conversation moved again to the Policy Review Group. It was clarified that the available tools would be different under the policy of financial exigency. The President reiterated that the financial exigency is currently not on the table.

The focus shifted to the timeline for the process. A Senator wondered whether we are rushing into decisions which will impact the institution for a long time. He asked whether we will continue talking while we make progress. President Green cited as an example the Sustainable Financial Model Working Group. They will complete their task by January, but their recommendations will not have a major impact until 2021. Early retirements will also happen over a period of time. Our cash reserves are low, and we must act now. A big unknown is that the Governor can ask to hold money back. This is something that the President cannot control. If we wait too long, we may get ourselves “deeper into the hole”.

A Senator asked about whether the Sustainable Financial Model Working Group (SFMWG) reports to the President or to Senate (like the Fiscal Emergency Committee did formerly). Chair Grieb went back to the flow chart and pointed that the first two committees are charged by the Senate whereas IPEC is charged by the Administration. The SFMWG also reports to the President.

President Green reiterated that everything from the Sustainable Financial Model Working Group will be transparent. Representatives from this group will come and speak to the Senate.

In conjunction with the Fiscal Emergency Committee, a Senator mentioned the Financial Exigency Policy and Staff-Reduction Procedures in FSH 3970. Another Senator argued that FSH 3970 is not related to the functions of a Fiscal Emergency Committee. In his understanding, the SFMWG is a strategic body, involved with the revenue generating part of the institution.

Chair Grieb said that IPEC needs to identify metrics to reallocate resources. The Sustainable Financial Model Group is in charge of a long-term model, namely how we will operate year to year forward. To come up with a clear set of rules that everybody understands and follows, and which colleges and units will keep over time. President Green added that Program Prioritization is SBOE-mandated. We need to refresh the process, but our accreditors require that we go through it. Therefore, we do need a Program Prioritization process to guide the closure of programs.

A Senator inquired about the best channel to provide ideas and feedback. It was replied that any feedback should be forwarded to the Provost, Senate Chair Grieb, or Staff Council Chair Neilson.

The discussion moved to IPEC and whether it will work differently than in the past. President Green welcome the idea of more faculty on the committee but did not think that too large a committee would be helpful. Provost Wiencek mention that he is committed to work closely with Faculty Senate Leadership and Staff Council. There will be strong representation of faculty and staff. Deans will be included as well. Previously there were 8 faculty and 4 staff members on the committee. The non-academic part included Centrally Provided Services, Students and Faculty Support Services, Research Centers and Institutes. The academic sector will be addressed first, in anticipation of program closures.

A Senator expressed concerns about timelines for decisions not to grant tenure or to let faculty go, which can place them in a very difficult position. Provost Wiencek replied that there are some protection mechanisms for second-year faculty. If they do not get a notice by July 15, they will have another year. He noted that there is no desire to lay off faculty on short-notice. University General Counsel Kent Nelson pointed out that, if a program is closed, tenured faculty can also be let go.

A Senator pointed out that we are now being judged according to a new standard. This makes it difficult to plan in a stable way. President Green said that is precisely the goal of the SFMWG, namely, to develop a reliable and stable model for the future.

A Senator asked about the impact on the plan to have U of I move to an R1-level university. President Green replied that we cannot execute an R1 strategy at the moment. However, they are looking into strategic investments towards financial stability of our resources. Chair Grieb recalled that Janet Nelson wishes to come to Senate soon and talk about R1 strategies.

Chair Grieb invited Staff Council Chair Chad Neilson to speak. Neilson said he is pleased with how things are going so far. He thinks that good communication and good shared-governance work are going on. Although there is anxiety among people, he is hopeful.



Chair Grieb went back to the “committee flow-chart” to clarify the meaning of the question marks at the bottom of the chart: they refer to what IPEC and SFMWG will be doing, and how the various “pieces of the puzzle” need to come together and fit into one holistic piece. The question mark on the right refers to communication between Senate and Administration.

Provost Wiencek emphasized that we are on this journey together. It will be necessary to hand-in some non-renewals in January/February to move forward. There will be a shared discussion, although not in a public setting. There will be a series of iterations. Voluntary separations and early retirements will be “at the top”. Next, the process will have to get more specific, with more local conversations. During the process, we will need to ensure that our students continue to be served well. It is important to realize that all policies which are being considered apply to both faculty and staff in a holistic way.

Making reference to the recent memo of October 31, 2019, from VP Brian Foisy about outsourcing, the Provost noted that, while outsourcing may be a strategy for some non-academic areas, they would not consider outsourcing academics. Addressing a question by Chair Grieb about SBOE potentially requiring centralization of some processes, the Provost said that all presidents of the Idaho higher ed institutions have a unified front and that they do not see a benefit to the proposed centralization. He also commented that communications from the presidents group is helping maintain a positive and collaborative relation with SBOE.

The Provost said that an opportunity to streamline may exist if the ratio of reports to supervisors (namely, how many people report to a supervisor) increased. In business, a value of 10 to 1 is standard. In higher education, it is more like 3 or 4 to 1. This raises the question of, possibly, too many middle-level managers in administration and reconnects with an earlier comment by a Senator about reducing the size of the administration as a possible cost-saving strategy.

The issue of UI moving to R1 level was raised again by a Senator, in the context of how Scott Green (and others, such as Deans, the College of Graduate Studies, and the Library) had felt strongly about it. Another Senator pointed out that R1 and undergraduate research are not separated. 60% of our undergraduate students are involved in research, and the research we do is important to the state. At this time, we need to worry about tuition revenues. That is something we have some control on. As Janet Nelson will explain, there is more than one path to R1.

The discussion moved to the issue of Athletics. It does not make money, in fact we put money into it. On the other hand, many students would not come here if it wasn't for athletic scholarships. Athletics is an important part of our campus life, and it is important for our Alumni, but it does not generate money.

Chair Grieb moved to the next item on the agenda.

VIII. **Special Orders:** There were none.

IX. **New Business:** Committee on Committees Appointment Survey.  
Barbara Kirchmeier (Vice-Chair Faculty Senate & Chair of Committee on Committees)

The Committee on Committees Appointment Survey went live on Monday (November 4, 2019). There were some changes made in the survey that are self-explanatory. Vice-Chair Kirchmeier reminded everyone that, when faculty fill up and return the survey, they are making a commitment to serve on a committee. The appointments will be announced at the end of the Spring semester.

A Senator asked whether it is possible to sign up a second time for a particular committee. Vice-Chair Kirchmeier responded that FSH 1640 does not prohibit it.

- X. **Adjournment:** A motion to adjourn (A. Smith/ DeAngelis) passed unanimously. The meeting was adjourned at 4:59 PM.

Respectfully Submitted,

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

University of Idaho

2019 – 2020 Faculty Senate – **Pending Approval**

Meeting # 10

Tuesday, October 22, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bridges, Chapman, Cosens, DeAngelis, Dezzani, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice- Chair), Lee-Painter, Lockhart, Luckhart, Paul, Raja, Sammarruca (w/o vote), Schab, Schwarzlaender, A. Smith, Tibbals, Wiencek (w/o vote).

**Present via Zoom:** Chopin, Kern, McKellar, Tenuto.

**Absent:** Bacon, Caplan, Fairley, R. Smith, Sears.

**Guests:** 10.

**Guest Speakers:** Dwaine Hubbard, Associate Registrar  
Dan Ewart, Vice President for Information Technology  
Brian Cox, Director of Customer Experience and Engagement

- I. **Call to Order:** Chair Grieb called the meeting to order at 3:30 PM.
  
- II. **Approval of Minutes (vote):** A motion was made to approve the minutes of the 2019-2020 Faculty Senate Meeting # 9 (October 15, 2019) (A. Smith/Dezzani). Following a call for discussion, an amendment was proposed by Secretary Sammarruca: on p.3, second line from the top, it should read “*non-P&T committee compositions*” rather than “*P&T committee compositions*”.  
An additional amendment was proposed: in the fourth paragraph of p.4, include the sentence: *The Senator requested the addition of the following language: In C-1.b, 3rd line, after "accomplishments," add "or on the timetable for promotion that is typical for the faculty member's academic field."*  
A motion to approve the amendments was passed unanimously.  
The motion to approve the minutes as amended passed unanimously.
  
- III. **Consent Agenda:** There was no Consent Agenda
  
- IV. **Chair's Report**
  - The tables in the Paul Joyce Lounge have been moved to a new arrangement, similar to the previous U-shape from previous years. It is hoped that this will provide better sound quality for those participating via Zoom.
  - The latest version of the revised P&T policy has been distributed to all faculty. Comments can be posted on the web. The conversation is still ongoing. The Faculty Affair Committee will meet and vote next week. The policy revisions will come back before Senate November 12.
  - Bellwood Lecture tomorrow, Ken Salazar, former Secretary of the Interior, 3:30, Pitman Center, International Ballroom.

- Sonny Ramaswamy, President of the NWCCU, will host an open forum on Thursday, Oct. 24th, 10:30-12:00 ISUB Horizon. (Note the change of time from 11AM to 10:30AM.)
- Tommy Orange, author of “There There”, the 2019 UI Common Read, will be on campus Nov. 5th, 7pm, International Ballroom.

V. **Provost’s Report**

- The State Board of Education (SBOE) had its annual meeting in Lewiston last week. Program Prioritization already existed in the Financial Section of the SBOE policy but will be added to the Academic Section as well. The SBOE requires that we go through the process of university-wide program evaluation and rankings at least once every 5 years. They suggest matrix and methods by which we may do it, but there is considerable flexibility.  
State Board of Education is also introducing a policy on remedial education. Of interest to our math faculty is MATH 108, a Pre-Algebra remedial course. The Board will allow MATH 108 to be offered but will not allow it to be included within a degree requirement or curriculum. In other words, we cannot mandate students to take it. We must let them in MATH 143 and provide extra instruction as needed. The Math department has expressed concerns about this and is considering options that are responsive to the Board’s new policy.
- Enrollment figures are in (today or tomorrow there should be a press release). Overall, we have an increase of a few percent in first year student enrollment as well as an increase in dual enrollment (high school students taking college courses). The number of continuing students is down. Overall, enrollment is essentially flat.
- The President has shared his thoughts and ideas about the current financial challenges and the path forward with his executive leadership team. Based on this information, I will schedule a meeting with Faculty Senate Leadership soon to jointly develop the needed initiatives. It will be a collaborative effort with the Provost’s office, the Colleges (Deans), Staff Council and Faculty Senate.

A Senator asked how the previous enrollment figures relate to our revenue. Provost Wiencek responded that Brian Foisy would be able to give more details. Our revenue has many components including State appropriations and tuition revenue. Not all students pay the same tuition rate (resident, non-resident and WUE rates for example are different). Our revenue is strongly linked to our undergraduate on-campus full-time enrollment. We have fewer and fewer resident (Idaho) students, while non-resident students are increasing slowly but are not always as financial lucrative as the resident student enrollments. Our expenditures, though, are growing more rapidly than our revenues. The Provost noted that the Argonaut provided good coverage on the matter and addresses this question with more detail.

VI. **Committee Reports:** Chair Grieb suggested to switch the order of the Committee Reports as on the agenda. There were no objections.

- Presentation on the Final Exam Schedule for Academic Year 2020 – 2021, by Associate Registrar D. Hubbard. It was noted that no final exam begins before 8:00 AM Pacific Time. In

response to a question from a Senator, it was reported that final grades next year are due Tuesday, December 22<sup>nd</sup>, 2020.

The seconded motion from the University Curriculum Committee to approve the Final Exam Schedule as presented to Faculty Senate passed unanimously.

- Presentation by the Information Technology Committee, *Information Technology on Campus*, by Dan Ewart and Brian Cox.  
An update was provided on the status of the IT Best Use initiatives presented to Faculty Senate in October 2018. A timeline was shown, which highlighted recent accomplishments and future plans.

Starting October 2018, annual IT security was implemented (December 2018). In February 2019, the first IT governance and priority process took place, which is a mechanism to collect university IT initiatives and prioritize them. This happened two more times, up to September 2019.

Last year Vice President Ewart came to Faculty Senate to discuss the “IT Best Use Initiative”. The goal of this initiative is to move the university ahead rather than just remaining functional. A Senator asked to clarify the meaning of “moving the university ahead”. It was replied that it means offering new opportunities for teaching and research. At the moment, we are just baseline, with 85% of the time spent keeping what we have up and going rather than creating new technology.

Brian Cox proceeded to address the Central Device Management Program and the Central End User Technology Procurement. With regard to Central Device Management, UI works with people across the State (Boise, Idaho Falls, CDA) to get visibility. Visibility plays a key role for in our understanding of which data can best help in making decisions.

The following updates were provided: Prior to the initiative we had 2,000 devices visible on the network, now we have 5, 932, visible and manageable on our network. 34% of computing devices are laptops. We have 750 printers with 250 different models, 52 operating systems, 25% of which are outdated. The majority of our devices are from Lenovo. There is a large complexity to deal with in ITS, therefore it is necessary to prioritize. A Senator asked to clarify the meaning of “visibility”. Director Cox responded that visibility gives us insight into the hardware connected to our network.

The discussion moved on to Central End User Technology Procurement. There are three main goals in this area: 1) improve response and resolution time, 2) protection of data, and 3) better financial stewardship for UI. A Senator reported that his college is very unhappy about technology constraints on research. Often times, the equipment which is provided is not useful for the scientific needs of researchers. Researchers need to be able to decide what fits their needs. Support has been substandard or useless, cost is higher than it would be if equipment were bought outside the university. Director Cox replied that they are not setting standards for researchers on campus, who constitute 20% of the users. Their standards are suitable for 80% of the users on campus. They are currently in a pilot mode. Researchers should be able to submit a request of what they need. The Senator proceeded to say that, in many cases,

purchasing elsewhere is met with resistance. Director Cox said he would like to see the specific data and examples.

A Senator argued that the IT prices are about 5% to 10% higher as compared to purchasing directly with Lenovo or other vendors. Director Cox repeated that he will like to see the data to compare prices and warranties. They work with a consortium. Researcher should be able to purchase what they want with their purchasing card. One must be careful, though, when comparing prices, because prices may include only the device or other costs. As for delivery time, they hope for 3 to 5 days shipping, but sometimes higher prices are charged for quicker delivery.

In response to a question about support, Director Cox responded that they cannot provide financial support to researchers. The best form of support they can provide is by giving the researchers information so they can plan accordingly with their budgets. In response to another question, Vice President Ewart replied that, when a unit is no longer serviced by IT, it is not necessary removed. There does come a time, though, when it may no longer be possible to support a particular system. At ITS they make choices to ensure long lifetimes of the devices. But it must be kept in mind that, as the device gets older, it becomes more costly to maintain it. Using old equipment causes loss of productivity.

The discussion moved to whether Lenovo is the best choice. A senator pointed out again that research exceptions should be considered. A clarification was asked about “exceptions”. It was clarified that exceptions refer to requesting items other than the IT standards. A Senator reiterated that his college felt left out of the process. Vice President Ewart emphasized that they are in a pilot phase. They are in the process of changing standards to accommodate the needs of 80% of the users. They cannot focus on a single research device. A Senator followed up on the approval time for software, which, in his experience, can be as long as 8-12 weeks. Director Cox said there had been challenges with Adobe, but he hadn’t heard anything in the range of 8-12 weeks. Many vendors are changing their pricing and delivery models. In regard to the issue of the Adobe delivery, Vice President Ewart asked to be forwarded the relevant paperwork. The discussion moved back to warranties. Director Cox responded that is different from vendor to vendor. For laptops it is typically 4 years. If the device breaks down, one must go to the local support person, who will dispatch a Lenovo specialist. The Lenovo person will come and repair the equipment in a proper facility. Laptops have 4-year damage protection. Ultimately, a device can be cheaper but come with less warranty. In response to the question as to why Lenovo is the standard, Director Cox responded that UI has been working with Lenovo for a long time. They had excellent support from them and don’t see a reason to change. Furthermore, Lenovo designs and manufactures all of their products. They test components and software before putting them into devices.

Chair Grieb had a follow up question about the IT Committee. Per FSH, the Committee should provide input and guidance, but this does not seem to be happening. Vice-Chair Kirchmeier confirmed that statement from her experience as a former member of the IT Committee. She suggested that items should be brought to the Committee at an early stage so they can be discussed at the committee level before decisions are made, unlike what she has seen in the past.

A Senator asked about personally purchased computers for UI work. Vice President Ewart said that it is not recommended, for security reasons and because, if not backed up, UI data and records may be lost. He cited APM in that regard.

The discussion continued on the exception process. Vice President Ewart ensured the Senators that information will be distributed broadly as they leave the pilot mode. The discussion ended with a comment that this will be a perfect item for the IT Committee to be involved in. Chair Grieb suggested to continue the discussion in the Spring. Items to be revisited include: the tracking of specific requests, sharing the tracking data with the IT Committee, and checking approval time for software. Chair Grieb said that he will reach out to the IT Committee Chair to invite her and Brian Cox to attend a Senate meeting in the Spring.

- VII. **Other Announcements and Communications:** There were none.
  
- VIII. **Special Orders:** There were none.
  
- IX. **New Business:** There was none.
  
- X. **Adjournment:** A motion to adjourn (Jeffery/Schwarzlaender) passed unanimously. The meeting was adjourned at 4:46 PM.

Respectfully Submitted,

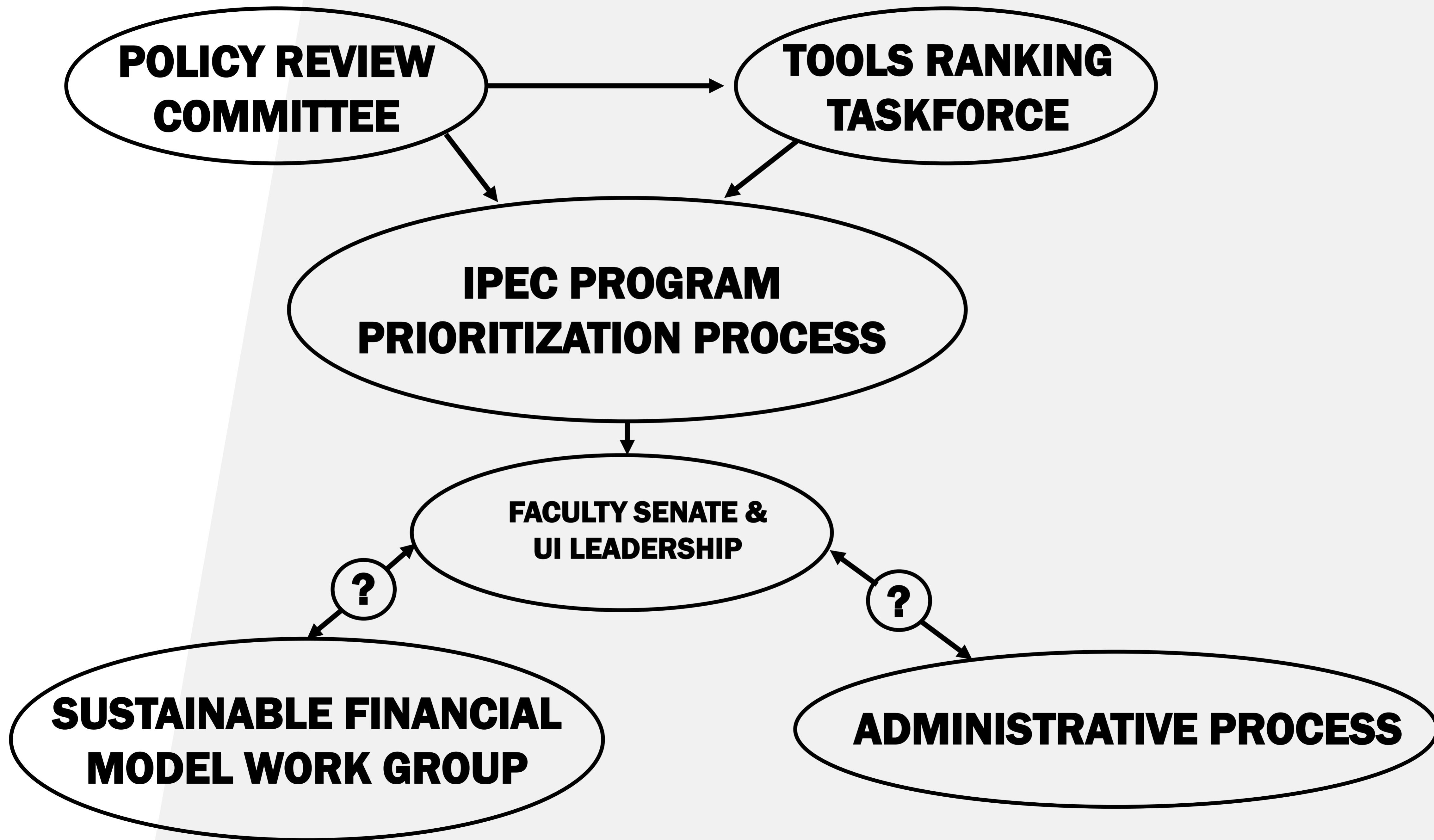
Francesca Sammarruca  
Secretary of the University Faculty & Secretary to Faculty Senate



# RESOURCE ALLOCATION COMMITTEES

NOVEMBER 5, 2019





# POLICY REVIEW GROUP



**I** Whitney, Sammarruca, Kirchmeier, Grieb, Neilson,  
Espenschade, Lawrence, Wiencek

**I** Review policy related to potential budget strategies

**I** Data: Report provided by Policy Coordinator

# TOOLS RANKING TASKFORCE



- I** Senate charge. Report to FS and Staff Council required.
- I** Review strategies identified in Pres. Green memo and by others
- I** Brainstorm/add new strategies to the list
- I** Rank or “bin” the strategies
- I** MEMBERS: 3 Faculty Senators, 3 Staff Council members, 1 faculty and 1 staff from Centers

# **IPEC PROGRAM PRIORITIZATION UPDATES**

- I IPEC charge. Will present reports to Faculty Senate and Staff Council before final deliverable submitted.**
- I Refine current process and metrics to be applied for decisions on resource reallocations and/or program closures**
- I Taskforce: UBFC “volunteers” and FSL/SCL designees, & others assigned by IPEC**
- I SUPPORT: Provost’s Office, Institutional Effectiveness and Accreditation and Division of Finance and Administration**



University  
*of* Idaho

**ADDITIONS?**  
**COMMENTS?**  
**QUESTIONS?**



University  
of Idaho

# COMMITTEE ON COMMITTEES ANNUAL APPOINTMENT SURVEY

BARBARA KIRCHMEIER

VICE-CHAIR FACULTY SENATE

CHAIR COMMITTEE ON COMMITTEES

# TIMELINE



- I Survey was sent out yesterday (November 4, 2019)
- I Survey will remain open until December 6, 2019
- I Committee on Committees will use the results of the survey to build Committees during the Spring Semester 2020
- I Faculty will be notified of appointments by May 2020
- I Faculty will be reminded of appointments in August 2020

# CHANGES TO THE SURVEY



**I** Asking for additional personal information

- Primary and Secondary College

**I** We added time commitment

**I** TEAC possible split

**I** Administrators selection

- Only administrator
- Faculty and Administrator





# QUESTIONS

University of Idaho

2019 – 2020 Faculty Senate Agenda

Meeting # 12

Tuesday, November 12, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes (vote)
  - Minutes of the 2019-2020 Faculty Senate Meeting # 11 (November 5, 2019) **Attach. #1**
- III. Consent Agenda
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
- VII. Other Announcements and Communications
  - FSH 3500 proposal from Faculty Affairs Committee **Attach. #2**  
Alexandra Teague (Faculty Affairs Committee Chair)  
Torrey Lawrence (Vice Provost for Faculty)
  - UI Solar Initiative  
Jeannie Matheison (Director, Sustainability Center) **Attach #3**
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting # 11 (November 5, 2019)
- **Attach. #2** FSH 3500 Proposal from Faculty Affairs Committee
- **Attach. #3** UI Solar Initiative

## University of Idaho

2019 – 2020 Faculty Senate – **Approved**Meeting # 12Tuesday, November 12<sup>th</sup>, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge &amp; Zoom

**Present:** Bridges, Caplan, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice- Chair), Lockhart, Paul, Sammarruca (w/o vote), Schab, Schwarzlaender, R. Smith, Tibbals, Wiencek (w/o vote).

**Present via Zoom:** Kern, McKellar, Tenuto, Sears.

**Absent:** Bacon, Lee-Painter, Luckhart, Raja, A. Smith.

**Guests:** 8.

**Speakers:** Torrey Lawrence (Vice Provost for Faculty)  
Alexandra Teague (Chair, Faculty Affairs Committee)  
Jeannie Matheison (Director, Sustainability Center)

- I. **Call to Order:** Chair Grieb called the meeting to order at 3:30 PM.
  
- II. **Approval of Minutes (vote):** There was a motion to approve the minutes of the 2019-2020 Faculty Senate Meeting # 11 (November 5, 2019) (Dezzani/DeAngelis).

A Senator asked for clarification on a sentence on p.5 of the minutes which reads *“If they do not get a notice by July 15, they will have another year.”* Provost Wiencek commented that they have another year in addition to the one that they are already in (noting that, on July 15<sup>th</sup>, they are 15 days into the current year). The wording is from policy. The motion to approve the minutes passed unanimously.

- III. **Consent Agenda:** There was none.

- IV. **Chair’s Report**

- Faculty members who want to receive weekly funding opportunity bulletins, announcements of limited-submission funding opportunities, training and workshop events, and agency updates from the Office of Research and Faculty Development can subscribe to the Office of Sponsored Programs [PI listserve](#).
- Chair Grieb thanked everyone who attended the budget open forum last Thursday. A video of the forum can be found at the President’s Presentations and Messages [webpage](#). Faculty and staff are invited to submit their ideas for revenue generation or for cost savings at the Community Feedback [webpage](#).
- Brief update on budget committees. Chair Grieb displayed an updated committee flow chart. He reported that the Sustainable Financial Model Working Group (SFMWG) had their second meeting today.

The Policy Review Group met yesterday to discuss a document prepared by Diane Whitney containing the relevant policies from FSH, APM, and SBOE regulations. The draft will be shared with everyone at the end of the week. There are three different types of policies:

- 1- Ordinary – these are the ones that we should focus on. They have implication for program closures.
- 2- Exigency Policies – not currently being considered.
- 3- Short Term – these include, for instance, furloughs. These do not fix a long-term problem, because they are a one-time saving strategy.

Concerning the Tool Ranking Taskforce (TRT), the dean members have been identified and meeting times will be set shortly.

Moving on to Institutional Planning and Effectiveness Committee (IPEC), Chair Grieb referred to last week conversation. IPEC is essentially a program prioritization group. Faculty Senate Leadership and Staff Council will meet to talk about structure and membership of this committee, which is charged by the Administration. They will review budget issues involving both academic (such Gen Ed or Research) and non-academic areas. They will develop quantitative metrics to prioritize programs. This process is currently being formalized and we will know more on Thursday (November 14).

The Sustainable Financial Model Working Group (SFMWG) had productive meeting. They will make recommendations on a long-term model to allocate resources year after year. Three aspects emerged:

- 1- Activity Based Model;
- 2- Performance Based Model;
- 3- RCM (Responsibility Center Management).

More work will be done between December and January and a formal report will be presented to Senate at a later date. Program Prioritization is required by SBOE, and appropriate metrics will be developed.

A Senator asked whether the SFMWG is aware that RCM had been tried 15 years ago and failed. Chair Grieb agreed that it is important not to repeat mistakes from the past. A “hybrid” model is being discussed as an option. Colleges must be entrepreneurial. They must be given the power to build the programs which they think will work best and benefit from those choices, if successful.

Another Senator expressed concern that the above process may take a long time. Provost Wiencek commented that a quick shift may be detrimental, therefore we will proceed gradually over time. It may take multiple years of studying and testing.

A Senator was concerned about the possibility of loss of quality in education and character of the university. When a managerial style is applied, the nature and character of a university can be lost. He mentioned the book *“The Fall of the Faculty”*. Both Chair Grieb and Provost Wiencek agreed that unintended consequences must be avoided, which is why we should proceed through gradual implementations. While we balance our budget, we must not lose our values.

- The next University Faculty Meeting will be held on December 11, 2019, in the International Ballroom, Bruce Pitman Center from 2:30 to 4:00 pm Pacific Time.

Having completed the Chair's report, Chair Grieb asked if there were any questions. Hearing none, he moved to the next item on the agenda.

**V. Provost's Report:**

- The Provost confirmed that many meetings are taking place. He met with the Deans frequently. He mentioned the recent meeting with the Policy Review Group.
- On a different note, the Tribal Business Summit took place last week. The emphasis of this year's Summit is on identifying and understanding areas of intersections between the College of Business and Economics and various Tribal business and enterprise departments; understanding tribal sovereignty and its role in business and economics; and course offerings and areas of emphasis that enhance tribal collaborations and opportunities.
- Dean searches are going on. Some are internal and some reach out to the outside. The College of Architecture has announced a national search.

Provost Wiencek asked if there were any questions. Hearing none, Chair Grieb moved to the next item on the agenda.

**VI. Committee Reports:** There were none.

**VII. Other Announcements and Communications:**

- Revision of the P&T policy proposed by the Faculty Affairs Committee (Alexandra Teague, FAC Chair, and Torrey Lawrence, Vice Provost for Faculty, presenting).

Chair Grieb welcomed Torrey Lawrence & Alexandra Teague. Vice Provost Lawrence summarized the present status of the policy. There have been further revisions to the policy since the last discussion at the October 14 Senate meetings. Changes were based on feedback from Senate, FAC, and university counsel. Feedback was also gathered from all faculty by sending a link to the new policy to all university faculty on Friday, October 18. That webpage was viewed by 913 people in seven days. Feedback was collected through an online survey October 18-25.

The policy changes provided to the Senators were approved by the Faculty Affairs Committee on Tuesday, October 5, 2019. Due to the significance and complexity of these changes, several documents were made available:

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

The discussion started with FSH 3500, section by section. There were no questions or comments on Section **A**.

Section **B**: A clarification was asked as to why Section **B-4** had been added. Kent Nelson added that this section will be helpful if anything goes wrong during the process. Still on section **B-4**, a Senator suggested to specify that the candidate's agreement with the resolution should be in writing. Vice Provost Lawrence agreed that this is a good idea. In response to another question, Vice Provost Lawrence confirmed that the purpose of Section **B-4** is, indeed, about transparency. It is meant to resolve a problem before the end of the process.

The discussion moved to section **C**. A Senator emphasize that the College of Law remains concerned about the timeline for early consideration for Promotion (**C-1.b**). As she had mentioned earlier, the proposed timelines will make it difficult for the College of Law to recruit candidates. She asked that the Faculty Senate meetings reflect that the Provost does not see a problem with the College of Law addressing the fact that the norm in law schools is to be able to meet the requirements for full professor in a much shorter timeframe with the addition of the following language to the College bylaws: *" To address the fact that the timeline to promotion to full professor is much longer than the norm for law school, reflecting the culture of a professional school in which faculty with practice experience in the profession are sought and to ensure clear communication of this to any committee determining the award of promotion, the College bylaws will reflect a presumption that law faculty will come up for promotion to full professor in a time period reflecting the majority of law schools responding to a poll. This poll will be repeated every 5 years when College bylaws are reviewed."*

Vice Provost Lawrence pointed out that the policy as it stands does not preclude the possibility of early promotion, as long as the Dean supports it. The Senator argued that her faculty are not concerned about the Dean's support, but more like the university-level process. Provost Wiencek noted that the university-level Promotion Committee understands the culture of the Colleges from where the candidates are coming. The College of Law is represented on that committee and the concerns from the College of Law will be well articulated. Furthermore, this committee is advisory to the Provost. It is best to address these concerns in the unit bylaws and made the Provost aware of it. The Senator was positive about this solution, since unit bylaws must be approved by the President.

A Senator asked about the three-year waiting period to go up again for promotion to Full Professor, when the previous attempt has been unsuccessful. FAC Chair Teague responded that promotion implies considerable amount of work. FAC felt that a substantial change of the promotion dossier requires some time. Actually, candidates have to wait only two years and can go up again on the third year. Furthermore, they can ask for the Dean's support if they are confident that they have made substantial progress. There was a request of clarification concerning the sentence *"The role of the administrator is not tenurable"*. The Senator was satisfied with the clarification. A Senator pointed out a typo on Section **C-1.c**.

There was a question concerning Section **C-4.a**, in case the faculty member has or adopts more than one child. It was replied that more than one extension can be requested per **C-4**. The next question concerned **C-3.e**, and whether it should say *"...with the approval of Deans, Provost, President..."* (that is, including Deans). Chair Grieb suggested that this could be undertaken as a possible amendment next week. Vice Provost Lawrence remarked that the words as they are reflect our current practices and are consistent with SBOE policy. Kent Nelson will check about this issue. Another Senator proposed that the list should include *"...Deans and Faculty..."*

The discussion moved to Section **D**. The first question concerned Section **D-2.f**, specifically how to interpret “*appointment*” in that context. Vice Provost Lawrence explained that this section refers to faculty with joint appointments. Faculty who do not have joint appointments but work in interdisciplinary scholarship can add additional material in the dossier. In response to a question about **D-2.a.2**, Vice Provost Lawrence explained that FAC felt it would be fair to allow the candidate to choose the version of the criteria by which they will be evaluated, if those criteria have changed during the period covered by the review. It is also best to document the faculty’s choices.

The discussion moved on to Section **E**. Vice Provost Lawrence pointed out the addition of **E-2.a.6**, as recommended by General Counsel. With regard to section **E-1.a.1** (which prescribes a committee of 5 faculty members, with at least 3 tenured faculty members in the unit and at least one tenured faculty member from outside the unit), a Senator inquired whether the remaining committee member must be tenured. Vice Provost Lawrence noted that the remaining member is elected by the faculty, thus they can choose whether this member is tenured or not. Still on **E-1.a.1**, it was clarified that “*the outside unit member*” can be from outside or inside the college. To the question whether extension faculty can sit on P&T committees for non-extension faculty, the answer was affirmative. A clarification was provided on Section **E-2.a.2**, which gives eligible voting faculty flexibility to assemble and deliberate before voting, if they so choose. Torrey Lawrence pointed to **E-2.b** and **E-2.c** for clear definitions of who is eligible to vote in case of tenure or promotion.

At this time Chair Grieb called for an end to the discussion, which will be continued next week with FSH 3500 Section **F**.

- “UI Solar Initiative” by Jeannie Matheison (Director, Sustainability Center)

Chair Grieb welcomed Jeannie Matheison, who delivered a presentation on solar energy initiatives.

Jeannie Matheison pointed out that, as an institution, we have made commitments to sustainability. This was most recently affirmed in our 2016 strategic plan, where sustainability is identified as one of our five core values. Another commitment we made is the climate action plan which took a comprehensive look at our institution’s carbon footprint and committed us to trying to achieve carbon neutrality by 2030. Both reports are available on the Sustainability Center [website](#).

Reducing our carbon footprint is one of the most important steps we can take. Electricity costs are increasing by 5% each year. It is very difficult for large institutions to navigate increasing energy costs when revenue remains constant. Purchasing a solar array is like buying your energy “in bulk” for the next 30+ years, at a fixed price. We had some available funding at the Sustainability Center, and we began exploring projects that would contribute to carbon neutrality with Facilities Management Team. She proceeded to describe how a group of stakeholders was put together, and how the process of identifying the ideal location for a solar array began with determining criteria and metrics for a campus solar site assessment. From the identified metrics, 15 possible locations for a solar array were evaluated and ranked in order of highest to lowest. The top four locations considered were: The bookstore, IRIC, Shoup Hall and the Physical

Education Building. A copy of the solar site assessment is available on the Sustainability Center's [website](#)

Jeannie Matheison showed a short video and concluded by encouraging everyone to donate \$166 to support the purchase of a solar panel. To learn more about the UI Solar Initiative and the many giving levels go to the [website](#). Chair Grieb noted that the funding site is easy to find via a search of the UI website.

Chair Grieb asked if there were any questions. Hearing none, he moved to the next item on the agenda.

VIII. **Special Orders:** There were none.

IX. **New Business:** There were none.

X. **Adjournment:** A motion to adjourn (Fairley/Dezzani) passed unanimously. The meeting was adjourned at 4:57 PM.

Respectfully Submitted,

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



University of Idaho

2019 – 2020 Faculty Senate – **Pending Approval**

Meeting # 11

Tuesday, November 5<sup>th</sup>, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bacon, Bridges, Caplan, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice- Chair), Lee-Painter, Luckhart, Paul, Raja, Sammarruca (w/o vote), Schab, Schwarzlaender, A. Smith, R. Smith, Tibbals, Wiencek (w/o vote). Amin Mirkouei (Proxy for Michael McKellar).

**Present via Zoom:** Kern, Tenuto, Sears.

**Absent:** Lockhart, McKellar.

**Guests:** 16.

**Speakers/Discussion Leaders:** Scott Green (President of the University of Idaho)

John Wiencek (Provost and Executive Vice-President

Terry Grieb (Faculty Senate, Chair)

Chad Neilson (Staff Council, Chair)

- I. **Call to Order:** Chair Grieb called the meeting to order at 3:31 PM.
  
- II. **Approval of Minutes (vote):** There was a motion to approve the minutes of the 2019-2020 Faculty Senate Meeting # 10 (October 22, 2019) (Dezzani/Tibbals). The motion to approve the minutes passed unanimously.
  
- III. **Consent Agenda:** There was none.
  
- IV. **Chair's Report**
  - Nominations for University Level Promotion Committee are due Friday, Nov. 8th. Please see email from last week and earlier today. Contact Mary Stout for more information and for submitting requests.
  - The ISUB and TLC remain closed until further notice due to flooding in the basement. Updates on re-opening and rescheduling are available at the ISUB updates [website](#).
  - The budget open forum is scheduled for 3pm Thursday, Nov. 7th in the International Ballroom of the Pitman Center. Note the new location due to temporary closure of the ISUB.

Chair Grieb asked if there were any questions. Hearing none, he moved to the next item on the agenda.
  
- V. **Provost's Report:** Unless there are specific questions for him, Provost Wiencek said he will not make a report, in consideration of the fact that President Green has another engagement at 4:30pm.

VI. **Committee Reports:** There were none.

VII. **Other Announcements and Communications:** Budget and Financial Planning .

Scott Green (President of the University of Idaho), John Wiencek (Provost and Executive Vice-President), Terry Grieb (Faculty Senate, Chair), and Chad Neilson (Staff Council, Chair).

Chair Grieb welcomed the President. In turn, President Green thanked the Senate for the invitation. He also acknowledged the support received for the organization of Leadership Weekend. The Envision event was a success thanks to the help of many. Alumni visited from all over the country. President Green thanked Sodexo for their services.

President Green referred to the memo that was sent out campus-wide last week, October 30, 2019. He reminded everyone of the open forum on Thursday, November 7, 2019. He proceeded to say that there is not much specific to report yet, other than the process that's being set up. This is the beginning of a broader conversation. There will be frequent communication, more memos, and more open forums. The President said he welcomes any opportunity to communicate with the Senators and their constituencies. After the memo went out, considerable feedback was received, also from students, who were concerned about the potential closure of programs. To put their minds at ease, the President's Office called the Argonaut and responded very quickly to the students' concerns. He continues to be open to questions and comments.

A Senator asked the President to clarify the best way to provide input into the process. Should one provide, for instance, written comments to the various committees? President Green referred to the Budget Update Talking Points from October 29, 2019. He emphasized that we need to be institutionally mindful, as a whole. Chair Grieb displayed the flow chart contained in the presentation attached to the meeting binder and started to explain the role of the various committees. During the past couple of weeks, the President, Provost, Faculty Senate Leadership, and Staff Council have been talking about developing "structures" to help with the decision-making process as we move forward. The Policy Review Committee will focus on the policy part including FSH, APM, and any SBOE-mandated policies. This group will work with the Policy Coordinator to ensure compliance from the start. The Tools Ranking Taskforce will review the (8) strategies listed in the President's memo as well as identify additional tools to be used in the reallocation process. Those tools will be placed in "bins", ranked from "desirable" to "least desirable". This group will consist of 3 senators and 3 staff members from the Moscow campus, 1 senator from outside Moscow and 1 staff member from outside Moscow. The Tools Ranking Taskforce and the Policy Review Committee (the two "ovals" on top of the flow chart), are charged by Senate and will work during the Fall Semester. The Faculty Senate and UI Leadership will act as "check-in" points. The two components on the lower part of the flow chart, next to the two-way arrows and question marks, are the Sustainable Financial Model Working Group (SFMWG) and the Administration components of the process. The SFMWG will meet again next week and will deliver their final work in January. As this semester's work wraps up, the administrative work will proceed in the Spring. The academic and non-academic components of the Program Prioritization Committee will be charged by and will report to IPEC.

A Senator suggested that one Dean should be included in the Taskforce. There was positive feedback concerning this suggestion, since Deans are already engaged in similar "binning" processes. Different efforts should be coordinated as much as possible.

Another Senator inquired about the timeframe for the Tools Ranking Taskforce. Looking at the items in the Budget Update Talking Points, she noticed some overlap among those strategies. She wondered whether more information will be provided to better define those items, which are certainly very important categories for the “bins”. Provost Wiencek replied that we are in a fluid situation and we still need to figure out all the details of a path forward.

A Senator asked the meaning of IPEC. Chair Grieb responded that it stands for Institutional Planning and Effectiveness Committee (IPEC). Provost Wiencek clarified that IPEC is essentially a Program Prioritization Committee.

A Senator inquired about the origin of the cost-reducing strategies currently listed. President Green replied that they originate partially from the Cabinet. He added that he will be happy to extend the list and consider additional strategies. Suggestions are welcome.

A Senator remarked that we need more information to make intelligent choices. President Green concurred. The estimated shortfall is \$22 million, including \$14 million in budget reductions which are already in progress and \$8 million in anticipated additional cuts. When more information is available about where the cuts are going to be, that information will be passed on to the Deans who will then be expected to take appropriate actions.

Provost Wiencek added that a complete plan is not going to be revealed all at once. Information will come in smaller chunks. There will be some kind of final announcement, but first one needs to know, for instance, how many people may leave voluntarily.

Another Senator brought up the issue of the “right size” of the Administration as was discussed earlier in the Senate. It would help the morale if talks of streamlining the Administration, for instance, VPs, were also on the table. President Green replied that they will be looking at all options. However, there are some things he will not consider, such as, for instance, combining colleges in order to save deans’ salaries.

The conversation moved again to the Policy Review Group. It was clarified that the available tools would be different under the policy of financial exigency. The President reiterated that the financial exigency is currently not on the table.

The focus shifted to the timeline for the process. A Senator wondered whether we are rushing into decisions which will impact the institution for a long time. He asked whether we will continue talking while we make progress. President Green cited as an example the Sustainable Financial Model Working Group. They will complete their task by January, but their recommendations will not have a major impact until 2021. Early retirements will also happen over a period of time. Our cash reserves are low, and we must act now. A big unknown is that the Governor can ask to hold money back. This is something that the President cannot control. If we wait too long, we may get ourselves “deeper into the hole”.

A Senator asked about whether the Sustainable Financial Model Working Group (SFMWG) reports to the President or to Senate (like the Fiscal Emergency Committee did formerly). Chair Grieb went back to the flow chart and pointed that the first two committees are charged by the Senate whereas IPEC is charged by the Administration. The SFMWG also reports to the President.

President Green reiterated that everything from the Sustainable Financial Model Working Group will be transparent. Representatives from this group will come and speak to the Senate.

In conjunction with the Fiscal Emergency Committee, a Senator mentioned the Financial Exigency Policy and Staff-Reduction Procedures in FSH 3970. Another Senator argued that FSH 3970 is not related to the functions of a Fiscal Emergency Committee. In his understanding, the SFMWG is a strategic body, involved with the revenue generating part of the institution.

Chair Grieb said that IPEC needs to identify metrics to reallocate resources. The Sustainable Financial Model Group is in charge of a long-term model, namely how we will operate year to year forward. To come up with a clear set of rules that everybody understands and follows, and which colleges and units will keep over time. President Green added that Program Prioritization is SBOE-mandated. We need to refresh the process, but our accreditors require that we go through it. Therefore, we do need a Program Prioritization process to guide the closure of programs.

A Senator inquired about the best channel to provide ideas and feedback. It was replied that any feedback should be forwarded to the Provost, Senate Chair Grieb, or Staff Council Chair Neilson.

The discussion moved to IPEC and whether it will work differently than in the past. President Green welcome the idea of more faculty on the committee but did not think that too large a committee would be helpful. Provost Wiencek mention that he is committed to work closely with Faculty Senate Leadership and Staff Council. There will be strong representation of faculty and staff. Deans will be included as well. Previously there were 8 faculty and 4 staff members on the committee. The non-academic part included Centrally Provided Services, Students and Faculty Support Services, Research Centers and Institutes. The academic sector will be addressed first, in anticipation of program closures.

A Senator expressed concerns about timelines for decisions not to grant tenure or to let faculty go, which can place them in a very difficult position. Provost Wiencek replied that there are some protection mechanisms for second-year faculty. If they do not get a notice by July 15, they will have another year. He noted that there is no desire to lay off faculty on short-notice. University General Counsel Kent Nelson pointed out that, if a program is closed, tenured faculty can also be let go.

A Senator pointed out that we are now being judged according to a new standard. This makes it difficult to plan in a stable way. President Green said that is precisely the goal of the SFMWG, namely, to develop a reliable and stable model for the future.

A Senator asked about the impact on the plan to have U of I move to an R1-level university. President Green replied that we cannot execute an R1 strategy at the moment. However, they are looking into strategic investments towards financial stability of our resources. Chair Grieb recalled that Janet Nelson wishes to come to Senate soon and talk about R1 strategies.

Chair Grieb invited Staff Council Chair Chad Neilson to speak. Neilson said he is pleased with how things are going so far. He thinks that good communication and good shared-governance work are going on. Although there is anxiety among people, he is hopeful.

Chair Grieb went back to the “committee flow-chart” to clarify the meaning of the question marks at the bottom of the chart: they refer to what IPEC and SFMWG will be doing, and how the various “pieces of the puzzle” need to come together and fit into one holistic piece. The question mark on the right refers to communication between Senate and Administration.

Provost Wiencek emphasized that we are on this journey together. It will be necessary to hand-in some non-renewals in January/February to move forward. There will be a shared discussion, although not in a public setting. There will be a series of iterations. Voluntary separations and early retirements will be “at the top”. Next, the process will have to get more specific, with more local conversations. During the process, we will need to ensure that our students continue to be served well. It is important to realize that all policies which are being considered apply to both faculty and staff in a holistic way.

Making reference to the recent memo of October 31, 2019, from VP Brian Foisy about outsourcing, the Provost noted that, while outsourcing may be a strategy for some non-academic areas, they would not consider outsourcing academics. Addressing a question by Chair Grieb about SBOE potentially requiring centralization of some processes, the Provost said that all presidents of the Idaho higher ed institutions have a unified front and that they do not see a benefit to the proposed centralization. He also commented that communications from the presidents group is helping maintain a positive and collaborative relation with SBOE.

The Provost said that an opportunity to streamline may exist if the ratio of reports to supervisors (namely, how many people report to a supervisor) increased. In business, a value of 10 to 1 is standard. In higher education, it is more like 3 or 4 to 1. This raises the question of, possibly, too many middle-level managers in administration and reconnects with an earlier comment by a Senator about reducing the size of the administration as a possible cost-saving strategy.

The issue of UI moving to R1 level was raised again by a Senator, in the context of how Scott Green (and others, such as Deans, the College of Graduate Studies, and the Library) had felt strongly about it. Another Senator pointed out that R1 and undergraduate research are not separated. 60% of our undergraduate students are involved in research, and the research we do is important to the state. At this time, we need to worry about tuition revenues. That is something we have some control on. As Janet Nelson will explain, there is more than one path to R1.

The discussion moved to the issue of Athletics. It does not make money, in fact we put money into it. On the other hand, many students would not come here if it wasn't for athletic scholarships. Athletics is an important part of our campus life, and it is important for our Alumni, but it does not generate money.

Chair Grieb moved to the next item on the agenda.

VIII. **Special Orders:** There were none.

IX. **New Business:** Committee on Committees Appointment Survey.  
Barbara Kirchmeier (Vice-Chair Faculty Senate & Chair of Committee on Committees)

The Committee on Committees Appointment Survey went live on Monday (November 4, 2019). There were some changes made in the survey that are self-explanatory. Vice-Chair Kirchmeier reminded everyone that, when faculty fill up and return the survey, they are making a commitment to serve on a committee. The appointments will be announced at the end of the Spring semester.

A Senator asked whether it is possible to sign up a second time for a particular committee. Vice-Chair Kirchmeier responded that FSH 1640 does not prohibit it.

- X. **Adjournment:** A motion to adjourn (A. Smith/ DeAngelis) passed unanimously. The meeting was adjourned at 4:59 PM.

Respectfully Submitted,

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



# POLICY COVER SHEET

For instructions on policy creation and change, please see [www.uidaho.edu/governance/policy](http://www.uidaho.edu/governance/policy).

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

### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: 3500, 3510, 3520, 3530, 3560, 3570 (see attached files for chapter titles)

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: \_\_\_\_\_

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

Originator (see FSH 1460 C) Torrey Lawrence, Vice Provost for Faculty 11/8/19  
Name Date

208-885-7941 tlawrence@uidaho.edu  
Telephone Email

Policy Sponsor, if different from Originator Same \_\_\_\_\_  
Name Date

Telephone \_\_\_\_\_ Email \_\_\_\_\_

Reviewed by General Counsel  Yes  No Name & Date: Kent Nelson and Kim Rytter (11/1/19)

- Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.  
**See attached memo and supporting documents.**
- Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
**None.**
- Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.  
**None.**
- Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.  
**Specified in the policy in 3500-I and 3510-H.**

If not a minor amendment forward to: Faculty Affairs Committee

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

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)
--



**MEMORANDUM**

**DATE:** November 8, 2019

**TO:** Faculty Senate

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

**RE:** New Promotion & Tenure Policy

---

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

There have been further revisions to the policy since our discussion at the October 14 faculty senate meetings. Significant changes are “tracked” on the versions presented below.

Changes were based on feedback from faculty senate, FAC, and university counsel. We also gathered feedback from faculty at large by sending a link to the new policy to all university faculty on Friday, October 18. That webpage was viewed by 913 people in seven days. Feedback was collected through an online survey October 18-25.

The attached policy changes were approved by the Faculty Affairs Committee (FAC) on Tuesday, October 5, 2019. Due to the significance and complexity of these changes we have attached the following documents to assist in your evaluation.

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

We look forward to discussing the proposed policy with you.



**Proposed Policy Changes Regarding Promotion & Tenure**  
(v.18 – Approved by FAC on 11/5/19)

Notes:

1. Three existing sections of FSH chapter 3.5 will be deleted from policy. They are FSH 3520, 3560, 3570, and associated forms.
2. To avoid confusion with previous policy numbers, this new policy will be added in two new chapters: FSH 3500 and 3510. Section 3530 remains, but with changes.
3. Changes “tracked” below are revisions since version 11 that was sent to all faculty on Friday, Oct. 18, 2019.
4. The highlighted text in 3500 E-2-a-6 was suggested by general counsel after the approval by FAC. It should be considered as a possible friendly amendment.

**FSH 3500**  
**PROMOTION AND TENURE**

**A. INTRODUCTION.**

**A-1. Definitions.**

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

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

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

**d. Period under Review.** The “period under review” includes all years since appointment to the candidate’s current rank.

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

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

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

**A-2. Faculty Promotion.**

**a. General.** Promotion to a rank requires the faculty member to meet the requirements for that rank. Responsibility for the effective functioning of promotion procedures rests with faculty and administrators. Decisions are based on thorough and uniform evaluation of the faculty member’s performance in relation to

the expectations listed in his/her position description and the criteria for promotion established in the unit and college bylaws.

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

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

### A-3. Faculty Tenure.

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

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

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

**d. Tenurable Ranks.** The tenurable ranks are senior instructor, assistant professor, associate professor, and professor. Senior instructors, research professors, extension faculty, psychologists, and licensed psychologists can be either tenure track or non-tenure track. See FSH 1565. *[Comment: Changes to ranks in FSH 1565 are being considered by QTT (aka Non-Tenure Track Task Force) and are beyond the scope of this P&T process. This provision reflects current practice.]*

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

## B. ROLE OF THE PROVOST.

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

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

- a. Deadlines for the promotion and tenure process;
- b. The forms required to document the promotion and tenure process (e.g. dossier submission form, unit voting forms, etc.);
- c. Procedures for requesting early consideration for promotion;
- d. Requirements for curriculum vitae;
- e. Requirements regarding the submission of promotion and tenure dossiers including format, order of materials, page limits for materials, etc.;
- f. Requirements for the selection of external reviews for scholarly work;
- g. Procedures for collecting feedback from faculty, staff, and students to be used by committees in this process;
- h. The timing of appointments and relative representation of faculty on the university promotion & tenure committee pursuant to section G-1 herein; and
- i. Other matters necessary to ensure the appropriate administration of the promotion and tenure process.

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

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

## C. SCHEDULE FOR PROMOTION AND TENURE CONSIDERATION.

### C-1. Promotion.

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

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

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

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

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

**b. Early Consideration for Promotion.** A faculty member may be considered for promotion at an earlier time than permitted by this policy with the approval of the dean ~~based on the faculty member's record of~~

[accomplishments](#). The process for requesting early consideration for promotion shall be set forth in the provost's administrative guidance pursuant to B-2 herein.

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

## C-2. Tenure.

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

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

## C-3. Special Circumstances.

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

### b. Transfer between Units.

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

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

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

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

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

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

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

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

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

Appointment with tenure may be offered under the following circumstances:

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

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

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

**f. Administrative Appointment.** The role of an administrator is not tenurable. A faculty member who serves as an academic administrator retains membership in his or her academic department and his or her academic rank and tenure. (RGP II.G.6.i.ii) The faculty member may resume duties in his or her academic department when the administrative responsibilities end. (RGP II.G.6.i.iv)

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

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

#### **C-4. Extensions.**

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

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

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

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

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

**f. Procedure for Requesting an Extension:**

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Annual review process and annual performance criteria.

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

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

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

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

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

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

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

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

**4. Materials Provided to the External Reviewers.** The unit administrator shall provide only the candidate's CV, position descriptions for the period under review, candidate statements from D-1-b herein, and up to four examples of the candidate's scholarly and creative activity chosen by the candidate. The unit administrator shall not provide the complete dossier or any additional materials to external peer reviewers.

**5. Criteria for External Review.**

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

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



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

**f. Additional Review Letters.**

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

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

**D-3. Submission of Dossier.**

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

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

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

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

**E. UNIT LEVEL REVIEW.**

**E-1. Unit Promotion and Tenure Committee.**

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

1. The committee shall be composed of five faculty members. At least three members shall be tenured faculty members in the unit. who shall elect a chair from among their tenured members. At least three of the committee members must be tenured faculty members in the unit. At least one member shall be a tenured faculty member from outside the unit.

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

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

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

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



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

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

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

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

## E-2. Unit Faculty Voting.

### a. **General.**

1. The dossier must be made available at least two weeks prior to any voting.
2. Faculty who are eligible to vote may assemble to deliberate prior to voting.
3. Voting shall occur using a signed, written ballot in a format provided in the provost's administrative guidance in B-2 herein.
4. Faculty members may submit evaluative comments as part of their ballot to the unit administrator for their consideration.
5. Unit faculty voting results shall not be shared with the candidate's promotion and tenure committee.
6. Faculty are not required to vote but are encouraged to do so.

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

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

## E-3. Unit Administrator.

**a. Unit Administrator's Report.** The unit administrator shall prepare a written report after considering the tenure and/or promotion dossier, the unit promotion and tenure committee report, and the unit voting results. The unit administrator's report shall include the anonymized voting results as well as the administrator's recommendation for or against tenure and/or promotion in light of the unit, college and university criteria for tenure and/or promotion. In the event that the administrator submitting the

recommendation has not had at least one year to evaluate the candidate, he or she shall [disclose this as part of the report](#), ~~except for reasons clearly stated in writing, defer to the evaluations and recommendations of the committee when submitting his or her own recommendation.~~

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

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

## F. COLLEGE LEVEL REVIEW.

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

**F-2. College Promotion and Tenure Committee Evaluation and Report.** The committee shall evaluate the dossier in light of the unit, college and university criteria. The committee chair shall write a report for each candidate recommending whether the candidate should be promoted and/or tenured. For each candidate, the report shall include a brief rationale for the committee's recommendations and an anonymized record of the committee's vote for or against tenure and/or promotion of each candidate. Abstentions are not allowed. [A tie vote will result in a recommendation of "undecided."](#)

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

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

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

## G. UNIVERSITY LEVEL REVIEW.

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

**a. Nominations.** One-third of the committee's membership shall be ~~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. The delegation representing the College of Letters, Arts and Social Sciences on Faculty Senate nominates four faculty members who should be representative of the breadth of the disciplines within the college. The delegation representing the College of Agricultural & Life Sciences on Faculty Senate nominates four faculty members from the college comprising two each from (a) faculty with greater than 50% teaching and research appointments and (b) faculty with greater than 50% University of Idaho Extension appointments. The Faculty Senate delegations from the other colleges and the Faculty-at-Large each nominate two faculty members from

their constituencies. If senators from a college do not submit nominations by the deadline announced by the provost, the provost shall appoint members from that college, as specified in G-1-b-2 herein.

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

1. The vice president for research, the dean of the College of Graduate Studies and the provost's designee with primary responsibility for faculty promotion and tenure, to serve *ex officio* (without vote).
2. Two representatives from the College of Letters, Arts and Social Sciences, two representatives from the College of Agricultural & Life Sciences, and one representative from each of the other colleges and the Faculty-at-Large.
3. The committee shall include at least one tenured faculty members (RGP II.G.6.e).
4. Upon request by the candidate to the provost, the provost shall provide the candidate with the names of the committee members.

**G-2. University Promotion and Tenure Committee Vote.** The committee shall deliberate and vote for or against tenure and/or promotion of each candidate in light of the unit, college and university criteria for tenure and/or promotion. Abstentions are not allowed.

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

## H. DECISION.

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

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

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

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

- a. Notify the faculty member that the contract year in which the tenure decision is made is the terminal year of employment (RGP II.G.6.k.), or
- b. Issue a contract for a terminal year of employment following the year in which the tenure decision is made (RGP II.G.6.j), or
- c. Issue to the faculty member contracts of employment for successive periods of one (1) year each. Such appointment for faculty members not awarded tenure must be on an annual basis, and such temporary appointments do not vest in the faculty member any of the rights inherent in tenure and there shall be no continued expectation of employment beyond the annual appointment (RGP II.G.6.j).

## I. IMPLEMENTATION.

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

**I-2. Applicability.**

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

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

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

---

**FSH 3510  
THIRD YEAR REVIEW**

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

**B. THIRD YEAR REVIEW COMMITTEE.** ~~The~~ A third year review committee shall be created/formed ~~is appointed by the unit administrator~~ according to the process outlined in FSH 3500 E-1-a.

~~**B-2.** In the case of a review of a tenure track faculty member, at least three of the four 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.~~

~~**B-3.** In the case of a review of non tenure track faculty member, at least three of the four 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.~~

**C. BASIS FOR EVALUATION.** The unit administrator shall provide the completed dossier (FSH 3500 D), excluding external peer reviews, to the chair of the committee. The review shall be based on the dossier as well as feedback collected by the committee from faculty, staff, and students in the unit in light of the unit, college and university criteria for tenure and/or promotion. The process for requesting such feedback shall be set forth in the provost's administrative guidance pursuant to FSH 3500 B-2. ~~One function of this review is to provide formative feedback; therefore, it shall not include a vote of the faculty.~~

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

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

**F. DEAN'S REPORT AND CANDIDATE RESPONSE.** The committee report, the unit administrator's report, the candidate's response(s), if any, and the tenure and/or promotion dossier shall be forwarded to the dean. The dean shall write a report evaluating the faculty member's progress toward tenure and/or promotion in each of the faculty member's responsibility areas in light of the unit, college and university criteria for tenure and/or promotion. The report shall provide direction/guidance 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.

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

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

## 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.—Definitions
- C.—Criteria for Tenure
- D.—Tenurable Ranks
- E.—Tenure Eligibility
- F.—Time Requirements for Tenure
- G.—Evaluation for Tenure
- H.—Review of Evaluations at the College Level
- I.—Review of Evaluations at the University Level

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

### B. DEFINITIONS.

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

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



## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3520: Faculty Tenure

---

Page 1 of 9

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

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

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

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

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

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

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

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

#### **F. TIME REQUIREMENTS FOR TENURE ELIGIBILITY.**

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



## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3520: Faculty Tenure

---

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

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

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

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

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

- ~~a. Not more than three years have passed since the faculty member left UI. [ed. 1-10]~~
- ~~b. Applicability of the prior service toward tenure must be stated in writing before reappointment.~~
- ~~c. At least one additional year is to be served before tenure is recommended.~~

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

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

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

~~**F-9. Extensions:**~~

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

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3520: Faculty Tenure

---

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

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

~~**e. Procedure for Requesting an Extension:**~~

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

#### **G. EVALUATION FOR TENURE.**

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

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

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

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

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3520: Faculty Tenure

---

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

~~1. Current curriculum vitae;~~

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

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

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

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

~~1. Analysis, recommendations and narratives from: [rev. 1-10]~~

~~— a) Dean,~~

~~b) Unit chair and, where applicable, interdisciplinary program administrators (those listed on the faculty member's narrative attached to his/her position description) and center administrators, and/or administrators of faculty in joint appointments, and [rev. 1-10]~~

~~— c) Review committee(s).~~

~~2. Complete portfolio of 3<sup>rd</sup>-year review materials.~~

#### **G-5. Formal Tenure Review.**

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

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

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3520: Faculty Tenure

---

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

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

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

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

#### **H. REVIEW OF RECOMMENDATIONS AT THE COLLEGE LEVEL.**

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

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

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3520: Faculty Tenure

---

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

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

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

#### **I. REVIEW OF RECOMMENDATIONS AT THE UNIVERSITY LEVEL.**

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

~~**I-2.** The awarding of tenure to an eligible faculty member is made only by a positive action of approval by the president. The president gives notice in writing to the faculty member of the granting or denial of tenure by proffered written contract, of appointment or nonappointment to tenure not later than June 30 (see also FSH 3900 B) after the academic year during which the decision is made. (RGP II G6c). Notwithstanding any provisions in this section to the contrary, no person is deemed to have been awarded tenure solely because notice is not given or received by the prescribed times. No faculty member may construe the lack of notice of denial of tenure as signifying the awarding of tenure. If the president has not given notice to the faculty member as provided herein, it is the duty of the faculty member to make inquiry to ascertain the decisions of the president. [rev. 7-02, ren. & ed. 1-10]~~

~~**I-3.** The board requires the president to provide a list of the faculty members granted tenure in the university's regular semi-annual report to the board. (RGP II C4b). [add. 7-02, ren. 1-10]~~

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

3530

NON-TENURE TRACK FACULTY POSITIONS

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

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

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

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

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

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

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



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.—Bases of Evaluation
- C.—Responsibility
- D.—Schedule
- E.—Evaluation and Recommendation at the Unit Level
- F.—Review of Recommendations at the College Level
- G.—Review of Recommendations at the University Level
- H.—Report of Recommendations Forwarded
- I.—Appeal
- J.—Annual Timetable for Promotion Consideration

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

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

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3560: Faculty Promotions

---

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

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

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

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

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

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

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

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

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



## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3560: Faculty Promotions

---

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

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

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

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

#### **E-2. Formal Promotion Review.**

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

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

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

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

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3560: Faculty Promotions

---

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

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

#### ~~E-4. Forwarding Materials.~~

~~a. Before forwarding the materials to the college, the unit administrator shall forward the following to the candidate:~~

- ~~• written findings of the unit and/or committee's recommendation and vote [rev. 7-10]~~
- ~~• his or her written recommendation which shall include strengths as well as weaknesses as perceived at the unit level. [rev. 7-10]~~

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

~~b. The unit administrator then forwards the following items to the dean:~~

- ~~• his or her completed copy of the recommendation form for each person considered~~
- ~~• the forms submitted by individual faculty members, including responses from external reviewers, interdisciplinary administrators and/or center administrators (if applicable)~~
- ~~• a summary of votes and any comments~~
- ~~• Any clarification received from the candidate as noted in "a" above.~~

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

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

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

#### ~~F. REVIEW OF RECOMMENDATIONS AT THE COLLEGE LEVEL.~~

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

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3560: Faculty Promotions

---

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

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

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

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

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

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

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

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

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

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

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3560: Faculty Promotions

---

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

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

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

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

(Form on next two pages)

**UI FACULTY-STAFF HANDBOOK**  
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF  
Section 3560: Faculty Promotions

---

**REPORT OF EVALUATION AND RECOMMENDATION  
FOR PROMOTION IN FACULTY RANK**

Date \_\_\_\_\_

Name \_\_\_\_\_ Unit \_\_\_\_\_

Considered for promotion to the rank of \_\_\_\_\_

Has served in the rank of \_\_\_\_\_ since \_\_\_\_\_

**REQUIRED ELEMENTS OF EVALUATION**

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

\_\_\_\_\_  
(Candidate) \_\_\_\_\_ (Unit Administrator)

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

\_\_\_\_\_  
(Unit Administrator)

\_\_\_\_\_  
(Unit Administrator, (Faculty with joint appointments)

\_\_\_\_\_  
Interdisciplinary/Center Administrator (when appropriate)

\_\_\_\_\_  
Interdisciplinary/Center Administrator (when appropriate)

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

**RECOMMENDATIONS**

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

I judge the candidate's performance of the duties assigned in his or her position description to be:

- \_\_\_\_\_ exceptional performance
- \_\_\_\_\_ performance above expectations
- \_\_\_\_\_ performance that meets expectations
- \_\_\_\_\_ performance below expectations
- \_\_\_\_\_ unacceptable performance

- I \_\_\_\_\_ recommend
- \_\_\_\_\_ do not recommend
- \_\_\_\_\_ abstain from making a recommendation on the proposed promotion.

\_\_\_\_\_  
(Signature) \_\_\_\_\_ (Rank) \_\_\_\_\_ (Unit)

(Recommendations continue on back of form)

UI FACULTY-STAFF HANDBOOK

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

Section 3560: Faculty Promotions

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

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

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

\_\_\_\_\_  
\_\_\_\_\_  
(Committee Chair)

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

\_\_\_\_\_  
\_\_\_\_\_  
(Unit Administrator)

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

\_\_\_\_\_  
\_\_\_\_\_  
(Committee Chair)

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

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

\_\_\_\_\_  
\_\_\_\_\_  
(Dean)

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

\_\_\_\_\_  
\_\_\_\_\_  
(Provost)

I \_\_\_\_\_ do \_\_\_\_\_ do not recommend that the candidate be promoted.

\_\_\_\_\_  
\_\_\_\_\_  
(Provost)

I \_\_\_\_\_ do \_\_\_\_\_ do not approve the promotion. [ed. 7 10]

\_\_\_\_\_  
\_\_\_\_\_  
(President)

3570

### PROFESSIONAL PORTFOLIO

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

#### ~~CONTENTS:~~

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

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

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

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

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



## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3570: Professional Portfolio

---

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

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

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

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

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

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

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

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



**Policy Map for New Promotion Tenure Policy (rev. 10/18/19)**

Note: This is a rough outline of parallel policies. It does not imply equivalent policies.

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

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

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

**Why are we revising our P&T procedures?**

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

**What are the goals of this revision?**

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

**Are we changing our P&T criteria?**

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

**What has changed from our current policy?**

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

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

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

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

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

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

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

#### **Who has already provided initial feedback?**

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

#### **What if this policy is different from my unit/college bylaws?**

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

#### **Why are clinical faculty not specifically addressed in this policy?**

Clinical ranks are addressed in FSH 1565 and 3530. As a clinical faculty member goes through the P&T process, they fall under the “non-tenure track” provisions according to the appropriate rank. This is also true for research professors.

#### **Who wrote the new policy?**

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

#### **What are the next steps?**

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

---

### **Questions Added Since October 17 FAQ**

#### **Why is the former “portfolio” now limited to eight pages?**

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

#### **Is a department context statement no longer required?**

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

**Why was the “presumption in favor of promotion” not included in the new policy?**

The current policy regarding presumption in favor of promotion (FSH 3560 H-3) was largely misunderstood. It was intended to strengthen the position of a case that had strong support at lower levels; however, it was sometimes interpreted to effectively prevent review of a case by the university level promotion committee, thereby weakening the review process and creating inconsistency. It was removed so that all cases are reviewed in the same manner.

**Do I get to choose between the old and new policy?**

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

---

**Questions?**

Contact Torrey Lawrence with questions ([tlawrence@uidaho.edu](mailto:tlawrence@uidaho.edu) or 885-7941).

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

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

**FSH 3500 - C.  
Schedule for  
Promotion and  
Tenure  
Consideration**

C.1.c doesn't solve any real problem. It creates new problems by discouraging talented people and creating unnecessary barriers to promotion.

It solves the problem of faculty going up only months after being denied without significant changes to their portfolio. This is to protect time of faculty and external reviewers involved in this labor-intensive process. FAC reconsidered and decided not to change the timeline.

**FSH 3500 - D.  
Promotion and  
Tenure Dossier**

Why is there a limit of 8 pages instead of 12?  
D2C What other evidence of teaching effectiveness would we expect here? Also, why are summer teaching evaluations included in teaching evaluation summaries, when contracts and PDs do NOT include summer for AY faculty? This should be addressed explicitly.  
There is an error in this sentence: "Because reviewers are asked to provide independent and objective review, reviewers shall not have a personal or professional relationship with the candidate that could prevent a biased assessment." (I would hope we would WANT to prevent a biased assessment, but here it seems that NOT have a relationships that could prevent a biased assessment?) Either you mean the relationship could prevent an objective assessment or you mean that could lead to a biased assessment.  
D2E. Why are deans not also weighing in on the external reviewers and their appropriateness? It seems that there should be someone beyond the chair and candidate involved in this selection.

A shorter written was requested by many people. There was much discussion between 3-12 pages. FAC settled on 8. -- D2C other evidence is described in FSH 1565, thus the reference. -- Summers are currently counted. The new policy clarifies "all" evaluations are considered. -- D2E We chose to leave this to unit administrators who know their field best. - D3 This is addressed in the policy.

D3. This timeline is not clear. The consideration for P&T begins in fall. I would hope that candidates would submit to the chair materials for external review by end of May so that external reviewers can be contacted over the summer so that a dossier complete with external reviews would be available to departments by Sept. "Prior to the beginning of the semester" is too late and/or too vague for those needing external reviews. For NTT folks or those without scholarship pieces this timeline is probably fine.

**FSH 3500 - D.  
Promotion and  
Tenure Dossier**

Why are we shortening the 12 page narrative to 8 pages??? I personally do not think it's enough.

See above.

**FSH 3500 - D.  
Promotion and  
Tenure Dossier**

I have grave concerns about the state of bylaw approvals. Many units in the University have passed at least one set of bylaws at the unit level that have been sitting with legal for "final approval" for years. This seems an untenable system and runs counter to ideals of shared governance. If unit bylaws set the annual review process, performance criteria, and criteria for P&T it seems absolutely vital that those bylaws be approved by legal in a timely manner. As it stands, most units are operating under the assumption that the bylaws that they have voted on in good faith are their operating bylaws, when in fact this is not the case. Junior faculty are tasked with deciding "which bylaws" apply to them, or are also attempting to operate in good faith that the bylaws passed before they even arrived might eventually "get approved." This is an ad hoc system that must be addressed. I know it is somewhat outside the scope of this report, but it is directly tied to the stability of the P&T system. I hope that it becomes a priority.

This is a valid concern. We have a plan for bylaw approvals (and necessary changes) once this new policy is approved. It will begin in February and we expect approvals by August 2020.

**FSH 3500 - D.  
Promotion and  
Tenure Dossier**

Please consider the following:

We incorporated this change.

D-2, e: External Peer Reviews. The unit administrator shall obtain a minimum of three external reviews of the candidate's performance. . .

This section requires a minimum of three external reviews, but it does not mention a maximum number of external reviews. A maximum of five external reviews is recommended.

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

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



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

# BEYOND THE RIGHT THING TO DO: THE VALUE OF FUNDING SOLAR IN HIGHER EDUCATION





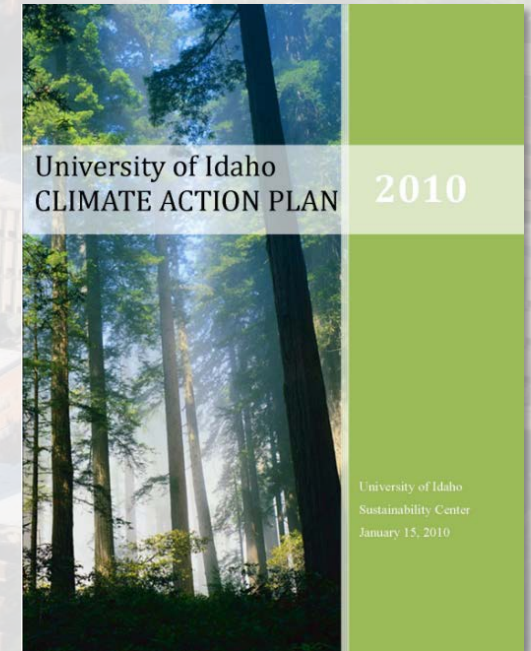
# SUSTAINABILITY

## ✓ STRATEGIC CORE VALUE

“We embrace our personal and social obligation to ensure the sustainability of our future.”

## ✓ UI CLIMATE ACTION PLAN

“We are committed to achieving carbon neutrality by 2030.”





# ENERGY SECURITY

## ✓ ELECTRICITY COSTS INCREASING BY 5% YEAR

“When you purchase a solar array, it’s like buying your energy “in bulk” for the next 30 years, or longer, at a fixed price.”





# PROJECT BACKGROUND

- ✓ AVAILABLE FUNDING
- ✓ INFRASTRUCTURE FOCUS
- ✓ CARBON NEUTRALITY



### Carbon Reduction Project

— Photovoltaics 2016-2017

**Obligation:**

The project is a response to the University of Idaho's commitment to carbon neutrality by 2050. The project is a response to the University of Idaho's commitment to carbon neutrality by 2050. The project is a response to the University of Idaho's commitment to carbon neutrality by 2050.

**Stakeholders:**

- Associated Students
- Utilities & Engineering
- Ecological Ambassadors
- Sustainability Center

**SUMMIT**

- ENERGY EFFICIENCY
- SUSTAINABILITY
- GREEN JOB
- RENEWABLES
- GOOD WATER, AIR
- HEALTHY LIVING

**University of Idaho**

**Associated Students University of Idaho**

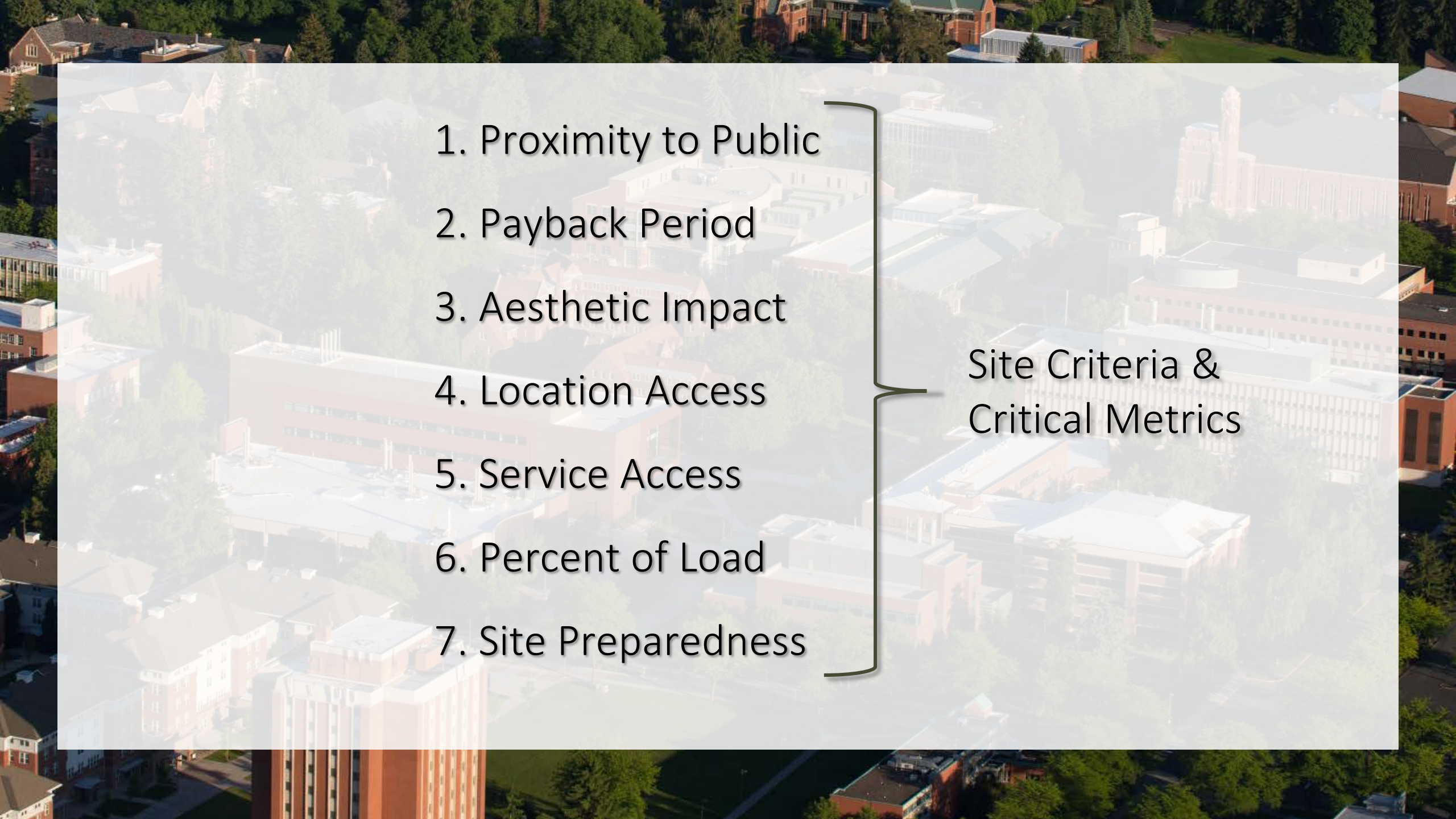
**UTILITIES & ENGINEERING**

**University of Idaho Environmental Science Program**

**ECOLOGICAL AMBASSADORS**

**UNIVERSITY OF IDAHO SUSTAINABILITY CENTER**



- 
1. Proximity to Public
  2. Payback Period
  3. Aesthetic Impact
  4. Location Access
  5. Service Access
  6. Percent of Load
  7. Site Preparedness

Site Criteria &  
Critical Metrics



Shoup Hall



ED Bldg. Lawn



IRIC Roof



I-Tank Lawn



Book Store



Facilities Lot



Janssen Engr. Bldg.



Swim Center



Commons Roof



Rec Center



Kibbie Lot



Gauss J.L. Bldg.



Kibbie Dome



Physical Ed. Bldg.



A&A East





# Site Recommendation

Location	Public Prox.		Payback Period		Payback ITC	Aesthetic Impact	Location Access	Service Access	Percent of Load		Site Preparedness		Total Points:
	TIP	Points	Years	Points	Years	Points	Points	Points	% of Load	Points	Roof Age	Points	
Shoup	2304	5	30.8	3	21.6	5	3	3	105.4	5	1984	1	25
Ed Lawn	1929	3	30.8	3	21.6	1	5	3	50.6	5	N/A	3	23
IRIC Roof	6734	5	29.3	5	20.5	5	5	3	42.2	3	2016	5	31
IT Lawn	96	1	28.4	5	19.9	1	5	1	N/A	1	N/A	5	19
Bookstore	2100	5	26.6	5	18.6	5	5	5	152.8	5	2001	5	35
Facil. Lot	238	1	32.0	1	22.4	5	5	3	N/A	1	N/A	1	17
JEB Roof	4044	5	30.4	3	21.3	5	3	3	34.9	3	2012	5	27
Swim Ctr.	2933	5	29.8	5	20.9	5	3	1	86.4	5	2013	5	29
Commons	5486	5	30.3	3	21.2	3	1	3	4.5	1	2000	3	19
SRC Roof	1903	3	30.9	3	21.6	5	3	3	10.3	1	2000	3	21
Kibbie Lot	404	1	40.8	1	28.5	3	5	5	N/A	1	N/A	1	17
GJL Roof	4312	5	30.2	3	21.2	5	5	5	18.1	1	2011	3	27
Kibbie	421	1	33.4	5	23.4	1	1	3	40.2	3	2001	5	19
PEB Roof	1289	3	29.4	5	20.6	3	3	1	33.6	3	2013	5	23
A&A East	821	1	31.2	1	21.9	5	5	1	92.8	5	2000	3	21
<b>Criteria Comments:</b>	<p><i>This metric is the array's public visibility, based on the number of TIP tags within 1/8th of a mile.</i></p> <p>&gt;2000 = 5 &lt;2000 = 3 &lt;1000 = 1</p>		<p><i>This metric represents how quickly a given array will generate its installation cost worth of energy.</i></p> <p>5 = Lowest 3 = Neutral 1 = Highest</p>		<p><b>Hypothetical metric.</b></p> <p><i>Reference for if federal investment tax credit can be applied.</i></p>	<p><i>This metric takes into consideration how a solar installation will affect the aesthetic of a given location.</i></p> <p>5 = Positive 3 = Neutral 1 = Negative</p>	<p><i>This metric reflects the relative ease of access to the location for installation and maintenance.</i></p> <p>5 = Easy 3 = Neutral 1 = Complicated</p>	<p><i>This metric is the relative ease of access to the location switch gear for interconnection.</i></p> <p>5 = Easy 3 = Neutral 1 = Complicated</p>	<p><i>This metric demonstrates what percent of the buildings consumption the array would cover.</i></p> <p>5 = High 3 = Medium 1 = Low</p>		<p><i>Metric based on the age of the roof and amount of work required to prepare site for installation.</i></p> <p>5 = Lowest 3 = Neutral 1 = Highest</p>		<p><b>Total Score:</b></p> <p><i>this reveals the most suitable locations. Higher is better. Greener is better.</i></p>







# INTEGRATED RESEARCH AND INNOVATION CENTER (IRIC)

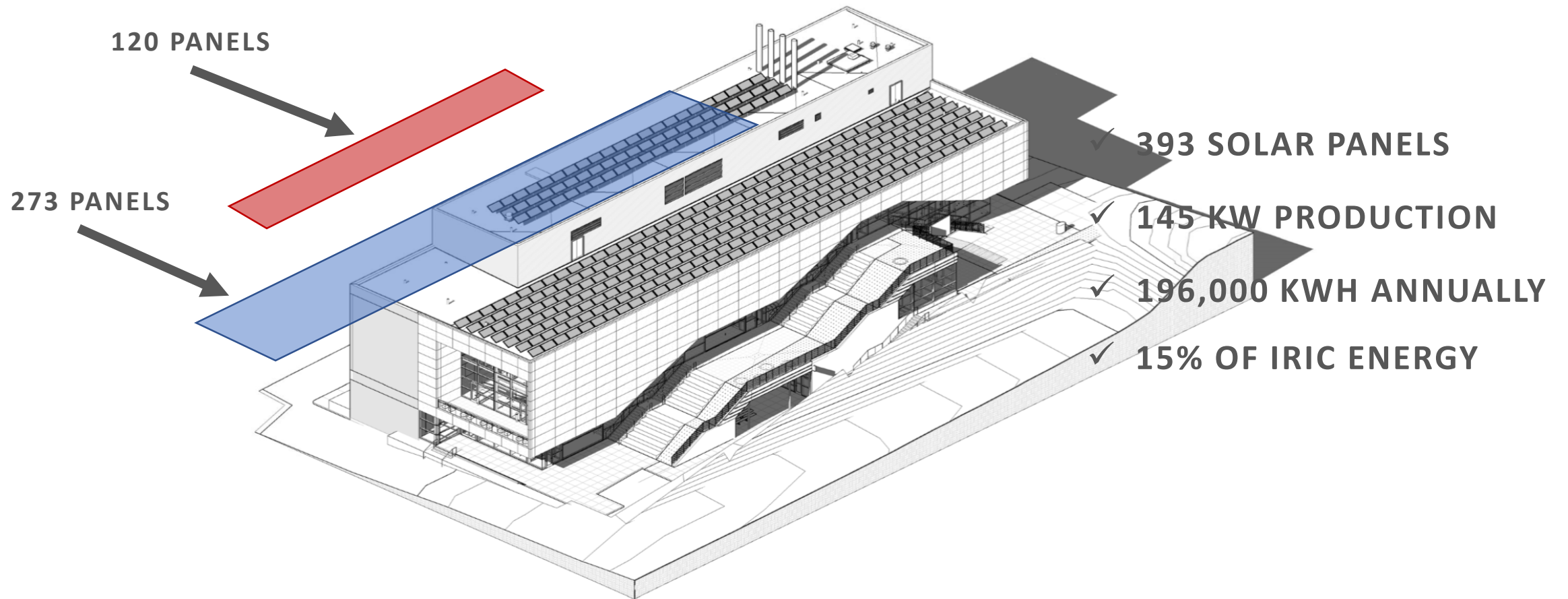
- ✓ 145.41 KW ARRAY, 393 SOLAR PANELS
- ✓ EQUIVALENT TO 18 HOMES
- ✓ \$ 365,000
- ✓ BALLASTED RACKING SYSTEM













# SOLAR TRAINING ACADEMY

- ✓ SYSTEM DESIGN
- ✓ ANALYZING ENERGY USE
- ✓ MODELING INVESTMENT RETURNS

“Historical trends show very clearly the \$/watt dropping significantly every year, efficiency is increasing (which means more energy savings).”

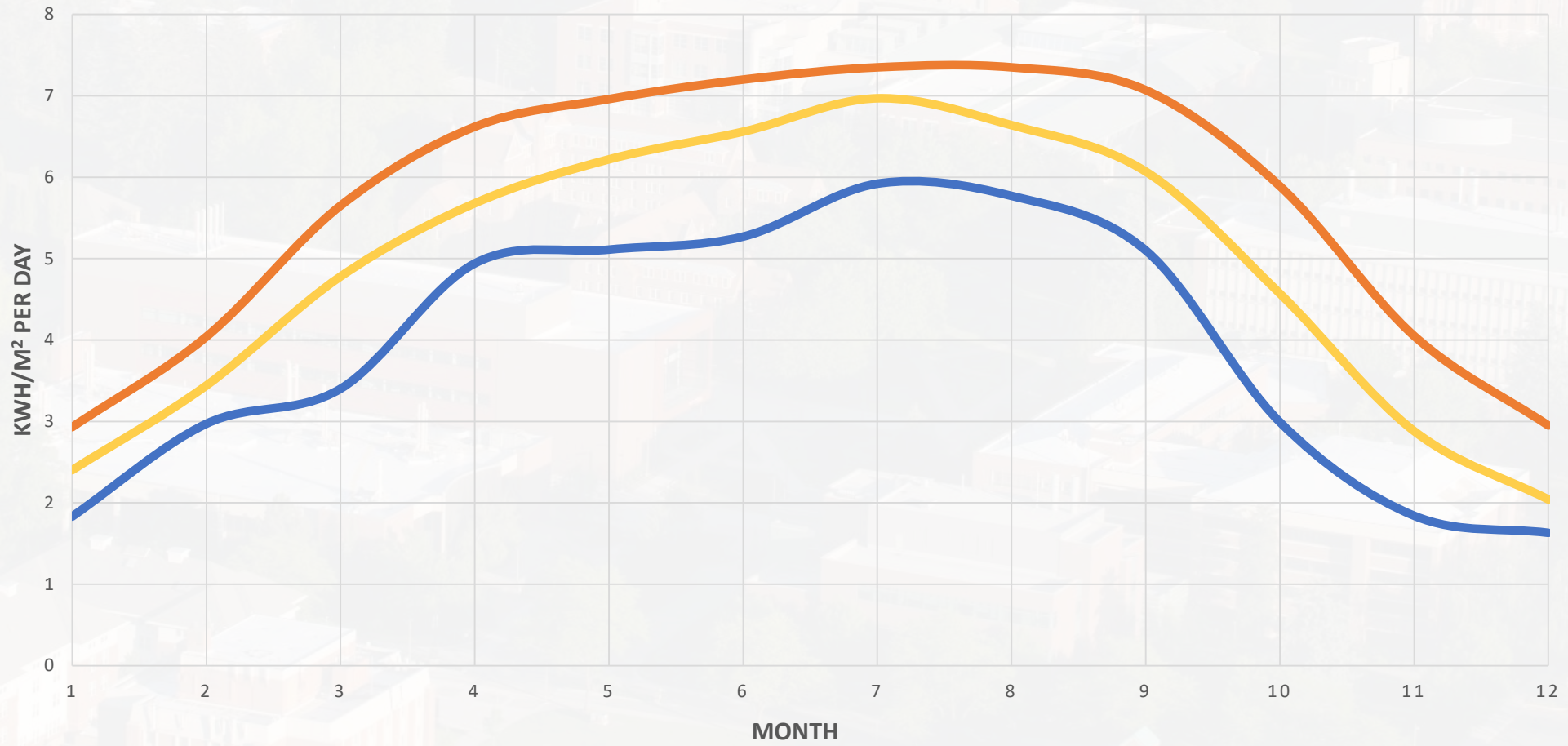


midwest  
renewable energy  
association



## AVERAGE MONTHLY INSOLATION

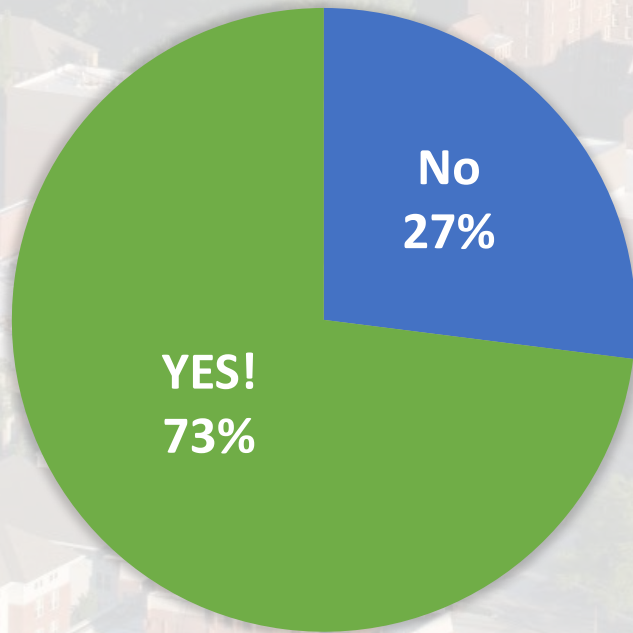
San Francisco, CA   Moscow, ID   Berlin, Germany



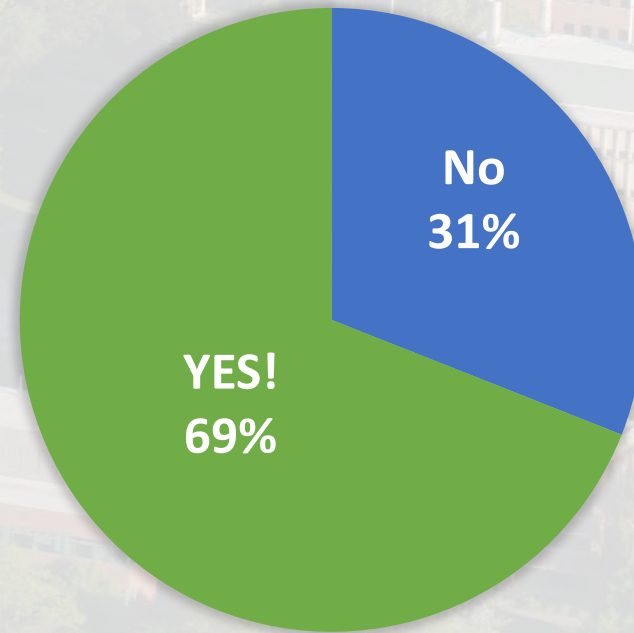


**“DO YOU SUPPORT A STUDENT FEE INCREASE OF \$5 OR LESS TO FUND ENERGY CONSERVATION INFRASTRUCTURE, SUCH AS SOLAR ARRAYS?”**

**UISC STUDENT SURVEY (2018)**



**ASUI STUDENT SURVEY (2018)**



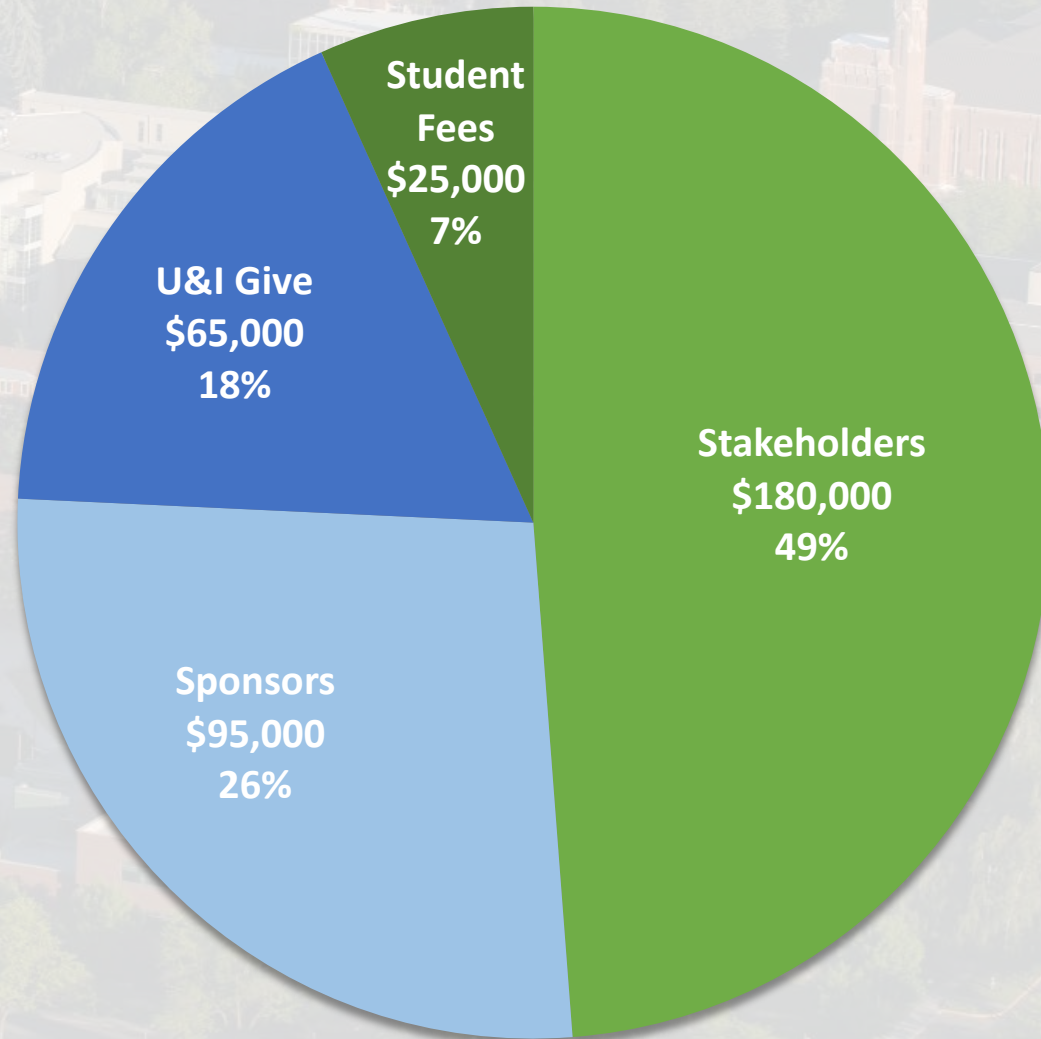
**Video Link: <https://youtu.be/DDLkGPmglo4>**



# SHARED FUNDING STRATEGY

**\$365,000**

- ✓ **FUNDING RAISED 56%**
- ✓ **STILL SEEKING 44%**





# FUNDRAISING

✓ 393 PANELS X \$166 = \$65,000

✓ 50+ DONORS

✓ \$9000

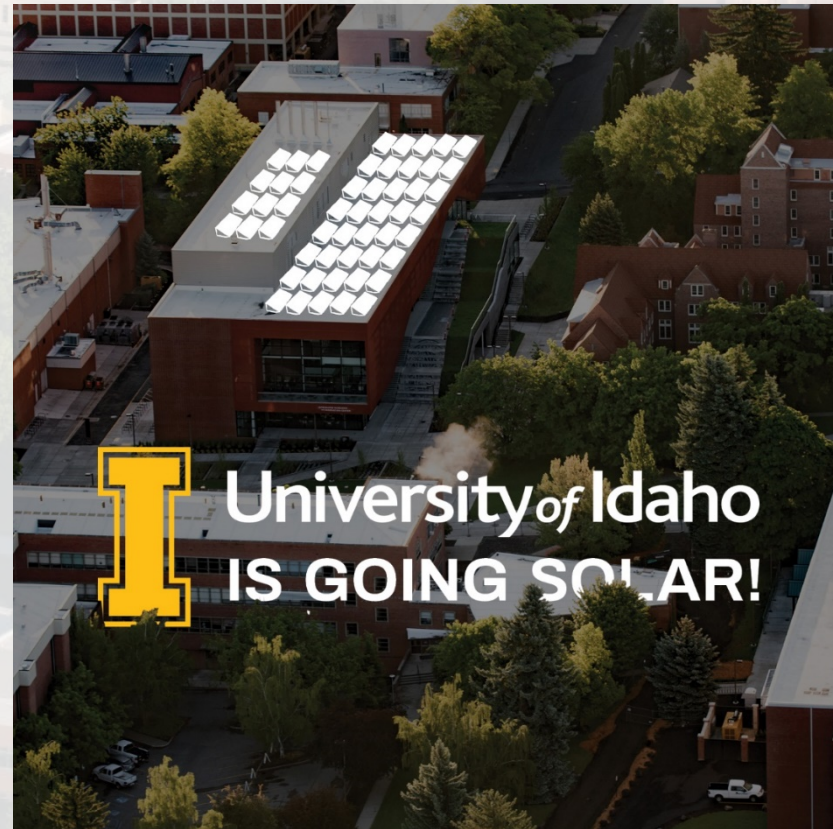
The screenshot shows a fundraising page for the University of Idaho Solar Initiative. At the top, the UGive logo is on the left, and navigation links for 'U of I Home', 'Submit Application', 'About', 'Annual Giving', and 'Log In' are on the right. The main heading is 'University of Idaho Solar Initiative'. Below this is a large image of a red building with 'FUND UI SOLAR' written on its side. Underneath the image, there is a message: 'Right now, everything in our lives could be powered by clean, renewable energy.' followed by the slogan 'PROTECT + RESTORE + FUND' and logos for the University of Idaho Sustainability Center and the University of Idaho Facilities. Below the image are social media sharing buttons for Facebook, Twitter, LinkedIn, and a link icon, with the text 'Share to Maximize IMPACT' to the left. On the right side of the page, the amount raised is '\$8,832' with a progress bar showing '13%' completion. Below the progress bar, it says 'Raised toward our \$65,000 Goal' and '49 Donors'. There is a clock icon and the text '33 DAYS LEFT' with a sub-note 'Project ends on December 10, at 11:59 PM PST'. Below that is a section for 'Project Owners' with three small profile pictures. At the bottom right is a large yellow 'Give Now' button.

[UANDIGIVE.UIDAHO.EDU/PROJECT/16664](https://uandigive.uidaho.edu/project/16664)



## **IRIC ROOFTOP SOLAR ARRAY:**

- ✓ **REVENUE NEUTRAL**
- ✓ **MICRO GRID**
- ✓ **REAL-WORLD CLASSROOM**
- ✓ **RESEARCH PLATFORM**
- ✓ **RECRUITMENT ASSET**
- ✓ **SCALABLE DESIGN**
- ✓ **STUDENT SUPPORT 93%**



**University of Idaho  
IS GOING SOLAR!**





**University of Idaho**  
Sustainability Center



**University of Idaho**  
Facilities

University of Idaho

2019 – 2020 Faculty Senate Agenda

Meeting # 13

Tuesday, November 19, 2019, at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes (VOTE)
  - Minutes of the 2019-2020 Faculty Senate Meeting # 12 (November 12, 2019) **Attach. #1**
- III. Consent Agenda
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
  - Faculty Affairs Committee: FSH 3500 Proposal (VOTE) **Attach. #2a & Attach. #2b**  
Speakers: Torrey Lawrence (Vice Provost for Faculty)  
Alexandra Teague (Faculty Affairs Committee Chair)
- VII. Other Announcements and Communications
  - Institutional Planning Effectiveness Committee (IPEC) Update  
Speaker: John Wiencek (Provost & Executive Vice President)
  - Budget Related Policy Report **Attach. #3**  
Speaker: Diane Whitney (University Policy & Compliance Coordinator)
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting # 12 (November 12, 2019)
- **Attach. #2a** Faculty Affairs Committee: FSH 3500 Proposal
- **Attach. #2b** Memo P&T Senate
- **Attach. #3** Budget Related Policy Report

University of Idaho

2019 – 2020 Faculty Senate – **Approved**

Meeting # 13

Tuesday, November 19<sup>th</sup>, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bacon, Bridges, Caplan, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice- Chair), Paul, Raja, Sammarruca (w/o vote), Schab, Schwarzlaender, A. Smith, R. Smith, Tibbals, Wiencek (w/o vote).

**Present via Zoom:** Kern, McKellar, Tenuto, Sears.

**Absent:** Lee-Painter, Lockhart, Luckhart.

**Guests:** 5.

**Guest Speakers:** Torrey Lawrence (Vice Provost for Faculty)

Alexandra Teague (Chair, Faculty Affairs Committee)

Diane Whitney (University Policy & Compliance Coordinator)

- I. **Call to Order:** Chair Grieb called the meeting to order at 3:32 PM.
  
- II. **Approval of Minutes (vote):** There was a motion to approve the minutes of the 2019-2020 Faculty Senate Meeting # 12, November 12, 2019 (Dezzani/Tibbals).  
A Senator requested an amendment on page 4 of the minutes. The sentence *“She proposed to add the following statement as a future addition to their college bylaws...”* should be replaced with *“She asked that the Faculty Senate meeting records reflect that the Provost does not see a problem with the College of Law addressing the fact that the norm in law schools is to be able to meet the requirements for full professor in a much shorter timeframe with the addition of the following language to the College bylaws: ...”*  
A motion to amend (Cosens/DeAngelis) and the motion to approve the minutes as amended passed unanimously. One Senator abstained because he was not present at Meeting # 12.
  
- III. **Consent Agenda:** There was none.
  
- IV. **Chair’s Report:** The next University Faculty Meeting will be held on December 11, 2019, in the International Ballroom, Bruce Pitman Center, from 2:30 to 4:00 pm Pacific Time. Chair Grieb encouraged the Senators to attend and remind their faculty to attend. He asked if there were any questions. Hearing none, he moved to the next item on the agenda.
  
- V. **Provost’s Report:** Provost Wiencek deferred his report until later in the agenda, in “Other Announcement and Communications”.
  
- VI. **Committee Reports:** Revision of the Promotion and Tenure policy proposed by the Faculty Affairs Committee (FAC), Alexandra Teague, FAC Chair, and Torrey Lawrence, Vice Provost for Faculty.



Chair Grieb invited Torrey Lawrence & Alexandra Teague to continue the presentation and discussion on **FSH 3500** started in Meeting # 12, which covered up to Section E.

The conversation moved to Section **F (College Level Review)**. Chair Grieb thanked the FAC for the language included in Section **F-1** specific to the College of Business & Economics. The College of Business & Economics will undertake a full review of their bylaws to formally define “major areas” and be consistent with the language of **FSH 3500 F-1**.

The discussion moved to Section **H**. Chair Grieb read Section **H-4.a** and observed that, although what is contemplated in Section **H-4.b** is the most typical scenario, per Section **H-4.a** the same year a faculty member goes up for tenure could be his/her terminal year (in case of denial). It was observed, though, that Sections **H-4.a** and **H-4.b** are (and always were) required by State Board (SB) policy, as signified by “*RGP*”. There were no additional questions or comment about Section **H**.

A Senator asked to go back to Sections **F** and **G**, which address review time for college and university committees. The Senator noted that times allowed for review have been very short recently and therefore it would be important to clarify this point. Vice Provost Lawrence referred to the friendly amendments to Sections **F-2** and **G-2** in the “Friendly Amendments” memo dated November 15, 2019 and attached to the meeting binder. At this point Chair Grieb called for a motion to approve the friendly amendments to **F-2** and **G-2**. A motion (Fairley/R. Smith) to approve Sections **F-2** and **G-2** as amended passes unanimously. There were no additional questions or comments on Sections **F**, **G**, and **H**.

There were no questions or comments on Section **I**.

There were no questions or comments on **FSH 3510** or **FSH 3530**.

Chair Grieb summarized the voting procedure. The Senators will vote on: approving the new policies **FSH 3500** and **FSH 3510**, deleting policies **FSH 3520**, **FHS 3560**, **FSH 3570**, and approving the revisions on **FSH 3530**. A Senator noted that the removal of **FSH 3520** should be contingent to the approval of the other items in order to preserve tenure at the university. Vice Provost Lawrence and Diane Whitney pointed out that the intent of FAC was always to take all of the above items as one package. All parts of the proposed policy (approval of new sections, revisions of sections, and removal of sections) are meant to be presented as one group to the university faculty as well.

Chair Grieb proposed to vote first on the amendments. For **FSH 3500**: A motion to approve the amendment to Section **B-4** as in Suggestion # 1 in the “Friendly Amendments” document (A. Smith/ Dezzani) passed unanimously. There were no requests for additional discussion. The vote was as follows: 20 in favor and 2 abstentions.

Amendment to Section **C-1.c** was an editorial correction (no vote was taken).

Next, the amendments to Section **C-3.e** and **C-3.f** as from Suggestion # 3 in the “Friendly Amendments” document were considered. Chair Grieb invited Vice Provost Lawrence to comment. Vice Provost Lawrence noted that those amendments were done in response to a question raised last week. These sections are about appointment with tenure and administrative

appointment, respectively. Having taken a second look at the SB policy (which refers to rank, not tenure), FAC separated the two items which were previously together. The stricken words in (amended) **C-3.e** are now in (amended) **C-3.f**, whereas the latter was broken into three points. A motion to approve the amendments to Section **C-3.e** (R. Smith/ Dezzani) passed unanimously. There were no requests for additional discussion. The vote was as follows 21 in favor and 2 abstentions.

Continuing the discussion on Section **C-3.f**, the proposal is to split **C-3.f** in two points: **1-** *“The role of an administrator is not tenurable”*; and **2-** *“A faculty member who serves as an academic (administrator retains membership in his or her academic department and his or her academic rank and tenure...”* . Furthermore, point **3-** *“A candidate may be initially appointed as an associate or full professor with tenure with the approval of the...”* was added. A motion to approve the amendments to Section **C-3.f** (Schab/Dezzani) passed unanimously. There was no request for additional discussion. The vote was as follows: 22 in favor and 2 abstentions.

The (seconded) motion from the FAC was voted on. The votes were as follows: 21 in favor and 3 abstentions. There was a question from a Senator regarding the numbering of the new FSH articles. It was noted the “FSH 3500” did not exist before.

Chair Grieb and the Senators thanked the FAC for their careful work. Chair Grieb asked if there were any questions. Hearing none, he moved to the next item on the agenda.

#### VII. **Other Announcements and Communications:**

- Institutional Planning and Effectiveness Committee (John Wiencek, Provost & Executive Vice President).

Provost Wiencek gave an update on where we are with regard to budget issues. The President will send communications shortly. In addition to the \$22 million base budget reduction starting next fiscal year, the Governor is requiring an additional 1% holdback for the current fiscal year, and a 2% additional base budget cut going starting in FY21. The Provost is communicating with the Deans and will provide specific budget resetting targets to those units reporting to him. Three separate paths are being followed simultaneously: 1) voluntary separation and retirement incentives; 2) academic program closure; 3) line-by-line budget review developed by the Deans to meet the set targets. The target budget reduction for the Executive Vice President area is \$15,740,000, including both salary and fringe. The three activities mentioned above will proceed in parallel and independently. In January, once all three tasks have draft recommendations or preliminary results, we will overlay the results and develop a more complete and final plan, together with the Deans, Faculty Senate, Staff Council and the Leadership. Currently, the Provost is working with the Deans to develop some guiding principles. Initial ideas have focused on student success and enrollment, protecting strategic initiatives (including our untenured faculty), excellence in scholarship, and mission centrality.

Provost Wiencek proceeded to review the role the Institutional Planning and Effectiveness Committee (IPEC). He noted that Program Prioritization (PP) is SBOE-mandated. A review of all the PP activities undertaken by the U of I over the past several years has been prepared for the benefit of the SBOE, to show that the institution takes PP seriously, as we must since it's in

policy. Traditionally, IPEC has had two representatives from Faculty Senate and one from Staff Council. There has been discussion about adding more faculty and staff. President Green agreed to one more faculty and one more staff. So, there will be three faculty representatives, one of whom is the Faculty Senate Chair. President Green has directed IPEC to guide the PP process once again.

The Provost moved to a presentation on IPEC starting by providing the link of the [website](#). He asked whether there were questions about IPEC and there were none.

IPEC serves at the pleasure of the President and oversees our planning process, especially strategic planning and its role in the accreditation process. We use program prioritization to assess programs and determine relative priorities, and to reallocate resources from low-priority to high-priority ones. In the past, PP has been used to fund university budget priorities (such as faculty/staff market-based salary adjustments and more competitive TA packages). Thus, it has provided positive outcomes. Unfortunately, closure of programs may be the outcome this time. The Provost moved on to explain how PP was done. A consultant was hired and two taskforces (one academic, one non-academic) were put together. Only faculty and staff (no administrators) were on the taskforces. A faculty member chaired the academic programs taskforce and a staff member chaired the non-academic one. They focused on a traditional approach to PP which was shared with the university community. The feedback that was collected indicated large disappointment. The approach was metrics-driven, while the community wanted a more formative and forward-looking process.

With the strategic plan in mind (mission, vision, and goals), three criteria were developed, and the weights were adjusted so that small programs would not be penalized (to account for the feedback that had been received). Three criteria were used: 1) essentiality to mission, 2) contribution to strategic plan, and 3) institutional investment. It became clear that one could not apply the same metrics to different groups. Therefore, the university population was divided into four groups and the same criteria were applied within a given group. Concerning the contribution to strategic plans, the metrics that came out of the taskforce were heavily narrative-based and were then assessed by the UI community via a Qualtrics poll. Many faculty felt that this polling and/or the narrative statements were not a sufficiently robust means to evaluate the second criterion for PP purposes.

After the most current PP process was completed, IPEC asked the REAPP (Re-envisioning Another Program Prioritization) Committee to suggest improvements. (People have gone on and off that committee, so the membership shown on the slide is not comprehensive.)

There is no final written report from REAPP but the committee chair, Dean Ali Carr-Chellman, will join IPEC in revisiting the committee's recommendations.

Concerning the second criterion, the group strongly recommended a move to more quantitative data for academic and non-academic programs. In parallel, Vice Provost Cher Hendricks also worked on a review process for both academic and non-academic programs.

All of the above was put on hold while we transitioned to the new president. Now, the process needs to get going again. The Provost has spoken to President Green about charging a group composed primarily of faculty and staff and including some deans, who were not involved the

previous time. The group will be reconstituted and asked to review the process and deliver their input to IPEC. The new process details will then be given to our institutional research people for analysis.

Although we have the three criteria approach, the group will have some latitude. Ideally, we can build on what we have rather than throwing it all away. The new process should be relatively quantitative. First, we will focus on academic programs, since we are talking about academic program closure and PP is an important mechanism for evaluating them.

Proceeding with his slide presentation, Provost Wiencek showed a timeline for the new committee, specifically for the academic program subgroups. Although they should develop quantitative measures, it is also important to have other means to evaluate a program's quality which cannot be expressed in a single number. We can use a combination of methods, such as: first, we do a quantitative analysis, and then, when looking at the bottom fraction of programs, we can take a more qualitative view. We may complete additional evaluation prior to recommending closure, and engage in additional conversations with President, Provost, and Deans to make sure we are making the right decision. None of this is cast in stone yet.

IPEC will meet next Monday to discuss and provide the charge. The process for all four groups will be revised and rerun, starting with the academic group. Provost Wiencek reiterated that faculty and staff input is important to him as we all embark together in this difficult task. The committee will have some latitude, but we need something in place quickly, by the end of January. He reiterated that faculty and staff will have considerable input in IPEC along with the VPs.

In summary, Provost Wiencek expressed hope that we can work together towards a more collaborative and transparent approach.

In regard to assigning quantitative values under the given criteria, a Senator asked whether the process developed by the committee will then be administered by the units or by the committee itself. The Provost answered that he cannot speak exactly for what the committee will actually come up with. As an example, he referred to the previous process where two narratives were given 65% of the weight while six other quantitative metrics counted 5% each, including student credit hours and number of degrees awarded. The list from last time probably contains a reasonable number of items which we may want to keep while adding to them. We may want to think about quantitative measures which are available to us to evaluate research productivity. However, some of these measures (such as research expenditures or F&A generation, which are actual revenues coming into the university) would not be appropriate for the Humanities and Social Sciences.

A Senator pointed out that the most important values for the SBOE are undergraduate enrollment and retention. Therefore, he wondered if those will be major criteria. Provost Wiencek replied that SBOE is respectful of our process and implementation. They provide suggestions but are not prescriptive.

A Senator said that, as a representative of a college with no undergraduates, she is concerned that IPEC does not have a member from a college such as hers and asked whether her college can have a representative on the committee. Provost Wiencek noted that Chair Grieb will be

involved in those appointments. Chair Grieb specified that the conversation is about the PP taskforce, not IPEC directly.

A Senator recalled the negative feelings within the university community the last time PP was done. In particular, some people felt that research was undervalued. Provost Wiencek said that he will be an ex-officio member providing background and ideas but he plans to remain “hands-off”. The process will be driven by the committee.

Chair Grieb went back to the previous comment by a Senator about the College of Law. On the University Budget Financial Group (UBFG), Deborah McIntosh represents the College of Law. Chair Grieb and Chad Nielsen will send a formal request to the Chair of UBFC concerning interest in serving on PP groups.

A Senator inquired about alternative cost-cutting ideas in other areas. Provost Wiencek reminded everybody that ideas for possible solutions are being collected from the community as well as from the Tools Ranking Task Force. He believes that the President will give considerable weight to the suggestions from Faculty Senate and the university community. Primarily, we will embark in a self-reflection process, but then we must act quickly. At the moment every option is still open.

Chair Grieb pointed out that this discussion will go on over the next two meetings after the Fall break. A Senator said that the faculty would like to hear that the administration will also be evaluated according to the same quantitative standards. Provost Wiencek replied that, in some areas, we have good benchmarked data, such as ratios of faculty to students, whereas in non-academic areas there are no equivalent benchmarks. There will be cuts in administrative areas as well.

Chair Grieb invited Diane Whitney for the next item on the agenda.

- Budget Related Policy Report (Diane Whitney, University Policy & Compliance Coordinator).

Chair Grieb noted that the preparation of this report was the first step from the Policy Review Group. Diane Whitney announced that the report is on the U of I Policy website. She explained that policies with budget implications can be divided into four conceptual groups: General Principles, Ordinary Actions, Short-Term Actions, and Actions under Financial Exigency. The last one is not currently an option. She proceeded to describe the different categories.

A Senator raised the concern that salary reduction is never mentioned in policy. He asked whether the latter is permissible and whether it is a short-term reduction or a change in base salary. Diane Whitney observed that “short-term” is not defined and that there is no “black-and-white” answer to this question. Provost Wiencek added that no actions along those lines are being contemplated by Scott Green at this time. The President is more interested in voluntary furloughs. The Senator noted that the faculty can vote on a permanent salary reduction for themselves, as they did in Biology (about 3 to 4%).

Diane Whitney went on to give a policy overview, which she articulated in three parts: 1) framework to divide budget-related policies into General Principles, Ordinary Actions, Short-Term Actions, and Actions under Financial Exigency; 2) directory of budget-related SB and UI policies, in

numerical order, each with a web link and brief summary; and 3) lists of budget reduction actions with associated policies and deadlines.

There were no questions. It was reiterated that all the information is available from the meeting binder as well as the University Policy website.

- VIII. **Special Orders:** There were none.
- IX. **New Business:** Senator A. Smith gave a short update on the Bookstore RFP committee. Of the three vendors (Barnes & Noble, Follett Corporation, and Texas Book Company), the first two would have an actual presence on campus, whereas Texas Book Company is an online vendor. None of the three vendors included in their presentations what faculty would like to see in a bookstore. The focus was more on branding and T-shirts, although Barnes & Noble did a better job at addressing faculty perspectives. It is not yet known to which vendor the contract will be awarded. Barnes & Noble enjoyed a warmer reception whereas Follett's proposal was received with hostility. To the questions of where savings may come from, Provost Wiencek noted that Auxiliaries (like the bookstore) have been losing money. Hence the reason for a change.
- X. **Adjournment:** A motion to adjourn (Cosens/DeAngelis) passed unanimously. The meeting was adjourned at 4:55 PM.

Respectfully Submitted,

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



University of Idaho

2019 – 2020 Faculty Senate – **Pending Approval**

Meeting # 12

Tuesday, November 12<sup>th</sup>, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bridges, Caplan, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice- Chair), Lockhart, Paul, Sammarruca (w/o vote), Schab, Schwarzlaender, R. Smith, Tibbals, Wiencek (w/o vote).

**Present via Zoom:** Kern, McKellar, Tenuto, Sears.

**Absent:** Bacon, Lee-Painter, Luckhart, Raja, A. Smith.

**Guests:** 8.

**Speakers:** Torrey Lawrence (Vice Provost for Faculty)  
Alexandra Teague (Chair, Faculty Affairs Committee)  
Jeannie Matheison (Director, Sustainability Center)

- I. **Call to Order:** Chair Grieb called the meeting to order at 3:30 PM.
  
- II. **Approval of Minutes (vote):** There was a motion to approve the minutes of the 2019-2020 Faculty Senate Meeting # 11 (November 5, 2019) (Dezzani/DeAngelis).

A Senator asked for clarification on a sentence on p.5 of the minutes which reads *“If they do not get a notice by July 15, they will have another year.”* Provost Wiencek commented that they have another year in addition to the one that they are already in (noting that, on July 15<sup>th</sup>, they are 15 days into the current year). The wording is from policy. The motion to approve the minutes passed unanimously.

- III. **Consent Agenda:** There was none.

IV. **Chair’s Report**

- Faculty members who want to receive weekly funding opportunity bulletins, announcements of limited-submission funding opportunities, training and workshop events, and agency updates from the Office of Research and Faculty Development can subscribe to the Office of Sponsored Programs [PI listserve](#).
- Chair Grieb thanked everyone who attended the budget open forum last Thursday. A video of the forum can be found at the President’s Presentations and Messages [webpage](#). Faculty and staff are invited to submit their ideas for revenue generation or for cost savings at the Community Feedback [webpage](#).
- Brief update on budget committees. Chair Grieb displayed an updated committee flow chart. He reported that the Sustainable Financial Model Working Group (SFMWG) had their second meeting today.

The Policy Review Group met yesterday to discuss a document prepared by Diane Whitney containing the relevant policies from FSH, APM, and SBOE regulations. The draft will be shared with everyone at the end of the week. There are three different types of policies:

- 1- Ordinary – these are the ones that we should focus on. They have implication for program closures.
- 2- Exigency Policies – not currently being considered.
- 3- Short Term – these include, for instance, furloughs. These do not fix a long-term problem, because they are a one-time saving strategy.

Concerning the Tool Ranking Taskforce (TRT), the dean members have been identified and meeting times will be set shortly.

Moving on to Institutional Planning and Effectiveness Committee (IPEC), Chair Grieb referred to last week conversation. IPEC is essentially a program prioritization group. Faculty Senate Leadership and Staff Council will meet to talk about structure and membership of this committee, which is charged by the Administration. They will review budget issues involving both academic (such Gen Ed or Research) and non-academic areas. They will develop quantitative metrics to prioritize programs. This process is currently being formalized and we will know more on Thursday (November 14).

The Sustainable Financial Model Working Group (SFMWG) had productive meeting. They will make recommendations on a long-term model to allocate resources year after year. Three aspects emerged:

- 1- Activity Based Model;
- 2- Performance Based Model;
- 3- RCM (Responsibility Center Management).

More work will be done between December and January and a formal report will be presented to Senate at a later date. Program Prioritization is required by SBOE, and appropriate metrics will be developed.

A Senator asked whether the SFMWG is aware that RCM had been tried 15 years ago and failed. Chair Grieb agreed that it is important not to repeat mistakes from the past. A “hybrid” model is being discussed as an option. Colleges must be entrepreneurial. They must be given the power to build the programs which they think will work best and benefit from those choices, if successful.

Another Senator expressed concern that the above process may take a long time. Provost Wiencek commented that a quick shift may be detrimental, therefore we will proceed gradually over time. It may take multiple years of studying and testing.

A Senator was concerned about the possibility of loss of quality in education and character of the university. When a managerial style is applied, the nature and character of a university can be lost. He mentioned the book *“The Fall of the Faculty”*. Both Chair Grieb and Provost Wiencek agreed that unintended consequences must be avoided, which is why we should proceed through gradual implementations. While we balance our budget, we must not lose our values.

- The next University Faculty Meeting will be held on December 11, 2019, in the International Ballroom, Bruce Pitman Center from 2:30 to 4:00 pm Pacific Time.

Having completed the Chair's report, Chair Grieb asked if there were any questions. Hearing none, he moved to the next item on the agenda.

**V. Provost's Report:**

- The Provost confirmed that many meetings are taking place. He met with the Deans frequently. He mentioned the recent meeting with the Policy Review Group.
- On a different note, the Tribal Business Summit took place last week. The emphasis of this year's Summit is on identifying and understanding areas of intersections between the College of Business and Economics and various Tribal business and enterprise departments; understanding tribal sovereignty and its role in business and economics; and course offerings and areas of emphasis that enhance tribal collaborations and opportunities.
- Dean searches are going on. Some are internal and some reach out to the outside. The College of Architecture has announced a national search.

Provost Wiencek asked if there were any questions. Hearing none, Chair Grieb moved to the next item on the agenda.

**VI. Committee Reports:** There were none.

**VII. Other Announcements and Communications:**

- Revision of the P&T policy proposed by the Faculty Affairs Committee (Alexandra Teague, FAC Chair, and Torrey Lawrence, Vice Provost for Faculty, presenting).

Chair Grieb welcomed Torrey Lawrence & Alexandra Teague. Vice Provost Lawrence summarized the present status of the policy. There have been further revisions to the policy since the last discussion at the October 14 Senate meetings. Changes were based on feedback from Senate, FAC, and university counsel. Feedback was also gathered from all faculty by sending a link to the new policy to all university faculty on Friday, October 18. That webpage was viewed by 913 people in seven days. Feedback was collected through an online survey October 18-25.

The policy changes provided to the Senators were approved by the Faculty Affairs Committee on Tuesday, October 5, 2019. Due to the significance and complexity of these changes, several documents were made available:

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

The discussion started with FSH 3500, section by section. There were no questions or comments on Section **A**.

Section **B**: A clarification was asked as to why Section **B-4** had been added. Kent Nelson added that this section will be helpful if anything goes wrong during the process. Still on section **B-4**, a Senator suggested to specify that the candidate's agreement with the resolution should be in writing. Vice Provost Lawrence agreed that this is a good idea. In response to another question, Vice Provost Lawrence confirmed that the purpose of Section **B-4** is, indeed, about transparency. It is meant to resolve a problem before the end of the process.

The discussion moved to section **C**. A Senator emphasize that the College of Law remains concerned about the timeline for early consideration for Promotion (**C-1.b**). As she had mentioned earlier, the proposed timelines will make it difficult for the College of Law to recruit candidates. She proposed to add the following statement as a future addition to their college bylaws: *"To address the fact that the timeline to promotion to full professor is much longer than the norm for law school, reflecting the culture of a professional school in which faculty with practice experience in the profession are sought and to ensure clear communication of this to any committee determining the award of promotion, the College bylaws will reflect a presumption that law faculty will come up for promotion to full professor in a time period reflecting the majority of law schools responding to a poll. This poll will be repeated every 5 years when College bylaws are reviewed."*

Vice Provost Lawrence pointed out that the policy as it stands does not preclude the possibility of early promotion, as long as the Dean supports it. The Senator argued that her faculty are not concerned about the Dean's support, but more like the university-level process. Provost Wiencek noted that the university-level Promotion Committee understands the culture of the Colleges from where the candidates are coming. The College of Law is represented on that committee and the concerns from the College of Law will be well articulated. Furthermore, this committee is advisory to the Provost. It is best to address these concerns in the unit bylaws and made the Provost aware of it. The Senator was positive about this solution, since unit bylaws must be approved by the President.

A Senator asked about the three-year waiting period to go up again for promotion to Full Professor, when the previous attempt has been unsuccessful. FAC Chair Teague responded that promotion implies considerable amount of work. FAC felt that a substantial change of the promotion dossier requires some time. Actually, candidates have to wait only two years and can go up again on the third year. Furthermore, they can ask for the Dean's support if they are confident that they have made substantial progress. There was a request of clarification concerning the sentence *"The role of the administrator is not tenurable"*. The Senator was satisfied with the clarification. A Senator pointed out a typo on Section **C-1.c**.

There was a question concerning Section **C-4.a**, in case the faculty member has or adopts more than one child. It was replied that more than one extension can be requested per **C-4**. The next question concerned **C-3.e**, and whether it should say *"...with the approval of Deans, Provost, President..."* (that is, including Deans). Chair Grieb suggested that this could be undertaken as a possible amendment next week. Vice Provost Lawrence remarked that the words as they are reflect our current practices and are consistent with SBOE policy. Kent Nelson will check about this issue. Another Senator proposed that the list should include *"...Deans and Faculty..."*

The discussion moved to Section **D**. The first question concerned Section **D-2.f**, specifically how to interpret “*appointment*” in that context. Vice Provost Lawrence explained that this section refers to faculty with joint appointments. Faculty who do not have joint appointments but work in interdisciplinary scholarship can add additional material in the dossier. In response to a question about **D-2.a.2**, Vice Provost Lawrence explained that FAC felt it would be fair to allow the candidate to choose the version of the criteria by which they will be evaluated, if those criteria have changed during the period covered by the review. It is also best to document the faculty’s choices.

The discussion moved on to Section **E**. Vice Provost Lawrence pointed out the addition of **E-2.a.6**, as recommended by General Counsel. With regard to section **E-1.a.1** (which prescribes a committee of 5 faculty members, with at least 3 tenured faculty members in the unit and at least one tenured faculty member from outside the unit), a Senator inquired whether the remaining committee member must be tenured. Vice Provost Lawrence noted that the remaining member is elected by the faculty, thus they can choose whether this member is tenured or not. Still on **E-1.a.1**, it was clarified that “*the outside unit member*” can be from outside or inside the college. To the question whether extension faculty can sit on P&T committees for non-extension faculty, the answer was affirmative. A clarification was provided on Section **E-2.a.2**, which gives eligible voting faculty flexibility to assemble and deliberate before voting, if they so choose. Torrey Lawrence pointed to **E-2.b** and **E-2.c** for clear definitions of who is eligible to vote in case of tenure or promotion.

At this time Chair Grieb called for an end to the discussion, which will be continued next week with FSH 3500 Section **F**.

- “UI Solar Initiative” by Jeannie Matheison (Director, Sustainability Center)

Chair Grieb welcomed Jeannie Matheison, who delivered a presentation on solar energy initiatives.

Jeannie Matheison pointed out that, as an institution, we have made commitments to sustainability. This was most recently affirmed in our 2016 strategic plan, where sustainability is identified as one of our five core values. Another commitment we made is the climate action plan which took a comprehensive look at our institution’s carbon footprint and committed us to trying to achieve carbon neutrality by 2030. Both reports are available on the Sustainability Center [website](#).

Reducing our carbon footprint is one of the most important steps we can take. Electricity costs are increasing by 5% each year. It is very difficult for large institutions to navigate increasing energy costs when revenue remains constant. Purchasing a solar array is like buying your energy “in bulk” for the next 30+ years, at a fixed price. We had some available funding at the Sustainability Center, and we began exploring projects that would contribute to carbon neutrality with Facilities Management Team. She proceeded to describe how a group of stakeholders was put together, and how the process of identifying the ideal location for a solar array began with determining criteria and metrics for a campus solar site assessment. From the identified metrics, 15 possible locations for a solar array were evaluated and ranked in order of highest to lowest. The top four locations considered were: The bookstore, IRIC, Shoup Hall and the Physical

Education Building. A copy of the solar site assessment is available on the Sustainability Center's [website](#)

Jeannie Matheison showed a short video and concluded by encouraging everyone to donate \$166 to support the purchase of a solar panel. To learn more about the UI Solar Initiative and the many giving levels go to the [website](#). Chair Grieb noted that the funding site is easy to find via a search of the UI website.

Chair Grieb asked if there were any questions. Hearing none, he moved to the next item on the agenda.

VIII. **Special Orders:** There were none.

IX. **New Business:** There were none.

X. **Adjournment:** A motion to adjourn (Fairley/Dezzani) passed unanimously. The meeting was adjourned at 4:57 PM.

Respectfully Submitted,

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





# POLICY COVER SHEET

For instructions on policy creation and change, please see [www.uidaho.edu/governance/policy](http://www.uidaho.edu/governance/policy).

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

### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: 3500, 3510, 3520, 3530, 3560, 3570 (see attached files for chapter titles)

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: \_\_\_\_\_

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

Originator (see FSH 1460 C) Torrey Lawrence, Vice Provost for Faculty 11/8/19  
Name Date

208-885-7941 tlawrence@uidaho.edu  
Telephone Email

Policy Sponsor, if different from Originator Same \_\_\_\_\_  
Name Date

Telephone \_\_\_\_\_ Email \_\_\_\_\_

Reviewed by General Counsel  Yes  No Name & Date: Kent Nelson and Kim Rytter (11/1/19)

- Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.  
**See attached memo and supporting documents.**
- Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
**None.**
- Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.  
**None.**
- Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.  
**Specified in the policy in 3500-I and 3510-H.**

If not a minor amendment forward to: Faculty Affairs Committee

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

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)
--

**MEMORANDUM**

**DATE:** November 8, 2019

**TO:** Faculty Senate

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

**RE:** New Promotion & Tenure Policy

---

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

There have been further revisions to the policy since our discussion at the October 14 faculty senate meetings. Significant changes are “tracked” on the versions presented below.

Changes were based on feedback from faculty senate, FAC, and university counsel. We also gathered feedback from faculty at large by sending a link to the new policy to all university faculty on Friday, October 18. That webpage was viewed by 913 people in seven days. Feedback was collected through an online survey October 18-25.

The attached policy changes were approved by the Faculty Affairs Committee (FAC) on Tuesday, October 5, 2019. Due to the significance and complexity of these changes we have attached the following documents to assist in your evaluation.

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

We look forward to discussing the proposed policy with you.

**Proposed Policy Changes Regarding Promotion & Tenure**  
(v.18 – Approved by FAC on 11/5/19)

Notes:

1. Three existing sections of FSH chapter 3.5 will be deleted from policy. They are FSH 3520, 3560, 3570, and associated forms.
2. To avoid confusion with previous policy numbers, this new policy will be added in two new chapters: FSH 3500 and 3510. Section 3530 remains, but with changes.
3. Changes “tracked” below are revisions since version 11 that was sent to all faculty on Friday, Oct. 18, 2019.
4. The highlighted text in 3500 E-2-a-6 was suggested by general counsel after the approval by FAC. It should be considered as a possible friendly amendment.

**FSH 3500**  
**PROMOTION AND TENURE**

**A. INTRODUCTION.**

**A-1. Definitions.**

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

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

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

**d. Period under Review.** The “period under review” includes all years since appointment to the candidate’s current rank.

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

**fd., Unit Administrator.** The “unit administrator” is the administrator of the unit that holds the promotion and/or tenure candidate’s appointment. In the case of an interdisciplinary appointment, the administrator of the unit that holds the majority of the appointment shall be considered the unit administrator.

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

**A-2. Faculty Promotion.**

**a. General.** Promotion to a rank requires the faculty member to meet the requirements for that rank. Responsibility for the effective functioning of promotion procedures rests with faculty and administrators. Decisions are based on thorough and uniform evaluation of the faculty member’s performance in relation to

the expectations listed in his/her position description and the criteria for promotion established in the unit and college bylaws.

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

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

### A-3. Faculty Tenure.

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

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

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

**d. Tenurable Ranks.** The tenurable ranks are senior instructor, assistant professor, associate professor, and professor. Senior instructors, research professors, extension faculty, psychologists, and licensed psychologists can be either tenure track or non-tenure track. See FSH 1565. *[Comment: Changes to ranks in FSH 1565 are being considered by QTT (aka Non-Tenure Track Task Force) and are beyond the scope of this P&T process. This provision reflects current practice.]*

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

## B. ROLE OF THE PROVOST.

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

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

- a. Deadlines for the promotion and tenure process;
- b. The forms required to document the promotion and tenure process (e.g. dossier submission form, unit voting forms, etc.);
- c. Procedures for requesting early consideration for promotion;
- d. Requirements for curriculum vitae;
- e. Requirements regarding the submission of promotion and tenure dossiers including format, order of materials, page limits for materials, etc.;
- f. Requirements for the selection of external reviews for scholarly work;
- g. Procedures for collecting feedback from faculty, staff, and students to be used by committees in this process;
- h. The timing of appointments and relative representation of faculty on the university promotion & tenure committee pursuant to section G-1 herein; and
- i. Other matters necessary to ensure the appropriate administration of the promotion and tenure process.

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

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

## C. SCHEDULE FOR PROMOTION AND TENURE CONSIDERATION.

### C-1. Promotion.

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

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

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

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

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

**b. Early Consideration for Promotion.** A faculty member may be considered for promotion at an earlier time than permitted by this policy with the approval of the dean ~~based on the faculty member's record of~~

[accomplishments](#). The process for requesting early consideration for promotion shall be set forth in the provost's administrative guidance pursuant to B-2 herein.

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

## C-2. Tenure.

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

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

## C-3. Special Circumstances.

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

### b. Transfer between Units.

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

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

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

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

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

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



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

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

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

Appointment with tenure may be offered under the following circumstances:

1. The candidate has attained tenure at another college or university, and
2. After review of the candidate's qualifications, the faculty in the unit vote that the candidate meets UI criteria for tenure and the rank to be offered, and
3. The candidate has demonstrated performance of responsibilities relevant to the position for which the person is being appointed.

**f. Administrative Appointment.** The role of an administrator is not tenurable. A faculty member who serves as an academic administrator retains membership in his or her academic department and his or her academic rank and tenure. (RGP II.G.6.i.ii) The faculty member may resume duties in his or her academic department when the administrative responsibilities end. (RGP II.G.6.i.iv)

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

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

#### **C-4. Extensions.**

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

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

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

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

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

**f. Procedure for Requesting an Extension:**

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

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

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

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

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

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

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

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

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

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

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

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

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

1. Annual review process and annual performance criteria.

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

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

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

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

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

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

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

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

**4. Materials Provided to the External Reviewers.** The unit administrator shall provide only the candidate's CV, position descriptions for the period under review, candidate statements from D-1-b herein, and up to four examples of the candidate's scholarly and creative activity chosen by the candidate. The unit administrator shall not provide the complete dossier or any additional materials to external peer reviewers.

**5. Criteria for External Review.**

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

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

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

**f. Additional Review Letters.**



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

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

**D-3. Submission of Dossier.**

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

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

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

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

**E. UNIT LEVEL REVIEW.**

**E-1. Unit Promotion and Tenure Committee.**

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

1. The committee shall be composed of five faculty members. At least three members shall be tenured faculty members in the unit. who shall elect a chair from among their tenured members. At least three of the committee members must be tenured faculty members in the unit. At least one member shall be a tenured faculty member from outside the unit.

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

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

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

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

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

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

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

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

## E-2. Unit Faculty Voting.

### a. **General.**

1. The dossier must be made available at least two weeks prior to any voting.
2. Faculty who are eligible to vote may assemble to deliberate prior to voting.
3. Voting shall occur using a signed, written ballot in a format provided in the provost's administrative guidance in B-2 herein.
4. Faculty members may submit evaluative comments as part of their ballot to the unit administrator for their consideration.
5. Unit faculty voting results shall not be shared with the candidate's promotion and tenure committee.
6. Faculty are not required to vote but are encouraged to do so.

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

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

## E-3. Unit Administrator.

**a. Unit Administrator's Report.** The unit administrator shall prepare a written report after considering the tenure and/or promotion dossier, the unit promotion and tenure committee report, and the unit voting results. The unit administrator's report shall include the anonymized voting results as well as the administrator's recommendation for or against tenure and/or promotion in light of the unit, college and university criteria for tenure and/or promotion. In the event that the administrator submitting the

recommendation has not had at least one year to evaluate the candidate, he or she shall [disclose this as part of the report](#), ~~except for reasons clearly stated in writing, defer to the evaluations and recommendations of the committee when submitting his or her own recommendation.~~

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

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

## F. COLLEGE LEVEL REVIEW.

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

**F-2. College Promotion and Tenure Committee Evaluation and Report.** The committee shall evaluate the dossier in light of the unit, college and university criteria. The committee chair shall write a report for each candidate recommending whether the candidate should be promoted and/or tenured. For each candidate, the report shall include a brief rationale for the committee's recommendations and an anonymized record of the committee's vote for or against tenure and/or promotion of each candidate. Abstentions are not allowed. [A tie vote will result in a recommendation of "undecided."](#)

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

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

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

## G. UNIVERSITY LEVEL REVIEW.

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

**a. Nominations.** One-third of the committee's membership shall be ~~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. The delegation representing the College of Letters, Arts and Social Sciences on Faculty Senate nominates four faculty members who should be representative of the breadth of the disciplines within the college. The delegation representing the College of Agricultural & Life Sciences on Faculty Senate nominates four faculty members from the college comprising two each from (a) faculty with greater than 50% teaching and research appointments and (b) faculty with greater than 50% University of Idaho Extension appointments. The Faculty Senate delegations from the other colleges and the Faculty-at-Large each nominate two faculty members from



their constituencies. If senators from a college do not submit nominations by the deadline announced by the provost, the provost shall appoint members from that college, as specified in G-1-b-2 herein.

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

1. The vice president for research, the dean of the College of Graduate Studies and the provost's designee with primary responsibility for faculty promotion and tenure, to serve *ex officio* (without vote).
2. Two representatives from the College of Letters, Arts and Social Sciences, two representatives from the College of Agricultural & Life Sciences, and one representative from each of the other colleges and the Faculty-at-Large.
3. The committee shall include at least one tenured faculty members (RGP II.G.6.e).
4. Upon request by the candidate to the provost, the provost shall provide the candidate with the names of the committee members.

**G-2. University Promotion and Tenure Committee Vote.** The committee shall deliberate and vote for or against tenure and/or promotion of each candidate in light of the unit, college and university criteria for tenure and/or promotion. Abstentions are not allowed.

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

## H. DECISION.

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

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

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

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

- a. Notify the faculty member that the contract year in which the tenure decision is made is the terminal year of employment (RGP II.G.6.k.), or
- b. Issue a contract for a terminal year of employment following the year in which the tenure decision is made (RGP II.G.6.j), or
- c. Issue to the faculty member contracts of employment for successive periods of one (1) year each. Such appointment for faculty members not awarded tenure must be on an annual basis, and such temporary appointments do not vest in the faculty member any of the rights inherent in tenure and there shall be no continued expectation of employment beyond the annual appointment (RGP II.G.6.j).

## **I. IMPLEMENTATION.**

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

**I-2. Applicability.**

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

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

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

---

**FSH 3510  
THIRD YEAR REVIEW**

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

**B. THIRD YEAR REVIEW COMMITTEE.** ~~The~~ A third year review committee shall be created/formed ~~is appointed by the unit administrator~~ according to the process outlined in FSH 3500 E-1-a.

~~**B-2.** In the case of a review of a tenure track faculty member, at least three of the four 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.~~

~~**B-3.** In the case of a review of non tenure track faculty member, at least three of the four 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.~~

**C. BASIS FOR EVALUATION.** The unit administrator shall provide the completed dossier (FSH 3500 D), excluding external peer reviews, to the chair of the committee. The review shall be based on the dossier as well as feedback collected by the committee from faculty, staff, and students in the unit in light of the unit, college and university criteria for tenure and/or promotion. The process for requesting such feedback shall be set forth in the provost's administrative guidance pursuant to FSH 3500 B-2. ~~One function of this review is to provide formative feedback; therefore, it shall not include a vote of the faculty.~~

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

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

**F. DEAN'S REPORT AND CANDIDATE RESPONSE.** The committee report, the unit administrator's report, the candidate's response(s), if any, and the tenure and/or promotion dossier shall be forwarded to the dean. The dean shall write a report evaluating the faculty member's progress toward tenure and/or promotion in each of the faculty member's responsibility areas in light of the unit, college and university criteria for tenure and/or promotion. The report shall provide direction/guidance 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.

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

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

## 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.—Definitions
- C.—Criteria for Tenure
- D.—Tenurable Ranks
- E.—Tenure Eligibility
- F.—Time Requirements for Tenure
- G.—Evaluation for Tenure
- H.—Review of Evaluations at the College Level
- I.—Review of Evaluations at the University Level

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

### B. DEFINITIONS.

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

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

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3520: Faculty Tenure

---

Page 1 of 9

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

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

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

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

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

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

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

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

#### **F. TIME REQUIREMENTS FOR TENURE ELIGIBILITY.**

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



## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3520: Faculty Tenure

---

~~a one year terminal appointment, or be granted an additional short term probationary appointment for not more than a twelve month period by mutual agreement between UI and the faculty member. The decision to offer employment following a denial of tenure is in the sole discretion of the president (RGP II G6j). [See 3900.] [rev. 7-98, 7-02, 7-05, ren. & rev. 1-10]~~

~~**F-2.** Tenure evaluation procedures must be started in sufficient time to permit completion by the end of the time periods indicated in F-1. When authorized by the president or his or her designee, the year in which the tenure decision is made may be the terminal year of employment if the decision is to deny tenure. (RGP II G6k). [rev. 7-02, ren. & ed. 1-10]~~

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

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

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

- ~~a. Not more than three years have passed since the faculty member left UI. [ed. 1-10]~~
- ~~b. Applicability of the prior service toward tenure must be stated in writing before reappointment.~~
- ~~c. At least one additional year is to be served before tenure is recommended.~~

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

~~**F-7.** When a nontenured faculty member holding academic rank moves from one department to another within UI, the faculty member must be informed in writing by the provost, after consultation with the new department, as to the extent to which prior service will count toward tenure eligibility. (RGP II G6l) [rev. 7-02].~~

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

~~**F-9. Extensions:**~~

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

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3520: Faculty Tenure

---

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

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

~~**e. Procedure for Requesting an Extension:**~~

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

#### ~~G. EVALUATION FOR TENURE.~~

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

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

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

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

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3520: Faculty Tenure

---

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

~~1. Current curriculum vitae;~~

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

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

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

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

~~1. Analysis, recommendations and narratives from: [rev. 1-10]~~

~~— a) Dean,~~

~~b) Unit chair and, where applicable, interdisciplinary program administrators (those listed on the faculty member's narrative attached to his/her position description) and center administrators, and/or administrators of faculty in joint appointments, and [rev. 1-10]~~

~~— c) Review committee(s).~~

~~2. Complete portfolio of 3<sup>rd</sup>-year review materials.~~

#### **G-5. Formal Tenure Review.**

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

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

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3520: Faculty Tenure

---

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

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

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

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

#### **H. REVIEW OF RECOMMENDATIONS AT THE COLLEGE LEVEL.**

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

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

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3520: Faculty Tenure

---

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

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

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

#### **I. REVIEW OF RECOMMENDATIONS AT THE UNIVERSITY LEVEL.**

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

~~**I-2.** The awarding of tenure to an eligible faculty member is made only by a positive action of approval by the president. The president gives notice in writing to the faculty member of the granting or denial of tenure by proffered written contract, of appointment or nonappointment to tenure not later than June 30 (see also FSH 3900 B) after the academic year during which the decision is made. (RGP II G6c). Notwithstanding any provisions in this section to the contrary, no person is deemed to have been awarded tenure solely because notice is not given or received by the prescribed times. No faculty member may construe the lack of notice of denial of tenure as signifying the awarding of tenure. If the president has not given notice to the faculty member as provided herein, it is the duty of the faculty member to make inquiry to ascertain the decisions of the president. [rev. 7-02, ren. & ed. 1-10]~~

~~**I-3.** The board requires the president to provide a list of the faculty members granted tenure in the university's regular semi-annual report to the board. (RGP II C4b). [add. 7-02, ren. 1-10]~~

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

3530

NON-TENURE TRACK FACULTY POSITIONS

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

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

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

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

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

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

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



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.—Bases of Evaluation
- C.—Responsibility
- D.—Schedule
- E.—Evaluation and Recommendation at the Unit Level
- F.—Review of Recommendations at the College Level
- G.—Review of Recommendations at the University Level
- H.—Report of Recommendations Forwarded
- I.—Appeal
- J.—Annual Timetable for Promotion Consideration

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

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

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3560: Faculty Promotions

---

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

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

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

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

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

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

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

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

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

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3560: Faculty Promotions

---

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

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

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

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

#### **E-2. Formal Promotion Review.**

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

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

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

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

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3560: Faculty Promotions

---

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

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

#### ~~E-4. Forwarding Materials.~~

~~a. Before forwarding the materials to the college, the unit administrator shall forward the following to the candidate:~~

- ~~• written findings of the unit and/or committee's recommendation and vote [rev. 7-10]~~
- ~~• his or her written recommendation which shall include strengths as well as weaknesses as perceived at the unit level. [rev. 7-10]~~

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

~~b. The unit administrator then forwards the following items to the dean:~~

- ~~• his or her completed copy of the recommendation form for each person considered~~
- ~~• the forms submitted by individual faculty members, including responses from external reviewers, interdisciplinary administrators and/or center administrators (if applicable)~~
- ~~• a summary of votes and any comments~~
- ~~• Any clarification received from the candidate as noted in "a" above.~~

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

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

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

#### ~~F. REVIEW OF RECOMMENDATIONS AT THE COLLEGE LEVEL.~~

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

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3560: Faculty Promotions

---

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

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

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

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

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

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

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

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

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

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

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3560: Faculty Promotions

---

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

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

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

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

(Form on next two pages)



**UI FACULTY-STAFF HANDBOOK**  
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF  
Section 3560: Faculty Promotions

---

**REPORT OF EVALUATION AND RECOMMENDATION  
FOR PROMOTION IN FACULTY RANK**

Date \_\_\_\_\_

Name \_\_\_\_\_ Unit \_\_\_\_\_

Considered for promotion to the rank of \_\_\_\_\_

Has served in the rank of \_\_\_\_\_ since \_\_\_\_\_

**REQUIRED ELEMENTS OF EVALUATION**

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

\_\_\_\_\_  
(Candidate) \_\_\_\_\_ (Unit Administrator)

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

\_\_\_\_\_  
(Unit Administrator)

\_\_\_\_\_  
(Unit Administrator, (Faculty with joint appointments)

\_\_\_\_\_  
Interdisciplinary/Center Administrator (when appropriate)

\_\_\_\_\_  
Interdisciplinary/Center Administrator (when appropriate)

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

**RECOMMENDATIONS**

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

I judge the candidate's performance of the duties assigned in his or her position description to be:

- \_\_\_\_\_ exceptional performance
- \_\_\_\_\_ performance above expectations
- \_\_\_\_\_ performance that meets expectations
- \_\_\_\_\_ performance below expectations
- \_\_\_\_\_ unacceptable performance

- I \_\_\_\_\_ recommend
- \_\_\_\_\_ do not recommend
- \_\_\_\_\_ abstain from making a recommendation on the proposed promotion.

\_\_\_\_\_  
(Signature) \_\_\_\_\_ (Rank) \_\_\_\_\_ (Unit)

(Recommendations continue on back of form)

UI FACULTY-STAFF HANDBOOK

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

Section 3560: Faculty Promotions

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

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

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

\_\_\_\_\_  
\_\_\_\_\_  
(Committee Chair)

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

\_\_\_\_\_  
\_\_\_\_\_  
(Unit Administrator)

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

\_\_\_\_\_  
\_\_\_\_\_  
(Committee Chair)

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

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

\_\_\_\_\_  
\_\_\_\_\_  
(Dean)

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

\_\_\_\_\_  
\_\_\_\_\_  
(Provost)

I \_\_\_\_\_ do \_\_\_\_\_ do not recommend that the candidate be promoted.

\_\_\_\_\_  
\_\_\_\_\_  
(Provost)

I \_\_\_\_\_ do \_\_\_\_\_ do not approve the promotion. [ed. 7 10]

\_\_\_\_\_  
\_\_\_\_\_  
(President)

3570

### PROFESSIONAL PORTFOLIO

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

#### ~~CONTENTS:~~

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

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

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

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

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

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3570: Professional Portfolio

---

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

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

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

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

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

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

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

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

**Policy Map for New Promotion Tenure Policy (rev. 10/18/19)**

Note: This is a rough outline of parallel policies. It does not imply equivalent policies.

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

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

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

**Why are we revising our P&T procedures?**

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

**What are the goals of this revision?**

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

**Are we changing our P&T criteria?**

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

**What has changed from our current policy?**

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

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

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

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

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

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



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

#### **Who has already provided initial feedback?**

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

#### **What if this policy is different from my unit/college bylaws?**

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

#### **Why are clinical faculty not specifically addressed in this policy?**

Clinical ranks are addressed in FSH 1565 and 3530. As a clinical faculty member goes through the P&T process, they fall under the “non-tenure track” provisions according to the appropriate rank. This is also true for research professors.

#### **Who wrote the new policy?**

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

#### **What are the next steps?**

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

---

### **Questions Added Since October 17 FAQ**

#### **Why is the former “portfolio” now limited to eight pages?**

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

#### **Is a department context statement no longer required?**

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

**Why was the “presumption in favor of promotion” not included in the new policy?**

The current policy regarding presumption in favor of promotion (FSH 3560 H-3) was largely misunderstood. It was intended to strengthen the position of a case that had strong support at lower levels; however, it was sometimes interpreted to effectively prevent review of a case by the university level promotion committee, thereby weakening the review process and creating inconsistency. It was removed so that all cases are reviewed in the same manner.

**Do I get to choose between the old and new policy?**

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

---

**Questions?**

Contact Torrey Lawrence with questions ([tlawrence@uidaho.edu](mailto:tlawrence@uidaho.edu) or 885-7941).

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

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

**FSH 3500 - C.  
Schedule for  
Promotion and  
Tenure  
Consideration**

C.1.c doesn't solve any real problem. It creates new problems by discouraging talented people and creating unnecessary barriers to promotion.

It solves the problem of faculty going up only months after being denied without significant changes to their portfolio. This is to protect time of faculty and external reviewers involved in this labor-intensive process. FAC reconsidered and decided not to change the timeline.

**FSH 3500 - D.  
Promotion and  
Tenure Dossier**

Why is there a limit of 8 pages instead of 12?  
D2C What other evidence of teaching effectiveness would we expect here? Also, why are summer teaching evaluations included in teaching evaluation summaries, when contracts and PDs do NOT include summer for AY faculty? This should be addressed explicitly.  
There is an error in this sentence: "Because reviewers are asked to provide independent and objective review, reviewers shall not have a personal or professional relationship with the candidate that could prevent a biased assessment." (I would hope we would WANT to prevent a biased assessment, but here it seems that NOT have a relationships that could prevent a biased assessment?) Either you mean the relationship could prevent an objective assessment or you mean that could lead to a biased assessment.  
D2E. Why are deans not also weighing in on the external reviewers and their appropriateness? It seems that there should be someone beyond the chair and candidate involved in this selection.

A shorter written was requested by many people. There was much discussion between 3-12 pages. FAC settled on 8. -- D2C other evidence is described in FSH 1565, thus the reference. -- Summers are currently counted. The new policy clarifies "all" evaluations are considered. -- D2E We chose to leave this to unit administrators who know their field best. -  
- D3 This is addressed in the policy.

D3. This timeline is not clear. The consideration for P&T begins in fall. I would hope that candidates would submit to the chair materials for external review by end of May so that external reviewers can be contacted over the summer so that a dossier complete with external reviews would be available to departments by Sept. "Prior to the beginning of the semester" is too late and/or too vague for those needing external reviews. For NTT folks or those without scholarship pieces this timeline is probably fine.

**FSH 3500 - D.  
Promotion and  
Tenure Dossier  
FSH 3500 - D.  
Promotion and  
Tenure Dossier**

Why are we shortening the 12 page narrative to 8 pages??? I personally do not think it's enough.

See above.

I have grave concerns about the state of bylaw approvals. Many units in the University have passed at least one set of bylaws at the unit level that have been sitting with legal for "final approval" for years. This seems an untenable system and runs counter to ideals of shared governance. If unit bylaws set the annual review process, performance criteria, and criteria for P&T it seems absolutely vital that those bylaws be approved by legal in a timely manner. As it stands, most units are operating under the assumption that the bylaws that they have voted on in good faith are their operating bylaws, when in fact this is not the case. Junior faculty are tasked with deciding "which bylaws" apply to them, or are also attempting to operate in good faith that the bylaws passed before they even arrived might eventually "get approved." This is an ad hoc system that must be addressed. I know it is somewhat outside the scope of this report, but it is directly tied to the stability of the P&T system. I hope that it becomes a priority.

This is a valid concern. We have a plan for bylaw approvals (and necessary changes) once this new policy is approved. It will begin in February and we expect approvals by August 2020.

**FSH 3500 - D.  
Promotion and  
Tenure Dossier**

Please consider the following:

We incorporated this change.

D-2, e: External Peer Reviews. The unit administrator shall obtain a minimum of three external reviews of the candidate's performance. . .

This section requires a minimum of three external reviews, but it does not mention a maximum number of external reviews. A maximum of five external reviews is recommended.

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

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



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



MEMORANDUM

DATE: November 15, 2019  
TO: Faculty Senate  
FROM: Torrey Lawrence, Vice Provost for Faculty  
Diane Whitney, University Policy and Compliance Coordinator  
RE: Friendly Suggestions for Friendly Amendments to the New P&T Policy

---

Tuesday's faculty senate meeting generated a number of excellent suggestions about the new P&T policy. These suggestions could likely result in friendly amendments at the next senate meeting on November 19.

We are providing "friendly suggestions" for the friendly amendments. Our intention is to provide a possible solution and avoid extensive policy drafting during the meeting.

Thank you for considering these four suggestions:

**Suggestion #1: Revision to B-4**

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

**Suggestion #2: Revision to C-1-c**

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

*(Continued on next page)*

### **Suggestion #3: Revision to C-3-e and C-3-f**

*Note: State Board policy RGP II.G.6.1.iii refers to administrative appointments.*

**e. Appointment with Tenure.** ~~A candidate may be initially appointed as an associate or full professor with tenure with the approval of the provost and president. (RGP II.G.6.i.iii) If an administrative appointment carries academic rank, evaluation for tenure is conducted by the unit in which the rank is held.~~ Appointment with tenure may be offered under the following circumstances:

1. The candidate has attained tenure at another college or university, and
2. After review of the candidate's qualifications, the faculty in the unit vote that the candidate meets UI criteria for tenure and the rank to be offered, and
3. The candidate has demonstrated performance of responsibilities relevant to the position for which the person is being appointed.

### **f. Administrative Appointment.**

1. The role of an administrator is not tenurable.
2. A faculty member who serves as an academic administrator retains membership in his or her academic department and his or her academic rank and tenure. (RGP II.G.6.i.ii) The faculty member may resume duties in his or her academic department when the administrative responsibilities end. (RGP II.G.6.i.iv)
3. ~~A candidate may be initially appointed as an associate or full professor with tenure with the approval of the provost and president. (RGP II.G.6.i.iii) If an administrative appointment carries academic rank, evaluation for tenure is conducted by the unit in which the rank is held.~~

### **Suggestion #4: Addition to F-2 and G-2**

*Note: These two additions were suggested by senator Fairley following the November 12 senate meeting. This idea comes from the unit level review and should be added to the college and university level review process.*

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

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

## BUDGET-RELATED POLICY REPORT

This document is intended to serve as a reference for groups working to identify solutions to the University of Idaho's budget shortfall. It addresses Board of Regents/State Board of Education and University of Idaho policies with budget implications. All policies are subject to compliance with laws and regulations instituted by higher governing authorities in the following order of hierarchy: 1) federal laws and regulations, 2) state laws and regulations, 3) Board of Regents/SBOE policies, and 4) UI policies. This document addresses only policy and not applicable federal or state law. Board policies are prefixed "RGP" (Regents General Policies); policies contained in the Faculty Staff Handbook are prefixed "FSH."

This document is intended as a general description of the policies and is not a legal opinion or legal advice. Specific application of policies may be subject to review by university counsel.

### INTRODUCTION

Policies with budget implications can be divided into four conceptual groups: General Principles, Ordinary Actions, Short-Term Actions, and Actions under Financial Exigency.

**General Principles** includes policies that govern our mission, our long-range plans, our academic priorities, and our governance as it pertains to budget matters. They are policies that may apply to all of the actions in the other three groups.

**Ordinary Actions** comprise all of the actions available to us as part of university general operations. They include salary adjustment from one contract to the next, nonrenewal and layoff of employees, revisions to health benefits, and program modification or closure not pursuant to a declaration of financial exigency. Program modification or closure as part of university general operations may result in the termination of all categories of employees, including tenured faculty. Ordinary actions also include financial actions that have no policy constraints, such as leaving vacancies unfilled, although these are not addressed in this policy overview.

**Short-Term Actions** are actions authorized by RGP II.B.2.c, which grants to the president the power to "reduce expenditures to respond to financial challenges (without a financial exigency declaration by the Board) and to maintain sound fiscal management." FSH 3450 C further limits the scope of permissible actions to *short-term* employment actions such as furloughs or other unpaid leave of uniform application. By their very nature, short term actions do not provide a permanent resolution of systemic budget issues.

**Actions under Financial Exigency** are authorized by RGP II.N and FSH 3970. Financial exigency means a "demonstrably bona fide financial crisis that adversely affects an agency, institution, school, or office as a whole, or one (1) or more programs, or other distinct units." It requires a declaration by the Board of Regents, and would permit the Board to close programs, terminate employment of all categories of employees during the term of contract, and to take other employment actions such as salary reduction, work hour reduction, demotion, and administrative leave without pay. The employment actions taken need not be short term or uniformly applied. Although financial exigency allows for great flexibility in dealing with a financial crisis, it comes with legal risk, reputational risk, and a loss of autonomy, and for those reasons is a solution of last resort.

At this point, President Green is seeking our solutions that do not rely on a declaration of financial exigency; however, information on financial exigency is included to provide complete information on the scope of possible actions.

## **POLICY OVERVIEW**

This overview is divided into three parts:

**Part I: Framework** divides budget-related policies into General Principles, Ordinary Actions, Short-Term Actions, and Actions under Financial Exigency.

**Part II: Policy Highlights** is a directory of budget-related SBOE and UI policies, in numerical order, each with a web link and brief summary. Important deadlines are called out in **red**. These highlights generally do not address procedures occurring later in a given process, such as appeals, reinstatement rights, and so forth.

**Part III: Actions** lists budget reduction actions with associated policies and deadlines.

## **PART I: FRAMEWORK**

### **A. General Principles**

#### **RGP III.I.2-3 Role and Mission Statements**

<https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/roles-and-missions/>

#### **RGP III.I.4 Institutional Long-Range Plans**

<https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/roles-and-missions/>

#### **FSH 1340 Academic Priorities**

<https://www.webpages.uidaho.edu/fsh/1340.html>

#### **FSH 1520 Constitution of the University Faculty**

<https://www.webpages.uidaho.edu/fsh/1520.html>

#### **FSH 1640.34 Provost Council**

<https://www.webpages.uidaho.edu/fsh/1640.html#1640.34>

#### **FSH 1640.20 University Budget and Finance Committee**

<https://www.webpages.uidaho.edu/fsh/1640.html#1640.12>

#### **FSH 6560 Rights Retained by the University**

<https://www.webpages.uidaho.edu/fsh/6560.html>

### **A. Ordinary Actions**

#### **RGP II.F Policies Regarding Nonclassified Employees**

<https://boardofed.idaho.gov/board-policies-rules/board-policies/human-resources-policies-section-ii/policies-regarding-nonclassified-employees-ii-f/>

**RGP II.G Policies Regarding Faculty**

<https://boardofed.idaho.gov/board-policies-rules/board-policies/human-resources-policies-section-ii/policies-regarding-faculty-institutional-faculty-only-ii-g/>

**RGP III.G. Postsecondary Program Approval and Discontinuance**

<https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/iii-g-program-approval-and-discontinuance/>

**RGP III.H Program Review**

<https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/iii-h-program-review/>

**RGP III.Z. Planning and Delivery of Postsecondary Programs and Courses**

<https://boardofed.idaho.gov/wp-content/uploads/2017/02/III-Z-Delivery-of-Post-Secondary-Education-0818.pdf>

**RGP III.Z.b.vii. Discontinuance of Programs**

<https://boardofed.idaho.gov/wp-content/uploads/2017/02/III-Z-Delivery-of-Post-Secondary-Education-0818.pdf>

**FSH 3080 Classification and Appointment of University Positions**

<https://www.webpages.uidaho.edu/fsh/3080.html>

**FSH 3090 Temporary Hourly Employment**

<https://www.webpages.uidaho.edu/fsh/3090.html>

**FSH 3370 Promotion or Reassignment of Exempt Employees**

<https://www.webpages.uidaho.edu/fsh/3370.html>

**FSH 3520 Faculty Tenure**

<https://www.webpages.uidaho.edu/fsh/3520.html>

**FSH 3730 Retirement Privileges and Programs**

<https://www.webpages.uidaho.edu/fsh/3730.html>

**FSH 3840 Procedures for Faculty Appeals**

<https://www.webpages.uidaho.edu/fsh/3840.html>

**FSH 3860 Grievance Procedures for Classified Employees**

<https://www.webpages.uidaho.edu/fsh/3860.html>

**FSH 3890 Grievance Procedures for Exempt Employees**

<https://www.webpages.uidaho.edu/fsh/3890.html>

**FSH 3900 Non-Reappointment at End of Contract of Non-Tenured Faculty and Exempt Staff**

<https://www.webpages.uidaho.edu/fsh/3900.html>



**FSH 3930 Separation of Classified Employees**

<https://www.webpages.uidaho.edu/fsh/3930.html>

**FSH 3950 Notice to Human Resources of Employee Separations**

<https://www.webpages.uidaho.edu/fsh/3950.html>

**B. Short-Term Actions**

**RGP II.B. Appointment Authority and Procedures**

<https://boardofed.idaho.gov/board-policies-rules/board-policies/human-resources-policies-section-ii/appointment-authority-and-procedures-ii-b/>

**FSH 3450 Presidential Actions to Manage Expenditures to Respond to Financial Challenges**

<https://www.webpages.uidaho.edu/fsh/3450.htm>

**C. Actions Taken under Financial Exigency**

**RGP II.N. Staff Reduction Procedures. [AKA Financial Exigency]**

<https://boardofed.idaho.gov/board-policies-rules/board-policies/human-resources-policies-section-ii/staff-reduction-procedures-all-employees-ii-n/>

**FSH 3970 Financial Exigency Policy and Staff Reduction Procedures**

<https://www.webpages.uidaho.edu/fsh/3970.html>

**PART II: POLICY HIGHLIGHTS**

**SBOE Policies**

**RGP II.B. Appointment Authority and Procedures**

<https://boardofed.idaho.gov/board-policies-rules/board-policies/human-resources-policies-section-ii/appointment-authority-and-procedures-ii-b/>

- Delegates to the president “reductions in force and all similar and related work place decisions” “except or unless as limited by other Board or *institutional policy*.” FSH 3450 C limits employment actions under this section to “*temporary* wage adjustments such as furloughs or similar *short term* employment actions.” Non-temporary or non-uniform actions must be authorized by and follow procedures set forth in other applicable policies.
- Allows for employment actions that are
  - Uniform across entire institution
  - Uniform across institution budgetary units
  - Work hour adjustments such as furloughs or other unpaid leave as long as they are uniform across budgetary units or uniformly tiered as applied to certain salary levels or classifications
- May not include actions requiring a declaration of financial exigency. These include

- Layoff of nonclassified contract employees, tenured faculty, non-tenured faculty, and classified employees during the term of their contract of employment
- Other employment actions under RGP II.N., such as salary reduction (not uniformly applied, or not temporary), work hour reduction (not uniformly applied or not temporary), demotion, admin leave without pay
- Closure, relocation or discontinuance of programs or units under the financial exigency rules (as opposed to the RGP III.G. rules)
- Procedure
  - Give faculty, non-classified staff and classified staff **21 calendar days** to provide input on proposed actions
  - Establish procedures that provide for **30 days** written notice prior to effective date of action and opportunity for affected employee to be heard (notice and hearing requirements set forth in policy)

### **RGP II.F Policies Regarding Nonclassified Employees**

<https://boardofed.idaho.gov/board-policies-rules/board-policies/human-resources-policies-section-ii/policies-regarding-nonclassified-employees-ii-f/>

- Salary may be adjusted from one contract period to the next
- During the contract period, salary may be adjusted pursuant to RGP II.B.2.c.
- Contract may be nonrenewed pursuant to RGP II.F.5.
  - For annual appointments: Written notice must be given at least **60 calendar days** before end of contract
  - For appointments of less than one year: Written notice must be given at least **30 days** before end of contract.

### **RGP II.G Policies Regarding Faculty**

<https://boardofed.idaho.gov/board-policies-rules/board-policies/human-resources-policies-section-ii/policies-regarding-faculty-institutional-faculty-only-ii-g/>

- Non-tenured and tenured faculty who serve pursuant to contracts or letters of appointment containing a stated salary: Salary may be adjusted from one contract period to the next.
- During the contract period: Salary may be adjusted pursuant to RGP II.B.2.c.
- Contract may be nonrenewed pursuant to RGP II.F.5.
  - First year of service: Not later than **March 1** of the first full academic year of service if the appointment is not to be renewed at the end of the academic year; or if a one-year appointment terminates during the academic year, at least **three months** in advance of termination.
  - Second year of service: Not later than **December 15** of the first full academic year of service if the appointment is not to be renewed at the end of the academic year; or if a one-year appointment terminates during the academic year, at least **six months** in advance of termination.
  - Three or more years of service: Not later than **July 15** preceding the academic year at the end of which the appointment is to be terminated; or, if the appointment terminates during an academic year, at least **twelve months** in advance of termination.
- Tenured faculty may be terminated in the case of
  - Financial exigency
  - Where extreme shifts in enrollment have eliminated the justification for a position

- Where the board has authorized elimination or substantial reduction in a program

### **RGP II.N. Staff Reduction Procedures. [AKA Financial Exigency]**

<https://boardofed.idaho.gov/board-policies-rules/board-policies/human-resources-policies-section-ii/staff-reduction-procedures-all-employees-ii-n/>

- NOTE: Although this section deals with financial exigency, it is also relevant to non-exigent employment actions pursuant to RGP II.B because the hearing required by RGP II.B. must be “comparable” to the process described in RGP II.N.7.a.
- Financial exigency means a bona fide financial crisis affecting the institution as a whole OR one or more programs or other distinct units. Employment actions may be implemented across the whole institution or by subunit. No uniformity required.
- Authority to declare financial exigency rests solely with the Board.
- Potential responses to declaration:
  - Layoff of all categories of employees during term of contract; must be done equitably but not necessarily uniformly
  - Employment actions other than layoffs, not necessarily uniformly applied, including
    - Salary reduction
    - Work hour reduction
    - Demotion
    - Admin leave without pay
  - Closure, relocation, or discontinuance of any programs, units or activities
- Layoff Criteria
  - Primary: Preservation of overall quality and effectiveness of programs; therefore those of “key importance” retained in preference to others
  - Other criteria
    - Tenure
    - Rank
    - Time in rank
    - Length of service
    - Field of specialization
    - Maintenance of necessary programs or services
    - Maintenance of affirmative action programs
    - Qualify of service and work
  - Minimum time for written notice of layoff
    - Nonclassified contract and nontenured faculty: Not less than **60 calendar days** before effective date, unless contract says we can terminate on less notice
    - Tenured faculty occupying faculty positions: Notice of layoff with **effective date of end of first full semester after financial exigency declared**
  - Time for notice of employment actions other than layoff: At least **30 days** written notice prior to effective date
  - Reinstatement rights differ depending on whether layoff is pursuant to program closure. If it is, reinstatement rights exist only if program is reinstated.

### **RGP III.G. Postsecondary Program Approval and Discontinuance (not under Financial Exigency)**

<https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/iii-g-program-approval-and-discontinuance/>

- This policy does not apply to program discontinuance under financial exigency, which is addressed by RGP II.N.
- Applies to
  - Modification and discontinuation of “academic program majors,” which includes
    - Certificates of 30 credits or more
    - Associates, bachelors, masters, specialist, and doctoral degrees
    - Instructional and administrative units
  - Modification and discontinuation of “academic program components” which includes “options, minor, emphases, tracks, concentrations, specializations, and cognates”
- Required approvals/notifications
  - Modification or discontinuation of academic programs with a financial impact of \$250,000 or more: Board must approve
  - Modification or discontinuation of academic programs with a financial impact of less than \$250,000: Executive Director must approve
  - Modification or discontinuation of graduate programs leading to a masters, specialist, or doctoral degree, regardless of fiscal impact: Board must approve
  - Modification or discontinuation of academic program components; academic certificates of 30 credits or less, [other items unlikely to apply here]: Formal letter notifying SBOE prior to implementation; if change is determined to be inconsistent with academic program components or CIP code change is significant departure from existing offerings, Board staff will require a program proposal
- Primary considerations in program discontinuance
  - Is it an effective use of the institution’s resources?
  - Does it no longer serve student or industry needs?
  - Does it no longer have sufficient students to warrant its allocation?
- Faculty/staff may be terminated as follows:
  - Nonclassified contract employees, including non-tenured faculty: Terminate or nonrenew following Board & UI policy
  - Classified: Layoff following UI policy
  - Tenured: Must give notice at least **12 months** prior to effective date of termination

### **RGP III.H Program Review**

<https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/iii-h-program-review/>

- Mandates the establishment of institutional policies and procedures for program review for programs proposed for consolidation, relocation, or discontinuance (among others)
- Decisions about program consolidation, relocation, and discontinuance are reviewed at both the state and institutional level

### **RGP RGP III.I.2-3 Role and Mission Statements**

<https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/roles-and-missions/>

- Consider throughout
- Any changes to mission require IRSA and Presidents’ Council review and recommendation, and Board approval.

### **RGP III.I.4 Institutional Long-Range Plans**

<https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/roles-and-missions/>

- Consider throughout
- Changes require Board approval

### **RGP III.Z. Planning and Delivery of Postsecondary Programs and Courses**

<https://boardofed.idaho.gov/wp-content/uploads/2017/02/III-Z-Delivery-of-Post-Secondary-Education-0818.pdf>

- Institutional Statewide Program Responsibility and Service Regions assigned by Board
- Requirements for programs in another institution’s Statewide Program Responsibility area or Service Region

### **RGP III.Z.b.vii. Discontinuance of Programs**

<https://boardofed.idaho.gov/wp-content/uploads/2017/02/III-Z-Delivery-of-Post-Secondary-Education-0818.pdf>

If we are:

- a Designated Institution offering programs in our service region that support a Statewide Program of another institution
- a Partnering Institution offering programs in the service region of a Designated Institution
- offering programs for which we have Statewide Program Responsibility in the service region of a Designated Institution

and wish to discontinue such programs, we must use best efforts to provide the other institution with **one year’s written notice** and provide the same notice to the Board and to oversight and advisory councils

---

## **UI Policies**

### **FSH 1340 Academic Priorities**

<https://www.webpages.uidaho.edu/fsh/1340.html>

In changing or discontinuing academic programs, “the highest priority is that of maintaining excellence in all aspects of undergraduate education”; beyond that, priorities are ranked as follows:

1. Upper-division undergraduate education
2. Graduate programs and their associated research activities
3. Research activities not related to graduate programs

### **FSH 1520 Constitution of the University Faculty**

<https://www.webpages.uidaho.edu/fsh/1520.html>

ARTICLE IV, 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.

### **FSH 1640.34 Provost Council**

<https://www.webpages.uidaho.edu/fsh/1640.html#1640.34>

A. FUNCTION. [See also 1420 D.] To advise the provost and provide a communication forum for the following purposes: . . .

- A-3. Evaluating the effectiveness of academic-management procedures.
- A-4. Developing academic budgetary priorities.
- A-5. Implementing academic budgetary procedures.

### **FSH 1640.20 University Budget and Finance Committee**

<https://www.webpages.uidaho.edu/fsh/1640.html#1640.12>

A. FUNCTION. The function of the University Budget and Finance Committee is

- A-1. To advise the president, provost and the vice president for finance on matters pertaining to operating and capital budgets. The Committee will periodically review policy matters regarding the use of state appropriated funds, university expenditures (e.g., salaries, benefits, operating costs, capital outlays, etc.), operating and strategic reserves, long and short term capital plans, and deferred maintenance plans.
- A-2. To be involved strategically in the university budget process. The Committee may help define the budget process and goals, and participate in university budget hearings and meetings.
- A-3. To initiate and/or respond to the study of budget and financial policies and issues.
- A-4. To provide periodic reports to Faculty Senate and Staff Council on matters pertaining to university finances and budgets.

### **FSH 3080 Classification and Appointment of University Positions**

“Temporary or special project non-classified employees” have no expectation of continuing employment beyond existing contract period and are not entitled to notice of or reasons for nonrenewal. This category includes

- Employees appointed to positions that are temporary or for special projects and who meet specific position requirements for
  - Grants or contracts of specified duration or
  - Part-time teaching or other responsibilities
- Employees appointed to fulfill the responsibilities of continuing positions on an emergency or temporary basis

### **FSH 3090 Temporary Hourly Employment**

<https://www.webpages.uidaho.edu/fsh/3090.html>

At-will, no notice requirement, no grievance procedures

### **FSH 3370 Promotion or Reassignment of Exempt Employees**

<https://www.webpages.uidaho.edu/fsh/3370.html>

- Describes requirements for reassignment of exempt employees for reasons such as the combining or elimination of positions.
- Employees reassigned due to unit restructuring are not entitled to use the grievance procedures in FSH 3890.

### **FSH 3450 Presidential Actions to Manage Expenditures to Respond to Financial Challenges**

<https://www.webpages.uidaho.edu/fsh/3450.htm>

- Implements RGP II.B.2
- FSH 3450 C limits the president’s authority under this section to “temporary wage adjustments such as furloughs or similar short term employment actions”
- Synthesis of RGP II.B.2 and FSH 3450



- a. Source of authority
  - i. Board delegates all authority for personnel management not specifically retained to the president. RGP II.B.2.a.
    1. Includes “reductions in force and all similar and related work place decisions” except or unless as limited by other Board *or institutional policy*. RGP II.B.2.b.
    2. Includes authority to “reduce expenditures to respond to financial challenges (without a financial exigency declaration by the Board) and to maintain sound fiscal management”
  - ii. President has duty to respond to university financial challenges, limited to “temporary wage adjustments such as furloughs or similar short term employment actions.” FSH 3450 A
- b. Permissible and impermissible employment actions. RGP II.B.2.
  - i. Permissible
    1. Actions that are uniform across entire institution
    2. Actions that are uniform across institution budgetary units
    3. Work hour adjustments such as furloughs or other unpaid leave if
      - a. Uniform across budgetary units or
      - b. Uniformly tiered as applied to certain salary levels of classifications
  - ii. Impermissible: Actions requiring a financial exigency declaration by the Board
- c. Required procedure
  - i. RGP II.B.2.d. requires that UI give faculty, non-classified staff and classified staff **21 calendar days** to provide input
    1. FSH 3450 implements this policy by requiring that the president seek input from Faculty Senate and Staff Affairs Committee
    2. President must give FS & SAC written notice of need for reduction in university expenditures, including a description of any other cost reductions or additional ways to increase income that have been considered, and nature of proposed employment action. FSH 3450 B
  - ii. Then UI must provide for at least **30 days** written notice prior to effective date and an opportunity to be heard

### **FSH 3520 Faculty Tenure**

<https://www.webpages.uidaho.edu/fsh/3520.html>

After tenure has been awarded, the faculty member’s service can be terminated only for adequate cause, the burden of proof resting with UI [see FSH 3910], except

- under conditions of financial exigency as declared by the board [see FSH 3970],
- in situations where extreme shifts of enrollment have eliminated the justification for a position, or
- where the board has authorized the elimination of, or a substantial reduction in, an academic program.

### **FSH 3730 Retirement Privileges and Programs**

<https://www.webpages.uidaho.edu/fsh/3730.html>

UI 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

### **3840 Procedures for Faculty Appeals**

<https://www.webpages.uidaho.edu/fsh/3840.html>

### **FSH 3860 Grievance Procedures for Classified Employees**

<https://www.webpages.uidaho.edu/fsh/3860.html>

### **FSH 3890 Grievance Procedures for Exempt Employees**

<https://www.webpages.uidaho.edu/fsh/3890.html>

### **FSH 3900 Non-Reappointment at End of Contract of Non-Tenured Faculty and Exempt Staff**

<https://www.webpages.uidaho.edu/fsh/3900.html>

- Notice requirements
  - Exempt staff (excluding “temporary or special project non-classified employees”): At least **60 days** before end of existing contract
  - Nontenured faculty
    - First year of service: Not later than **March 1** of the first full academic year of service if the appointment is not to be renewed at the end of the academic year; or if a one-year appointment terminates during the academic year, at least **three months** in advance of termination.
    - Second year of service: Not later than **December 15** of the first full academic year of service if the appointment is not to be renewed at the end of the academic year; or if a one-year appointment terminates during the academic year, at least **six months** in advance of termination.
    - Three or more years of service: Not later than **July 15** preceding the academic year at the end of which the appointment is to be terminated; or, if the appointment terminates during an academic year, at least **twelve months** in advance of termination.
- Elimination of exempt positions—not under financial exigency: notice requirement the same as in nonrenewal of term appointment (**60 days**)
- Reduction in force under financial exigency: Notice of layoff given as provided in FSH 3970.

### **FSH 3930 Separation of Classified Employees**

<https://www.webpages.uidaho.edu/fsh/3930.html>

#### Layoffs

- Classified employees can be laid off in the event of
  - Absence of sufficient work or sufficient funds
  - Reorganization of a unit that results in the elimination of one or more positions
- Order of layoff is determined based on categories and retention points
- Required notice: **Two weeks**, given concurrently to employee and AVP for HR
- Sets forth criteria for reinstatement; preference is given according to same ranking as order of layoff

### **FSH 3950 Notice to Human Resources of Employee Separations**

<https://www.webpages.uidaho.edu/fsh/3950.html>

Supervisors have an affirmative duty to report to HR the termination of anyone on regular appointment; if they don't, and the person is paid improperly, the supervisor may be held responsible for covering the loss.

### **FSH 3970 Financial Exigency Policy and Staff Reduction Procedures**

<https://www.webpages.uidaho.edu/fsh/3970.html>

- Note: Refers to Fiscal Emergency Committee, FSH 1640.47. The web link for 1640.47 states "Removed 7/05 no longer exists." The Policy Coordinator's files contain no redline, cover sheet, or other documentation of this deletion. The president's memorandum of approval of policy items on the May 4, 2005 UFM agenda does not contain any items related to 1640.47, nor does the agenda itself. Since FSH 3970 was not amended to delete references to the committee, it seems reasonable to assume that there was no intent to abolish it, but rather to delete it from the list of standing committees, since by nature it functions ad hoc (although it technically was a standing committee). However, because FSH 1640.47 was deleted without amending FSH 3970, we currently have no policy addressing the composition of this committee.
- Requires Board declaration of state of financial exigency
- "Programs" in this context is not limited to academic programs; it also refers to administrative, maintenance, other support areas.
- Actions authorized by FSH 3970
  - Program reduction or elimination
  - Reduction in force
- Minimum required notice
  - Of president's recommendation to lay off: To all affected employees except classified employees: At least **30 days** before the recommendation is considered by the board
  - Of Board's approval of layoff
    - Classified and exempt contract employees, including nontenured faculty: At least **60 days** before layoff
    - Employees serving at pleasure of board: At least **30 days** before layoff
    - Tenured faculty: At least **one full semester** before layoff, but UI may elect to provide up to a full year's notice

### **FSH 6560 Rights Retained by the University**

<https://www.webpages.uidaho.edu/fsh/6560.html>

When economic and other conditions permit, UI tries to provide advance notice of such changes. In particular, when an instructional program is to be withdrawn, UI will make every reasonable effort to ensure that students who are within two years of completing graduation requirements, and who are making normal progress toward completion of those requirements, will have the opportunity to complete the program that is to be withdrawn. FSH 6560 B-1

## **PART III: ACTIONS**

### **Program Prioritization**

RGP III.H. Program Review

RGP III.I.2-3 Roles and Missions

RGP III.Z. Planning and Delivery of Postsecondary Programs and Courses

RGP III.G. Postsecondary Program Approval and Discontinuance

FSH 1340 Academic Priorities

### **Program closure**

(This section addresses only program closure itself; related employment actions are addressed below.)

#### **1. Non-exigent**

- a. RGP III.G. Postsecondary Program Approval and Discontinuance
- b. RGP III.H. Program Review
- c. RGP III.Z.b.vii Discontinuance of Programs
- d. FSH 1340 Academic Priorities
- e. FSH 6560 Rights Retained by the University

#### **2. As a result of financial exigency**

- a. RGP II.N. Staff Reduction Procedures
- b. FSH 3970 Financial Exigency Policy and Staff Reduction Procedures
- c. FSH 1340 Academic Priorities
- d. FSH 6560 Rights Retained by the University

### **Layoff/Nonrenewal/Termination**

#### **1. Faculty**

##### **a. Tenured Faculty**

- i. As a result of nonexigent program closure or substantial reduction
  - a. RGP III.G.7.b.iii Postsecondary Program Approval and Discontinuance
  - b. FSH 3520 Faculty Tenure
- ii. As a result of extreme shifts of enrollment eliminating the justification for a position
  - a. FSH 3520 Faculty Tenure
- iii. As a result of financial exigency
  - a. RGP II.N. Staff Reduction Procedures
  - b. FSH 3520 Faculty Tenure
  - c. FSH 3970 Financial Exigency Policy and Staff Reduction Procedures

##### **b. Non-tenured Faculty**

###### **i. At end of contract**

- a. RGP II.G.1.a, RGP II.G.5 Policies Regarding Faculty

- b. FSH 3900 Non-Reappointment at End of Contract of Non-Tenured Faculty and Exempt Staff
  - ii. As a result of program closure
    - a. RGP III.G.7.b.i Postsecondary Program Approval and Discontinuance
  - iii. During contract—requires financial exigency
    - a. RGP II.N. Staff Reduction Procedures
    - c. FSH 3970 Financial Exigency Policy and Staff Reduction Procedures
    - d. FSH 3900 D Non-Reappointment at End of Contract of Non-Tenured Faculty and Exempt Staff (notice must be given as provided in FSH 3970)
- 2. Exempt Contract Employees
  - a. At end of contract
    - i. RGP II.F.5. Policies Regarding Non-Classified Employees
    - ii. FSH 3900 Non-Reappointment at End of Contract of Non-Tenured Faculty and Exempt Staff
  - b. During term of contract: Requires financial exigency
    - i. RGP II.N. Staff Reduction Procedures
    - ii. FSH 3970 Financial Exigency Policy and Staff Reduction Procedures
  - c. As a result of program closure
    - i. RGP III.G.7.b.i Postsecondary Program Approval and Discontinuance
  - d. As a result of financial exigency
    - i. RGP II.N Staff Reduction Procedures
    - ii. FSH 3970 Financial Exigency Policy and Staff Reduction Procedures
  - e. Elimination of position
    - i. FSH 3900 C Non-Reappointment at End of Contract of Non-Tenured Faculty and Exempt Staff (treated the same as a nonrenewal)
- 3. Exempt At-Will Employees: No right to notice, hearing, or reinstatement
- 4. Classified Employees
  - a. Elimination of position, absence of sufficient work or funds: FSH 3930 Separation of Classified Employees
  - b. As a result of program closure: RGP III.G.7.b.ii Postsecondary Program Approval and Discontinuance

**Work hour adjustments (furlough, unpaid leave)**

- 1. Short term and uniformly applied across institution or institution budgetary unit
  - a. RGP II.B.2.c. Appointment Authority and Procedures
  - b. FSH 3450 Presidential Actions to Manage Expenditures to Respond to Financial Challenges
- 2. Not short term or not uniformly applied
  - a. RGP II.N. Staff Reduction Procedures
  - b. FSH 3970 Financial Exigency Policy and Staff Reduction Procedures

**Salary reduction**

- 1. During term of contract
  - a. Short term and uniformly applied across institution or institution budgetary unit

- i. RGP II.B.2.c. Appointment Authority and Procedures
    - ii. FSH 3450 Presidential Actions to Manage Expenditures to Respond to Financial Challenges
  - b. Not short term or not uniformly applied
    - i. RGP II.N. Staff Reduction Procedures
    - ii. FSH 3970 Financial Exigency Policy and Staff Reduction Procedures
- 2. From one contract to the next
  - a. Tenured: RGP II.G.1.c Policies Regarding Faculty
  - b. Non-tenured: RGP II.G.1.c Policies Regarding Faculty
  - c. Exempt contract: RGP II.F.b.ii Policies Regarding Non-Classified Employees

**Changes to health benefits**

- FSH 3730 Retirement Privileges and Programs
- APM Chapter 55 Payroll/Benefits Services
- See also the Human Resources website under the "Core Benefits" section at <https://www.uidaho.edu/benefits/core-benefits>.



University of Idaho  
2019 – 2020 Faculty Senate Agenda

Meeting # 14

Tuesday, December 3<sup>rd</sup>, 2019, at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes (VOTE)
  - Minutes of the 2019-2020 Faculty Senate Meeting # 13 (November 19, 2019) **Attach. #1**
- III. Consent Agenda
  - Fall 2019 Graduates List **Attach. #2**  
Speaker: Dwaine Hubbard (Associate Registrar)
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
  - Faculty Affairs Committee: FSH 1565 (VOTE) **Attach. #3**  
Speakers: Alexandra Teague (Chair, Faculty Affairs Committee)
  - University Curriculum Committee: CNR Program Change (VOTE) **Attach. #4**  
Speakers: Charles Goebel (Department Head of Forest, Rangeland and Fire Sciences)  
Steven Shook (Associate Dean; Professor of Renewable Materials)
  - University Curriculum Committee: CNR Program Discontinuation (VOTE) **Attach. #5**  
Speakers: Lee Vierling (Department Head, Natural Resources and Society)  
Steven Shook (Associate Dean; Professor of Renewable Materials)
- VII. Other Announcements and Communications
  - Tools Ranking Task Force Updates  
Speaker: Alistair Smith (Chair, Tools Ranking Task Force Group)
  - Outsourcing & Voluntary Separation  
Speaker: Brian Foisy (Vice president, Finance and Administration)
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting # 13 (November 19, 2019)
- **Attach. #2** Fall 2019 Graduates List
- **Attach. #3** FSH 1565 Cover Sheet & Redline
- **Attach. #4** College of Natural Resources Program Change
- **Attach. #5** College of Natural Resources Program Discontinuation

University of Idaho

2019 – 2020 Faculty Senate – **Approved**

Meeting # 14

Tuesday, December 3, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bridges, Caplan, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice- Chair), Lee-Painter, Luckhart, Paul, Raja, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Lawrence (proxy for Wienczek, w/o vote).

**Present via Zoom:** Kern, McKellar, Tenuto, Sears.

**Absent:** Bacon, Lockhart, Schab, Wienczek.

**Guests:** 12.

**Guest Speakers:**

Alexandra Teague (Chair, Faculty Affairs Committee)  
Charles Goebel (Department Head, Forest, Rangeland and Fire Sciences)  
Lee Vierling (Department Head, Natural Resources and Society)  
Steven Shook (Associate Dean, Professor of Renewable Materials)  
Dwayne Hubbard (Associate Registrar)  
Alistair Smith (Chair, Tools Ranking Task Force)  
Brian Foisy (Vice President, Finance and Administration)

- I. **Call to Order:** Chair Grieb called the meeting to order at 3:32 pm.
- II. **Approval of Minutes (vote):** A motion to approve the minutes of the 2019-2020 Faculty Senate Meeting # 13 (November 19, 2019) passed unanimously (Dezzani/A. Smith).
- III. **Chair's Report:**
  - The ISUB and TLC buildings are now open. All who worked to bring classrooms, offices, common spaces, and services back on line deserve appreciation. Brian Foisy acknowledged Schweitzer Engineering Laboratories (SEL) for the remarkable way they came through to help during the crisis.
  - The evaluation process for faculty and staff is beginning. There have been changes to the process in recent years, see FSH 3320 and 3340. Details for faculty are provided on the Provost's webpage (<https://www.uidaho.edu/provost/faculty/evaluations>) and for staff on the Human Resources website (<https://www.uidaho.edu/human-resources/forms>).
  - Many thanks to all instructors who taught, mentored, and supported our Fall semester graduating seniors. Please celebrate our graduates at this year's Fall Commencement on December 14th, 12:30pm in the Kibbie Dome. Thanks to those who will attend!
  - The next University Faculty Meeting will be held on December 11, 2019, in the International Ballroom, Bruce Pitman Center, from 2:30 to 4:00 pm Pacific Time. All are encouraged to attend.
- IV. **Consent Agenda:** Fall 2019 List of Graduates, presented by Dwayne Hubbard (Associate Registrar). The Fall 2019 List of Graduates was approved unanimously.

V. **Provost's Report (Delivered by Torrey Lawrence, Vice Provost for Faculty, Proxy for Provost Wienczek):**

- The December Commencement is on Saturday, Dec 14. Line-up at 11:30. The procession starts at 12:30. Ali Carr-Chellman will be the commencement speaker.
- The annual Jazz Choirs Holiday Concert is on Friday, Dec 13th, 7:00 pm, at the Kibbie Dome. It's a great community event and it is free.
- Short Budget Update: For academic affairs (which include colleges, students' affairs, student services, SEM, and other student service offices), the target is 15.74M. Colleges are working to meet the target ranges which they have been given.
- Voluntary Separation Incentives and Optional Retirement Incentives are underway. There has been significant interest so far.
- IPEC has met and is working on developing a Program Prioritization process.

VI. **Committee Reports:**

- Faculty Affairs Committee: FSH 1565 (VOTE), presented by Alexandra Teague (Faculty Affairs Committee Chair).

A. Teague provided a brief background. Concerns were raised to Faculty Affairs Committee (FAC) by Professor Kenton Bird that faculty were being asked to spend time on student recruitment and retention efforts, but these efforts were not being properly recognized on Position Descriptions or annual evaluations, or were recognized differently in different units. The proposed revisions are intended to provide guidelines to fairly recognize student recruitment and retention efforts from faculty. Some language was also revised for consistency among FSH sections.

Clarifications were asked concerning how to specifically define student mentoring and recruiting activities. Depending on the college, graduate student advising may be listed under "research activities" or "advising activities". This remains so with the current revisions.

The seconded motion from FAC was approved with 23 votes in favor and 1 against.

- University Curriculum Committee: College of Natural Resources Program Change (VOTE), presented by Charles Goebel (Department Head of Forest, Rangeland and Fire Sciences).

The proposal is to change the name of the degree from "B.S. in Renewable Materials" to "B.S. in Forest and Sustainable products".

The rationale for the change was briefly described. Effective catalog year 2012, the program was renamed "Renewable Materials" with the hope that it would appeal to a broader audience and create new recruitment opportunities. Another rational given for the name change to Renewable Materials was that it would increase enrollment by attracting students not otherwise attracted to a program named Forest Products. Enrollment growth did not result from the name change; in fact, enrollment declined. The proposed change to Forest and Sustainable Products returns the degree name back to its roots and makes it consistent with the primary industry it serves. The inclusion of sustainable products captures elements of the program that investigate the use and commercialization of other streams of raw materials (e.g., bamboo, hemp, recycled wood and paper). The name is much more identifiable to prospective students and their parents.

A Senator noted that there are curriculum changes in addition to the program name change, since a secondary major or an approved minor are no longer required. It was agreed upon that the question concerning curriculum changes on the application form should be answered in the affirmative.

The proposal from the College of Natural Resources with the above friendly amendment was approved unanimously.

- University Curriculum Committee: College of Natural Resources Program Discontinuation (VOTE), presented by Lee Vierling (Department Head, Natural Resources and Society).

The proposal is to discontinue the Park, Protected Areas and Wilderness Conservation Minor. The Department has changed focus from recreation and protected areas to different areas including policy and integration of social and natural sciences. They no longer have faculty who can teach several key courses in the minor. The only way that a student can get the minor is through a semester in the wild; therefore, it is not accessible to the majority of students.

The proposal from the College of Natural Resources was approved unanimously.

#### VII. **Other Announcements and Communications:**

- Tools Ranking Task Force (TRTF) Update by Alistair Smith (Chair, Tools Ranking Task Force Group).

A. Smith mentioned that the group had their initial meeting before the Fall break. They looked at the input from the community solicited by the President's Office and found a large variety of suggestions, about 138 unique ones. The group will meet again later this week. Within their preliminary assessment, they regrouped strategies from "most favorable" to "least favorable", whereas many of the 138 fell into the middle category. Examples of the more favorable include: reduction in structural costs, voluntary reduction of faculty FTE who are 10 years away from retirement, a program prioritization for upper administration, the university going paperless, reducing glossy printed materials. Also, there was large criticism about the Strategic Enrollment Management (SEM). The committee felt they should work more closely with alumni. To increase revenue, the committee suggests faculty buy-out from their research grants. That is, faculty would buy a portion of their salary from Gen Ed. As an incentive, they would get a bonus later in the year from FA and salary savings. Among the least favorable strategies: mandatory furloughs and temporary reductions in salary.

There will be approximately ten categories and six rankings. Many of the items which were discussed, such as the elimination of programs, fell in the middle "bin". Senator A. Smith reiterated that there were many good suggestions from the community, and more will be coming. One interesting idea is to come up with a different funding model for development (that is, taking development away from General Education).

A discussion developed around whether program closure also include administrative units, and not just academic majors or degrees. It was noted that the answer is yes in some circumstances. There are criteria for when the SBOE approval is needed. It depends on the specific scenario and fiscal impact.

Chair Grieb reiterated that the TRTF will make their report to IPEC and to the Sustainable Financial Model Working Group (SFMWG) which, in turn, will provide input to the program prioritization process. In the meantime, Deans will work on the line-by-line program review in parallel. In the end of these processes, all the information will be put together and presented to the President.

Senator A. Smith reported that the TRTF felt the number of Associate Vice Presidents and Associate Vice Provosts has expanded. The next meeting of the TRTF will be on Thursday, December 5, 2019 and their report will be available in the early Spring semester.

- Outsourcing & Voluntary Separation, presented by Brian Foisy (Vice President, Finance and Administration).

B. Foisy summarized three major outsourcing initiatives: 1) Bookstore RFP, 2) Facility Service Department, and 3) Utility Operations.

The Bookstore RFP is now concluded. The textbook operation will be outsourced to the Texas Book Company. One of the reasons for this choice is that their point of sale system is consistent with the current one, so the transition will be minimally disruptive. Furthermore, Texas Book Company promised \$160,000 commission guaranteed per year. We have a 5-year contract and they are obligated to deliver what they have guaranteed. Also, the Texas Book Company proposal indicates that they apply preferential textbook pricing. The savings may come from that aspect as well as from fewer employees. Cost increase for students are not anticipated. There was some discussion about why UI opted for a textbook-only option rather than a full-service bookstore. B. Foisy noted that people are generally happy with the Vandal apparel part of the bookstore and they did not want to change that feature. Basically, they kept the part of the bookstore which is actually making money. B. Foisy reiterated that a reliable corporate partner can be beneficial (see, for instance, the help received by UI from SEL).

The discussion moved to RFPs for Facility Service Department and RFQs. The latter are requests for qualifications, such as energy service providers. The goal is to centralize many teams in a single team. When RFPs are issued, proposals range from management-only to a complete deal. For instance, with the bookstore, they took the least disruptive option. A broad range of satisfaction levels was found when collecting feedback from other campuses.

A Senator suggested that the size of the community and the economic impact on it must be taken into account when making a comparison with other campuses. A smaller community means larger impact on the employees. B. Foisy noted the large corporations have large expertise to which we gain access when we connect with them. In other words, we may gain access to benefits without negative impact on the employees (for instance, like in the textbooks-only deal done for the bookstore).

Moving on to Utility Operations, this is the least traditional form of outsourcing. It is a service concession agreement and a long-term commitment. Basically, the university sells the right to a third party to operate a particular asset for as long as 40 to 50 years. Then, the third party sells the utility to the university, such as steam, water, etc. In other words, the provider runs the

assets for us and pays around \$100 to \$125 million upfront for the deal. The university is looking for partners who qualify to provide this kind of service.

Some questions were raised about the costs of buying water, electricity, etc. from the corporate partner and whether this is taken into account when projecting benefits. B. Foisy noted that, although it is too early to tell, these kinds of contracts are extremely careful and detailed, accounting, for instance, for inflation rates. They leave nothing to chance.

In response to a question, it was noted that the cost of paying consultants is in the order of hundreds of thousands of dollars. The proceeds would first be used to pay any of the transaction expenses.

Chair Grieb moved the discussion to the voluntary furlough.

The first concern raised was whether a university employee who has taken voluntary furlough would be “penalized” again if a mandatory furlough is imposed at a later date. B. Foisy said that President Green is not interested in mandatory furloughs. If it came to that, then the employees who have taken voluntary furlough would most likely be given credit for it. Furloughs can be anywhere from 1 hour to 5 days. In response to a question, it was noted that the cost saving coming from an employee’s furloughs does not stay in the employee’s college. Although, B. Foisy reiterated, furloughs from virtually any source will benefit the university.

Upon request, additional clarifications were provided about the furlough process and how to request approval for it.

A Senator noted that December 13<sup>th</sup>, 2019 is the deadline to sign up for Voluntary Separation Incentive Program and/or Optional Retirement Incentive Program and requested additional clarifications. Those were provided by the Policy and Compliance Coordinator and General Counsel, who explained the difference between the two programs. It was noted that an employee otherwise eligible for emeritus status would not be disqualified by participation in voluntary separation.

- VIII. **Special Orders:** There were none.
- IX. **New Business:** There were none.
- X. **Adjournment:** A motion to adjourn (Dezzani/A. Smith) passed unanimously. The meeting was adjourned at 5:05 PM.

Respectfully Submitted,

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



University of Idaho

2019 – 2020 Faculty Senate – **Pending Approval**

Meeting # 13

Tuesday, November 19<sup>th</sup>, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bacon, Bridges, Caplan, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice- Chair), Paul, Raja, Sammarruca (w/o vote), Schab, Schwarzlaender, A. Smith, R. Smith, Tibbals, Wiencek (w/o vote).

**Present via Zoom:** Kern, McKellar, Tenuto, Sears.

**Absent:** Lee-Painter, Lockhart, Luckhart.

**Guests:** 5.

**Guest Speakers:** Torrey Lawrence (Vice Provost for Faculty)

Alexandra Teague (Chair, Faculty Affairs Committee)

Diane Whitney (University Policy & Compliance Coordinator)

- I. **Call to Order:** Chair Grieb called the meeting to order at 3:32 PM.
  
- II. **Approval of Minutes (vote):** There was a motion to approve the minutes of the 2019-2020 Faculty Senate Meeting # 12, November 12, 2019 (Dezzani/Tibbals).  
A Senator requested an amendment on page 4 of the minutes. The sentence “*She proposed to add the following statement as a future addition to their college bylaws...*” should be replaced with “*She asked that the Faculty Senate meeting records reflect that the Provost does not see a problem with the College of Law addressing the fact that the norm in law schools is to be able to meet the requirements for full professor in a much shorter timeframe with the addition of the following language to the College bylaws: ...*”  
A motion to amend (Cosens/DeAngelis) and the motion to approve the minutes as amended passed unanimously. One Senator abstained because he was not present at Meeting # 12.
  
- III. **Consent Agenda:** There was none.
  
- IV. **Chair’s Report:** The next University Faculty Meeting will be held on December 11, 2019, in the International Ballroom, Bruce Pitman Center, from 2:30 to 4:00 pm Pacific Time. Chair Grieb encouraged the Senators to attend and remind their faculty to attend. He asked if there were any questions. Hearing none, he moved to the next item on the agenda.
  
- V. **Provost’s Report:** Provost Wiencek deferred his report until later in the agenda, in “Other Announcement and Communications”.
  
- VI. **Committee Reports:** Revision of the Promotion and Tenure policy proposed by the Faculty Affairs Committee (FAC), Alexandra Teague, FAC Chair, and Torrey Lawrence, Vice Provost for Faculty.

Chair Grieb invited Torrey Lawrence & Alexandra Teague to continue the presentation and discussion on **FSH 3500** started in Meeting # 12, which covered up to Section E.

The conversation moved to Section **F (College Level Review)**. Chair Grieb thanked the FAC for the language included in Section **F-1** specific to the College of Business & Economics. The College of Business & Economics will undertake a full review of their bylaws to formally define “major areas” and be consistent with the language of **FSH 3500 F-1**.

The discussion moved to Section **H**. Chair Grieb read Section **H-4.a** and observed that, although what is contemplated in Section **H-4.b** is the most typical scenario, per Section **H-4.a** the same year a faculty member goes up for tenure could be his/her terminal year (in case of denial). It was observed, though, that Sections **H-4.a** and **H-4.b** are (and always were) required by State Board (SB) policy, as signified by “*RGP*”. There were no additional questions or comment about Section **H**.

A Senator asked to go back to Sections **F** and **G**, which address review time for college and university committees. The Senator noted that times allowed for review have been very short recently and therefore it would be important to clarify this point. Vice Provost Lawrence referred to the friendly amendments to Sections **F-2** and **G-2** in the “Friendly Amendments” memo dated November 15, 2019 and attached to the meeting binder. At this point Chair Grieb called for a motion to approve the friendly amendments to **F-2** and **G-2**. A motion (Fairley/R. Smith) to approve Sections **F-2** and **G-2** as amended passes unanimously. There were no additional questions or comments on Sections **F**, **G**, and **H**.

There were no questions or comments on Section **I**.

There were no questions or comments on **FSH 3510** or **FSH 3530**.

Chair Grieb summarized the voting procedure. The Senators will vote on: approving the new policies **FSH 3500** and **FSH 3510**, deleting policies **FSH 3520**, **FHS 3560**, **FSH 3570**, and approving the revisions on **FSH 3530**. A Senator noted that the removal of **FSH 3520** should be contingent to the approval of the other items in order to preserve tenure at the university. Vice Provost Lawrence and Diane Whitney pointed out that the intent of FAC was always to take all of the above items as one package. All parts of the proposed policy (approval of new sections, revisions of sections, and removal of sections) are meant to be presented as one group to the university faculty as well.

Chair Grieb proposed to vote first on the amendments. For **FSH 3500**: A motion to approve the amendment to Section **B-4** as in Suggestion # 1 in the “Friendly Amendments” document (A. Smith/ Dezzani) passed unanimously. There were no requests for additional discussion. The vote was as follows: 20 in favor and 2 abstentions.

Amendment to Section **C-1.c** was an editorial correction (no vote was taken).

Next, the amendments to Section **C-3.e** and **C-3.f** as from Suggestion # 3 in the “Friendly Amendments” document were considered. Chair Grieb invited Vice Provost Lawrence to comment. Vice Provost Lawrence noted that those amendments were done in response to a question raised last week. These sections are about appointment with tenure and administrative

appointment, respectively. Having taken a second look at the SB policy (which refers to rank, not tenure), FAC separated the two items which were previously together. The stricken words in (amended) **C-3.e** are now in (amended) **C-3.f**, whereas the latter was broken into three points. A motion to approve the amendments to Section **C-3.e** (R. Smith/ Dezzani) passed unanimously. There were no requests for additional discussion. The vote was as follows 21 in favor and 2 abstentions.

Continuing the discussion on Section **C-3.f**, the proposal is to split **C-3.f** in two points: **1-** *“The role of an administrator is not tenurable”*; and **2-** *“A faculty member who serves as an academic (administrator retains membership in his or her academic department and his or her academic rank and tenure...”* . Furthermore, point **3-** *“A candidate may be initially appointed as an associate or full professor with tenure with the approval of the...”* was added. A motion to approve the amendments to Section **C-3.f** (Schab/Dezzani) passed unanimously. There was no request for additional discussion. The vote was as follows: 22 in favor and 2 abstentions.

The (seconded) motion from the FAC was voted on. The votes were as follows: 21 in favor and 3 abstentions. There was a question from a Senator regarding the numbering of the new FSH articles. It was noted the “FSH 3500” did not exist before.

Chair Grieb and the Senators thanked the FAC for their careful work. Chair Grieb asked if there were any questions. Hearing none, he moved to the next item on the agenda.

#### VII. **Other Announcements and Communications:**

- Institutional Planning and Effectiveness Committee (John Wiencek, Provost & Executive Vice President).

Provost Wiencek gave an update on where we are with regard to budget issues. The President will send communications shortly. In addition to the \$22 million base budget reduction starting next fiscal year, the Governor is requiring an additional 1% holdback for the current fiscal year, and a 2% additional base budget cut going starting in FY21. The Provost is communicating with the Deans and will provide specific budget resetting targets to those units reporting to him. Three separate paths are being followed simultaneously: 1) voluntary separation and retirement incentives; 2) academic program closure; 3) line-by-line budget review developed by the Deans to meet the set targets. The target budget reduction for the Executive Vice President area is \$15,740,000, including both salary and fringe. The three activities mentioned above will proceed in parallel and independently. In January, once all three tasks have draft recommendations or preliminary results, we will overlay the results and develop a more complete and final plan, together with the Deans, Faculty Senate, Staff Council and the Leadership. Currently, the Provost is working with the Deans to develop some guiding principles. Initial ideas have focused on student success and enrollment, protecting strategic initiatives (including our untenured faculty), excellence in scholarship, and mission centrality.

Provost Wiencek proceeded to review the role the Institutional Planning and Effectiveness Committee (IPEC). He noted that Program Prioritization (PP) is SBOE-mandated. A review of all the PP activities undertaken by the U of I over the past several years has been prepared for the benefit of the SBOE, to show that the institution takes PP seriously, as we must since it's in

policy. Traditionally, IPEC has had two representatives from Faculty Senate and one from Staff Council. There has been discussion about adding more faculty and staff. President Green agreed to one more faculty and one more staff. So, there will be three faculty representatives, one of whom is the Faculty Senate Chair. President Green has directed IPEC to guide the PP process once again.

The Provost moved to a presentation on IPEC starting by providing the link of the [website](#). He asked whether there were questions about IPEC and there were none.

IPEC serves at the pleasure of the President and oversees our planning process, especially strategic planning and its role in the accreditation process. We use program prioritization to assess programs and determine relative priorities, and to reallocate resources from low-priority to high-priority ones. In the past, PP has been used to fund university budget priorities (such as faculty/staff market-based salary adjustments and more competitive TA packages). Thus, it has provided positive outcomes. Unfortunately, closure of programs may be the outcome this time. The Provost moved on to explain how PP was done. A consultant was hired and two taskforces (one academic, one non-academic) were put together. Only faculty and staff (no administrators) were on the taskforces. A faculty member chaired the academic programs taskforce and a staff member chaired the non-academic one. They focused on a traditional approach to PP which was shared with the university community. The feedback that was collected indicated large disappointment. The approach was metrics-driven, while the community wanted a more formative and forward-looking process.

With the strategic plan in mind (mission, vision, and goals), three criteria were developed, and the weights were adjusted so that small programs would not be penalized (to account for the feedback that had been received). Three criteria were used: 1) essentiality to mission, 2) contribution to strategic plan, and 3) institutional investment. It became clear that one could not apply the same metrics to different groups. Therefore, the university population was divided into four groups and the same criteria were applied within a given group. Concerning the contribution to strategic plans, the metrics that came out of the taskforce were heavily narrative-based and were then assessed by the UI community via a Qualtrics poll. Many faculty felt that this polling and/or the narrative statements were not a sufficiently robust means to evaluate the second criterion for PP purposes.

After the most current PP process was completed, IPEC asked the REAPP (Re-envisioning Another Program Prioritization) Committee to suggest improvements. (People have gone on and off that committee, so the membership shown on the slide is not comprehensive.)

There is no final written report from REAPP but the committee chair, Dean Ali Carr-Chellman, will join IPEC in revisiting the committee's recommendations.

Concerning the second criterion, the group strongly recommended a move to more quantitative data for academic and non-academic programs. In parallel, Vice Provost Cher Hendricks also worked on a review process for both academic and non-academic programs.

All of the above was put on hold while we transitioned to the new president. Now, the process needs to get going again. The Provost has spoken to President Green about charging a group composed primarily of faculty and staff and including some deans, who were not involved the

previous time. The group will be reconstituted and asked to review the process and deliver their input to IPEC. The new process details will then be given to our institutional research people for analysis.

Although we have the three criteria approach, the group will have some latitude. Ideally, we can build on what we have rather than throwing it all away. The new process should be relatively quantitative. First, we will focus on academic programs, since we are talking about academic program closure and PP is an important mechanism for evaluating them.

Proceeding with his slide presentation, Provost Wiencek showed a timeline for the new committee, specifically for the academic program subgroups. Although they should develop quantitative measures, it is also important to have other means to evaluate a program's quality which cannot be expressed in a single number. We can use a combination of methods, such as: first, we do a quantitative analysis, and then, when looking at the bottom fraction of programs, we can take a more qualitative view. We may complete additional evaluation prior to recommending closure, and engage in additional conversations with President, Provost, and Deans to make sure we are making the right decision. None of this is cast in stone yet.

IPEC will meet next Monday to discuss and provide the charge. The process for all four groups will be revised and rerun, starting with the academic group. Provost Wiencek reiterated that faculty and staff input is important to him as we all embark together in this difficult task. The committee will have some latitude, but we need something in place quickly, by the end of January. He reiterated that faculty and staff will have considerable input in IPEC along with the VPs.

In summary, Provost Wiencek expressed hope that we can work together towards a more collaborative and transparent approach.

In regard to assigning quantitative values under the given criteria, a Senator asked whether the process developed by the committee will then be administered by the units or by the committee itself. The Provost answered that he cannot speak exactly for what the committee will actually come up with. As an example, he referred to the previous process where two narratives were given 65% of the weight while six other quantitative metrics counted 5% each, including student credit hours and number of degrees awarded. The list from last time probably contains a reasonable number of items which we may want to keep while adding to them. We may want to think about quantitative measures which are available to us to evaluate research productivity. However, some of these measures (such as research expenditures or F&A generation, which are actual revenues coming into the university) would not be appropriate for the Humanities and Social Sciences.

A Senator pointed out that the most important values for the SBOE are undergraduate enrollment and retention. Therefore, he wondered if those will be major criteria. Provost Wiencek replied that SBOE is respectful of our process and implementation. They provide suggestions but are not prescriptive.

A Senator said that, as a representative of a college with no undergraduates, she is concerned that IPEC does not have a member from a college such as hers and asked whether her college can have a representative on the committee. Provost Wiencek noted that Chair Grieb will be

involved in those appointments. Chair Grieb specified that the conversation is about the PP taskforce, not IPEC directly.

A Senator recalled the negative feelings within the university community the last time PP was done. In particular, some people felt that research was undervalued. Provost Wiencek said that he will be an ex-officio member providing background and ideas but he plans to remain “hands-off”. The process will be driven by the committee.

Chair Grieb went back to the previous comment by a Senator about the College of Law. On the University Budget Financial Group (UBFG), Deborah McIntosh represents the College of Law. Chair Grieb and Chad Nielsen will send a formal request to the Chair of UBFC concerning interest in serving on PP groups.

A Senator inquired about alternative cost-cutting ideas in other areas. Provost Wiencek reminded everybody that ideas for possible solutions are being collected from the community as well as from the Tools Ranking Task Force. He believes that the President will give considerable weight to the suggestions from Faculty Senate and the university community. Primarily, we will embark in a self-reflection process, but then we must act quickly. At the moment every option is still open.

Chair Grieb pointed out that this discussion will go on over the next two meetings after the Fall break. A Senator said that the faculty would like to hear that the administration will also be evaluated according to the same quantitative standards. Provost Wiencek replied that, in some areas, we have good benchmarked data, such as ratios of faculty to students, whereas in non-academic areas there are no equivalent benchmarks. There will be cuts in administrative areas as well.

Chair Grieb invited Diane Whitney for the next item on the agenda.

- Budget Related Policy Report (Diane Whitney, University Policy & Compliance Coordinator).

Chair Grieb noted that the preparation of this report was the first step from the Policy Review Group. Diane Whitney announced that the report is on the U of I Policy website. She explained that policies with budget implications can be divided into four conceptual groups: General Principles, Ordinary Actions, Short-Term Actions, and Actions under Financial Exigency. The last one is not currently an option. She proceeded to describe the different categories.

A Senator raised the concern that salary reduction is never mentioned in policy. He asked whether the latter is permissible and whether it is a short-term reduction or a change in base salary. Diane Whitney observed that “short-term” is not defined and that there is no “black-and-white” answer to this question. Provost Wiencek added that no actions along those lines are being contemplated by Scott Green at this time. The President is more interested in voluntary furloughs. The Senator noted that the faculty can vote on a permanent salary reduction for themselves, as they did in Biology (about 3 to 4%).

Diane Whitney went on to give a policy overview, which she articulated in three parts: 1) framework to divide budget-related policies into General Principles, Ordinary Actions, Short-Term Actions, and Actions under Financial Exigency; 2) directory of budget-related SB and UI policies, in



numerical order, each with a web link and brief summary; and 3) lists of budget reduction actions with associated policies and deadlines.

There were no questions. It was reiterated that all the information is available from the meeting binder as well as the University Policy website.

- VIII. **Special Orders:** There were none.
- IX. **New Business:** Senator A. Smith gave a short update on the Bookstore RFP committee. Of the three vendors (Barnes & Noble, Follett Corporation, and Texas Book Company), the first two would have an actual presence on campus, whereas Texas Book Company is an online vendor. None of the three vendors included in their presentations what faculty would like to see in a bookstore. The focus was more on branding and T-shirts, although Barnes & Noble did a better job at addressing faculty perspectives. It is not yet known to which vendor the contract will be awarded. Barnes & Noble enjoyed a warmer reception whereas Follett's proposal was received with hostility. To the questions of where savings may come from, Provost Wiencek noted that Auxiliaries (like the bookstore) have been losing money. Hence the reason for a change.
- X. **Adjournment:** A motion to adjourn (Cosens/DeAngelis) passed unanimously. The meeting was adjourned at 4:55 PM.

Respectfully Submitted,

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

**College of Agricultural & Life Sciences**

Adams	Katelyn	Agricultural & Life Sciences	B.S.F.C.S.	Apparel, Textiles, & Design
Anderson	Lauren	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Aubrey	Paula	Agricultural & Life Sciences	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Barger	Devry	Agricultural & Life Sciences	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Barsch	Hagan	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Beck	Kyler	Agricultural & Life Sciences	M.S.	Plant Science
Bledsoe-Healy	Mikaela	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Brock	Evan	Agricultural & Life Sciences	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Brook	Eva	Agricultural & Life Sciences	M.S.	Family and Consumer Sciences
Brown	Isaac	Agricultural & Life Sciences	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Chambers	Amber	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Chase	Travis	Agricultural & Life Sciences	M.S.	Plant Science
Crawford	Leslee	Agricultural & Life Sciences	M.S.	Soil & Land Resources
Crookston	Richard	Agricultural & Life Sciences	B.S.Ag.L.S.	Sust Crp&Lndsc-Plant Biotc Emp
Curtis	Auguste	Agricultural & Life Sciences	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Davis	Jacqueline	Agricultural & Life Sciences	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Drake	Mya	Agricultural & Life Sciences	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Geisbush	Marissa	Agricultural & Life Sciences	B.S.F.S.	Food Science-Food Sci Opt
Gordon	Tyler	Agricultural & Life Sciences	Ph.D.	Plant Science
Hackett	Susan	Agricultural & Life Sciences	M.S.	Applied Economics
Hansen	Ashlee	Agricultural & Life Sciences	B.S.Erly.Chldhd.Dev.Ed.	Early Childhood Devel & Ed
Hathaway	Noel	Agricultural & Life Sciences	M.S.	Plant Science
Haylett	David	Agricultural & Life Sciences	B.S.Ag.Econ.	Agribusiness
Heron	Thomas	Agricultural & Life Sciences	M.S.	Soil & Land Resources
Hiltz	Rebecca	Agricultural & Life Sciences	M.S.	Animal Science
Hoch	Peter	Agricultural & Life Sciences	M.S.	Soil & Land Resources
Holt	Miranda	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Hutchison	Tracie	Agricultural & Life Sciences	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Isham	Kyle	Agricultural & Life Sciences	M.S.	Plant Science
Johnson	Katrina	Agricultural & Life Sciences	M.S.	Plant Science
Judy	Cayla	Agricultural & Life Sciences	B.S.F.C.S.	CFCS-Chld & Youth Dev Opt
Keon	Abigail	Agricultural & Life Sciences	B.S.F.C.S.	Apparel, Textiles, & Design
Kessel	Gabrielle	Agricultural & Life Sciences	B.S.F.C.S.	CFCS-Consumer & Comm Devl Opt
Kulow	Harley	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Lampman	Matthew	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Leggett	Andrew	Agricultural & Life Sciences	M.S.	Plant Science
Lima	Miranda	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Little	Sabrina	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Lu	Ching Hsuan	Agricultural & Life Sciences	M.S.	Applied Economics
Marsan	Konnie	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Martin	Natalie	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Moreno	Ilse	Agricultural & Life Sciences	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Morrisroe	Morgan	Agricultural & Life Sciences	B.S.F.C.S.	Apparel, Textiles, & Design
Nikoukar	Atoosa	Agricultural & Life Sciences	M.S.	Entomology
O'Brien	Klae	Agricultural & Life Sciences	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Pastras	Jordan	Agricultural & Life Sciences	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Pearson	Morgan	Agricultural & Life Sciences	M.S.	Family and Consumer Sciences

Popova	Inna	Agricultural & Life Sciences	M.S.	Soil & Land Resources
Reed	Sadie	Agricultural & Life Sciences	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Reno	Abbigail	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Riley	Isaac	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Roberts	Rayne	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Robinson	Andrew	Agricultural & Life Sciences	Ph.D.	Food Science
Rogers	Bridgette	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Ryu	Seung Eon	Agricultural & Life Sciences	B.S.F.C.S.	CFCS-Chld & Youth Dev Opt
Seubert	Sarah	Agricultural & Life Sciences	B.S.Pl.Sc.	Crop Science
Smith	Jennifer	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Smith	Raylynn	Agricultural & Life Sciences	B.S.Erly.Chldhd.Dev.Ed.	Early Childhood Devel & Ed
Solo	Nejra	Agricultural & Life Sciences	M.S.	Plant Science
Taylor	Dean	Agricultural & Life Sciences	M.S.	Entomology
Uhlenkott	Abbie	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Business Opt
Uhlenkott	Abbie	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
White	Mariko	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Winkle	William	Agricultural & Life Sciences	M.S.	Applied Economics
Witinok-Huber	Rebecca	Agricultural & Life Sciences	Ph.D.	Water Resources-Sci & Mgmt Opt
Wonenberg	Colton	Agricultural & Life Sciences	B.S.Ag.L.S.	Agricultural Systems Mgmt

#### College of Art & Architecture

Coffland	Kyle	Art & Architecture	B.S.	Virtual Technology & Design
Collette	Kylene	Art & Architecture	M.S.	Integrated Arch & Design
Cromwell	Rebecca	Art & Architecture	B.A.	Art
Du	Yuhao	Art & Architecture	B.S.L.A.	Landscape Architecture
Dubois	Zethnouneay	Art & Architecture	M.S.	Integrated Arch & Design
Gonser	Matthew	Art & Architecture	M.Arch.	Architecture
Haughn	Courtney	Art & Architecture	B.F.A.	Studio Art & Design
Li	Xuanlin	Art & Architecture	B.F.A.	Studio Art & Design
Locke	Danielle	Art & Architecture	B.F.A.	Studio Art & Design
Luna	Kevin	Art & Architecture	B.A.	Art
Monroe	Jessica	Art & Architecture	B.F.A.	Studio Art & Design
Nelson	Alexander	Art & Architecture	M.Arch.	Architecture
Poe	Emma	Art & Architecture	B.I.A.D.	Interior Architecture & Design
Turnbull	Darby	Art & Architecture	M.L.A.	Landscape Architecture
Williams	Marrah	Art & Architecture	B.F.A.	Studio Art & Design
Zollinger	Alayne	Art & Architecture	B.I.A.D.	Interior Architecture & Design

#### College of Busniess & Economics

Abdullah	Abdullah B H A	Business & Economics	B.S.Bus.	Accounting
Al Mukhaini	Mashael Nasser	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Alanazi	Ammar	Business & Economics	B.S.Bus.	Finance
Allen	Bailey	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Almuaqel	Abdulaziz	Business & Economics	M.Acct.	Accountancy
Almubarak	Mubarak	Business & Economics	M.Acct.	Accountancy
Barb	Maximillian	Business & Economics	M.Acct.	Accountancy
Bathula	Sai Nath Reddy	Business & Economics	B.S.Bus.	Management Information Systems
Biancosino	Michael	Business & Economics	B.S.Bus.	Finance
Bird	John	Business & Economics	B.S.Bus.	Management Information Systems
Bishop	Brittany	Business & Economics	M.Acct.	Accountancy

Budhathoki	Babita	Business & Economics	B.S.Bus.	Management Information Systems
Cannon	Kendra	Business & Economics	M.Acct.	Accountancy
Charme	Zachary	Business & Economics	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Chen	Jinzhi	Business & Economics	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Cluney	Dillon	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Coffey	Cade	Business & Economics	B.S.Bus.	Finance
Cole	Caitlyn	Business & Economics	M.Acct.	Accountancy
Craig	Katherine	Business & Economics	B.S.Bus.	Accounting
Croom	Sierra	Business & Economics	B.S.Bus.	Accounting
Currie	David	Business & Economics	B.S.Bus.	Marketing-PGA Golf Mgmt Opt
Dolan	Bridger	Business & Economics	B.S.Bus.	Bus Econ-Finan Econ Opt
Eilek	Brennen	Business & Economics	B.S.Bus.	Marketing-PGA Golf Mgmt Opt
Elizarraras	Diego	Business & Economics	B.S.Bus.	Accounting
Garman	Lucas	Business & Economics	B.S.Bus.	Accounting
Germain	Natalie	Business & Economics	B.S.Bus.	Accounting
Grant	Casey	Business & Economics	B.S.Bus.	Operations Management
Gustavsen	Calen	Business & Economics	B.S.Bus.	Finance
Hamilton	Joel	Business & Economics	B.S.Bus.	Accounting
Hendrikse	Colton	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Hickey	Jon	Business & Economics	B.S.Bus.	Marketing-Entrepreneurship Emp
Hu	Hai-Na	Business & Economics	B.S.Bus.	Finance
Johnson	Molly	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Johnston	Drew	Business & Economics	B.S.Bus.	Finance
Kaufman	Jonathan	Business & Economics	B.S.Bus.	Finance
Kettle	Benjiman	Business & Economics	M.Acct.	Accountancy
Kondaveeti	Babu Sundar	Business & Economics	B.S.Bus.	Management Information Systems
Lake	Zachary	Business & Economics	B.S.Bus.	Marketing-PGA Golf Mgmt Opt
Landa	Kyler	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Lasso	James	Business & Economics	B.S.Bus.	Operations Management
Leach	Adam	Business & Economics	B.S.Bus.	Finance
Longhi Neto	Carlos	Business & Economics	B.S.Bus.	Bus Econ-General Opt
Lou	Lingkai	Business & Economics	B.S.Bus.	Finance
Lu	Ching Yun	Business & Economics	M.Acct.	Accountancy
Martin	Alex	Business & Economics	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Mathews	Rebecca	Business & Economics	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Mayer	Sarah	Business & Economics	B.S.Bus.	Information Systems
Meinert	Joel	Business & Economics	B.S.Bus.	Marketing-Mrkt Analytics Emph
Minto	Dakota	Business & Economics	B.S.Bus.	Information Systems
Montgomery	Harrison	Business & Economics	B.S.Bus.	Information Systems
Moy	Koji	Business & Economics	B.S.Bus.	Bus Econ-General Opt
Murphey	Kate	Business & Economics	B.S.Bus.	Finance
Nance	Lyric	Business & Economics	B.S.Bus.	Operations Management
Nelson	Katherine	Business & Economics	B.S.Bus.	Accounting
Oborn	Braven	Business & Economics	B.S.Bus.	Operations Management
Ou	Jun	Business & Economics	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Pedroso Tavares	Maria	Business & Economics	B.S.Bus.	Mgmt & HR-Management Emph
Qiao	Wanyang	Business & Economics	B.S.Bus.	Mgmt & HR-Management Emph
Reed	Brent	Business & Economics	B.S.Bus.	Operations Management
Reed	Gregory	Business & Economics	M.Acct.	Accountancy
Rowley	Madeline	Business & Economics	B.S.Bus.	Mgmt & HR-Management Emph

Ryden	John	Business & Economics	B.S.Bus.	Finance
Ryden	Matthew	Business & Economics	B.S.Bus.	Marketing-Entrepreneurship Emp
Schaecher	Austin	Business & Economics	B.S.Bus.	Management Information Systems
Shen	Tuofu	Business & Economics	B.S.Bus.	Bus Econ-General Opt
Stephenson	Benjamin	Business & Economics	B.S.Bus.	Operations Management
Strub	John	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Sturtz	Jack	Business & Economics	B.S.Bus.	Accounting
Tang	Lingfeng	Business & Economics	B.S.Bus.	Bus Econ-General Opt
Taylor	Blake	Business & Economics	B.S.Bus.	Finance
Teutsch	Trevor	Business & Economics	B.S.Bus.	Accounting
Tiffan	Seth	Business & Economics	B.S.Bus.	Accounting
Urushima	Keiji	Business & Economics	M.Acct.	Accountancy
Weitz	Maxwell	Business & Economics	B.S.Bus.	Finance
Wereley	Colin	Business & Economics	B.S.Bus.	Finance
Wilson	Nicholas	Business & Economics	B.S.Bus.	Management Information Systems
Wood	Bailey	Business & Economics	B.S.Bus.	Marketing-Mrkt Analytics Emph
Wu	Ruojing	Business & Economics	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph

### College of Education, Health & Human Sciences

Allen	Bryan	Education, Health & Human Sci	M.S.	Adult/Org Learnng & Leadership
Allison	Matthew	Education, Health & Human Sci	M.Ed.	Educational Leadership
Babineau	Ben	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Badertscher	Shyenne	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Baxter	Mackenzie	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Boysen-Taylor	Rebekka	Education, Health & Human Sci	M.Ed.	Curriculum and Instruction
Brocke	Karli	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Bryant	Kayla	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Bullard	Baylee	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Buzzard	Jeremy	Education, Health & Human Sci	Ed.S.Ed.Ldrshp	Educational Leadership
Chatburn	Darlea	Education, Health & Human Sci	M.Ed.	Educational Leadership
Coffey	Kyle	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Cysewski	Megan	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Day	Aleksandra	Education, Health & Human Sci	B.S.Dan.	Dance
Deng	Yazhuo	Education, Health & Human Sci	Ph.D.	Education
Dewlen	Kenneth	Education, Health & Human Sci	M.Ed.	Educational Leadership
Doucette	Benjamin	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Dubs	Jason	Education, Health & Human Sci	D.A.T.	Athletic Training
Durfee	Anna	Education, Health & Human Sci	M.Ed.	Educational Leadership
Durfey	Jason	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Dustin	Madeline	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Eldredge	Nicholas	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Farden	Jeffrey	Education, Health & Human Sci	Ed.S.Ed.Ldrshp	Educational Leadership
Gehring	Kaleigh	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Glover	Jessika	Education, Health & Human Sci	M.S.	Adult/Org Learnng & Leadership
Goodman	Christopher	Education, Health & Human Sci	D.A.T.	Athletic Training
Griffin	Eric	Education, Health & Human Sci	M.S.	Movement & Leisure Sciences
Gwartney	Leslie	Education, Health & Human Sci	M.S.	Adult/Org Learnng & Leadership
Hale	Eric	Education, Health & Human Sci	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-PT
Hector	Jennifer	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Herbst	Trista	Education, Health & Human Sci	B.S.Ed.	Elementary Education

Hiebert	Sterling	Education, Health & Human Sci	M.S.	Adult/Org Learnng & Leadership
Hobson	Jolyn	Education, Health & Human Sci	M.Ed.	Educational Leadership
Homer	Maxton	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Jones	Juliet	Education, Health & Human Sci	M.S.	Movement & Leisure Sciences
Kelly	Patrick	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Keyes	Michael	Education, Health & Human Sci	M.Ed.	Educational Leadership
Lange	Abigail	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Lichte	Zachary	Education, Health & Human Sci	B.S.E.S.H.S.	Exer, Sprrt, Hlth Sci-PE Teach
Long	Elyssa	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Luvaas	Erik	Education, Health & Human Sci	Ph.D.	Education
Matsaw	Jessica	Education, Health & Human Sci	M.Ed.	Curr & Instr-Teacher Cert Emph
McMillen	Kerrin	Education, Health & Human Sci	M.Ed.	Educational Leadership
Miller	Kyle	Education, Health & Human Sci	B.S.Ed.	Physical Education
Mink	Amy	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Myers	Haley	Education, Health & Human Sci	M.S.	Adult/Org Learnng & Leadership
Nesmith	Ryan	Education, Health & Human Sci	Ed.S.Ed.Ldrshp	Educational Leadership
Nickerson	Danielle	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Phillips	Heidi	Education, Health & Human Sci	M.Ed.	Curr & Instr-Teacher Cert Emph
Pierce	Taylor	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Pitts	Dalton	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Pratt	Nicole	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Pyle	Juliana	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Reed	Rachel	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Rogers	Gabrielle	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Rupiper	Paige	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Russell	Leigha	Education, Health & Human Sci	M.S.	Adult/Org Learnng & Leadership
Salinas	Ramon	Education, Health & Human Sci	B.S.Ed.	Physical Education
Slaybaugh	Katherine	Education, Health & Human Sci	M.Ed.	Curr & Inst-Car & Tec Ed Emph
Sphar	Wesley	Education, Health & Human Sci	M.Ed.	Curriculum and Instruction
Stark	Maria	Education, Health & Human Sci	M.S.	Adult/Org Learnng & Leadership
Stopher	Kendal	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Taylor	Whitney	Education, Health & Human Sci	B.S.Ed.	Elementary Education
VanDermyden	Kaelynn	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Vaughn	Christian	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Votava	Lauren	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Wall	Madelyn	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Wallace	Bradley	Education, Health & Human Sci	Ed.D.	Education
Watts	Tiffany	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Wilson	Kianna	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Wilson	Chelsie	Education, Health & Human Sci	Ed.S.Ed.Ldrshp	Educational Leadership

### College of Engineering

Ahmad	Subhan	Engineering	M.Engr.	Electrical Engineering
Al Assi	Mohammad	Engineering	Ph.D.	Civil Engineering
Alderink	Jacob	Engineering	B.S.C.S.	Computer Science
Alghubari	Ali	Engineering	B.S.M.E.	Mechanical Engineering
Alhajri	Salem	Engineering	B.S.M.E.	Mechanical Engineering
Alhasyah	Meeloud	Engineering	B.S.C.E.	Civil Engineering
Alishaq	Ali	Engineering	B.S.C.E.	Civil Engineering
Alkhatami	Saleh	Engineering	B.S.M.E.	Mechanical Engineering



Alkuime	Hamza	Engineering	Ph.D.	Civil Engineering
Almutairi	Khalid	Engineering	B.S.E.E.	Electrical Engineering
Angele	James	Engineering	B.S.M.E.	Mechanical Engineering
Appalarouthu	Chiranjeevi Naga	Engineering	B.S.C.S.	Computer Science
Arters	Ostin	Engineering	B.S.	Biological Engineering
Atwood	Joel	Engineering	B.S.C.S.	Computer Science
Barnett	Hunter	Engineering	B.S.C.S.	Computer Science
Bogert	Melissa	Engineering	M.S.	Mechanical Engineering
Branz	Anthony	Engineering	M.S.	Mechanical Engineering
Bulow	John	Engineering	B.S.M.E.	Mechanical Engineering
Chen	Pengfei	Engineering	B.S.E.E.	Electrical Engineering
Chen	Xiaoqing	Engineering	M.S.	Electrical Engineering
Coogle	Hampton	Engineering	B.S.C.E.	Civil Engineering
De La Cruz	Jesus	Engineering	M.Engr.	Electrical Engineering
de Lemos Coutinho	Lucas	Engineering	B.S.C.E.	Civil Engineering
Dimmiti	Siva Rama Prasad	Engineering	M.S.	Computer Science
Douglas	Christopher	Engineering	B.S.M.E.	Mechanical Engineering
Drapeau	Simeon	Engineering	B.S.E.E.	Electrical Engineering
Driggs	Devin	Engineering	B.S.C.S.	Computer Science
Durkin	Zane	Engineering	B.S.C.S.	Computer Science
Ellingson	Joshua	Engineering	B.S.C.E.	Civil Engineering
Enang	Carlet	Engineering	Ph.D.	Electrical Engineering
Evans	Helina	Engineering	B.S.Comp.E.	Computer Engineering
Fanijo	Ebenezer	Engineering	M.S.	Civil Engineering
Farid Khan	Fawial	Engineering	M.S.	Technology Management
Felton	Cooper	Engineering	B.S.C.E.	Civil Engineering
Flett	Leonard	Engineering	B.S.C.E.	Civil Engineering
Foster	Samuel	Engineering	B.S.C.S.	Computer Science
Franssen	Michael	Engineering	M.Engr.	Civil Engineering
Graveline	Bryce	Engineering	B.S.M.E.	Mechanical Engineering
Grover	Joseph	Engineering	B.S.Ch.E.	Chemical Engineering
Haight	Nathan	Engineering	B.S.C.E.	Civil Engineering
Han	Xin	Engineering	B.S.E.E.	Electrical Engineering
Hansen	Sam	Engineering	M.S.	Mechanical Engineering
Harned	Matthew	Engineering	M.S.	Mechanical Engineering
Hein	Daniel	Engineering	B.S.M.E.	Mechanical Engineering
Hoang	Andy	Engineering	B.S.M.E.	Mechanical Engineering
Hotchkiss	Colton	Engineering	M.S.	Computer Science
Huang	Hai	Engineering	B.S.E.E.	Electrical Engineering
Huang	ZiHao	Engineering	B.S.E.E.	Electrical Engineering
Hummel	Bradley	Engineering	B.S.M.E.	Mechanical Engineering
Iwhiwhu	Nyerhovwo	Engineering	M.Engr.	Civil Engineering
Jensen	Bryce	Engineering	B.S.M.E.	Mechanical Engineering
Johnson	Nathan	Engineering	B.S.C.E.	Civil Engineering
Jones	Adam	Engineering	M.S.	Geological Engineering
Khani	Mohammadreza	Engineering	Ph.D.	Biological Engineering
Kirby	Ryan	Engineering	B.S.M.E.	Mechanical Engineering
Kirkland	Matthew	Engineering	M.S.	Computer Science
Kirkpatrick	Dylan	Engineering	B.S.	Biological Engineering
Kohl	Joshua	Engineering	B.S.M.E.	Mechanical Engineering

Langan	Riley	Engineering	B.S.C.E.	Civil Engineering
Larson	Geoffrey	Engineering	M.Engr.	Mechanical Engineering
Li	Zhengqi	Engineering	B.S.E.E.	Electrical Engineering
Ludwig	Aaron	Engineering	B.S.Comp.E.	Computer Engineering
Macias	Amy	Engineering	B.S.	Biological Engineering
Mendoza	Jorge	Engineering	B.S.C.S.	Computer Science
Milcic	Josiah	Engineering	B.S.C.E.	Civil Engineering
Miller	Nathan	Engineering	B.S.M.E.	Mechanical Engineering
Mitten	Derek	Engineering	B.S.Comp.E.	Computer Engineering
Murdock	Keith	Engineering	B.S.Ch.E.	Chemical Engineering
Narasimha Murthy	Keshav Murthy	Engineering	M.Engr.	Electrical Engineering
Nasrin	Sabreena	Engineering	Ph.D.	Civil Engineering
Newton	Alexander	Engineering	B.S.C.E.	Civil Engineering
Ovnicsek	Skylar	Engineering	B.S.M.E.	Mechanical Engineering
Oyewumi	Ibukun	Engineering	M.S.	Computer Science
Panchal	Nihar Maheshkumar	Engineering	M.Engr.	Electrical Engineering
Pattanayak	Animesh	Engineering	M.S.	Computer Science
Ramirez	Kevin	Engineering	M.S.	Civil Engineering
Roberts	Dallas	Engineering	M.S.	Materials Science & Engr
Rohr	Jesse	Engineering	M.S.	Biological Engineering
Ruiz	Omar	Engineering	B.S.M.E.	Mechanical Engineering
Salih	Fadhil	Engineering	M.S.	Technology Management
Sater	Stuart	Engineering	B.S.	Biological Engineering
Schoonen	Stephen	Engineering	B.S.	Biological Engineering
Shawon	Md Jubayer	Engineering	M.Engr.	Electrical Engineering
Sheffler	Kenneth	Engineering	B.S.E.E.	Electrical Engineering
Siebert	Kevin	Engineering	M.Engr.	Electrical Engineering
Singh	Saugat	Engineering	B.S.Ch.E.	Chemical Engineering
Skidmore	William	Engineering	B.S.M.E.	Mechanical Engineering
Smoot	Lindsey	Engineering	B.S.C.E.	Civil Engineering
Solis	Armando	Engineering	B.S.E.E.	Electrical Engineering
Stevens	Andrew	Engineering	B.S.C.S.	Computer Science
Stuhlman	Samuel	Engineering	M.S.	Mechanical Engineering
Subahe	Mohammed	Engineering	B.S.E.E.	Electrical Engineering
Sun	Lingchao	Engineering	B.S.E.E.	Electrical Engineering
Thurgood	Adam	Engineering	B.S.M.E.	Mechanical Engineering
Toledo	Justin	Engineering	M.Engr.	Electrical Engineering
Uhling	Jenny	Engineering	B.S.E.E.	Electrical Engineering
Velazquez Colin	Edgar	Engineering	B.S.C.S.	Computer Science
Wang	Xutu	Engineering	M.S.	Biological Engineering
Ward	Amanda	Engineering	B.S.C.S.	Computer Science
Warner	Joseph	Engineering	M.Engr.	Nuclear Engineering
Wethington	Heather	Engineering	B.S.C.E.	Civil Engineering
Williams	Bryan	Engineering	B.S.M.E.	Mechanical Engineering
Wold	Valeriy	Engineering	B.S.E.E.	Electrical Engineering
Wudneh	Fitsum	Engineering	B.S.Ch.E.	Chemical Engineering
Xu	Huaqin	Engineering	B.S.E.E.	Electrical Engineering
Xu	Yang	Engineering	B.S.E.E.	Electrical Engineering
Yan	Yuanchen	Engineering	B.S.E.E.	Electrical Engineering
Zhang	Jintong	Engineering	B.S.E.E.	Electrical Engineering

**College of Law**

Arevalo Espinoza	Leticia	Law	J.D.	Law
Franz	Jennifer	Law	J.D.	Law
Hansen	Daniel	Law	J.D.	Law-Bus Law & Entreprnshp Emph
Litster	Jonathan	Law	J.D.	Law
Litster	Jeremy	Law	J.D.	Law
Melton	William	Law	J.D.	Law
Miller	Jeffrie	Law	J.D.	Law
Mize	Cole	Law	J.D.	Law
Roes	Martin	Law	J.D.	Law
Saidimamatov	Zalkar	Law	LL.M.	Law

**College of Letters Arts & Social Sciences**

Adams	Emily	Letters Arts & Social Sciences	B.S.	Organizational Sciences
Arellano	Katrina	Letters Arts & Social Sciences	B.S.	Broadcasting & Digital Media
Arndt	Geoffrey	Letters Arts & Social Sciences	M.F.A.	Theatre Arts
Bauer	Anna	Letters Arts & Social Sciences	B.S.	History
Bell	Andrew	Letters Arts & Social Sciences	B.Mus.	Music: Performance-Instrmnt Opt
Bernstein	Jillian	Letters Arts & Social Sciences	B.S.	Psychology
Blick	Henley	Letters Arts & Social Sciences	B.S.	Advertising
Brau	Hayden	Letters Arts & Social Sciences	B.S.	Psychology
Bright	Joshua	Letters Arts & Social Sciences	B.A.	English-Ling & Literacy Emph
Brodwater	Hiedi	Letters Arts & Social Sciences	B.S.	Organizational Sciences
Brown	Austin	Letters Arts & Social Sciences	B.S.	Political Science
Bryan	Julia	Letters Arts & Social Sciences	B.A.	English-Ling & Literacy Emph
Cain	Benjamin	Letters Arts & Social Sciences	B.A.	History-General Emph
Cain	Benjamin	Letters Arts & Social Sciences	B.A.	International Studies
Caprai	Kyle	Letters Arts & Social Sciences	B.S.	Psychology
Carlson	Caitlin	Letters Arts & Social Sciences	B.S.	Organizational Sciences
Carney	Corinna	Letters Arts & Social Sciences	B.A.	International Studies
Castillo	Abigail	Letters Arts & Social Sciences	B.S.	Psychology
Church	Scott	Letters Arts & Social Sciences	M.S.	Psychology
Clark	Christy	Letters Arts & Social Sciences	B.S.	History
Cotton	Jeff	Letters Arts & Social Sciences	B.G.S.	General Studies
Crow	Sierra	Letters Arts & Social Sciences	B.A.	Sociology-Criminology Emph
Crowley	Madelyn	Letters Arts & Social Sciences	B.S.	Psychology
Cummings	Hannah	Letters Arts & Social Sciences	B.G.S.	General Studies
Delbert	Helen	Letters Arts & Social Sciences	B.S.	Psychology
Elias	Audrey	Letters Arts & Social Sciences	B.S.	Advertising
Eliason	Shannon	Letters Arts & Social Sciences	M.P.A.	Public Administration
Eppenstein	Katelynn	Letters Arts & Social Sciences	B.Mus.	Music Ed-Instrumental Emph
Flynn	Cody	Letters Arts & Social Sciences	B.A.	International Studies
Foster	Abraham	Letters Arts & Social Sciences	B.S.	Theatre Arts
Garcia	Saydie	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Graham	Cendra	Letters Arts & Social Sciences	B.S.	Advertising
Green	Gavin	Letters Arts & Social Sciences	B.S.	Political Science
Guyette	Bailey	Letters Arts & Social Sciences	B.A.	History-General Emph
Hannold	Cynthia	Letters Arts & Social Sciences	M.A.	Anthropology
Harms	Matthew	Letters Arts & Social Sciences	B.A.	English-Creative Writing Emph

Hearn	Anna-Marie	Letters Arts & Social Sciences	B.G.S.	General Studies
Henderson	Irina	Letters Arts & Social Sciences	B.A.	English-Professional Wrtg Emph
Hendry	Joshua	Letters Arts & Social Sciences	B.S.	Political Science
Henrie	Luke	Letters Arts & Social Sciences	B.A.	Political Science
Heston	Alexander	Letters Arts & Social Sciences	B.A.	English-Creative Writing Emph
Hurn	Payten	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Jensen	Ashley	Letters Arts & Social Sciences	B.A.	International Studies
Johnson	Morgan	Letters Arts & Social Sciences	B.S.	Psychology
Jones	Dexter	Letters Arts & Social Sciences	B.S.	Music-Theory Emph
Jones	Danielle	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Kenny	Mikal	Letters Arts & Social Sciences	B.S.	Psychology
Klingler	Truly	Letters Arts & Social Sciences	B.S.	Psychology
Koester	James	Letters Arts & Social Sciences	M.P.A.	Public Administration
Logue	Briyanna	Letters Arts & Social Sciences	B.S.	Psychology
Long	Jakob	Letters Arts & Social Sciences	M.A.	History
Lopez	Gerardo	Letters Arts & Social Sciences	M.S.	Psychology
Love	Brianna	Letters Arts & Social Sciences	B.S.	Public Relations
Luna	Kevin	Letters Arts & Social Sciences	B.A.	Philosophy
Lundholm	Kirsie	Letters Arts & Social Sciences	B.S.	Psychology
Martinson	Katharine	Letters Arts & Social Sciences	B.A.	English-Professional Wrtg Emph
MBoune NGono	Jack	Letters Arts & Social Sciences	B.A.	International Studies
McGinnis	Andrew	Letters Arts & Social Sciences	B.A.	History-American Emph
Mehl	Rachel	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Mesenbrink	Ariel	Letters Arts & Social Sciences	B.S.	Psychology
Miller	Kyle	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Mindt	Rylee	Letters Arts & Social Sciences	B.S.	Advertising
Moayeri	Reza	Letters Arts & Social Sciences	B.S.	History
Molnar	Gemma	Letters Arts & Social Sciences	B.S.	Organizational Sciences
Murray	Megan	Letters Arts & Social Sciences	B.A.	History-General Emph
Nate	Mikaela	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Nelson	Kristina	Letters Arts & Social Sciences	B.G.S.	General Studies
Nolan	Carrie	Letters Arts & Social Sciences	B.Mus.	Music:Composition
Norgard	Danielle	Letters Arts & Social Sciences	B.S.	Psychology
Nunes	Mitchell	Letters Arts & Social Sciences	B.S.	Public Relations
O'Bryant	Bailey	Letters Arts & Social Sciences	B.S.	Broadcasting & Digital Media
Oetken	Nicholas	Letters Arts & Social Sciences	B.A.	English-Professional Wrtg Emph
Pearce	Rebecca	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Pennisi	Hadley	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Perriguet-Krings	Antoine	Letters Arts & Social Sciences	B.S.	Political Science
Perry	Gillian	Letters Arts & Social Sciences	B.S.	Organizational Sciences
Peters	Aimee	Letters Arts & Social Sciences	B.S.	Psychology
Phipps	Mary	Letters Arts & Social Sciences	B.S.	Journalism
Reeder	Maycee	Letters Arts & Social Sciences	B.S.	Psychology
Rhoades	Reilly-Ann	Letters Arts & Social Sciences	B.A.	English-Creative Writing Emph
Richardson	Reed	Letters Arts & Social Sciences	B.G.S.	General Studies
Root	Dylan	Letters Arts & Social Sciences	B.G.S.	General Studies
Rumsey	Kelsie	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Salcido	Andres	Letters Arts & Social Sciences	B.S.	Psychology
Saucedo	Luis	Letters Arts & Social Sciences	B.S.	Advertising
Schmid	Dominic	Letters Arts & Social Sciences	B.S.	Music-Applied Emph

Schmidt	Kara	Letters Arts & Social Sciences	B.G.S.	General Studies
Schultz	Jessica	Letters Arts & Social Sciences	B.S.	Public Relations
Schuster	Joel	Letters Arts & Social Sciences	B.G.S.	General Studies
Shippey	Selena	Letters Arts & Social Sciences	B.S.	Public Relations
Siegel	Dylan	Letters Arts & Social Sciences	B.A.	English-Literature Emph
Sivula	Henri	Letters Arts & Social Sciences	M.P.A.	Public Administration
Smith	Bowen	Letters Arts & Social Sciences	B.A.	English-Creative Writing Emph
Sokol	Kathryn	Letters Arts & Social Sciences	B.F.A.	Theatre Arts
Stewart	Jocelyn	Letters Arts & Social Sciences	B.S.	Psychology
Stuart	Timothy	Letters Arts & Social Sciences	B.G.S.	General Studies
Thomas	Sedrick	Letters Arts & Social Sciences	B.S.	Psychology
Thornsberry	Maggie	Letters Arts & Social Sciences	B.A.	International Studies
Tollbom	Lydia	Letters Arts & Social Sciences	B.S.	Psychology
Trapp	Callen	Letters Arts & Social Sciences	B.A.	English-Literature Emph
Trapp	Callen	Letters Arts & Social Sciences	B.S.	Psychology
Trueblood	Hannah	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Veeder	Dalynne	Letters Arts & Social Sciences	B.G.S.	General Studies
Villalpando	Isabella	Letters Arts & Social Sciences	B.A.	Sociology-Gen Sociology Emph
Wendt	Elijah	Letters Arts & Social Sciences	B.S.	Psychology
White	Sam	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Wight	Janell	Letters Arts & Social Sciences	B.G.S.	General Studies
Winter	Scott	Letters Arts & Social Sciences	M.F.A.	Theatre Arts
Zastrow	Jared	Letters Arts & Social Sciences	B.G.S.	General Studies
Zota	Ruthfee	Letters Arts & Social Sciences	B.G.S.	General Studies

#### College of Natural Resources

Arnett	Stephen	Natural Resources	M.S.	Environmental Science
Averett	Kate	Natural Resources	B.S.Nat.Resc.Conserv.	Nat Resc Cons-CnsvPln&Mgt Emph
Banta	Ashley	Natural Resources	M.S.	Environmental Science
Behunin	Brooke	Natural Resources	B.S.Env.S.	Env Sc-Social Science Opt
Bowman-Prideaux	Christopher	Natural Resources	Ph.D.	Natural Resources
Bridges	Veronica	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Charlet	Emma	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Drenga	Alexander	Natural Resources	M.N.R.	Natural Res-Integrated Nat Res
Droegmiller	Hunter	Natural Resources	B.S.Forestry	Forestry
Foltz	Thomas	Natural Resources	B.S.For.Res.	Forest Resources
Gentry	William	Natural Resources	M.S.	Natural Resources
Gulen	Sinem	Natural Resources	M.S.	Natural Resources
Hamilton	Toby	Natural Resources	M.S.	Environmental Science
Hammond	Darcy	Natural Resources	Ph.D.	Natural Resources
Higens	Todd	Natural Resources	M.S.	Environmental Science
Hildman	Logan	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Hinojosa	Holly	Natural Resources	M.N.R.	Natural Res-Integrated Nat Res
Ibanez	Johannes Gabriel	Natural Resources	B.S.Env.S.	Env Sc-Physical Science Opt
Karnes	Tyler	Natural Resources	B.S.Forestry	Forestry
Kilcullen	Erin	Natural Resources	M.N.R.	Natural Res-Integrated Nat Res
Knox	Tanner	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Kohles	Devin	Natural Resources	B.S.Renew.Mat.	Renewable Materials
Lachman	Deo	Natural Resources	M.S.	Natural Resources
Lesiak	Michael	Natural Resources	M.N.R.	Natural Res-Fire Ecol & Mgmt

Mackelwich	Michael	Natural Resources	B.S.Forestry	Forestry
Mahakam	Ethan	Natural Resources	B.S.Nat.Resc.Conserv.	Nat Resc Cons-CnsvPln&Mgt Emph
Martin	Natalie	Natural Resources	B.S.Rangeland Ecol.-Mg	Rangeland Ecology & Management
Martinez	Audrey	Natural Resources	M.S.	Environmental Science
Mead	Adria	Natural Resources	M.S.	Environmental Science
Miner	Brian	Natural Resources	M.N.R.	Natural Res-Integrated Nat Res
Myles	Kintauna	Natural Resources	B.S.Env.S.	Env Sc-Social Science Opt
Navarrette	Adrienne	Natural Resources	M.S.	Environmental Science
Negri	Brendan	Natural Resources	B.S.Nat.Resc.Conserv.	Nat Resc Cons-Cnsv Sci Emph
Nizer	Dean	Natural Resources	B.S.Nat.Resc.Conserv.	Nat Resc Cons-Cnsv Sci Emph
Parrish	Haley	Natural Resources	B.S.Nat.Resc.Conserv.	Nat Resc Cons-CnsvPln&Mgt Emph
Pippenger	Timothy	Natural Resources	B.S.Env.S.	Env Sc-Biological Science Opt
Pluid	Joshua	Natural Resources	B.S.Env.S.	Env Sc-Biological Science Opt
Rae	Samantha	Natural Resources	B.S.Fish.Res.	Fishery Resources
Randell	Eric	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Rapp	Bailey	Natural Resources	M.N.R.	Natural Res-Fire Ecol & Mgmt
Reed	Alixandrea	Natural Resources	B.S.Env.S.	Env Sc-Social Science Opt
Salom Perez	Roberto	Natural Resources	Ph.D.	Natural Resources
Sanders	Erika	Natural Resources	M.S.	Environmental Science
Seamon	David	Natural Resources	Ph.D.	Natural Resources
Simms	Carlos	Natural Resources	B.S.Env.S.	Env Sc-Social Science Opt
Smith	Rylee	Natural Resources	M.N.R.	Natural Res-Integrated Nat Res
Sprague	Scott	Natural Resources	M.S.	Natural Resources
Stackhouse	Jennifer	Natural Resources	M.S.	Environmental Science
Swingle	Logan	Natural Resources	M.S.	Environmental Science
Thorson	Amy	Natural Resources	M.S.	Natural Resources
Tomayko	Anjeleeca	Natural Resources	M.S.	Natural Resources
Traver-Greene	Michael	Natural Resources	B.S.Env.S.	Env Sc-Physical Science Opt
Vessar	Jason	Natural Resources	B.S.Env.S.	Env Sc-Physical Science 2 Opt
Washburne	Emily	Natural Resources	M.N.R.	Natural Res-Integrated Nat Res
Weygint	William	Natural Resources	B.S.Nat.Resc.Conserv.	Nat Resc Cons-Cnsv Sci Emph
Wierwille	Nathan	Natural Resources	M.N.R.	Natural Res-Fire Ecol & Mgmt
Zubkova	Maria	Natural Resources	Ph.D.	Natural Resources

### College of Science

Alderink	Jacob	Science	B.S.	Mathematics-App Computatn Opt
Atterberry	Ross	Science	B.S.	Chemistry-General Opt
Boswell	Elijah	Science	B.S.	Geography
Canales	Kiani	Science	B.S.	Biology
Carlson	Ian	Science	B.S.	Biology
Cassel	Alice	Science	B.S.	Biology
Cassel	Alice	Science	B.S.Microbiol.	Microbiology
Chancia	Robert	Science	Ph.D.	Physics
Conery	Katelyn	Science	B.S.Biochem.	Biochemistry
Cook	Jackson	Science	B.S.	Geological Sci-Gen Geol Opt
Dace	Krista	Science	B.S.	Biology
Deng	Yazhuo	Science	M.S.	Statistical Science
Footh	Mason	Science	B.S.	Physics-General Emph
Frafjord	Kristen	Science	B.S.Microbiol.	Microbiology
Gomez	Alyssa	Science	B.S.	Biology



Green	Anna	Science	B.S.	Biology
Ireland	Robert	Science	B.S.	Geological Sci-Hydrogeol Opt
Kindall	Austin	Science	B.S.M.B.B.	Molecular Biol & Biotechnology
Larimer	Jeffrey	Science	Ph.D.	Geology
Luchte	Kyle	Science	B.S.	Mathematics-App Sci Model Opt
McAden	Lanny	Science	M.S.	Geography
Mckeeken	Alex	Science	B.S.	Medical Sciences
Nicholson	Jessica	Science	B.S.	Biology
Nunn	Kenetta	Science	Ph.D.	Bioinformatics & Comptnl Biol
Nystrom	Maria	Science	B.S.	Statistics-General
Phelps	Jared	Science	B.S.	Geography
Ruiz-Holguin	Ricardo	Science	B.S.	Geography
Scott	Bailey	Science	B.S.	Mathematics-General Opt
Siegford	Tyler	Science	B.S.Biochem.	Biochemistry
Simpson	Kathryn	Science	B.S.	Mathematics-General Opt
Smith	Corbin	Science	B.S.	Geological Sci-Gen Geol Opt
Stevens	Andrew	Science	B.S.	Mathematics-General Opt
Tsarnas	Christine	Science	B.S.	Biology
Wallace	Sierra	Science	B.S.	Geological Sci-Gen Geol Opt



# POLICY COVER SHEET

For instructions on policy creation and change, please see [www.uidaho.edu/governance/policy](http://www.uidaho.edu/governance/policy).

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

**Faculty Staff Handbook (FSH)**

Addition  X Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: **Section 1565: Academic Ranks and Responsibilities, Section C**

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: \_\_\_\_\_

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

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

415-702-7104 / [ateague@uidaho.edu](mailto:ateague@uidaho.edu) / 19 September 2019

<b>Policy Sponsor, if different from Originator</b>	<b>Torrey Lawrence, Vice Provost for Faculty</b>	<b>10/11/19</b>
	Name	Date
5-7941 _____	<a href="mailto:tlawrence@uidaho.edu">tlawrence@uidaho.edu</a> _____	
Telephone	Email	

**Reviewed by General Counsel**  Yes  No Name & Date: Kim Rytter 10/17/19 \_\_\_\_\_

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

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

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

none

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

none (except that this FSH revision should be considered when filling out or updating Position Descriptions or evaluations)

- 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)

ACADEMIC RANKS AND RESPONSIBILITIES

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

**CONTENTS:**

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

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

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

In order to carry out its functions and to serve most effectively its students and the public, the university supports the diversification of faculty roles. Such diversification ensures an optimal use of the university's faculty talents and resources. [rev. 7-06]

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

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE Section 1565: Academic Ranks and Responsibilities

---

to meet the varying responsibilities placed upon the institution, both internally and externally. No more than 25 percent, or a lower limit as defined by the department or similar unit's by-laws, of the faculty positions in any department or similar unit may be held by instructors, senior instructors, and lecturers who have voting privileges under FSH 1520 II, Section 1. While the capabilities and interests of the individual faculty members are to be taken into account, it is essential that individual faculty position descriptions are consonant with carrying out the roles and mission of the university, the college, and the unit. Annual position descriptions are developed by the unit head in consultation with the unit faculty and with the incumbent or new faculty member. In each college, all position descriptions are subject to the approval of the dean and must be signed by both unit head and faculty member. If the faculty member, unit head, and dean are unable to reach agreement on the position description, the faculty member may appeal the unit head's decision to the Faculty Appeals Hearing Board [FSH 3840]. *[ed. 1-10, rev. 7-14]*

As indicated in Sections 3320-A-1, 3520-G-3, 3560-B, faculty performance evaluations that are used for yearly, third year and periodic reviews as well as for promotion, tenure, and post-tenure decisions are to be based on faculty members' annual position descriptions (FSH 3050). Each unit will develop criteria in its bylaws for promotion and review of its faculty (FSH 1520 II, Section 1). The committee for all reviews will be defined in unit bylaws and shall include tenure-track faculty (see FSH 3560 E-2 c). *[ed. 1-08, 7-10, 7-14]*

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

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

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

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

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

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

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

**B-6. Interdisciplinary:** "an activity that involves teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or field of research practice."<sup>1</sup>

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

---

<sup>1</sup> National Academy of Science

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE Section 1565: Academic Ranks and Responsibilities

---

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

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

**B-10. Unit Administration:** includes assisting higher administration in the assignment [3240 A] and in the evaluation [3320 and 3340] of the services of each member of the unit's faculty and staff; promoting effective leadership of personnel and management of unit resources; providing leadership in the development and implementation of unit plans; providing for open communication with faculty and staff; fostering excellence in teaching, scholarship and outreach for faculty, students, and staff in the unit; effectively representing all constituents of the unit; and continuing personal professional development in areas of leadership.

**C. RESPONSIBILITY AREAS:** Faculty members are expected to contribute in each of the four major responsibility areas (C-1 through C-4 below). Expectations are more specifically defined in the individual position description and are consistent with unit by-laws. Each responsibility area may include activities in advancement, extramural professional service, interdisciplinary, and/or professional development. *[add. 1-10]*

**C-1. TEACHING AND ADVISING:** The university's goal is to engage students in a transformational experience of discovery, understanding and global citizenship. Faculty achieve this goal through effective instructing, advising and/or mentoring of students. *[add. 1-10]*

**a. Instruction/Teaching:** Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central purposes. Active participation in the assessment of learning outcomes is expected of all faculty at the course, program, and university-wide levels. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty position descriptions. Teaching appointments must be reflected by hours and level of effort spent in teaching activity, and justified in position descriptions. Any adjustments to a teaching appointment (e.g. teaching unusually large classes, team-teaching, teaching studios or laboratories, intensive graduate or undergraduate student mentoring, technology-enhanced teaching, and others) must be documented in the position description. *[rev. 7-06, ed. 1-10]*

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

**b. Advising and/or Mentoring Students:** For the purposes of this section, advising includes mentoring and student retention activities. These activities are. Advising students is also an important faculty responsibility and a key function of academic citizenship, and ~~Student advising~~ may include: (1) overseeing course selection and scheduling; (2) seeking solutions to conflicts and academic problems; (3) working with students to develop career goals and identify employment opportunities; (4) making students aware of programs and sources for identifying employment opportunities, (5) facilitating undergraduate and graduate student participation in professional activities (e.g. conferences, workshops, demonstrations, applied research); and (6) serving as a faculty advisor to student organizations or clubs. Advising also includes attendance at sessions (e.g. workshops, training courses) sponsored by the university, college, unit, or professional organizations to enhance a faculty member's capacity to advise. *[add. 7-06, rev. 1-08, ed. 1-10]*

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

Formatted: Font: Not Bold



## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE Section 1565: Academic Ranks and Responsibilities

---

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

**C-2. SCHOLARSHIP AND CREATIVE ACTIVITIES:** Scholarship is creative intellectual work that is communicated and validated. The creative function of a university requires the appointment of faculty members devoted to scholarship and creative activities. The university promotes an environment that increases faculty engagement in interdisciplinary scholarship. The university's Carnegie designation as "research university high" fosters an emphasis on scholarly and creative activities. *[rev. 1-10]*

Scholarship and creative activities take diverse forms and are characterized by originality and critical thought. Both must be validated through internal and external peer review or critique and disseminated in ways having a significant impact on the university community and/or publics beyond the university. Both are ongoing obligations of all members of the faculty. *[rev. 7-06, 1-10]*

The basic role of a faculty member at the University of Idaho is to demonstrate and validate continuing sound and effective scholarship in the areas of teaching and learning, artistic creativity, discovery, integration, and outreach/application/engagement. While these areas may overlap, these distinctions are made for purposes of defining position descriptions and for developing performance standards. Units and colleges shall adopt criteria for the evaluation of scholarship and creative activities. Demonstrated excellence that is focused in only one of these scholarship and creative activity areas is acceptable if it is validated and judged to be in the best interests of the institution and the individual faculty member. *[rev. 7-06, 1-10]*

**a. Scholarship in Teaching and Learning:** can involve classroom action research (site-specific pedagogy), qualitative or quantitative research, case studies, experimental design and other forms of teaching and learning research. It consists of the development, careful study, and validated communication of new teaching or curricular discoveries, observations, applications and integrated knowledge and continued scholarly growth. Evidence that demonstrates this form of scholarship might include: publications and/or professional presentations of a pedagogical nature; publication of textbooks, laboratory manuals, or educational software; advancing educational technology; presentation in workshops related to teaching and learning; development and dissemination of new curricula and other teaching materials to peers; and individual and/or collective efforts in securing and carrying out education grants. *[ed. 7-00, rev. 7-06]*

The validation of scholarship in the area of teaching and learning is based in large measure on evaluation by the faculty member's peers both at the University and at other institutions of higher learning. *[rev. 7-06]*

**b. Scholarship in Artistic Creativity:** involves validated communication and may be demonstrated by significant achievement in an art related to a faculty member's work, such as musical composition, artistic performance, creative writing, mass media activity, or original design. *[rev. 7-06, 1-10]*

The validation of scholarship in the area of artistic creativity is based in large part on the impact that the activity has on the discipline and/or related fields as determined by the peer review process. Many modes of dissemination are possible depending on the character of the art form or discipline. For example, a published novel or book chapter for an anthology or edited volume or similar creative work is regarded as scholarship. Each mode of dissemination has its own form of peer review that may include academic colleagues, practitioner or performance colleagues, editorial boards, and exhibition, performance, or competition juries. *[rev. 7-06]*

**c. Scholarship in Discovery:** involves the generation and interpretation of new knowledge through individual or collaborative research. It may include: novel and innovative discovery; analyzing and synthesizing new and existing knowledge and/or research to develop new interpretations and new understanding; research of a basic or applied nature; individual and collaborative effort in securing and carrying out grants and research projects; membership on boards and commissions devoted to inquiry; and scholarly activities that support the mission of university research centers. *[rev. 7-06]*

Evidence of scholarship in this area may include: publication of papers in refereed and peer reviewed journals; published books and chapters; published law reviews; citation of a faculty member's work by other

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE Section 1565: Academic Ranks and Responsibilities

---

professionals in the field; published reviews and commentary about a faculty member's work; invited presentations at professional meetings; seminar, symposia, and professional meeting papers and presentations; direction and contribution to originality and novelty in graduate student theses and dissertations; direction and contribution to undergraduate student research; awards, scholarships, or fellowships recognizing an achievement, body of work, or career potential based on prior work; appointment to editorial boards; and significant scholarly contributions to university research centers. The validation of scholarship in the area of discovery is based on evaluation by other professionals in the faculty member's discipline or sub-discipline. [rev. 7-06]

**d. Scholarship of Integration:** often interdisciplinary and at the borders of converging fields, is the serious, disciplined work that seeks to synthesize, interpret, contextualize, critically review, and bring new insights into, the larger intellectual patterns of the original research. Similar to the scholarship of discovery, the scholarship of integration can also seek to investigate, consolidate, and synthesize new knowledge as it integrates the original work into a broader context. It often, but not necessarily, involves a team or teams of scholars from different backgrounds working together, and it can often be characterized by a multidisciplinary or interdisciplinary investigative approach. The consolidation of knowledge offered by the scholarship of integration has great value in advancing understanding and isolating unknowns. Beyond the differences, the scholarship of integration can include many of the activities of scholarship of discovery and thus may be rigorously demonstrated and validated in a similar manner. [add. 7-06]

**e. Scholarship of Outreach/Application/Engagement:** These activities apply faculty members' knowledge and expertise to issues that impact individuals, communities, businesses, government, or the environment. Examples may include economic development, environmental sustainability, stimulation of entrepreneurial activity, integration of arts and sciences into people's lives, enhancement of human well being, and resolution of societal problems. Like other forms of scholarship and creative activities, the scholarship of outreach/application/engagement involves active communication and validation. Examples of validation may include (but are not limited to): peer reviewed or refereed publications and presentations; patents, copyrights, or commercial licensing; adoption or citation of techniques as standards of practice; invited presentation at a seminar, symposium or professional meeting; and citations of the faculty member's work. [add. 7-06, rev. 1-10]

**C-3. OUTREACH and EXTENSION:** Outreach activities are originated by every unit on UI's Moscow campus and from each of the University's physical locations around the state. [add. 1-10]

Outreach includes a wide variety of activities including, but not limited to, (a) extension (see 1565 B); (b) teaching, training, certification, and other dissemination of information to the general public, practitioner, and specialty audiences; (c) volunteer development and establishment/maintenance of relationships with private and public organizations; and (d) unpaid extramural consultation and other professional services to individuals, organizations, and communities; and (e) undergraduate and graduate student recruiting activities. Delivery mechanisms include distance education, service learning, cooperative education, technology transfer, noncredit courses, workshops, presentations, and publications. Most of the examples provided, such as distance education, are not exclusively outreach. Instead, they lie at the intersection of outreach and teaching or research. Likewise, professional services may be associated with teaching, scholarship, or university service and leadership. A faculty member's position description specifies where his or her outreach activities will be counted. [rev. 1-10]

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

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE Section 1565: Academic Ranks and Responsibilities

---

**C-4. UNIVERSITY SERVICE AND LEADERSHIP:** The university seeks to create formal and informal organizational structures, policies, and processes that enable the university community to be effective, while also fostering a climate of participatory decision making and mutual respect. *[add. 1-10]*

**a. Intramural service** is an essential component of the University of Idaho mission and is the responsibility of faculty members in all units. Service by members of the faculty to the university in their special capacities as scholars should be a part of both the position description and annual performance review. *[add. 7-06, rev. 1-08, ed. 1-10]*

Within the university, intramural service includes participation in unit, college, and university committees, and any involvement in aspects of university governance and academic citizenship. University, college, and unit committee leadership roles are seen as more demanding than those of a committee member or just regularly attending faculty meetings. Because faculty members play an important role in the governance of the university and in the formulation of its policies, recognition should be given to faculty members who participate effectively in faculty and university governance. Intramural service can include clinical service, routine support, and application of specialized skills or interpretations, and expert consultancies. The beneficiaries of these forms of service can be colleagues and co-workers. *[rev. 1-10]*

Effective performance in intramural service may be documented by a variety of means. Examples include: (1) letters of support from university clientele to whom your service was provided; (2) serving as a member or chairperson of university, college, or unit committees; and (3) receiving University service awards, especially those involving peer evaluation. *[rev. 1-10]*

**b. Administration:**

**(1) Unit Administration** (see FSH 1565 B): FSH 1420 E describes the responsibilities and the selection and review procedures for unit administrators. Unit administration is not normally considered in tenure and promotion deliberations; it is accounted for insofar as expectations are proportionally adjusted in the other sections of the position description. For faculty in nonacademic units (e.g. faculty at large), administration may be considered in tenure and promotion deliberations. *[add. 7-06, rev. 1-10]*

**(2) Other:** Effective conduct of university programs requires administrative activities that support scholarship, outreach and teaching. Program support activities are to be noted in position descriptions and performance reviews. The role of the principal or co-investigator of a university program or project may include the following administrative responsibilities: (1) budgetary and contract management; (2) compliance with University purchasing and accounting standards; (3) supervision and annual review of support personnel; (4) purchasing and inventory management of goods; (5) graduate student and program personnel recruitment, training in University procedures/policies, and annual review; (6) collaborator coordination and communication; (7) management of proper hazardous waste disposal; (8) laboratory safety management; (9) authorization and management of proper research animal care and use; (10) authorization and management of human subjects in research; (11) funding agency reporting; (12) intellectual property reporting; and (13) compliance with local, state, and federal regulation as well as University research policy. *[add. 7-06, rev. 1-10]*

Demonstration of effective administration may be documented by a variety of means. Examples include: (1) compliance with applicable rules, standards, policies, and regulations; (2) successful initiation, conduct and closeout of research contracts and grants as evidenced by timely reporting and budget management; (3) completion of the research contract or proposal scope-of-work; organized program operations including personnel and property management. Documentation of effective university program operation, beyond scholarship, may also include input by graduate and undergraduate students participating in the university program; and input by collaborators, cooperators, funding agency and beneficiaries of the program. Documentation of effective administration may include evaluations by faculty and staff, as well as objective measures of performance under the incumbent's leadership. *[add. 7-06, rev. 1-10]*

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

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE Section 1565: Academic Ranks and Responsibilities

---

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

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

**b. Senior Instructor.** Appointment to this rank requires qualifications that correspond to those for the rank of instructor and evidence of outstanding teaching ability. Instructors are promotable to senior instructor [see FSH 3560]. Effective teaching is the primary responsibility of anyone holding this rank and this primary responsibility is weighted accordingly in the annual performance evaluation and when a senior instructor is being considered for tenure. Except in very rare instances, this rank is considered terminal (i.e., it does not lead to promotion to the professorial ranks and there is no limitation on the number of reappointments). Prospective appointees to the rank of senior instructor must be fully informed of its terminal nature.

#### D-2. FACULTY:

**a. Assistant Professor.** Appointment to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons in the final stages of completing doctoral dissertations or with outstanding talents or experience may be appointed to this rank. Evidence of potential effective teaching and potential scholarship in teaching and learning, artistic creativity, discovery, and outreach/application/engagement is a prerequisite to appointment to the rank of assistant professor. Appointees in this rank have charge of instruction in assigned classes or laboratories and independent or shared responsibility in the determination of course objectives, methods of teaching, and the subject matter to be covered. Assistant professors are expected to demonstrate the ability to conduct and direct scholarly activities, and to provide intramural and extramural professional service. [1565 C] *[rev. 7-98, 7-00, 1-10, ed. 7-12]*

**b. Associate Professor.** Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons with outstanding talents or experience may be appointed or promoted to this rank. Associate professors must have demonstrated maturity and conclusive evidence of having fulfilled the requirements and expectations of the position description. An appointee to this rank will have demonstrated effective teaching or the potential for effective teaching, the ability to conduct and direct scholarly activities in his or her special field, and provide service to the university and/or his or her profession. Evidence of this ability includes quality publications or manuscripts of publishable merit; and/or unusually productive scholarship in teaching and learning; and/or significant artistic creativity; and/or major contributions to the scholarship of outreach/application/engagement. Associate professors generally have the same responsibilities as those of assistant professors, except that they are expected to play more significant roles in initiating, conducting, and directing scholarly activities, and in providing intramural and extramural professional service. [1565 C] *[rev. 7-98, 1-10, rev. and ren. 7-00]*

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

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE Section 1565: Academic Ranks and Responsibilities

---

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

#### D-3. RESEARCH FACULTY:

**a. Assistant, Associate and Professor.** Appointment to these ranks requires qualifications, except for teaching effectiveness, that correspond to their respective ranks as for faculty in D-2 above. *[ed. 7-12]*

#### D-4. EXTENSION FACULTY:

**a. Extension Faculty with Rank of Instructor.** Appointment to this rank requires: sound educational background and experience for the specific position; satisfactory standard of scholarship; personal qualities that will contribute to success in an extension role; evidence of a potential for leadership, informal instruction, and the development of harmonious relations with others. *[rev. 7-98]*

**b. Extension Faculty with Rank of Assistant Professor.** Appointment to this rank requires a master's degree along with the qualifications of extension faculty with rank of instructor and: demonstrated leadership ability in motivating people to analyze and solve their own problems and those of their communities; evidence of competence to plan and conduct an extension program; a record of effectiveness as an informal instructor and educational leader; proven ability in the field of responsibility; evidence of continued professional growth through study and participation in workshops or graduate training programs; acceptance of responsibility and participation in regional or national training conferences; membership in appropriate professional organizations, and scholarship in extension teaching or practical application of research; demonstrated ability to work in harmony with colleagues in the best interests of UI and of the people it serves. *[rev. 7-98]*

**c. Extension Faculty with Rank of Associate Professor.** In addition to the qualifications required of extension faculty with rank of assistant professor, appointment or promotion to this rank requires: achievement of a higher degree of influence and leadership in the field; continued professional improvement demonstrated by keeping up to date in subject matter, extension teaching methods, and organization procedures; progress toward an advanced degree if required in the position description; demonstrated further successful leadership in advancing extension educational programs; evidence of a high degree of insight into county and state problems of citizens and communities in which they live, and the contribution that education programs can make to their solution; an acceptance of greater responsibilities; a record of extension teaching or practical application of research resulting in publication or comparable productivity; a reputation among colleagues for stability, integrity, and capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context. *[rev. 7-98, ed. 1-10]*

**d. Extension Faculty with Rank of Professor.** In addition to the qualifications required of extension faculty with rank of associate professor, appointment or promotion to this rank requires: regional or national recognition in the special professional field or area of responsibility; a record of successful organization and direction of county, state, or national programs; an outstanding record of creative extension teaching or practical application of research resulting in significant publications or comparable scholarship; active membership and effective participation in professional committee assignments and other professional organization activities; demonstrated outstanding competence in the field of responsibility; achievement of full maturity as an effective informal teacher, wise counselor, leader of extension educational programs, and representative of the university. These activities may occur in a domestic or international context. *[rev. 7-98, ed. 1-10]*

#### D-5. LIBRARIAN:

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

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE Section 1565: Academic Ranks and Responsibilities

---

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

**c. Librarian with Rank of Associate Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) acceptance of greater responsibilities, and conclusive evidence of success in the performance of them, e.g., bibliographical research performed in support of research activities of others; development of research collections; the preparation of internal administrative studies and reports; interpreting, and facilitating effective use of, the collections; effectively applying bibliographic techniques for organizing library collections; effective supervision of an administrative unit; (b) evidence of further professional growth, as demonstrated by keeping up to date in subject matter, methods, and procedures and by practical application of research resulting in significant improvement of library operations or in publication; effective participation in the work of appropriate professional organizations; and/or formal study, either in library science or in pertinent subject areas; (c) evaluation by colleagues as a person of demonstrated maturity, stability, and integrity, with the capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context. [*ed. 1-10*]

**d. Librarian with Rank of Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) demonstrated outstanding competence in the area of responsibility; (b) achievement of an outstanding record of creative librarianship, of effective administration, or of practical application of research resulting in significant publications or comparable productivity; (c) an additional degree in library science or in a pertinent subject area or equivalent achievement; (d) regional or national recognition for contributions to the profession based on publications or active and effective participation in the activities of professional organizations; (e) evaluation by colleagues as an effective librarian who will continue to recognize that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context. [*ed. 1-10*]

#### D-6. PSYCHOLOGIST OR LICENSED PSYCHOLOGIST:

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

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

**c. Licensed Psychologist with Rank of Associate Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: possession of a license as a psychologist in the state of Idaho; evidence of continued development of skills in counseling or therapy, as demonstrated by attendance at training workshops, personal study that leads to the presentation of workshops, classes, or seminars, or private study that leads to in-service training of personnel of the Counseling and Testing Center; evidence of continued professional development through service in professional organizations; evidence of effective teaching or training; completion of research that has resulted in quality publications or manuscripts of



## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE Section 1565: Academic Ranks and Responsibilities

---

publishable merit, or the design and implementation of a continuing program in the Counseling and Testing Center that is of benefit to UI students and represents professional achievement of publishable merit; and continued service to the university and community through committee work or participation in community organizations. These activities may occur in a domestic or international context. *[ed. 1-10]*

**d. Licensed Psychologist with Rank of Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: demonstration of outstanding competence in counseling or therapy; establishment of an outstanding record in research and publication or in development of continuing programs that contribute to the betterment of university students; continued professional improvement through private study, directed study, or attendance at workshops, conventions, etc.; regional or national recognition for contributions to the profession through publication, presentation of workshops, or active and effective participation in the activities of professional organizations; and recognition by colleagues as an effective psychologist who realizes that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context. *[ed. 1-10]*

**D-7. OFFICER-EDUCATION:** Appointment of persons to the faculties of the officer education programs was established for the purpose of ensuring the academic soundness of the programs. The dual role of these faculty members as military officers and academic instructors is recognized. The university expects the nominees to have demonstrated academic and intellectual capabilities and exemplary professional achievement. Specifically, UI expects: *[ed. 1-10]*

**a. Academic Preparation.** It is desirable for officer education faculty members to have at least a master's degree. In his or her most recent education, the officer should have a superior academic record as demonstrated by such measures as high grade-point average in graduate school, being in the upper half of the class in graduate school, or superior graduate-level ability as attested in letters of recommendation from graduate-school professors. *[ed. 1-10]*

**b. Specialized Preparation.** The officer must have significant education, experience, or formal preparation in the subject areas in which he or she will teach.

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

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

**e.** Nominees who will pursue graduate studies at UI for one year before becoming an instructor will be given preliminary approval. In their last semester of full-time graduate enrollment, the service should submit the required information to the Officer Education Committee for regular, final approval. For preliminary approval, the officer should, in addition to the military requirement, show promise of being successful in graduate studies. This could be demonstrated by (a) a high score on the Graduate Record Examination, if taken, (b) full enrollment status as a graduate student at UI, (c) a high overall grade-point average in college (3.00 or above on a 4-point scale), (d) a high grade-point average in a major area, or (e) a good record in the final year of college and graduate-level ability as attested by letters of recommendation from college professors. *[rev. 1-10]*

**f. Appointment:**

**1.** The following information is submitted by the nominee's service: (1) transcripts from undergraduate and graduate academic institutions; (2) transcripts or appropriate records from military schools and staff colleges; (3) at least three letters of recommendation from appropriate sources, such as former professors, military instructors, and supervisors or commanders. These letters should be concerned with matters such as the officer's civilian academic performance, military record and leadership ability, and actual or

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE Section 1565: Academic Ranks and Responsibilities

---

potential performance as a teacher. (Former supervisors or commanders could give their opinion based on the officer's demonstration of leadership ability and his or her experience as a training officer.); (4) a summary of the officer's duty assignments and military and teaching positions held; (5) copies of favorable communications from the officer's file.

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

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

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

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

**D-8. UNIVERSITY DISTINGUISHED PROFESSOR:** Acknowledgment of outstanding academic contributions to the university is appropriate and desirable. The rank of University Distinguished Professor<sup>2</sup> is bestowed upon University of Idaho faculty in recognition of sustained excellence in teaching, scholarship<sup>3</sup>, outreach, and service. The rank will be held for the remainder of the recipient's active service at the University; if the recipient leaves the University and is eligible for emeritus status, the rank will change to University Distinguished Professor Emeritus. The rank is highly honorific and therefore will be conferred on no more than three faculty members university-wide in any given academic year. Selection of University Distinguished Professors will reflect the diversity of scholarly fields at the University. University Distinguished Faculty will receive a stipend of at least \$5,000 per year for five years to be used to enhance salary or support professional activities (e.g., professional travel, student support, equipment, materials and supplies, etc.). Final discretion in conferring the rank of Distinguished Professor and the number of appointments in a given year resides with the President. [*add. 7-10, rev. 7-12, 8-12*]

**a. Selection Criteria:** In general, University Distinguished Professors will have received national and usually international recognition. They will have brought distinction to the University through their work. [*ed. 7-12*]

University Distinguished Professors will have achieved a superior record in the following areas: scholarly, creative, and artistic achievement; breadth and depth of teaching; and University service and service involving the application of scholarship, creative, or artistic activities to addressing the needs of one or more external publics. [*rev. 7-12*]

University Distinguished Professorships will be conferred on members of the University of Idaho Faculty who have attained the rank of Professor and have completed a minimum of seven years of service at the University, typically at the rank of Professor. [*rev. 7-12*]

**b. Selection Process:** University Distinguished Professorships will be awarded by the president upon recommendation of The University Distinguished Professorship Advisory Committee a standing committee composed of four faculty members and three deans. The committee members should reflect all dimensions of diversity in the university community. They will be appointed by the Provost to serve three-year terms on a staggered basis. Nominations will be made by Faculty Senate and the Academic Deans, in consultation with

---

<sup>2</sup> As a result of Development Fund efforts, endowment support eventually may be obtained for many University Distinguished Fellowships, in which case a donor's name may be added to the title. [*ed. 7-12*]

<sup>3</sup> Scholarship in this context includes scholarship of discovery, scholarship of pedagogy, scholarship of application and integration, and artistic creativity.

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE Section 1565: Academic Ranks and Responsibilities

---

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

1. The Provost will request nominations from faculty, deans, directors and unit administrators annually. [rev. 7-12]
2. Written nominations will be submitted to the Provost and must include: [ed. 7-12]
  - a. A nominating letter with a brief summary of the candidate's achievements; [rev. 7-12]
  - b. The candidate's *curriculum vitae*, including a list of any significant previous awards;
  - c. Letters of endorsement from the appropriate deans and unit administrators or director(s). The candidate may also include a maximum of three additional letters of support, as appropriate, from students, colleagues at the University of Idaho, and/or other institutions. Letters should describe the impact of the nominee on her/his field, evidence of external recognition, and the context of her/his work over the course of her/his employment. [rev. 7-12]
3. The University Distinguished Professorship Advisory Committee reviews the nominations and makes recommendations to the Provost for transmittal to the President. [rev. 7-12]
4. Because the rank of University Distinguished Professorship is intended to be highly honorific, it is possible that in a given year no candidates will be selected. [ed. 7-12]
5. The applications of nominees who are not selected in the first year of nomination will remain active for a total of three years. Nominators will have the opportunity to update their nomination during subsequent years in which their candidate is under consideration.

**D-9. CLINICAL FACULTY:** Clinical faculty may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Clinical faculty is a non-tenure track position. Clinical faculty positions are appropriate for professional disciplines having strong applied and/or clinical elements or those serving university units or academic departments in a supporting capacity. Appointment to clinical-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated in a below. Clinical faculty members may be appointed and/or promoted (FSH 3560 D-2) to the ranks of clinical assistant professor, clinical associate professor or clinical full professor. [rev. 7-11, ed. 7-14]

**a. Responsibilities, Privileges, and Rights.** A clinical faculty member has a primary employment responsibility in a UI unit. The relationship of a clinical faculty member to UI is essentially that of a collaborator with a UI unit, program, or faculty member. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the clinical faculty. They have the same responsibilities and privileges as university faculty (FSH 1520 II 1) [rev. 7-11]

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

1. Clinical faculty members may have teaching as a primary or major responsibility; in addition, they may advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees, engage in outreach and engagement activities, and act as expert advisers to faculty members or groups. [rev. 7-11]
2. The nature and extent of the services to be rendered are determined jointly by the clinical faculty member, his or her immediate supervisor, and the unit administrator(s) concerned.

**b. Qualifications.** Assignment to a clinical faculty position is based on demonstrated knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to those expected of faculty within the unit. [ed. 7-11]

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

**UI FACULTY-STAFF HANDBOOK**  
Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE  
Section 1565: Academic Ranks and Responsibilities

---

the university's strategic goals than a tenure-track position. *[add. 7-11, ren. 7-14]*

**E. EMERITI. (FSH 1520 II-2)**

**E-1. ELIGIBILITY.** A board appointed, benefit-eligible member of the university faculty who holds one of the ranks described in 1565 D and who leaves the university and has a minimum of 8 years of service, has attained 55 years of age, and attained the rule of 65 (age plus years of service is at least 65), is designated as "professor emeritus/emerita," "research professor emeritus/emerita," or "extension professor emeritus/emerita," as applicable. A faculty member without such rank has the designation "emeritus" or "emerita," as applicable, added to the administrative or service title held at the time of retirement. *[ed. 7-00, 7-02, 1-08, rev. 7-12, 1-14]*

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

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

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

- a. Emeritus faculty may hold a part-time position at the University of Idaho after retirement, but not a full-time one. When it is in the university's interest, exceptions may be made and the full-time employment limitation may be waived by the president. *[ed. 1-14]*
- b. Units wanting to employ emeritus faculty without a search must request, in writing, a search waiver from the Director of Human Rights, Access & Inclusion.
- c. Search waivers granted to emeritus faculty remain in effect for three full years. Units need only notify Human Resources if they want to continue to employ an emeritus faculty member while the search waiver is in effect. However, a unit is not obligated to employ the emeritus faculty member during this three year period.

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

- a. Departmental mailboxes continue to be available to emeriti who reside locally.
- b. A list of emeriti and their mailing addresses is maintained at each level--department, college, and university (Human Resources). *[ed. 7-06, 1-08]*
- c. The director of human resources is responsible for supplying information about emeriti for the Campus Directory.
- d. Emeriti who have campus mailboxes receive University of Idaho publications by campus mail or upon request by email. *[ed. 7-12]*
- e. Emeriti who have departmental mailboxes receive full distribution of notices; otherwise, special requests may be made to the departmental administrator.
- f. Ordinary office materials and supplies are available under the same issuing procedures applicable to other members of the department.
- g. Departmental postage may be used for professional mail.
- h. Offices for emeriti are provided on a space-available basis.

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE Section 1565: Academic Ranks and Responsibilities

---

- i. One, free non-transferable gold parking permit each year. *[rev. 1-08]*
- j. Any discounts available to other members of the faculty and staff through various UI agencies are available to emeriti.
- k. Emeriti are included in appropriate university, college, and departmental faculty-staff functions.
- l. In the appointment of committees, administrators at all levels and the Committee on Committees consider the availability and desire for significant service of emeriti.
- m. There are many areas of activity, professional and other, such as service to the community and special groups within the community and university, in which emeriti may have the time and the inclination to make continuing contributions (e.g., guest lectures, research design, and consultation). In connection with such services, emeriti are not excluded from the travel budget, though they may generally have a lower priority.
- n. Emeriti who elect to maintain an active computing account will retain access to services provided by Information Technology Services (ITS) including electronic communications (e.g. – email, instant messaging, etc.), technical support, and [offered software](#). *[add. 7-99, ren.1-08, ed. 7-12, rev. 7-15]*

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

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

**F. ASSOCIATED FACULTY:** Associated faculty members (see FSH 1520 II-3) have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave. *[ed. 1-10]*

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

**a. General.** The affiliate faculty consists of professional personnel who serve academic departments in a supporting capacity. Appointment to affiliate-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, confers responsibilities and privileges as stated in subsection d below, and authorizes assignment of service functions as described in subsection d-2 below. It is also a means of encouraging greater cooperation between and among academic departments and other units. An affiliate faculty member holds a non-tenure-track faculty status in an appropriate academic discipline. *[ed. 7-00, 1-10, 12-16, rev. 7-10]*

**b. Employment Status.** An affiliate faculty member may, by virtue of his or her employment, have either one of the following relationships with UI: (1) that of a UI employee, normally an exempt employee, who is [a] a member of the faculty or staff of a unit of the university other than the one in which he or she has affiliate-faculty status, or [b] a member of the professional support staff of the same unit of the university in which he or she has affiliate-faculty status; (2) that of an employee of a governmental or private agency who is assigned by that agency to a UI unit or to one of the agency's units or programs that is officially associated with the university. *[rev. 7-10]*

**c. Distinction between Affiliate and Adjunct Faculties.** Members of the affiliate faculty have a more direct relationship with UI than do members of the adjunct faculty [see 1565 F-2]. Members of the adjunct faculty are

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE Section 1565: Academic Ranks and Responsibilities

---

not UI employees. An adjunct faculty member's primary employment is with a unit or program that is not officially associated with UI. Thus, the relationship of a member of this faculty category to UI is essentially that of a collaborator with a UI unit, program, or faculty member. An affiliate faculty member, in contrast, has a primary employment responsibility in a UI unit or in a non-UI unit that is officially associated with UI. In addition, he or she has a secondary relationship to another unit in a supporting role, or has a secondary relationship to the academic program in the same unit in which he or she has a primary employment responsibility. These latter relationships are the kind that are recognized by the affiliate faculty membership. [ed. 7-00, 1-08, 1-10, rev. 7-10]

**d. Responsibilities, Privileges, and Rights.** The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the affiliate faculty. They have substantially the same responsibilities and privileges as do members of the university faculty; however, their right to vote in meetings of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. (Those who, in addition to their affiliate-faculty status, have status as members of the university faculty [e.g., psychologists in the Counseling and Testing Center and regular faculty members in other academic departments] have, of course, full rights of participation in meetings of the university faculty and of the constituent faculties to which they belong.) [ren. 1-10, rev. 7-10, ed. 7-11]

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

1. Affiliate faculty members, as such, do not normally have teaching as a primary or major responsibility; however, with the approval of academic departments, they may teach classes, advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees (with approval by the dean of graduate studies), or act as expert advisers to faculty members or groups. [rev. 7-10, ed. 7-12]

2. The nature and extent of the services to be rendered are determined jointly by the affiliate faculty member, his or her immediate supervisor, and the departmental administrator(s) concerned. [rev. 7-10]

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

**e. Qualifications.** Assignment to an affiliate faculty position is based on demonstrating knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to what is expected of faculty within that unit. [ed. 7-00, rev. 1-10, 7-10]

#### **f. Appointment.**

1. Appointments to the affiliate faculty may be made at any time. They are reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointment should be continued unless the affiliate faculty member remains in UI employment or continues in his or her assignment to an entity that is officially associated with the university. [rev. 7-10]

2. A recommendation for appointment to the affiliate faculty normally originates in the appropriate academic department and requires the concurrence of the nominee's immediate supervisor and the faculty of the appointing department. The appointment must be approved by the dean of the college, the president, and the regents. [rev. 7-10]

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

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

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE Section 1565: Academic Ranks and Responsibilities

---

**a. General.** The adjunct faculty includes highly qualified persons who are not employed by UI but are closely associated with its programs. [For the distinction between the affiliate and the adjunct faculty categories, see 1565 F-1-c.] [ed. 7-00, 1-08, rev. 7-10]

**b. Responsibilities.** Members of the adjunct faculty have the same academic freedom and responsibility as do members of the university faculty; however, their right to vote in meetings of the university faculty and of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. Adjunct faculty members may be assigned to advise students on their academic or professional programs at any level; to work in cooperative research projects; to serve on committees, including graduate students' supervisory committees (with approval by the College of Graduate Studies); to act as expert advisers to faculty members or groups; and to teach courses in their branch of learning. [rev. & ren. 1-10, rev. 7-10, ed. 7-11, 7-12]

**c. Qualifications.** Adjunct faculty members must be highly qualified in their fields of specialization and should have exhibited positive interest in UI programs in the field of their appointment. Their qualifications should ordinarily be equivalent to those required of regular members of the faculty in the area and at the level of the adjunct faculty member's responsibility. [ren. 1-10, rev. 7-10]

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

**e. Appointment.**

**1.** Appointments to the adjunct faculty may be made at any time. **b.** Appointments are for an indefinite period, but are to be reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointments should be continued unless the adjunct faculty member is actively engaged in the responsibilities for which he or she was appointed. [rev. 7-10]

**2.** Recommendations for appointment to the adjunct faculty are normally developed at the departmental level and have the concurrence of the departmental faculty. For interdisciplinary degree programs, adjunct faculty may also be assigned responsibilities with respect to the degree programs with approval of the program faculty and of the program director. Appointments must be approved by the dean of the college, the provost, the president, and the regents. [rev. 7-10]

**3.** Before formal appointment procedures are begun, the prospective adjunct faculty member must agree to serve under the provisions herein described. When necessary, the consent of the nominee's employer, if any, will be requested and recorded. [rev. 7-10]

**4.** Appointment information is recorded on the regular "Personnel Action" form.

**5.** The appointment of adjunct faculty members to graduate students' supervisory committees requires approval by the dean of the College of Graduate Studies. [rev. 7-10]

**G. TEMPORARY FACULTY:** Temporary faculty have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave. [add. 1-10]

**G-1. LECTURER.** A teaching title that may be used at any level, i.e., it carries no specific connotation of rank among the professorial titles. This title is conferred on one who has special capabilities or a special instructional role. Lecturers are neither tenurable nor expected to progress through the professorial ranks. A lecturer qualifies for faculty status with vote during any semester in which he or she (a) is on an appointment greater than half-time and (b) has been on such appointment for at least four semesters. When a lecturer qualifies for faculty status they shall be reviewed at a minimum of every 5 years thereafter as determined by the unit's bylaws. The review committee defined by the unit's bylaws shall include tenure-track faculty within the unit. [rev. 7-01, rev. 7-14]

**G-2. VISITING FACULTY.** A designation that, when used with a professorial title, customarily indicates that the appointee holds a regular teaching or research position at another institution. A visiting appointee who does not hold a professorial rank elsewhere may be designated as a lecturer. Appointees with visiting academic ranks (e.g.,



## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE Section 1565: Academic Ranks and Responsibilities

---

visiting associate professor, visiting professor) are considered temporary members of the university faculty. Those on full-time appointment have the privilege of voting in meetings of the university faculty and of the appropriate constituent faculties.

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

**G-4. ASSOCIATE.** A title for a nonstudent with limited credentials who is assigned to a specialized teaching, research, or outreach position. Associates are exempt staff and are not members of the university faculty or of constituent faculties. [*ed. 1-10*]

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

**H-1. POSTDOCTORAL FELLOW.** Postdoctoral fellows are persons who hold the doctoral degree or its equivalent at the time of their appointment and are continuing their career preparation by engaging in research or scholarly activity. Postdoctoral fellows are special exempt employees in the category of "temporary or special" (FSH 3080 D-2 a) employees recognized by the regents. [See also 3710 B-1.b.] [*ed. 1-10*]

**H-2. GRADUATE STUDENT APPOINTEES:** The general nature of the following graduate assistantships is defined as an apprenticeship experience that consists of a work obligation partnered with educational and developmental activities, all of which are integrated with the graduate degree program of the student. All graduate assistants must be individually mentored by a faculty advisor and may receive additional mentoring from other faculty and/or staff on or off campus. All graduate assistant positions (H-2. a, b, c) are limited to twenty hours per week of work. All graduate student appointees must be academically qualified and registered. [See also 3080 D-2-a.] [*rev. 7-13, 7-18*]

**a. Graduate Teaching Assistant.** Graduate Teaching Assistants perform duties related to the instructional efforts of the unit in which they are employed under the supervision of a member of the university faculty, associated faculty, or temporary faculty (see FSH 1565 D, F, and G). These duties, which must be associated with academic credit instruction and constitute at least 50 percent of a Graduate Teaching Assistant's effort, may include, but not be limited to: primary teaching responsibilities; grading assignments; assisting with the delivery of instruction through technology; and providing other assistance related to instruction. [*ed. 1-10, 7-18, rev. 7-13*]

**b. Graduate Research Assistant.** Graduate Research Assistants develop competence in performing professional-level work in support of research, scholarship, or creative activity. These positions can only have duties within the scope of work permitted by the funding source. [*ed. 1-10, 7-18, rev. 7-13*]

**c. Graduate Support Assistant.** Graduate Support Assistants perform a wide range of duties and can have varying responsibilities in academic and non-academic campus departments and programs. The specific duties depend on the needs of the office or project and on the qualifications and experiences of the Graduate Support Assistant. Graduate Support Assistants may provide academic and/or non-academic instruction, and/or assist with research, or provide other support functions. The duties must be directly related to the Graduate Support Assistant's program of study. The College of Graduate Studies shall periodically publish standards governing the permissible scope of Graduate Support Assistant appointments on its website. [*add. 7-18*]

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



**PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM**

*(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)*

**SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:**

- |                                     |  |                          |  |
|-------------------------------------|--|--------------------------|--|
| <input type="checkbox"/>            | 1. New component (option, minor, emphasis, concentration or specialization)                  | <input type="checkbox"/> | 5. Discontinuation of a certificate (30 credits or less) |
| <input type="checkbox"/>            | 2. New certificate (30 credits or less)  | <input type="checkbox"/> | 6. CIP Code change                                       |
| <input checked="" type="checkbox"/> | 3. Change to program name or title, degree, department, division, college or center          | <input type="checkbox"/> | 7. Other, please describe:                               |
| <input type="checkbox"/>            | 4. Discontinuation of a component (option, minor, emphasis, concentration or specialization) |                          |  |

**REQUIRED INFORMATION FOR ALL SELECTIONS:**

Dept Chair Name:	Charles Goebel	Email:	cgoebel@uidaho.edu
Department/Unit:	Department of Forest, Rangeland and Fire Sciences		
College:	College of Natural Resources		
Current Program Name:	Renewable Materials	<input type="checkbox"/>	Graduate
	B.S. Renewable Materials	<input checked="" type="checkbox"/>	Undergraduate
Current program credits:	120 credits to graduate (65-83 degree-12-specific credits)		
Primary Point of Contact (if different from above):		Email:	
Briefly describe the change you are requesting:			
CIP Code:	New (list requested code):		Existing (list the current code):
What is the financial impact of the requested change:	Greater than \$250,000 per FY;	<input checked="" type="checkbox"/>	Less than \$250,000 per FY;
Describe the financial impact:	Primary cost of name change is associated with recruitment materials (< \$2,000).		

Implementation/effective date of change or new component:	Fall 2020		
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	Yes	<input checked="" type="checkbox"/>	No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?	Yes	<input type="checkbox"/>	No
Please write the geographical location that this program will be offered:	Moscow Campus		

**NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE**

Name of new component or certificate:			
Number of credits:			
Describe proposed new program component or certificate to include overview of program and credit requirements:			
Are there curriculum changes needed and/or do new courses need to be created:	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/>	No
List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:			
Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:			
How will you ensure that the assessment findings will be used to improve the program?			
What direct and indirect measures will be used to assess student learning?			

When will assessment activities occur and at what frequency?

**MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE**



Current name of component or degree:	Degree: Renewable Materials (B.S. Renew. Mat.)		
New name of component or degree:	Degree: B.S. in Forest and Sustainable Products		
Number of credits:	120 to graduate		
Describe the modification are you making:	Not applicable		
Name of major or degree that the component is attached to:	Not applicable		
Describe rationale for the modification:	<p><b>Background:</b> Effective catalog year 2012 program was renamed <i>Renewable Materials</i> from <i>Forest Products</i> under the rationale that “renaming ... will appeal to broader audience and create new recruitment opportunities” (UCC-12-034). While Renewable Materials embraces the broad scope of raw material resources studied under the degree program, it has been found to be ambiguous/nonspecific and extremely difficult to communicate to prospective students (i.e., high school juniors and seniors) and their parents; a very common response to the name of Renewable Materials is “what is that?” Furthermore, the degree name Renewable Materials created a significant divergence from the primary industry served by the program – forest products – and conflicts with how the industry is identified by other state entities (e.g., Idaho Forest Products Commission, Idaho Department of Commerce, Idaho Department of Labor). Another rational given for the name change to Renewable Materials was that it would increase enrollment by attracting students not otherwise attracted to a program named Forest Products. Enrollment growth did not result from the name change; in fact, it declined.</p> <p><b>Name Change:</b> The proposed change to <i>Forest and Sustainable Products</i> returns the degree name back to its roots and makes it consistent with the primary industry it serves. The inclusion of sustainable products captures elements of the program that investigate the use and commercialization of other streams of raw materials (e.g., bamboo, hemp, recycled wood and paper). The name is much more identifiable to prospective students and their parents.</p>		
Indicate whether program, curriculum, course and admission requirements remain the same.	<input type="checkbox"/> Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input checked="" type="checkbox"/>	No
Are any of the learning outcomes changing:	<input type="checkbox"/> Yes – if yes fill out question below	<input checked="" type="checkbox"/>	No
List the new learning outcomes:	1. 2. 3. 4. 5.		

**DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE**

What are you requesting to discontinue:	
---	--

What is the student impact if any?			
Are there curriculum changes needed and/or do new courses need to be created:	Yes - if you select yes to this question, please attach all curriculum and course documents related to this.		No

**SIGNATURES - REQUIRED FOR ALL SELECTIONS:**

Dept/Unit Curriculum Committee Approval Date:	September 9, 2019	Vote Record:	12/0 (quorum)
Dept Chair Signature of Approval	 9/10/2019		
College Curriculum Committee Approval Date:	September 9, 2019	Vote Record:	5/0
Dean Signature of Approval			



**FOREST, RANGELAND  
AND FIRE SCIENCES**  
College of Natural Resources  
875 Perimeter Drive MS 1133  
Moscow ID 83844-1133

## MEMORANDUM

**TO:** University Curriculum Committee

**FROM:** Charles Goebel, Department Head **PCG**

**DATE:** Spetember 10, 2019

**RE:** Change of prefix associated with Renewable Materials courses

The College of Natural Resources (CNR) has approved a proposed name change for the Renewable Materials (B.S. Renew. Mat.) degree to Forest and Sustainable Products (B.S. For. Sus. Prod.).

Assuming the proposed name change is approved, CNR is requesting that the prefix associated with all Renewable Materials courses be changed from RMAT to FSP.

**PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM**

*(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)*

**SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:**

- |                                     |  |                          |  |
|-------------------------------------|--|--------------------------|--|
| <input type="checkbox"/>            | 1. New component (option, minor, emphasis, concentration or specialization)                  | <input type="checkbox"/> | 5. Discontinuation of a certificate (30 credits or less) |
| <input type="checkbox"/>            | 2. New certificate (30 credits or less)  | <input type="checkbox"/> | 6. CIP Code change                                       |
| <input type="checkbox"/>            | 3. Change to program name or title, degree, department, division, college or center          | <input type="checkbox"/> | 7. Other, please describe:                               |
| <input checked="" type="checkbox"/> | 4. Discontinuation of a component (option, minor, emphasis, concentration or specialization) |                          |  |

**REQUIRED INFORMATION FOR ALL SELECTIONS:**

Dept Chair Name:	Lee Vierling	Email:	<a href="mailto:leev@uidaho.edu">leev@uidaho.edu</a>	
Department/Unit:	Natural Resources and Society			
College:	CNR			
Current Program Name:	Parks, Protected Areas, and Wilderness Conservation Minor		Graduate	
		x	Undergraduate	
Current program credits:	21			
Primary Point of Contact (if different from above):		Email:		
Briefly describe the change you are requesting:	Discontinue minor			
CIP Code:		New (list requested code):	03.0201	Existing (list the current code):
What is the financial impact of the requested change:		Greater than \$250,000 per FY;	x	Less than \$250,000 per FY;
Describe the financial impact:	Negligible.			



Implementation/effective date of change or new component:	Catalog year 2020-2021		
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/> No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/> No
Please write the geographical location that this program will be offered:	n/a		

**MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE**

Current name of component or degree:			
New name of component or degree:			
Number of credits:			
Describe the modification are you making:			
Name of major or degree that the component is attached to:			
Describe rationale for the modification:			
Indicate whether program, curriculum, course and admission requirements remain the same.	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No
Are any of the learning outcomes changing:	<input type="checkbox"/>	Yes – if yes fill out question below	<input type="checkbox"/> No
List the new learning outcomes:	1. 2. 3. 4. 5.		

**DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE**

What are you requesting to discontinue:	Department has changed focus from recreation and protected areas, to different areas of focus including policy and integrating social and natural sciences. We no longer have faculty teaching several key courses in the minor. The only way that a student can get the minor is through Semester in the Wild; therefore it is not accessible to the majority of students.
What is the student impact if any?	Very low impact to current students. Only 2 students (both seniors) are in the minor currently and we will be able to help them by filling out appropriate substitution/waivers if applicable.

Are there curriculum changes needed and/or do new courses need to be created:	Yes - if you select yes to this question, please attach all curriculum and course documents related to this.	<input checked="" type="checkbox"/>	No
---	--	-------------------------------------	----

**SIGNATURES - REQUIRED FOR ALL SELECTIONS:**

Dept/Unit Curriculum Committee Approval Date:	9/16/2019	Vote Record:	Unanimous
Dept Chair Signature of Approval			
College Curriculum Committee Approval Date:	9/23/2019	Vote Record:	Unanimous
Dean Signature of Approval			

University of Idaho  
2019 – 2020 Faculty Senate Agenda

Meeting # 15

Tuesday, December 10<sup>th</sup>, 2019, at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes (VOTE)
  - Minutes of the 2019-2020 Faculty Senate Meeting # 14 (December 3<sup>rd</sup>, 2019) **Attach. #1**
- III. Consent Agenda
  - List of Approved Sabbatical **Attach. #2**
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
  - Tools Ranking Taskforce Report  
Speaker: Alistair Smith (Chair, Tools Ranking Taskforce)
- VII. Other Announcements and Communications
  - Voluntary Separation Incentive Plan and Optional Retirement Incentive Plan  
Speaker: Brian Foisy (Vice President, Finance and Administration)
  - Sustainable Financial Model Update  
Speakers: John Wiencek (Provost & Executive vice President)  
Brian Foisy (Vice President, Finance and Administration)  
Terry Grieb (Faculty Senate Chair)
  - IPEC and IPEC Subcommittee Updates  
Speakers: John Wiencek (Provost & Executive vice President)  
Brian Foisy (Vice President, Finance and Administration)  
Terry Grieb (Faculty Senate Chair)
- VIII. Special Orders
  - Faculty Senate Semester Overview  
Speaker: Terry Grieb (Faculty Senate Chair)
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting # 13 (November 19, 2019)
- **Attach. #2** List Approved Sabbaticals

University of Idaho

2019 – 2020 Faculty Senate – **Pending Approval**

Meeting # 14

Tuesday, December 3, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bridges, Caplan, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice- Chair), Lee-Painter, Luckhart, Paul, Raja, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Lawrence (proxy for Wienczek, w/o vote).

**Present via Zoom:** Kern, McKellar, Tenuto, Sears.

**Absent:** Bacon, Lockhart, Schab, Wienczek.

**Guests:** 12.

**Guest Speakers:**

- Alexandra Teague (Chair, Faculty Affairs Committee)
- Charles Goebel (Department Head, Forest, Rangeland and Fire Sciences)
- Lee Vierling (Department Head, Natural Resources and Society)
- Steven Shook (Associate Dean, Professor of Renewable Materials)
- Dwaine Hubbard (Associate Registrar)
- Alistair Smith (Chair, Tools Ranking Task Force)
- Brian Foisy (Vice President, Finance and Administration)

- I. **Call to Order:** Chair Grieb called the meeting to order at 3:32 pm.
- II. **Approval of Minutes (vote):** A motion to approve the minutes of the 2019-2020 Faculty Senate Meeting # 13 (November 19, 2019) passed unanimously (Dezzani/A. Smith).
- III. **Chair's Report:**
  - The ISUB and TLC buildings are now open. All who worked to bring classrooms, offices, common spaces, and services back on line deserve appreciation. Brian Foisy acknowledged Schweitzer Engineering Laboratories (SEL) for the remarkable way they came through to help during the crisis.
  - The evaluation process for faculty and staff is beginning. There have been changes to the process in recent years, see FSH 3320 and 3340. Details for faculty are provided on the Provost's webpage (<https://www.uidaho.edu/provost/faculty/evaluations>) and for staff on the Human Resources website (<https://www.uidaho.edu/human-resources/forms>).
  - Many thanks to all instructors who taught, mentored, and supported our Fall semester graduating seniors. Please celebrate our graduates at this year's Fall Commencement on December 14th, 12:30pm in the Kibbie Dome. Thanks to those who will attend!
  - The next University Faculty Meeting will be held on December 11, 2019, in the International Ballroom, Bruce Pitman Center, from 2:30 to 4:00 pm Pacific Time. All are encouraged to attend.
- IV. **Consent Agenda:** Fall 2019 List of Graduates, presented by Dwaine Hubbard (Associate Registrar). The Fall 2019 List of Graduates was approved unanimously.

V. **Provost's Report (Delivered by Torrey Lawrence, Vice Provost for Faculty, Proxy for Provost Wienczek):**

- The December Commencement is on Saturday, Dec 14. Line-up at 11:30. The procession starts at 12:30. Ali Carr-Chellman will be the commencement speaker.
- The annual Jazz Choirs Holiday Concert is on Friday, Dec 13th, 7:00 pm, at the Kibbie Dome. It's a great community event and it is free.
- Short Budget Update: For academic affairs (which include colleges, students' affairs, student services, SEM, and other student service offices), the target is 15.74M. Colleges are working to meet the target ranges which they have been given.
- Voluntary Separation Incentives and Optional Retirement Incentives are underway. There has been significant interest so far.
- IPEC has met and is working on developing a Program Prioritization process.

VI. **Committee Reports:**

- Faculty Affairs Committee: FSH 1565 (VOTE), presented by Alexandra Teague (Faculty Affairs Committee Chair).

A. Teague provided a brief background. Concerns were raised to Faculty Affairs Committee (FAC) by Professor Kenton Bird that faculty were being asked to spend time on student recruitment and retention efforts, but these efforts were not being properly recognized on Position Descriptions or annual evaluations, or were recognized differently in different units. The proposed revisions are intended to provide guidelines to fairly recognize student recruitment and retention efforts from faculty. Some language was also revised for consistency among FSH sections.

Clarifications were asked concerning how to specifically define student mentoring and recruiting activities. Depending on the college, graduate student advising may be listed under "research activities" or "advising activities". This remains so with the current revisions.

The seconded motion from FAC was approved with 23 votes in favor and 1 against.

- University Curriculum Committee: College of Natural Resources Program Change (VOTE), presented by Charles Goebel (Department Head of Forest, Rangeland and Fire Sciences).

The proposal is to change the name of the degree from "B.S. in Renewable Materials" to "B.S. in Forest and Sustainable products".

The rationale for the change was briefly described. Effective catalog year 2012, the program was renamed "Renewable Materials" with the hope that it would appeal to a broader audience and create new recruitment opportunities. Another rational given for the name change to Renewable Materials was that it would increase enrollment by attracting students not otherwise attracted to a program named Forest Products. Enrollment growth did not result from the name change; in fact, enrollment declined. The proposed change to Forest and Sustainable Products returns the degree name back to its roots and makes it consistent with the primary industry it serves. The inclusion of sustainable products captures elements of the program that investigate the use and commercialization of other streams of raw materials (e.g., bamboo, hemp, recycled wood and paper). The name is much more identifiable to prospective students and their parents.

A Senator noted that there are curriculum changes in addition to the program name change, since a secondary major or an approved minor are no longer required. It was agreed upon that the question concerning curriculum changes on the application form should be answered in the affirmative.

The proposal from the College of Natural Resources with the above friendly amendment was approved unanimously.

- University Curriculum Committee: College of Natural Resources Program Discontinuation (VOTE), presented by Lee Vierling (Department Head, Natural Resources and Society).

The proposal is to discontinue the Park, Protected Areas and Wilderness Conservation Minor. The Department has changed focus from recreation and protected areas to different areas including policy and integration of social and natural sciences. They no longer have faculty who can teach several key courses in the minor. The only way that a student can get the minor is through a semester in the wild; therefore, it is not accessible to the majority of students.

The proposal from the College of Natural Resources was approved unanimously.

#### VII. **Other Announcements and Communications:**

- Tools Ranking Task Force (TRTF) Update by Alistair Smith (Chair, Tools Ranking Task Force Group).

A. Smith mentioned that the group had their initial meeting before the Fall break. They looked at the input from the community solicited by the President's Office and found a large variety of suggestions, about 138 unique ones. The group will meet again later this week. Within their preliminary assessment, they regrouped strategies from "most favorable" to "least favorable", whereas many of the 138 fell into the middle category. Examples of the more favorable include: reduction in structural costs, voluntary reduction of faculty FTE who are 10 years away from retirement, a program prioritization for upper administration, the university going paperless, reducing glossy printed materials. Also, there was large criticism about the Strategic Enrollment Management (SEM). The committee felt they should work more closely with alumni. To increase revenue, the committee suggests faculty buy-out from their research grants. That is, faculty would buy a portion of their salary from Gen Ed. As an incentive, they would get a bonus later in the year from FA and salary savings. Among the least favorable strategies: mandatory furloughs and temporary reductions in salary.

There will be approximately ten categories and six rankings. Many of the items which were discussed, such as the elimination of programs, fell in the middle "bin". Senator A. Smith reiterated that there were many good suggestions from the community, and more will be coming. One interesting idea is to come up with a different funding model for development (that is, taking development away from General Education).

A discussion developed around whether program closure also include administrative units, and not just academic majors or degrees. It was noted that the answer is yes in some circumstances. There are criteria for when the SBOE approval is needed. It depends on the specific scenario and fiscal impact.

Chair Grieb reiterated that the TRTF will make their report to IPEC and to the Sustainable Financial Model Working Group (SFMWG) which, in turn, will provide input to the program prioritization process. In the meantime, Deans will work on the line-by-line program review in parallel. In the end of these processes, all the information will be put together and presented to the President.

Senator A. Smith reported that the TRTF felt the number of Associate Vice Presidents and Associate Vice Provosts has expanded. The next meeting of the TRTF will be on Thursday, December 5, 2019 and their report will be available in the early Spring semester.

- Outsourcing & Voluntary Separation, presented by Brian Foisy (Vice President, Finance and Administration).

B. Foisy summarized three major outsourcing initiatives: 1) Bookstore RFP, 2) Facility Service Department, and 3) Utility Operations.

The Bookstore RFP is now concluded. The textbook operation will be outsourced to the Texas Book Company. One of the reasons for this choice is that their point of sale system is consistent with the current one, so the transition will be minimally disruptive. Furthermore, Texas Book Company promised \$160,000 commission guaranteed per year. We have a 5-year contract and they are obligated to deliver what they have guaranteed. Also, the Texas Book Company proposal indicates that they apply preferential textbook pricing. The savings may come from that aspect as well as from fewer employees. Cost increase for students are not anticipated. There was some discussion about why UI opted for a textbook-only option rather than a full-service bookstore. B. Foisy noted that people are generally happy with the Vandal apparel part of the bookstore and they did not want to change that feature. Basically, they kept the part of the bookstore which is actually making money. B. Foisy reiterated that a reliable corporate partner can be beneficial (see, for instance, the help received by UI from SEL).

The discussion moved to RFPs for Facility Service Department and RFQs. The latter are requests for qualifications, such as energy service providers. The goal is to centralize many teams in a single team. When RFPs are issued, proposals range from management-only to a complete deal. For instance, with the bookstore, they took the least disruptive option. A broad range of satisfaction levels was found when collecting feedback from other campuses.

A Senator suggested that the size of the community and the economic impact on it must be taken into account when making a comparison with other campuses. A smaller community means larger impact on the employees. B. Foisy noted the large corporations have large expertise to which we gain access when we connect with them. In other words, we may gain access to benefits without negative impact on the employees (for instance, like in the textbooks-only deal done for the bookstore).

Moving on to Utility Operations, this is the least traditional form of outsourcing. It is a service concession agreement and a long-term commitment. Basically, the university sells the right to a third party to operate a particular asset for as long as 40 to 50 years. Then, the third party sells the utility to the university, such as steam, water, etc. In other words, the provider runs the



assets for us and pays around \$100 to \$125 million upfront for the deal. The university is looking for partners who qualify to provide this kind of service.

Some questions were raised about the costs of buying water, electricity, etc. from the corporate partner and whether this is taken into account when projecting benefits. B. Foisy noted that, although it is too early to tell, these kinds of contracts are extremely careful and detailed, accounting, for instance, for inflation rates. They leave nothing to chance.

In response to a question, it was noted that the cost of paying consultants is in the order of hundreds of thousands of dollars. The proceeds would first be used to pay any of the transaction expenses.

Chair Grieb moved the discussion to the voluntary furlough.

The first concern raised was whether a university employee who has taken voluntary furlough would be “penalized” again if a mandatory furlough is imposed at a later date. B. Foisy said that President Green is not interested in mandatory furloughs. If it came to that, then the employees who have taken voluntary furlough would most likely be given credit for it. Furloughs can be anywhere from 1 hour to 5 days. In response to a question, it was noted that the cost saving coming from an employee’s furloughs does not stay in the employee’s college. Although, B. Foisy reiterated, furloughs from virtually any source will benefit the university.

Upon request, additional clarifications were provided about the furlough process and how to request approval for it.

A Senator noted that December 13<sup>th</sup>, 2019 is the deadline to sign up for Voluntary Separation Incentive Program and/or Optional Retirement Incentive Program and requested additional clarifications. Those were provided by the Policy and Compliance Coordinator and General Counsel, who explained the difference between the two programs. It was noted that an employee otherwise eligible for emeritus status would not be disqualified by participation in voluntary separation.

- VIII. **Special Orders:** There were none.
- IX. **New Business:** There were none.
- X. **Adjournment:** A motion to adjourn (Dezzani/A. Smith) passed unanimously. The meeting was adjourned at 5:05 PM.

Respectfully Submitted,

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



**OFFICE OF THE PROVOST  
AND EXECUTIVE VICE PRESIDENT**

875 Perimeter Drive MS 3152  
Moscow ID 83844-3152  
208-885-6448  
208-885-6558 [FAX]  
provost@uidaho.edu  
provost.uidaho.edu

**MEMORANDUM**

**TO:** Terry Grieb, Chair, Faculty Senate  
Barbara Kirchmeier, Vice Chair, Faculty Senate

**FROM:** Torrey Lawrence  
Vice Provost for Faculty

**DATE:** December 2, 2019

**SUBJECT:** Items for Faculty Senate

---

Please see the below table with the faculty members who were approved for a sabbatical in the 2020-21 Academic Year.

NAME	COLLEGE	DEPARTMENT	SABB. TERM
Kenton Bird	CLASS	JAMM	Spring 2021
Chris Caudill	CNR	NRS	Fall 2020
Aliza Cover	LAW	Law	Fall 2020
Joseph De Angelis	CLASS	Soc & Anthro	Spring 2021
Frank Gao	COS	Math	AY 20-21
Aleksandra Hollingshead	CEHHS	C&I	Spring 2021
Ann Hoste	CLASS	Theater	Fall 2020
Graham Hubbs	CLASS	Politics & Phil	AY 20-21
Tara Hudiburg	CNR	Forest, Range, Fire	AY 20-21
Brian Kennedy	CNR	Fish and Wildlife	AY 20-21
Ryan Long	CNR	Fish and Wildlife	Spring 2021
Janet Rachlow	CNR	Fish and Wildlife	Spring 2021
Kat Wolf	CALS	Ag and Ext. Ed	Spring 2021

Cc: Francesca Sammurraca, Faculty Secretary

University of Idaho

2019 – 2020 Faculty Senate Agenda

Meeting # 16

Tuesday, January 21, 2020 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes (vote)
  - Minutes of the 2019-2020 Faculty Senate Meeting #15 (December 10, 2019)  
**Attachment #1**
- III. Consent Agenda (vote)
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
  - FSH 3240, 1565, 3120 **Attachment #2**
    - Alexandra Teague, Faculty Affairs Committee Chair
- VII. Other Announcements and Communications
  - R1 initiative and working group **Attachment #3**
    - Brad Ritts, Assoc. Vice President for Research
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting #15 (December 10, 2019)
- **Attach. #2** FSH3240, 1565, 3120 redline plus cover sheet
- **Attach. #3** Power point on R1 Initiative

University of Idaho

2019 – 2020 Faculty Senate – Approved Minutes

Meeting # 16

Tuesday, January 21, 2020 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bacon, Bridges, Caplan, Carter, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hanigan, Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Luckhart, Meeuf, Paul, Raja, Sammaruca (w/o vote), Schab, Schwarzlaender, A. Smith, R. Smith, Tibbals, Wiencek (w/o vote).

**Present via Zoom:** Kern, McKellar, Tenuto

**Absent:** Bacon, Hill, Schwarzlaender, Smith A., Smith R.

**Guests:** 6

**Guest Speakers:** Alexandra Teague (Chair, Faculty Affairs Committee).  
Brad Ritts (Associate Vice President for Research).

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

**Approval of Minutes (vote):** A motion (Dezzani/Tibbles) to approve the minutes of the 2019-2020 Faculty Senate Meeting # 15 (December 10, 2019) passed unanimously

**Consent Agenda:** None.

**Chair's Report:**

- The Chair requested a moment of silence in honor of Pete Isakson, who passed away January 14.
- The new set-up in the room is intended to improve the sound and benefit our off-campus participants. Joana Espinoza, Mary Stout, and Tom English made it possible.
- The Chair welcomed new Faculty Senate members:
  - Jack Hanigan, ASUI (Marketing and Entrepreneurship), replacing Jacob Lockhart
  - Joseph (Joey) Carter, SBA, replacing Sidney Sears
  - Russell Meeuf, Assoc. Professor, Director, Film & Television Studies (back from sabbatical)
- Volunteers are needed to attend RFP presentations for outsourcing, mostly around the middle of February. Russ Meeuf volunteered.
- A reminder that all faculty and staff are invited to provide confidential feedback about the performance of their administrators (provost, vice provosts, deans, chairs, directors, etc.). Feedback will be collected through an online survey. Follow this link to the Survey: [Take the Survey](#)
- Pacifica Quartet will perform at 7:30pm, January 23, at the Admin Auditorium, as part of the Auditorium Chamber Music Series. This is a unique opportunity to hear a first-class chamber music ensemble for \$25/ticket (or \$10 for students).

There were no questions for the Chair.

**Provost's Report:**

- Our “Benchmark Peer Institutions” were approved by the State Board. The Board appreciated the faculty input and collaboration.
- The Provost thanked Alistair Smith and the members of the Tool Ranking Task Force. Their report has been forwarded to the Deans and the Vice Presidents.
- The Academic Program Prioritization (APP) process is being refreshed in an evolutionary way, building off the 2017 process but addressing concerns raised by faculty and staff. The governance structure is similar to the one we had in 2017, with IPEC as a guiding committee charged by the President and a working taskforce of mainly faculty representatives defining the updated process. With the criteria used in the last evaluation as the starting point, the committee have discussed how to best use those criteria within the President’s guidelines. The APP process will assess cost-effectiveness, consistent with State Board of Education policy, in an explicit manner as a first step. Revenues will be ascribed to academic programs and compared with the costs. Note that tuition revenue allocation is being studied carefully and systematically to assure that both faculty teaching loads (as measured by SCH) and the number of majors within an academic program (as measured by degree conferrals) are both properly recognized. A second level assessment of academic programs will include measures of mission essentiality and opportunity for growth to provide additional evaluation of programs in roughly the lower half of the cost efficiency analysis. Mission essentiality will not require polling or narratives this time but rather will rely on objective measures as defined by a small subcommittee reporting to the APP taskforce. For example, Board mandated state-wide educational programs might be considered more essential or programs offering a large fraction of their teaching as service courses may be more essential (e.g. Math and English). Many such objective measures have been proposed and discussed. Those programs identified for closure will have the opportunity to deliver a presentation and answer questions as a final step in the process. The APP will serve as reviewers and make the final recommendations to the President for program closures. The President will consider the proposed list and decide on the closure of programs. There may be an opportunity to appeal to the President to clarify any misunderstandings, again through a presentation and Q&A. We expect implementation to begin in a matter of weeks.
- Discussion:  
Clarifications were asked about the meaning of “mission essentiality”. For instance, if a program is the only one in the region, would that be considered “mission essentiality?” Provost Wiencek replied that the subcommittee did consider this particular concept as one of several objective measures. It is premature to announce the final recommended approach since it has not yet been vetted by the APP.

A Senator inquired about the importance of giving fair notice to faculty in those units identified for closure. Provost Wiencek said there will be no public announcement, but that impacted programs will be contacted and communication ensue once the analysis has been completed. Per recommendations from the faculty, only the quintiles will be available, not numerical scores or rank ordering. Senate will be provided with all of the data if it desires it.

A concern was raised that metrics are now very different due to the current focus on undergraduate enrollment, but some programs may have worked hard to adjust to previously adopted metrics, namely terminal degree production. The Provost noted that we have a fiscal reality to deal with and that there is a real need to focus on revenues. The Provost also noted that the current plan emphasized the need to grow enrollment first as part of Waypoint 1 so that we would have the resources to then shift to growing the number of terminal degrees. Unfortunately, this sequencing of activity was not broadly understood and enrollment has not materialized at the level to justify the added expenses. Nevertheless, programs that have made headway with terminal degree

production increases will have the opportunity to make their case and tell “their side of the story” if they progress to the final list of programs being considered for closure.

In response to a question, Provost Wiencek confirmed that the emphasis is on academic programs, whereas the last time the process was at the department level. The discussion moved to junior faculty members, especially those in the midst of the promotion and tenure process, and the potential impact on them. The Provost emphasized that, although no promises can be made about the impact on junior faculty, the promotion and tenure process is separate from our current financial situation and the evaluation of individuals for promotion will be based on their performance as is usual practice. These are two separate processes and finances will not influence the P&T evaluation process.

In response to the observation that, particularly for STEM disciplines, mentoring of graduate students is part of a faculty’s professional evaluation, the Provost noted that there is no “push” to reduce or slow down graduate student mentoring in favor of simply growing undergraduate enrollment. We have a mix of mission-driven criteria and financially driven criteria. Ultimately, decisions must be strategic but also informed by financial reality. If a program is “bleeding money” and does not have other compelling contributions or opportunity to grow, then it is something we need to stop doing so that we can do the other essential aspects of our mission.

**Committee Reports:** Faculty Affairs Committee report by Alexandra Teague, Committee Chair.

- Chair Teague gave an overview of and motivations for the proposed policy revisions on FSH 3240, 1565, and 3120. The committee felt that office hours should be defined as regularly scheduled synchronous communication, which the students are informed about. Some aspects of the revised sections were last updated in 1979. They contained outdated language and had no flexibility to incorporate online office hours.
- Discussion:  
The synchronous contact being built in the new policy through online office hours was seen positively by some Senators. In response to a question, Chair Teague said that the proposed revisions are also meant to address the issue of enhanced security for the instructor, which was the original motivation for revising the policy. The way the policy revisions are stated, an instructor can opt out of in-person contact hours as a matter of personal safety. As for the requirement that contact hours be posted on the instructor’s door (as opposed to just on the class syllabus), it was noted that an office visitor may come by and learn about the office hours from the posting on the door.
- Hearing no more questions, Chair Grieb called for a vote on FSH 3240, 1565, and 3120 Taken as a packet. The seconded motion from the Faculty Affairs Committee carried unanimously.

**Other Announcements and Communications:** Report on newly formed Research Working Group, by Brad Ritts, Associate Vice President for Research.

- Brad Ritts proceeded to introduce a U of I internal study of Carnegie classification, starting with a classification description. He then presented both 2015 Carnegie classification and 2018 changes to it, as well as R1 and R2 total expenditures and total number of research Ph.D’s produced. The conclusion from this analysis is that low Ph.D. degree production is our major obstacle to R1 classification. However, using the 2018 classification values places U of I at R2

level. The Research Working Group will explore alternative paths to R1. The group will meet on January 28 to begin sharing information and discuss goals moving forward. Those goals may include: develop a better understanding of the Carnegie classification system; understand how U of I metrics can apply to Carnegie classification; look into alternative pathways to R1 for U of I.

- **Discussion:**

A Senator observed that a growing number of post-doc and research fellows may have a negative impact on graduate students. On the other hand, Vice President Ritts observed, another possible metric employed by some schools is the number of research staff with doctoral degrees who are not faculty.

Some Senators emphasized the importance of Teaching Assistant (TA) support for our graduate students to develop important teaching experience. We at U of I face obstacles that R1 institutions do not have to face. TA and computing support/resources were mentioned, as well as diminishing library resources (see recent discontinuation of Elsevier journals). Part of our obstacle is lack of resources. The importance of teaching experience for graduate students and their future careers was reiterated.

Of course, a Senator argued, we should do the best we can with the resources that we do have. For instance, updating and improving our websites is cheap and will help attract graduate students.

A Senator cautioned against the notion that the number of faculty may need to be downsized because we face decline in undergraduate enrollment. This would have negative effects.

It was brought up that many factors play a role in a graduate student's decision to come to U of I or any other school. These may include: course offerings, availability of funds to send graduate students to professional meetings, vicinity to large urbanized centers, and more. Such personalized concerns should be taken into consideration by the Research Working Group, as our problems may be much deeper than they appear from the statistics shown on the slides. Vice President Ritts said that the committee will consider all facts broadly before recommending a plan.

**Special Orders:** None

**New Business:** None.

**Adjournment:** A motion to adjourn (Lee-Painter/Fairley) passed unanimously. The meeting was adjourned at 4:55pm.

Respectfully Submitted,

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



University of Idaho

2019 – 2020 Faculty Senate – **Pending Approval**

Meeting # 15

Tuesday, December 10, 2019 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bridges, Caplan, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Lockhart, Luckhart, Paul, Raja, Sammarruca (w/o vote), Schab, A. Smith, R. Smith, Tibbals, Lawrence (proxy for Wiencek, w/o vote).

**Present via Zoom:** Kern, McKellar, Tenuto, Sears.

**Absent:** Bacon, Schwarzlaender, Wiencek.

**Guests:** 8.

**Guest Speakers:** Alistair Smith (Chair, Tools Ranking Task Force).

Brian Foisy (Vice President, Finance and Administration).

**Call to Order:** Chair Grieb called the meeting to order at 3:31 pm.

**Approval of Minutes (vote):** A motion to approve the minutes of the 2019-2020 Faculty Senate Meeting # 14 (December 3, 2019) passed unanimously (Lee-Painter/Tibbals).

**Consent Agenda:**

The List of Approved Sabbaticals for next year was approved unanimously.

**Chair's Report:**

- A member of the Vandal community, Kathleen Zillinger, passed away unexpectedly on Sunday, December 1st. She worked in a number of roles across campus over the last 12 years. A moment of silence was observed in memoriam.
- Thanks were extended to Sidney Sears (SBA representative) and Aaron Schab (CLASS) for their service to Faculty Senate this semester. Senate looks forward to working with the new College of Law student representative as appointed by SBA and Russell Meeuf from CLASS as he returns from sabbatical.
- One more reminder that Commencement is this Saturday at 12:30 in the Kibbie Dome (line up at 11:30). Senators were asked to forward Chair Grieb's email reminder to faculty in their respective colleges.
- Online Educational Resources (OER) update. In October the SBOE mandated that institutions of higher education develop and/or adopt OER for common-indexed courses. This will be discussed at UCGE this week. The Senate Leadership teams from higher education institutions in the state are planning to meet next semester, late January or early February, to discuss this matter and other topics of common interest. Faculty Senate will discuss this issue further in the Spring. There were some questions about where to find more information. See SBOE website at <https://boardofed.idaho.gov/board-policies-rules/board-policies/higher-education-affairs-section-iii/iii-u-textbook-and-instructional-material-affordability/>

It is not clear at this point whether the mandate concerns only lower-level courses or might extend beyond those. While we all share concerns about the cost of textbooks, academic freedom and the instructor's ownership of the curriculum are very important and we will continue to discuss these matters. There are plans to invite Faculty Senate Leaders from 4-year and 2-year institutions to meet with Senate Leadership in the Spring.

- Central End User Technology Procurement (CTP) project update. Thanks were extended to the IT Committee. They are meeting with ITS to continue discussions on the CTP roll out and methods to ensure that costs are minimized while service and selections are maximized going forward.
- “Investiture” (formerly referred to as “Inauguration” for President Green. Scott Green wishes faculty’s feedback. If the ceremony does happen, he wants it to be a “low-pomp” and low-budget event. The timing and the format were discussed. It is debatable whether a time which coincides with the April meeting in Moscow of the SBOE is appropriate, given that the approval for program closures will be given by the SBOE at that same time. Other suggestions included the possibility to make the ceremony coincide with Spring graduation or perhaps other events in early Fall. It was noted that the April time should not be ruled out, as it will send a message of strong leadership in times of hardship.

Apparently, replacing the formerly used term “inauguration” with “investiture” was intended to convey the impression of a lower-key and less expensive event. Although, a Senator noted, it is possible to get the opposite impression since, historically, “inauguration” has been suggestive of royal coronations and similar ceremonies. The “Annual Vandal Giving Day” was also suggested, and welcomed, as a good opportunity for the event to have the proper optics and theme.

- University Faculty Meeting tomorrow (Wednesday, 12-11-2019) at 2:30 in the International Ballroom, Pitman Center.

**Provost’s Report (Delivered by Torrey Lawrence, Vice Provost for Faculty, Proxy for Provost Wiencek):**

- Provost Wiencek wishes to apologize for not being present. He is attending a legislative event in Coeur d’Alene.
- Friday, December 13, 7:00 pm: Jazz Choir Holiday Concert. It is fun, festive, and there is no charge.
- This is the time of the year when students can feel stressed. Watch out for and reach out to students who may be in distress.
- One more reminder of the December Commencement, Saturday, December 14. Line-up at 11:30. The procession starts at 12:30. Ali Carr-Chellman will be the commencement speaker.
- Nominations from senate and deans are needed for the committee who evaluates University Distinguished Professor applications. The College of Natural Resources and the College of Engineering have faculty representation. Two deans, from CLASS and Architecture, respectively, will continue to serve on the committee. Two faculty and one dean positions need to be filled. Nominations should be emailed to the Provost by next Friday, if possible. Committee members must, themselves, be tenured faculty with outstanding records in teaching, research, and/or outreach.

**Committee Reports:** Tools Ranking Task Force (TRT) Update by Alistair Smith (Chair, Tools Ranking Task Force Group).

- The University of Idaho Faculty Senate, in response to fiscal challenges at the university, established the Tools Ranking Taskforce in November 2019. The Task Force was given a mandate to: 1. Create a list of cost reduction strategies; 2. Provide a ranking for the strategies; 3. Present a report to Faculty Senate, Staff Council, and the Institutional Planning and Effectiveness Committee (IPEC). IPEC and the Sustainable Financial Model Working Group (SFMWG) will provide input to the Program Prioritization process. The Tools Ranking Taskforce is comprised of staff, faculty, and administrators from across the University, selected by Faculty Senate, Staff Council, and the University Administration. They were chosen so as to represent multiple colleges, institutional and academic support services, and a wide range of experiences across the institution.

Senator A. Smith reviewed some features of the TRT report (which had been previously emailed to the Senators). Multiple cost-cutting suggestions (some also revenue-generating) were ranked by the TRT. Ranking varies from 0 to 5, 0 being most preferable and 5 not acceptable. An idea which excited the committee was leasing university space to private retailers. This is a form of private partnership (encouraged by Scott Green) which would generate revenue, although not necessarily cut costs. On the TRT report, a lower-pointing arrow indicates a cost-cutting item, whereas an upper-pointing arrow indicates a revenue-generating item. Suggestions about the size of the administration were also included. A popular and well-ranked idea was to pursue a different model for funding of development and advancement persons. In some other universities, they generate their own revenue based on the (interest on the) income they bring in. Instead, we fund them through General Education.

Senator A. Smith observed that some of the proposed ideas were actually incorrect, although passionate. For instance, the perception that General Education funding of athletic spending is in the order of 10-12M is incorrect. A more realistic figure is 4.5M.

With regard to the suggestion on p.9 of the TRT report which includes dismissal of underperforming tenured faculty, it was noted that one must be cautious about mixing dismissal for cause of tenured faculty and cost-cutting strategies. The former is a separate issue and requires an entirely different process. The chair of the TRT stated that the item had been included in the list of suggestions upon request of the dean member of the TRT, and that there are faculty who fail to perform their duties. Secretary Sammarruca reiterated the dismissal for cause should be budget independent.

A Senator suggested that selling the university land near the mall could provide a considerable structural gain (although it was not ranked high by the TRT). It was observed that this strategy, while a good one, would not address the need for recurrent dollars, which is the crucial aspect when major cuts must be met. It was also noted that that land is now used as a dairy facility, which produces milk while, at the same time, being accessible to students as a research facility. It was underlined that this is an advisory report to be taken into consideration along with many other "pieces". In addition to TRT, the Policy Review Group, IPEC, optional separation and retirement incentive programs, and the deans line-by-line process are going on. Between January and early February, when all information is available, final decisions will be made. A Senator suggested that a representative for each of the above committees should be part of the

executive committee who will make final decisions. Chair Grieb agreed this was a good idea to share with the President.

The discussion moved to the costs of the extensive software the university maintains. The question of how much money is in software was raised. VP Foisy was asked to address the question. The university has recently selected a “profit recovery” company whose sole purpose is to review all vendors’ files and give suggestions on how we can reduce costs in a broad variety of services, from software to office supplies. They are paid only a percentage of what they can save the university, thus the university is in a position of paying less eventually, regardless what we are paying now.

Vice President Dan Ewart was asked to comment and explained that ITS manages about 2M per year in contracts. There could be another 0.5M outside of ITS. We have over 400 applications. Vice President Ewart offered to provide additional information on the scope and magnitude of the ITS activities. It was noted that some of the software we use helps with retention and graduation rate. To the question whether a “software prioritization program” will take place, Dan Ewart noted that a software prioritization process approved by the President is, indeed, already in place.

The questions moved to IPEC and whether an administrative program prioritization process will also take place. Chair Grieb observed that such process is embedded in the four areas overseen by IPEC, since there are administrative components in those areas. The TRT Chair noted that the committee has tried to be as factual as possible. When people talk about reducing the number of executives, often times perceptions and reality are different. As discussed previously by the Senate, looking at different sets of data may lead to different conclusions, depending on how one defines “administration”. A Senator argued that, while it is true that we have more Associate Deans than we used to, they contribute to teaching and/or have active research programs, whereas this is not typically the case for Vice Provosts and Vice Presidents.

To conclude this part of the agenda, Senator A. Smith noted that, at this time, the TRT report is informational (no action is required of the Senators). Again, it will be shared with IPEC and become part of a coherent set of information. The community feedback portal (accessible through the Office of the President website) for providing budget-related suggestions will remain open until January 1, 2020.

#### **Other Announcements and Communications:**

- Voluntary Separation Incentive Program and Optional Retirement Incentive Program Update, presented by Brian Foisy (Vice President, Finance and Administration). Shortly prior to the time of this report, 61 applications for VSIP and 93 for ORIP had been received, for a total of 154 people having expressed interest in one of the programs. In the earlier process named VSRP, 157 people took advantage of the incentives. Thus, this time there will be, most likely, a smaller number of faculty actually taking advantage of VSIP and ORIP. The deadline is this Friday, December 13. It is likely that some of the people who have applied are keeping their options open. By next week, letters with offers will go out to those employees. They will then have 45 days to consider and accept (or not) the offer. By federal guidelines, employees older than 40 years of age will have an additional 7 days to consider the offer. This will take us to January-early February, at which time more information on the outcome of these two programs will be available.

- Sustainable Financial Model Update, presented by Terry Grieb (Faculty Senate Chair). Initially, Scott Green had requested a report by January 1, but it became clear that more time was needed. The Working Group will meet through January and continue to share updates with Senate. As we move forward, we need a feedback loop between the model towards which we want to move and the cuts that are being made.

Vice President Foisy added that Scott Green wants to move away from the old incremental budgeting system, where the budget next year consists of this year budget plus any increase which may result, for instance, from new funded initiatives. If there are none of those, next year's budget is the same as this year's, regardless increase or decrease in enrollment, more or less research productivity, we just get what we always received. Scott finds this unacceptable and wants a new budget model which accounts for changes in parameters and performance within units. The questions are: what parameters? How to evaluate variations in performance?

#### **Special Orders:**

- Faculty Senate Overview, presented by Terry Grieb (Faculty Senate Chair). The next Senate meeting will be on Tuesday January 21, 2020.

Chair Grieb thanked every member of FSL, members of the various budget-related committees, speakers, and guests. He reviewed some of the major business conducted by the Senate this Fall semester, including: the OEA policy, the new P&T policy, the UI Solar Initiative, and Peer and Benchmarking Institutions. The latter is especially important with regard to the SBOE having the proper perception of who we are as an institution. All of the above activities demonstrated good communication and shared governance. The interaction between ITS and the IT committee has improved, which rendered the committee more functional.

Naturally, Senators spent considerable time talking about the budget challenges. We have a good dialogue ongoing with the administration.

Following a comment from a Senator, the discussion moved on to diversity efforts. In particular, the importance of a resolution from Senate of our commitment to diversity and inclusion was reiterated. In fact, earlier in the day, FSL and Staff Council met with representatives/leaders of the Office of Equity and Diversity, CAMP, the Office of Multicultural Affairs, the LBGTQA Office, the Women's Center, and UBUNTU. We need to connect with University Communication and Marketing to best address challenges faced by diversity and inclusion initiatives. These conversations will continue in the Spring and will also be coordinated with the Ombud's Office. Vice-Chair Kirchmeier noted that such a resolution is in the plans for the near future. It took a long time to gather everyone together.

- Peaceful Holidays to everyone!

**New Business:** There were none.

**Adjournment:** A motion to adjourn (A. Smith/Dezzani) passed unanimously. The meeting was adjourned at 5:03 PM.

Respectfully Submitted,

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



## POLICY COVER SHEET

For instructions on policy creation and change, please see [www.uidaho.edu/governance/policy](http://www.uidaho.edu/governance/policy).

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

### Faculty Staff Handbook (FSH)

Addition  X Revision\*  Deletion\*  Emergency  Minor Amendment

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

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: \_\_\_\_\_

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

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

415-702-7104 / [ateague@uidaho.edu](mailto:ateague@uidaho.edu) / 9 December 2019

Policy Sponsor, if different from Originator \_\_\_\_\_  
Name Date

Telephone Email

Reviewed by General Counsel \_\_\_Yes \_\_\_No Name & Date: \_\_\_\_\_

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

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

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

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

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

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

none



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

none; the new location of the office hours information and clarified expectations should just be made clear to faculty and supervisors

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

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

Policy Coordinator Appr. & Date: _____ <i>[Office Use Only]</i>
--

<i>APM</i> F&A Appr.: _____ <i>[Office Use Only]</i>
--

<i>FSH</i> Appr. _____ FC _____ GFM _____ Pres./Prov. _____  <i>[Office Use Only]</i>
---

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

# ATTACHMENT #2

## FSH 3240

### UI FACULTY-STAFF HANDBOOK

#### CHAPTER THREE:

#### EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

July 2007 (editorial) January 2020

3240

#### DUTY ASSIGNMENTS AND OFFICE HOURS/HOURS OF OPERATION AND REST PERIODS

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

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

#### **B. DUTY AND OFFICE HOURS.**

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

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

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

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

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

Formatted: Left, Indent: Left: 0"

**FACULTY-STAFF HANDBOOK**

## CHAPTER ONE:

## HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

July 2018

1565

## ACADEMIC RANKS AND RESPONSIBILITIES

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

**CONTENTS:**

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

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

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

In order to carry out its functions and to serve most effectively its students and the public, the university supports the diversification of faculty roles. Such diversification ensures an optimal use of the university's faculty talents and resources. [rev. 7-06]

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

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

to meet the varying responsibilities placed upon the institution, both internally and externally. No more than 25 percent, or a lower limit as defined by the department or similar unit's by-laws, of the faculty positions in any department or similar unit may be held by instructors, senior instructors, and lecturers who have voting privileges under FSH 1520 II, Section 1. While the capabilities and interests of the individual faculty members are to be taken into account, it is essential that individual faculty position descriptions are consonant with carrying out the roles and mission of the university, the college, and the unit. Annual position descriptions are developed by the unit head in consultation with the unit faculty and with the incumbent or new faculty member. In each college, all position descriptions are subject to the approval of the dean and must be signed by both unit head and faculty member. If the faculty member, unit head, and dean are unable to reach agreement on the position description, the faculty member may appeal the unit head's decision to the Faculty Appeals Hearing Board [FSH [3840](#)]. [*ed. 1-10, rev. 7-14*]

As indicated in Sections 3320-A-1, 3520-G-3, 3560-B, faculty performance evaluations that are used for yearly, third year and periodic reviews as well as for promotion, tenure, and post-tenure decisions are to be based on faculty members' annual position descriptions (FSH 3050). Each unit will develop criteria in its bylaws for promotion and review of its faculty (FSH 1520 II, Section 1). The committee for all reviews will be defined in unit bylaws and shall include tenure-track faculty (see FSH 3560 E-2 c). [*ed. 1-08, 7-10, 7-14*]

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

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

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

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

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

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

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

**B-6. Interdisciplinary:** "an activity that involves teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or field of research practice."<sup>1</sup>

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

---

<sup>1</sup>National Academy of Science

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

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

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

**B-10. Unit Administration:** includes assisting higher administration in the assignment [3240 A] and in the evaluation [3320 and 3340] of the services of each member of the unit's faculty and staff; promoting effective leadership of personnel and management of unit resources; providing leadership in the development and implementation of unit plans; providing for open communication with faculty and staff; fostering excellence in teaching, scholarship and outreach for faculty, students, and staff in the unit; effectively representing all constituents of the unit; and continuing personal professional development in areas of leadership.

**C. RESPONSIBILITY AREAS:** Faculty members are expected to contribute in each of the four major responsibility areas (C-1 through C-4 below). Expectations are more specifically defined in the individual position description and are consistent with unit by-laws. Each responsibility area may include activities in advancement, extramural professional service, interdisciplinary, and/or professional development. *[add. 1-10]*

**C-1. TEACHING AND ADVISING:** The university's goal is to engage students in a transformational experience of discovery, understanding and global citizenship. Faculty achieve this goal through effective instructing, advising and/or mentoring of students. *[add. 1-10]*

**a. Instruction:** Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central purposes. Active participation in the assessment of learning outcomes is expected of all faculty at the course, program, and university-wide levels. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty position descriptions. Teaching appointments must be reflected by hours and level of effort spent in teaching activity, and justified in position descriptions. Any adjustments to a teaching appointment (e.g. teaching unusually large classes, team-teaching, teaching studios or laboratories, intensive graduate or undergraduate student mentoring, technology-enhanced teaching, and others) must be documented in the position description. *[rev. 7-06, ed. 1-10]*

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

**b. Advising and/or Mentoring Students:** Advising students is also an important faculty responsibility and a key function of academic citizenship. Student advising may include: (1) overseeing course selection and scheduling; (2) seeking solutions to conflicts and academic problems; (3) working with students to develop career goals and identify employment opportunities; (4) making students aware of programs and sources for identifying employment opportunities, (5) facilitating undergraduate and graduate student participation in professional activities (e.g. conferences, workshops, demonstrations, applied research); and (6) serving as a faculty advisor to student organizations or clubs. Advising also includes attendance at sessions (e.g. workshops, training courses) sponsored by the university, college, unit, or professional organizations to enhance a faculty member's capacity to advise. *[add. 7-06, rev. 1-08, ed. 1-10]*

Effective advising performance may be documented by: (1) the evaluation of peers or other professionals in the unit or college; (2) undergraduate or graduate student advisees' evaluations; (3) level of activity and accomplishment of the student organization advised; (4) evaluations of persons being mentored by the candidate; (5) number of undergraduate and graduate students guided to completion; and (6) receiving awards for advising, especially those involving peer evaluation. *[add. 7-06, ed. 1-10]*

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

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

**C-2. SCHOLARSHIP AND CREATIVE ACTIVITIES:** Scholarship is creative intellectual work that is communicated and validated. The creative function of a university requires the appointment of faculty members devoted to scholarship and creative activities. The university promotes an environment that increases faculty engagement in interdisciplinary scholarship. The university's Carnegie designation as "research university high" fosters an emphasis on scholarly and creative activities. *[rev. 1-10]*

Scholarship and creative activities take diverse forms and are characterized by originality and critical thought. Both must be validated through internal and external peer review or critique and disseminated in ways having a significant impact on the university community and/or publics beyond the university. Both are ongoing obligations of all members of the faculty. *[rev. 7-06, 1-10]*

The basic role of a faculty member at the University of Idaho is to demonstrate and validate continuing sound and effective scholarship in the areas of teaching and learning, artistic creativity, discovery, integration, and outreach/application/engagement. While these areas may overlap, these distinctions are made for purposes of defining position descriptions and for developing performance standards. Units and colleges shall adopt criteria for the evaluation of scholarship and creative activities. Demonstrated excellence that is focused in only one of these scholarship and creative activity areas is acceptable if it is validated and judged to be in the best interests of the institution and the individual faculty member. *[rev. 7-06, 1-10]*

**a. Scholarship in Teaching and Learning:** can involve classroom action research (site-specific pedagogy), qualitative or quantitative research, case studies, experimental design and other forms of teaching and learning research. It consists of the development, careful study, and validated communication of new teaching or curricular discoveries, observations, applications and integrated knowledge and continued scholarly growth. Evidence that demonstrates this form of scholarship might include: publications and/or professional presentations of a pedagogical nature; publication of textbooks, laboratory manuals, or educational software; advancing educational technology; presentation in workshops related to teaching and learning; development and dissemination of new curricula and other teaching materials to peers; and individual and/or collective efforts in securing and carrying out education grants. *[ed. 7-00, rev. 7-06]*

The validation of scholarship in the area of teaching and learning is based in large measure on evaluation by the faculty member's peers both at the University and at other institutions of higher learning. *[rev. 7-06]*

**b. Scholarship in Artistic Creativity:** involves validated communication and may be demonstrated by significant achievement in an art related to a faculty member's work, such as musical composition, artistic performance, creative writing, mass media activity, or original design. *[rev. 7-06, 1-10]*

The validation of scholarship in the area of artistic creativity is based in large part on the impact that the activity has on the discipline and/or related fields as determined by the peer review process. Many modes of dissemination are possible depending on the character of the art form or discipline. For example, a published novel or book chapter for an anthology or edited volume or similar creative work is regarded as scholarship. Each mode of dissemination has its own form of peer review that may include academic colleagues, practitioner or performance colleagues, editorial boards, and exhibition, performance, or competition juries. *[rev. 7-06]*

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

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

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

Evidence of scholarship in this area may include: publication of papers in refereed and peer reviewed journals; published books and chapters; published law reviews; citation of a faculty member's work by other professionals in the field; published reviews and commentary about a faculty member's work; invited presentations at professional meetings; seminar, symposia, and professional meeting papers and presentations; direction and contribution to originality and novelty in graduate student theses and dissertations; direction and contribution to undergraduate student research; awards, scholarships, or fellowships recognizing an achievement, body of work, or career potential based on prior work; appointment to editorial boards; and significant scholarly contributions to university research centers. The validation of scholarship in the area of discovery is based on evaluation by other professionals in the faculty member's discipline or sub-discipline. *[rev. 7-06]*

**d. Scholarship of Integration:** often interdisciplinary and at the borders of converging fields, is the serious, disciplined work that seeks to synthesize, interpret, contextualize, critically review, and bring new insights into, the larger intellectual patterns of the original research. Similar to the scholarship of discovery, the scholarship of integration can also seek to investigate, consolidate, and synthesize new knowledge as it integrates the original work into a broader context. It often, but not necessarily, involves a team or teams of scholars from different backgrounds working together, and it can often be characterized by a multidisciplinary or interdisciplinary investigative approach. The consolidation of knowledge offered by the scholarship of integration has great value in advancing understanding and isolating unknowns. Beyond the differences, the scholarship of integration can include many of the activities of scholarship of discovery and thus may be rigorously demonstrated and validated in a similar manner. *[add. 7-06]*

**e. Scholarship of Outreach/Application/Engagement:** These activities apply faculty members' knowledge and expertise to issues that impact individuals, communities, businesses, government, or the environment. Examples may include economic development, environmental sustainability, stimulation of entrepreneurial activity, integration of arts and sciences into people's lives, enhancement of human well being, and resolution of societal problems. Like other forms of scholarship and creative activities, the scholarship of outreach/application/engagement involves active communication and validation. Examples of validation may include (but are not limited to): peer reviewed or refereed publications and presentations; patents, copyrights, or commercial licensing; adoption or citation of techniques as standards of practice; invited presentation at a seminar, symposium or professional meeting; and citations of the faculty member's work. *[add. 7-06, rev. 1-10]*

**C-3. OUTREACH and EXTENSION:** Outreach activities are originated by every unit on UI's Moscow campus and from each of the University's physical locations around the state. *[add. 1-10]*

Outreach includes a wide variety of activities including, but not limited to, (a) extension (see 1565 B); (b) teaching, training, certification, and other dissemination of information to the general public, practitioner, and specialty audiences; (c) volunteer development and establishment/maintenance of relationships with private and public organizations; and (d) unpaid extramural consultation and other professional services to individuals, organizations, and communities. Delivery mechanisms include distance education, service learning, cooperative education, technology transfer, noncredit courses, and publications. Most of the examples provided, such as distance education, are not exclusively outreach. Instead, they lie at the intersection of outreach and teaching or research. Likewise, professional services may be associated with teaching, scholarship, or university service and leadership. A faculty member's position description specifies where his or her outreach activities will be counted. *[rev. 1-10]*

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



## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

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

**C-4. UNIVERSITY SERVICE AND LEADERSHIP:** The university seeks to create formal and informal organizational structures, policies, and processes that enable the university community to be effective, while also fostering a climate of participatory decision making and mutual respect. *[add. 1-10]*

**a. Intramural service** is an essential component of the University of Idaho mission and is the responsibility of faculty members in all units. Service by members of the faculty to the university in their special capacities as scholars should be a part of both the position description and annual performance review. *[add. 7-06, rev. 1-08, ed. 1-10]*

Within the university, intramural service includes participation in unit, college, and university committees, and any involvement in aspects of university governance and academic citizenship. University, college, and unit committee leadership roles are seen as more demanding than those of a committee member or just regularly attending faculty meetings. Because faculty members play an important role in the governance of the university and in the formulation of its policies, recognition should be given to faculty members who participate effectively in faculty and university governance. Intramural service can include clinical service, routine support, and application of specialized skills or interpretations, and expert consultancies. The beneficiaries of these forms of service can be colleagues and co-workers. *[rev. 1-10]*

Effective performance in intramural service may be documented by a variety of means. Examples include: (1) letters of support from university clientele to whom your service was provided; (2) serving as a member or chairperson of university, college, or unit committees; and (3) receiving University service awards, especially those involving peer evaluation. *[rev. 1-10]*

**b. Administration:**

**(1) Unit Administration** (see FSH 1565 B): FSH 1420 E describes the responsibilities and the selection and review procedures for unit administrators. Unit administration is not normally considered in tenure and promotion deliberations; it is accounted for insofar as expectations are proportionally adjusted in the other sections of the position description. For faculty in nonacademic units (e.g. faculty at large), administration may be considered in tenure and promotion deliberations. *[add. 7-06, rev. 1-10]*

**(2) Other:** Effective conduct of university programs requires administrative activities that support scholarship, outreach and teaching. Program support activities are to be noted in position descriptions and performance reviews. The role of the principal or co-investigator of a university program or project may include the following administrative responsibilities: (1) budgetary and contract management; (2) compliance with University purchasing and accounting standards; (3) supervision and annual review of support personnel; (4) purchasing and inventory management of goods; (5) graduate student and program personnel recruitment, training in University procedures/policies, and annual review; (6) collaborator coordination and communication; (7) management of proper hazardous waste disposal; (8) laboratory safety management; (9) authorization and management of proper research animal care and use; (10) authorization and management of human subjects in research; (11) funding agency reporting; (12) intellectual property reporting; and (13) compliance with local, state, and federal regulation as well as University research policy. *[add. 7-06, rev. 1-10]*

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

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

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

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

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

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

**b. Senior Instructor.** Appointment to this rank requires qualifications that correspond to those for the rank of instructor and evidence of outstanding teaching ability. Instructors are promotable to senior instructor [see FSH 3560]. Effective teaching is the primary responsibility of anyone holding this rank and this primary responsibility is weighted accordingly in the annual performance evaluation and when a senior instructor is being considered for tenure. Except in very rare instances, this rank is considered terminal (i.e., it does not lead to promotion to the professorial ranks and there is no limitation on the number of reappointments). Prospective appointees to the rank of senior instructor must be fully informed of its terminal nature.

#### D-2. FACULTY:

**a. Assistant Professor.** Appointment to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons in the final stages of completing doctoral dissertations or with outstanding talents or experience may be appointed to this rank. Evidence of potential effective teaching and potential scholarship in teaching and learning, artistic creativity, discovery, and outreach/application/engagement is a prerequisite to appointment to the rank of assistant professor. Appointees in this rank have charge of instruction in assigned classes or laboratories and independent or shared responsibility in the determination of course objectives, methods of teaching, and the subject matter to be covered. Assistant professors are expected to demonstrate the ability to conduct and direct scholarly activities, and to provide intramural and extramural professional service. [1565 C] *[rev. 7-98, 7-00, 1-10, ed. 7-12]*

**b. Associate Professor.** Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons with outstanding talents or experience may be appointed or promoted to this rank. Associate professors must have demonstrated maturity and conclusive evidence of having fulfilled the requirements and expectations of the position description. An appointee to this rank will have demonstrated effective teaching or the potential for effective teaching, the ability to conduct and direct scholarly activities in his or her special field, and provide service to the university and/or his or her profession. Evidence of this ability includes quality publications or manuscripts of publishable merit; and/or unusually productive scholarship in teaching and learning; and/or significant artistic creativity; and/or major contributions to the scholarship of outreach/application/engagement. Associate professors generally have the same responsibilities as those of assistant professors, except that they are expected to play more significant roles in initiating, conducting, and directing scholarly activities, and in providing intramural and extramural professional service. [1565 C] *[rev. 7-98, 1-10, rev. and ren. 7-00]*

**c. Professor.** Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. A professor should have intellectual and academic maturity, demonstrated effective teaching or the potential for effective teaching and the ability to organize, carry out, and direct significant scholarship in his or her major field. A professor will have made major scholarly contributions to his or her field as evidenced by

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

several quality publications and/or highly productive scholarship in one or more of the areas of teaching and learning, discovery, artistic creativity, and outreach/application/ engagement. Professors have charge of courses and supervise research, and are expected to play a major role of leadership in the development of academic policy, and in providing intramural and extramural professional service. [1565 C] *[rev. 7-98, 1-10, rev. and ren. 7-00]*

#### **D-3. RESEARCH FACULTY:**

**a. Assistant, Associate and Professor.** Appointment to these ranks requires qualifications, except for teaching effectiveness, that correspond to their respective ranks as for faculty in D-2 above. *[ed. 7-12]*

#### **D-4. EXTENSION FACULTY:**

**a. Extension Faculty with Rank of Instructor.** Appointment to this rank requires: sound educational background and experience for the specific position; satisfactory standard of scholarship; personal qualities that will contribute to success in an extension role; evidence of a potential for leadership, informal instruction, and the development of harmonious relations with others. *[rev. 7-98]*

**b. Extension Faculty with Rank of Assistant Professor.** Appointment to this rank requires a master's degree along with the qualifications of extension faculty with rank of instructor and: demonstrated leadership ability in motivating people to analyze and solve their own problems and those of their communities; evidence of competence to plan and conduct an extension program; a record of effectiveness as an informal instructor and educational leader; proven ability in the field of responsibility; evidence of continued professional growth through study and participation in workshops or graduate training programs; acceptance of responsibility and participation in regional or national training conferences; membership in appropriate professional organizations, and scholarship in extension teaching or practical application of research; demonstrated ability to work in harmony with colleagues in the best interests of UI and of the people it serves. *[rev. 7-98]*

**c. Extension Faculty with Rank of Associate Professor.** In addition to the qualifications required of extension faculty with rank of assistant professor, appointment or promotion to this rank requires: achievement of a higher degree of influence and leadership in the field; continued professional improvement demonstrated by keeping up to date in subject matter, extension teaching methods, and organization procedures; progress toward an advanced degree if required in the position description; demonstrated further successful leadership in advancing extension educational programs; evidence of a high degree of insight into county and state problems of citizens and communities in which they live, and the contribution that education programs can make to their solution; an acceptance of greater responsibilities; a record of extension teaching or practical application of research resulting in publication or comparable productivity; a reputation among colleagues for stability, integrity, and capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context. *[rev. 7-98, ed. 1-10]*

**d. Extension Faculty with Rank of Professor.** In addition to the qualifications required of extension faculty with rank of associate professor, appointment or promotion to this rank requires: regional or national recognition in the special professional field or area of responsibility; a record of successful organization and direction of county, state, or national programs; an outstanding record of creative extension teaching or practical application of research resulting in significant publications or comparable scholarship; active membership and effective participation in professional committee assignments and other professional organization activities; demonstrated outstanding competence in the field of responsibility; achievement of full maturity as an effective informal teacher, wise counselor, leader of extension educational programs, and representative of the university. These activities may occur in a domestic or international context. *[rev. 7-98, ed. 1-10]*

#### **D-5. LIBRARIAN:**

**a. Librarian with Rank of Instructor.** Appointment to this rank requires an advanced degree in library science from a library school accredited by the American Library Association and: (a) evidence of potential for successful overall performance and for development as an academic librarian; (b) when required for specific

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

positions (e.g., cataloger, assistant in a subject library), knowledge of one or more subject areas or pertinent successful experience in library work.

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

**c. Librarian with Rank of Associate Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) acceptance of greater responsibilities, and conclusive evidence of success in the performance of them, e.g., bibliographical research performed in support of research activities of others; development of research collections; the preparation of internal administrative studies and reports; interpreting, and facilitating effective use of, the collections; effectively applying bibliographic techniques for organizing library collections; effective supervision of an administrative unit; (b) evidence of further professional growth, as demonstrated by keeping up to date in subject matter, methods, and procedures and by practical application of research resulting in significant improvement of library operations or in publication; effective participation in the work of appropriate professional organizations; and/or formal study, either in library science or in pertinent subject areas; (c) evaluation by colleagues as a person of demonstrated maturity, stability, and integrity, with the capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context. [*ed. 1-10*]

**d. Librarian with Rank of Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) demonstrated outstanding competence in the area of responsibility; (b) achievement of an outstanding record of creative librarianship, of effective administration, or of practical application of research resulting in significant publications or comparable productivity; (c) an additional degree in library science or in a pertinent subject area or equivalent achievement; (d) regional or national recognition for contributions to the profession based on publications or active and effective participation in the activities of professional organizations; (e) evaluation by colleagues as an effective librarian who will continue to recognize that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context. [*ed. 1-10*]

#### D-6. PSYCHOLOGIST OR LICENSED PSYCHOLOGIST:

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

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

**c. Licensed Psychologist with Rank of Associate Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: possession of a license as a psychologist in the state of Idaho; evidence of continued development of skills in counseling or therapy, as demonstrated by attendance at training workshops, personal study that leads to the presentation of workshops, classes, or

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

seminars, or private study that leads to in-service training of personnel of the Counseling and Testing Center; evidence of continued professional development through service in professional organizations; evidence of effective teaching or training; completion of research that has resulted in quality publications or manuscripts of publishable merit, or the design and implementation of a continuing program in the Counseling and Testing Center that is of benefit to UI students and represents professional achievement of publishable merit; and continued service to the university and community through committee work or participation in community organizations. These activities may occur in a domestic or international context. *[ed. 1-10]*

**d. Licensed Psychologist with Rank of Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: demonstration of outstanding competence in counseling or therapy; establishment of an outstanding record in research and publication or in development of continuing programs that contribute to the betterment of university students; continued professional improvement through private study, directed study, or attendance at workshops, conventions, etc.; regional or national recognition for contributions to the profession through publication, presentation of workshops, or active and effective participation in the activities of professional organizations; and recognition by colleagues as an effective psychologist who realizes that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context. *[ed. 1-10]*

**D-7. OFFICER-EDUCATION:** Appointment of persons to the faculties of the officer education programs was established for the purpose of ensuring the academic soundness of the programs. The dual role of these faculty members as military officers and academic instructors is recognized. The university expects the nominees to have demonstrated academic and intellectual capabilities and exemplary professional achievement. Specifically, UI expects: *[ed. 1-10]*

**a. Academic Preparation.** It is desirable for officer education faculty members to have at least a master's degree. In his or her most recent education, the officer should have a superior academic record as demonstrated by such measures as high grade-point average in graduate school, being in the upper half of the class in graduate school, or superior graduate-level ability as attested in letters of recommendation from graduate-school professors. *[ed. 1-10]*

**b. Specialized Preparation.** The officer must have significant education, experience, or formal preparation in the subject areas in which he or she will teach.

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

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

**e.** Nominees who will pursue graduate studies at UI for one year before becoming an instructor will be given preliminary approval. In their last semester of full-time graduate enrollment, the service should submit the required information to the Officer Education Committee for regular, final approval. For preliminary approval, the officer should, in addition to the military requirement, show promise of being successful in graduate studies. This could be demonstrated by (a) a high score on the Graduate Record Examination, if taken, (b) full enrollment status as a graduate student at UI, (c) a high overall grade-point average in college (3.00 or above on a 4-point scale), (d) a high grade-point average in a major area, or (e) a good record in the final year of college and graduate-level ability as attested by letters of recommendation from college professors. *[rev. 1-10]*

**f. Appointment:**

**1.** The following information is submitted by the nominee's service: (1) transcripts from undergraduate and graduate academic institutions; (2) transcripts or appropriate records from military schools and staff

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

colleges; (3) at least three letters of recommendation from appropriate sources, such as former professors, military instructors, and supervisors or commanders. These letters should be concerned with matters such as the officer's civilian academic performance, military record and leadership ability, and actual or potential performance as a teacher. (Former supervisors or commanders could give their opinion based on the officer's demonstration of leadership ability and his or her experience as a training officer.); (4) a summary of the officer's duty assignments and military and teaching positions held; (5) copies of favorable communications from the officer's file.

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

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

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

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

**D-8. UNIVERSITY DISTINGUISHED PROFESSOR:** Acknowledgment of outstanding academic contributions to the university is appropriate and desirable. The rank of University Distinguished Professor<sup>2</sup> is bestowed upon University of Idaho faculty in recognition of sustained excellence in teaching, scholarship<sup>3</sup>, outreach, and service. The rank will be held for the remainder of the recipient's active service at the University; if the recipient leaves the University and is eligible for emeritus status, the rank will change to University Distinguished Professor Emeritus. The rank is highly honorific and therefore will be conferred on no more than three faculty members university-wide in any given academic year. Selection of University Distinguished Professors will reflect the diversity of scholarly fields at the University. University Distinguished Faculty will receive a stipend of at least \$5,000 per year for five years to be used to enhance salary or support professional activities (e.g., professional travel, student support, equipment, materials and supplies, etc.). Final discretion in conferring the rank of Distinguished Professor and the number of appointments in a given year resides with the President. [*add. 7-10, rev. 7-12, 8-12*]

**a. Selection Criteria:** In general, University Distinguished Professors will have received national and usually international recognition. They will have brought distinction to the University through their work. [*ed. 7-12*]

University Distinguished Professors will have achieved a superior record in the following areas: scholarly, creative, and artistic achievement; breadth and depth of teaching; and University service and service involving the application of scholarship, creative, or artistic activities to addressing the needs of one or more external publics. [*rev. 7-12*]

University Distinguished Professorships will be conferred on members of the University of Idaho Faculty who have attained the rank of Professor and have completed a minimum of seven years of service at the University, typically at the rank of Professor. [*rev. 7-12*]

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

---

<sup>2</sup> As a result of Development Fund efforts, endowment support eventually may be obtained for many University Distinguished Fellowships, in which case a donor's name may be added to the title. [*ed. 7-12*]

<sup>3</sup> Scholarship in this context includes scholarship of discovery, scholarship of pedagogy, scholarship of application and integration, and artistic creativity.

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

composed of four faculty members and three deans. The committee members should reflect all dimensions of diversity in the university community. They will be appointed by the Provost to serve three-year terms on a staggered basis. Nominations will be made by Faculty Senate and the Academic Deans, in consultation with faculty and administrators of units. Committee members must be tenured professors who themselves have outstanding records of teaching, research and/or outreach. [rev. 7-12]

1. The Provost will request nominations from faculty, deans, directors and unit administrators annually. [rev. 7-12]
2. Written nominations will be submitted to the Provost and must include: [ed. 7-12]
  - a. A nominating letter with a brief summary of the candidate's achievements; [rev. 7-12]
  - b. The candidate's *curriculum vitae*, including a list of any significant previous awards;
  - c. Letters of endorsement from the appropriate deans and unit administrators or director(s). The candidate may also include a maximum of three additional letters of support, as appropriate, from students, colleagues at the University of Idaho, and/or other institutions. Letters should describe the impact of the nominee on her/his field, evidence of external recognition, and the context of her/his work over the course of her/his employment. [rev. 7-12]
3. The University Distinguished Professorship Advisory Committee reviews the nominations and makes recommendations to the Provost for transmittal to the President. [rev. 7-12]
4. Because the rank of University Distinguished Professorship is intended to be highly honorific, it is possible that in a given year no candidates will be selected. [ed. 7-12]
5. The applications of nominees who are not selected in the first year of nomination will remain active for a total of three years. Nominators will have the opportunity to update their nomination during subsequent years in which their candidate is under consideration.

**D-9. CLINICAL FACULTY:** Clinical faculty may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Clinical faculty is a non-tenure track position. Clinical faculty positions are appropriate for professional disciplines having strong applied and/or clinical elements or those serving university units or academic departments in a supporting capacity. Appointment to clinical-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated in a below. Clinical faculty members may be appointed and/or promoted (FSH 3560 D-2) to the ranks of clinical assistant professor, clinical associate professor or clinical full professor. [rev. 7-11, ed. 7-14]

**a. Responsibilities, Privileges, and Rights.** A clinical faculty member has a primary employment responsibility in a UI unit. The relationship of a clinical faculty member to UI is essentially that of a collaborator with a UI unit, program, or faculty member. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the clinical faculty. They have the same responsibilities and privileges as university faculty (FSH 1520 II 1) [rev. 7-11]

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

1. Clinical faculty members may have teaching as a primary or major responsibility; in addition, they may advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees, engage in outreach and engagement activities, and act as expert advisers to faculty members or groups. [rev. 7-11]
2. The nature and extent of the services to be rendered are determined jointly by the clinical faculty member, his or her immediate supervisor, and the unit administrator(s) concerned.

**b. Qualifications.** Assignment to a clinical faculty position is based on demonstrated knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to those expected of faculty within the unit. [ed. 7-11]

**c. Conversion.** Instructors and senior instructors who meet the qualifications for clinical faculty defined in D-9 b. may be considered for clinical faculty status upon the recommendation of the unit administrator and dean,



## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

subject to approval by the provost. Credit for prior equivalent experience may be granted by the provost up to a maximum of four years. Conversion of an existing tenure-track or tenure line in a unit to clinical status requires the approval of the dean and provost. A unit must demonstrate that a clinical position better advances the university's strategic goals than a tenure-track position. *[add. 7-11, ren. 7-14]*

#### **E. EMERITI. (FSH 1520 II-2)**

**E-1. ELIGIBILITY.** A board appointed, benefit-eligible member of the university faculty who holds one of the ranks described in 1565 D and who leaves the university and has a minimum of 8 years of service, has attained 55 years of age, and attained the rule of 65 (age plus years of service is at least 65), is designated as "professor emeritus/emerita," "research professor emeritus/emerita," or "extension professor emeritus/emerita," as applicable. A faculty member without such rank has the designation "emeritus" or "emerita," as applicable, added to the administrative or service title held at the time of retirement. *[ed. 7-00, 7-02, 1-08, rev. 7-12, 1-14]*

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

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

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

- a. Emeritus faculty may hold a part-time position at the University of Idaho after retirement, but not a full-time one. When it is in the university's interest, exceptions may be made and the full-time employment limitation may be waived by the president. *[ed. 1-14]*
- b. Units wanting to employ emeritus faculty without a search must request, in writing, a search waiver from the Director of Human Rights, Access & Inclusion.
- c. Search waivers granted to emeritus faculty remain in effect for three full years. Units need only notify Human Resources if they want to continue to employ an emeritus faculty member while the search waiver is in effect. However, a unit is not obligated to employ the emeritus faculty member during this three year period.

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

- a. Departmental mailboxes continue to be available to emeriti who reside locally.
- b. A list of emeriti and their mailing addresses is maintained at each level--department, college, and university (Human Resources). *[ed. 7-06, 1-08]*
- c. The director of human resources is responsible for supplying information about emeriti for the Campus Directory.
- d. Emeriti who have campus mailboxes receive University of Idaho publications by campus mail or upon request by email. *[ed. 7-12]*
- e. Emeriti who have departmental mailboxes receive full distribution of notices; otherwise, special requests may be made to the departmental administrator.
- f. Ordinary office materials and supplies are available under the same issuing procedures applicable to other members of the department.
- g. Departmental postage may be used for professional mail.

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

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

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

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

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

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

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

**n.** Emeriti who elect to maintain an active computing account will retain access to services provided by Information Technology Services (ITS) including electronic communications (e.g. – email, instant messaging, etc.), technical support, and [offered software](#). *[add. 7-99, ren.1-08, ed. 7-12, rev. 7-15]*

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

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

**F. ASSOCIATED FACULTY:** Associated faculty members (see FSH 1520 II-3) have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave. *[ed. 1-10]*

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

**a. General.** The affiliate faculty consists of professional personnel who serve academic departments in a supporting capacity. Appointment to affiliate-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, confers responsibilities and privileges as stated in subsection d below, and authorizes assignment of service functions as described in subsection d-2 below. It is also a means of encouraging greater cooperation between and among academic departments and other units. An affiliate faculty member holds a non-tenure-track faculty status in an appropriate academic discipline. *[ed. 7-00, 1-10, 12-16, rev. 7-10]*

**b. Employment Status.** An affiliate faculty member may, by virtue of his or her employment, have either one of the following relationships with UI: (1) that of a UI employee, normally an exempt employee, who is [a] a member of the faculty or staff of a unit of the university other than the one in which he or she has affiliate-faculty status, or [b] a member of the professional support staff of the same unit of the university in which he or she has affiliate-faculty status; (2) that of an employee of a governmental or private agency who is assigned by that agency to a UI unit or to one of the agency's units or programs that is officially associated with the university. *[rev. 7-10]*

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

**c. Distinction between Affiliate and Adjunct Faculties.** Members of the affiliate faculty have a more direct relationship with UI than do members of the adjunct faculty [see 1565 F-2]. Members of the adjunct faculty are not UI employees. An adjunct faculty member's primary employment is with a unit or program that is not officially associated with UI. Thus, the relationship of a member of this faculty category to UI is essentially that of a collaborator with a UI unit, program, or faculty member. An affiliate faculty member, in contrast, has a primary employment responsibility in a UI unit or in a non-UI unit that is officially associated with UI. In addition, he or she has a secondary relationship to another unit in a supporting role, or has a secondary relationship to the academic program in the same unit in which he or she has a primary employment responsibility. These latter relationships are the kind that are recognized by the affiliate faculty membership. [ed. 7-00, 1-08, 1-10, rev. 7-10]

**d. Responsibilities, Privileges, and Rights.** The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the affiliate faculty. They have substantially the same responsibilities and privileges as do members of the university faculty; however, their right to vote in meetings of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. (Those who, in addition to their affiliate-faculty status, have status as members of the university faculty [e.g., psychologists in the Counseling and Testing Center and regular faculty members in other academic departments] have, of course, full rights of participation in meetings of the university faculty and of the constituent faculties to which they belong.) [ren. 1-10, rev. 7-10, ed. 7-11]

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

1. Affiliate faculty members, as such, do not normally have teaching as a primary or major responsibility; however, with the approval of academic departments, they may teach classes, advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees (with approval by the dean of graduate studies), or act as expert advisers to faculty members or groups. [rev. 7-10, ed. 7-12]

2. The nature and extent of the services to be rendered are determined jointly by the affiliate faculty member, his or her immediate supervisor, and the departmental administrator(s) concerned. [rev. 7-10]

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

**e. Qualifications.** Assignment to an affiliate faculty position is based on demonstrating knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to what is expected of faculty within that unit. [ed. 7-00, rev. 1-10, 7-10]

**f. Appointment.**

1. Appointments to the affiliate faculty may be made at any time. They are reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointment should be continued unless the affiliate faculty member remains in UI employment or continues in his or her assignment to an entity that is officially associated with the university. [rev. 7-10]

2. A recommendation for appointment to the affiliate faculty normally originates in the appropriate academic department and requires the concurrence of the nominee's immediate supervisor and the faculty of the appointing department. The appointment must be approved by the dean of the college, the president, and the regents. [rev. 7-10]

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

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

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

**a. General.** The adjunct faculty includes highly qualified persons who are not employed by UI but are closely associated with its programs. [For the distinction between the affiliate and the adjunct faculty categories, see 1565 F-1-c.] *[ed. 7-00, 1-08, rev. 7-10]*

**b. Responsibilities.** Members of the adjunct faculty have the same academic freedom and responsibility as do members of the university faculty; however, their right to vote in meetings of the university faculty and of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. Adjunct faculty members may be assigned to advise students on their academic or professional programs at any level; to work in cooperative research projects; to serve on committees, including graduate students' supervisory committees (with approval by the College of Graduate Studies); to act as expert advisers to faculty members or groups; and to teach courses in their branch of learning. *[rev. & ren. 1-10, rev. 7-10, ed. 7-11, 7-12]*

**c. Qualifications.** Adjunct faculty members must be highly qualified in their fields of specialization and should have exhibited positive interest in UI programs in the field of their appointment. Their qualifications should ordinarily be equivalent to those required of regular members of the faculty in the area and at the level of the adjunct faculty member's responsibility. *[ren. 1-10, rev. 7-10]*

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

#### **e. Appointment.**

**1.** Appointments to the adjunct faculty may be made at any time. **b.** Appointments are for an indefinite period, but are to be reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointments should be continued unless the adjunct faculty member is actively engaged in the responsibilities for which he or she was appointed. *[rev. 7-10]*

**2.** Recommendations for appointment to the adjunct faculty are normally developed at the departmental level and have the concurrence of the departmental faculty. For interdisciplinary degree programs, adjunct faculty may also be assigned responsibilities with respect to the degree programs with approval of the program faculty and of the program director. Appointments must be approved by the dean of the college, the provost, the president, and the regents. *[rev. 7-10]*

**3.** Before formal appointment procedures are begun, the prospective adjunct faculty member must agree to serve under the provisions herein described. When necessary, the consent of the nominee's employer, if any, will be requested and recorded. *[rev. 7-10]*

**4.** Appointment information is recorded on the regular "Personnel Action" form.

**5.** The appointment of adjunct faculty members to graduate students' supervisory committees requires approval by the dean of the College of Graduate Studies. *[rev. 7-10]*

**G. TEMPORARY FACULTY:** Temporary faculty have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave. *[add. 1-10]*

**G-1. LECTURER.** A teaching title that may be used at any level, i.e., it carries no specific connotation of rank among the professorial titles. This title is conferred on one who has special capabilities or a special instructional role. Lecturers are neither tenurable nor expected to progress through the professorial ranks. A lecturer qualifies for faculty status with vote during any semester in which he or she (a) is on an appointment greater than half-time and (b) has been on such appointment for at least four semesters. When a lecturer qualifies for faculty status they shall be reviewed at a minimum of every 5 years thereafter as determined by the unit's bylaws. The review committee defined by the unit's bylaws shall include tenure-track faculty within the unit. *[rev. 7-01, rev. 7-14]*

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

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

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

**G-4. ASSOCIATE.** A title for a nonstudent with limited credentials who is assigned to a specialized teaching, research, or outreach position. Associates are exempt staff and are not members of the university faculty or of constituent faculties. [*ed. 1-10*]

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

**H-1. POSTDOCTORAL FELLOW.** Postdoctoral fellows are persons who hold the doctoral degree or its equivalent at the time of their appointment and are continuing their career preparation by engaging in research or scholarly activity. Postdoctoral fellows are special exempt employees in the category of “temporary or special” (FSH 3080 D-2 a) employees recognized by the regents. [See also 3710 B-1.b.] [*ed. 1-10*]

**H-2. GRADUATE STUDENT APPOINTEES:** The general nature of the following graduate assistantships is defined as an apprenticeship experience that consists of a work obligation partnered with educational and developmental activities, all of which are integrated with the graduate degree program of the student. All graduate assistants must be individually mentored by a faculty advisor and may receive additional mentoring from other faculty and/or staff on or off campus. All graduate assistant positions (H-2. a, b, c) are limited to twenty hours per week of work. All graduate student appointees must be academically qualified and registered. [See also 3080 D-2-a.] [*rev. 7-13, 7-18*]

**a. Graduate Teaching Assistant.** Graduate Teaching Assistants perform duties related to the instructional efforts of the unit in which they are employed under the supervision of a member of the university faculty, associated faculty, or temporary faculty (see FSH 1565 D, F, and G). These duties, which must be associated with academic credit instruction and constitute at least 50 percent of a Graduate Teaching Assistant’s effort, may include, but not be limited to: primary teaching responsibilities; grading assignments; assisting with the delivery of instruction through technology; and providing other assistance related to instruction. [*ed. 1-10, 7-18, rev. 7-13*]

**b. Graduate Research Assistant.** Graduate Research Assistants develop competence in performing professional-level work in support of research, scholarship, or creative activity. These positions can only have duties within the scope of work permitted by the funding source. [*ed. 1-10, 7-18, rev. 7-13*]

**c. Graduate Support Assistant.** Graduate Support Assistants perform a wide range of duties and can have varying responsibilities in academic and non-academic campus departments and programs. The specific duties depend on the needs of the office or project and on the qualifications and experiences of the Graduate Support Assistant. Graduate Support Assistants may provide academic and/or non-academic instruction, and/or assist with research, or provide other support functions. The duties must be directly related to the Graduate Support Assistant’s program of study. The College of Graduate Studies shall periodically publish standards governing the permissible scope of Graduate Support Assistant appointments on its website. [*add. 7-18*]

**I. QUALIFICATIONS OF NONFACULTY MEMBERS FOR TEACHING UI COURSES.** Persons who are not members of the university faculty but are selected to teach UI courses offered for university-level credit (including

## **UI FACULTY-STAFF HANDBOOK**

### **Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE**

#### **Section 1565: Academic Ranks and Responsibilities**

---

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

## UI FACULTY-STAFF HANDBOOK

## CHAPTER THREE:

## EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

2006 (editorial)2020

3120

## FACULTY OBLIGATIONS DURING PERIOD OF APPOINTMENT

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

## CONTENTS:

- A. Periods of Appointment
- B. Service Obligation

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

**B. SERVICE OBLIGATION.**

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

**B-21. Academic-Year Appointments** (see FSH 3710 B-1 c). Academic-year appointees are liable for duty assignments and are accountable for their service to UI throughout the nine-month period specified in A. This period normally begins before the official opening of the fall semester and before the date that is set by the appointee's dean for mandatory return to on-campus duty. These employees may, alternatively, be permitted to account for service during some mutually agreed different, but equivalent, period (i.e., to engage in research, prepare for classes, advise students, participate in new-student orientation, or perform similar academic functions). [ed. 1-12]

**B-32. Fiscal-Year Appointments** (see FSH 3710 B-1 b). Fiscal-year appointees are obligated to perform services for UI throughout the year. Taking eligibility for vacation leave into account, this amounts to approximately 11 months of service each year. [ed. 1-12]

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

**B-4. Summer Session Appointments.**

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



## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3120: Faculty Obligations During Period of Appointment

July 2000

---

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

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



ATTACHMENT #3

# **University of Idaho Carnegie Classification: Internal Analysis**

The Journey to Excellence

Janet E. Nelson  
September 20, 2019

Confidential Internal Document

# Proposed Research Expectations for U of Idaho



- Maintain an externally-funded program of research or scholarly productivity consistent with levels of activity in the field at peer R1 research universities (levels of external funding from all sources adequate to support required activity).
- Train, and award degrees to, graduate students at the highest degree levels offered in the department at University of Idaho.

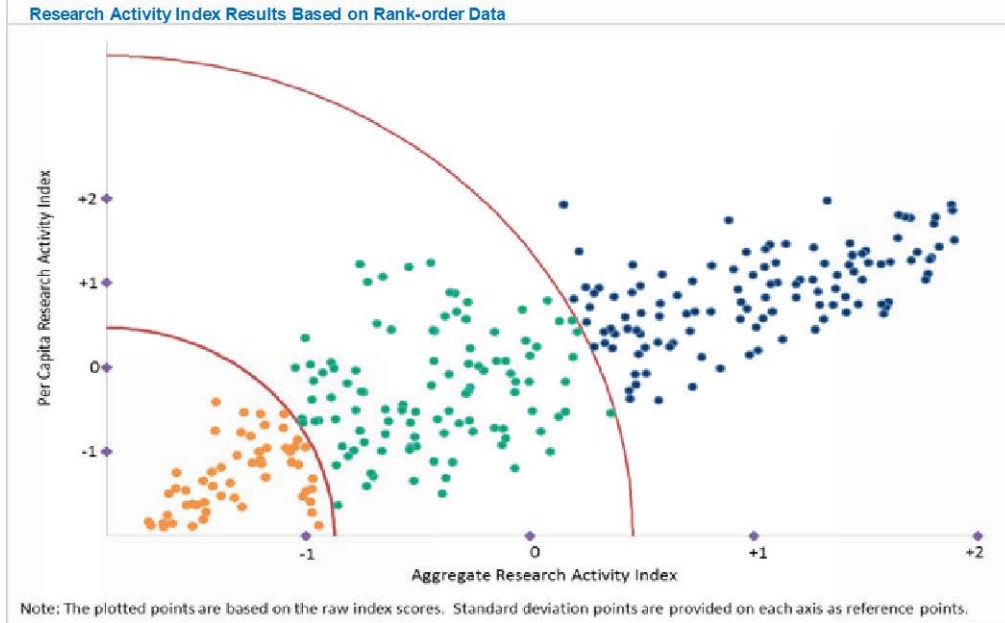
# Basic Classification Description



- The Basic Classification is an update of the traditional classification framework developed by the Carnegie Commission on Higher Education in 1970 to support its research program.
- The Basic Classification was originally published for public use in 1973, and subsequently updated in 1976, 1987, 1994, 2000, 2005, 2010, 2015 and 2018.
- In the 2018 update, the Doctoral Universities have been reshaped to better accommodate “Doctor's degree – professional practice”.
- The next Carnegie Classification update is **2021**. The methodology may or may not remain the same.

[http://carnegieclassifications.iu.edu/classification\\_descriptions/basic.php](http://carnegieclassifications.iu.edu/classification_descriptions/basic.php)

# 2015 Carnegie Classification



## Legend:

Blue: R1: Doctoral Universities - Highest research activity

Purple: R2: Doctoral Universities - Higher research activity

Orange: R3: Doctoral Universities - Moderate research activity

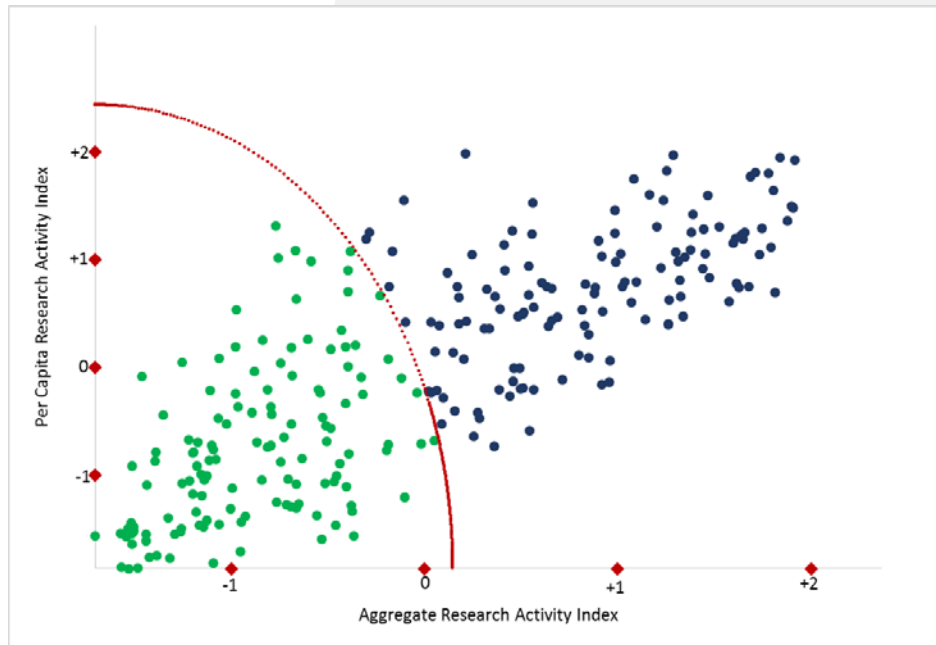
Together R1-R3 represented just over 7% of universities in the Carnegie classification.

R1 consisted of the 115 top research universities; R2 was composed of 107 universities; R3 was composed of 112 universities

Two indices of research activity

- **Aggregate:** Science and Engineering (S&E) R&D expenditures; Non-S&E R&D expenditures; S&E research staff (postdoctoral appointees / non-faculty research staff with doctorates); Doctoral conferrals by broad disciplinary area (humanities, social sciences, STEM fields, other fields)
- **Per capita** (by the number of full-time faculty): S&E R&D expenditures; Non-S&E R&D expenditures; S&E research staff

# 2018 Change to Carnegie Classification



## Legend:

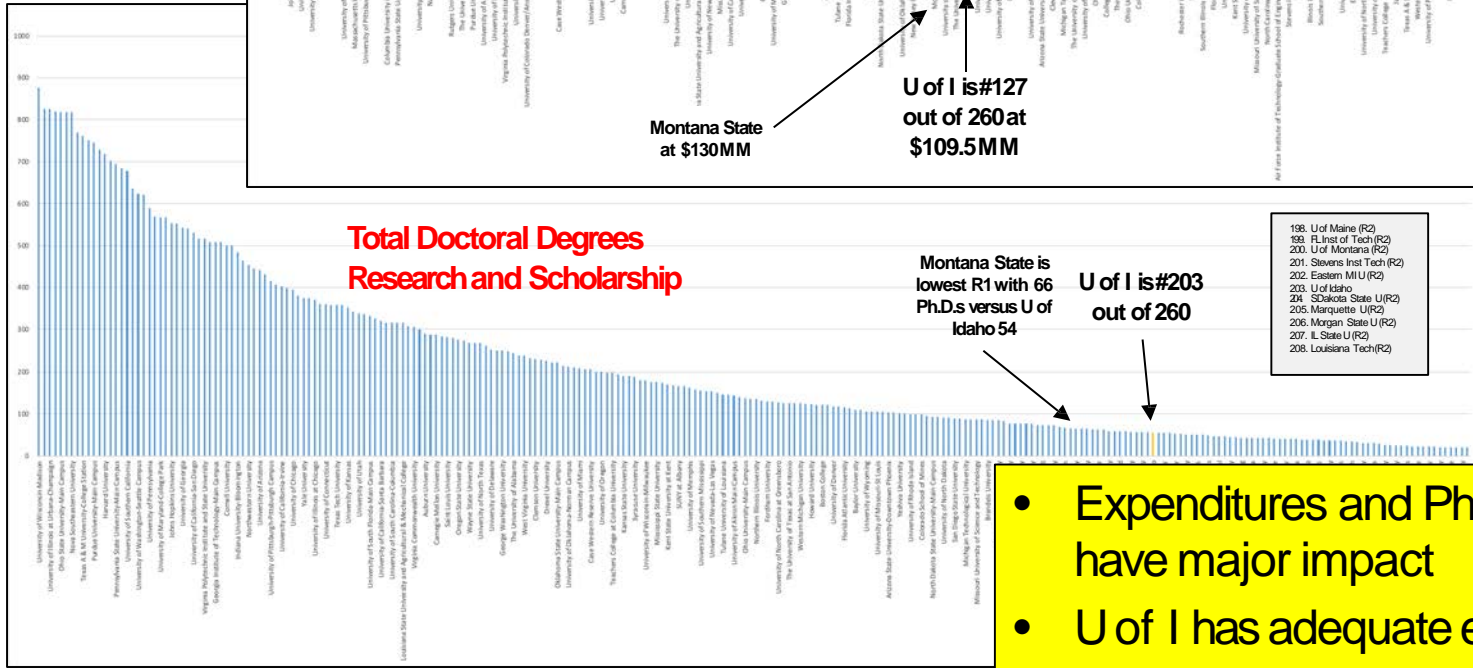
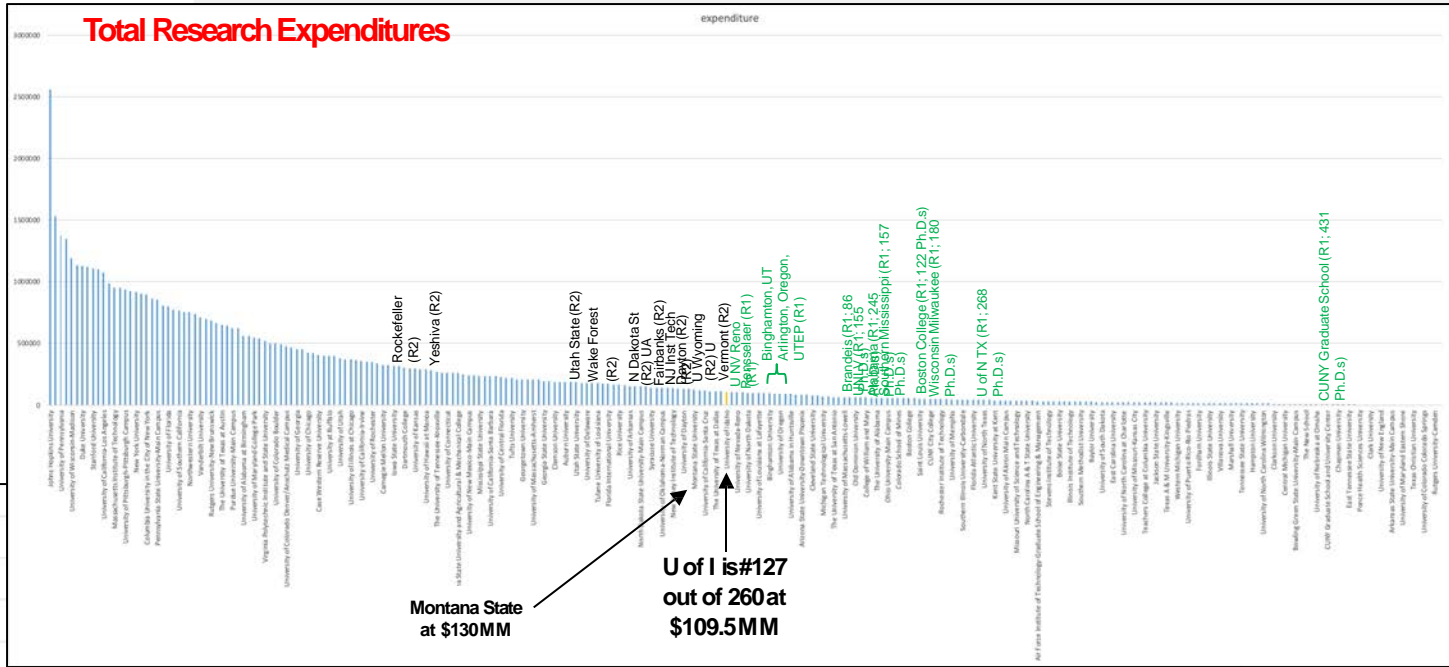
Blue: R1: Doctoral Universities - Highest research activity

Purple: R2: Doctoral Universities - Higher research activity

As of 2018 there are only 2 categories for Doctoral Research Universities: R1 and R2. Together R1 and R2 represent 261 universities, less than 5% of universities in the Carnegie classification.

20 research/scholarship doctorates and \$5 MM is the cutoff for R1-R. The University of Idaho with ~\$110 MM in expenditures is aligned with the upper tier of R2 and the lower tier of R1 schools in **expenditures**.

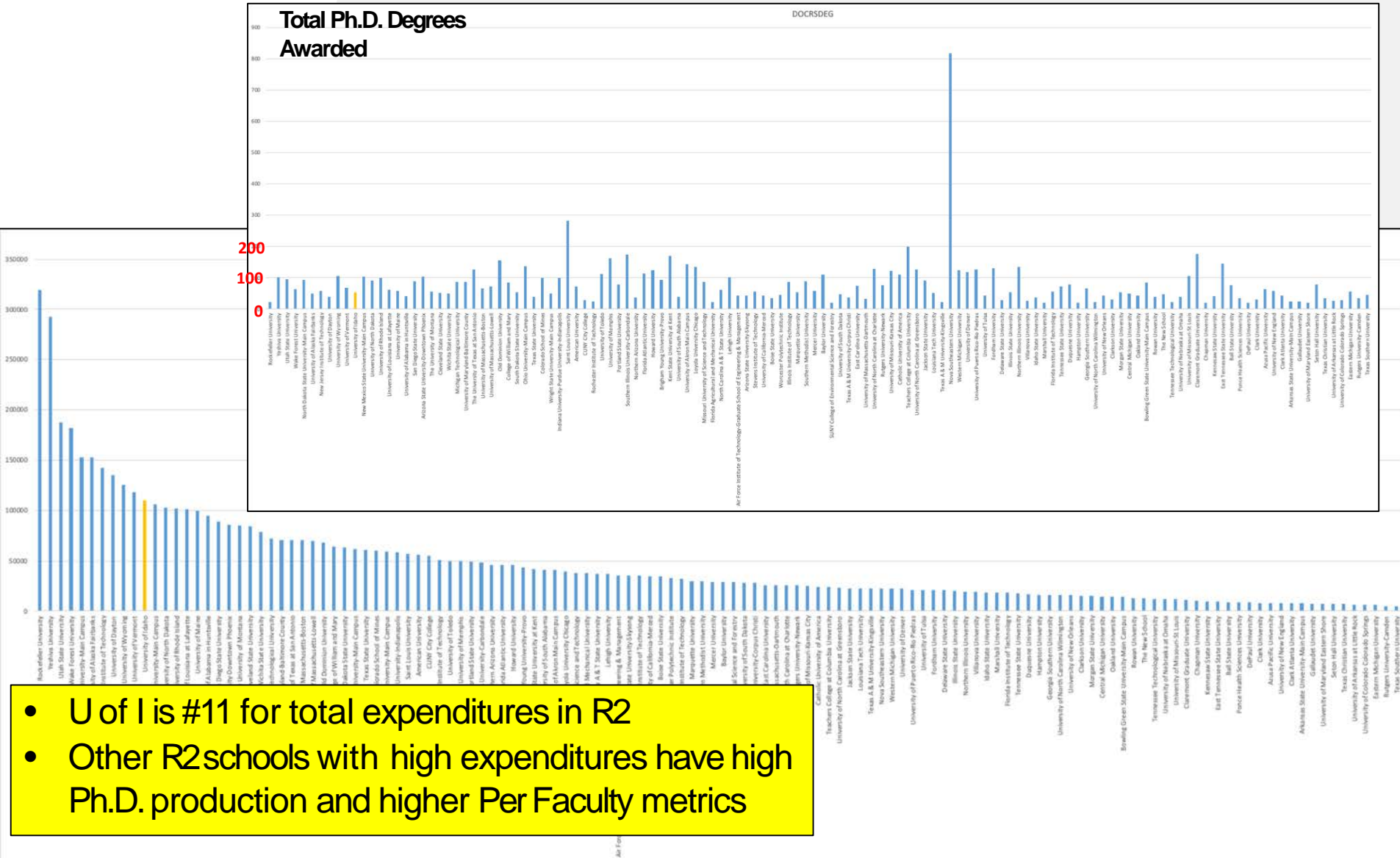
# R1 & R2 Total Expenditures and Total Research Ph.D.s



- Expenditures and Ph.D. production have major impact
- U of I has adequate expenditures
- U of I has low Ph.D. production

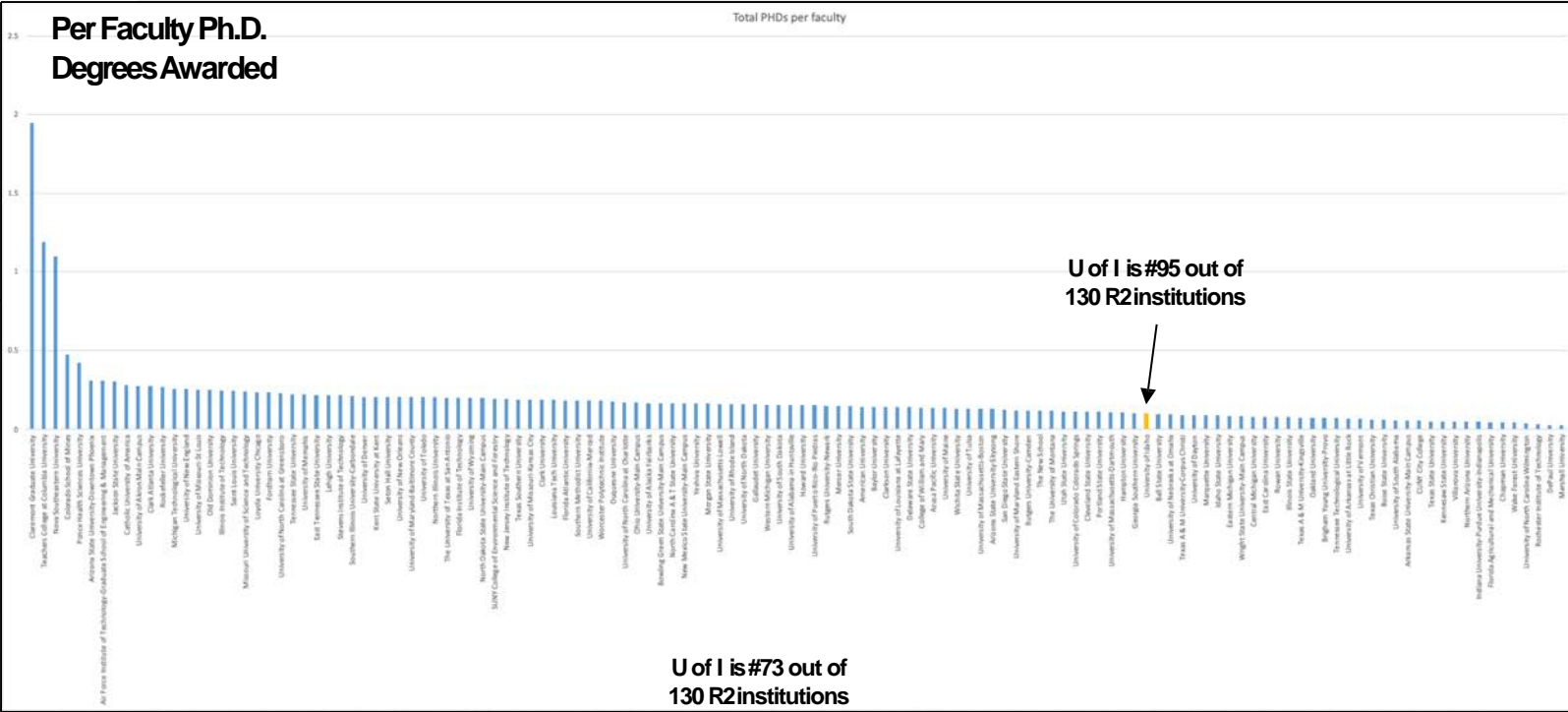
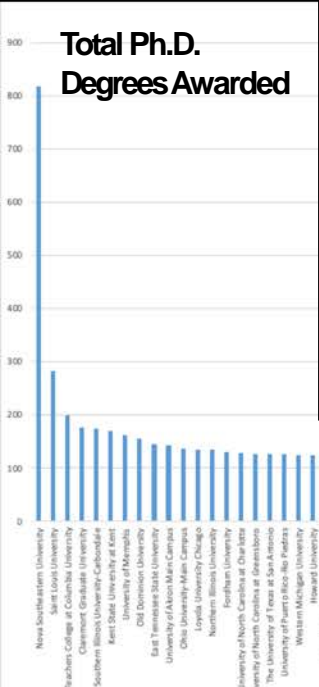


# ALL R2 Sort on Total Expenditure



- U of I is #11 for total expenditures in R2
- Other R2 schools with high expenditures have high Ph.D. production and higher Per Faculty metrics

# ALL R2 Research Ph.D. Production

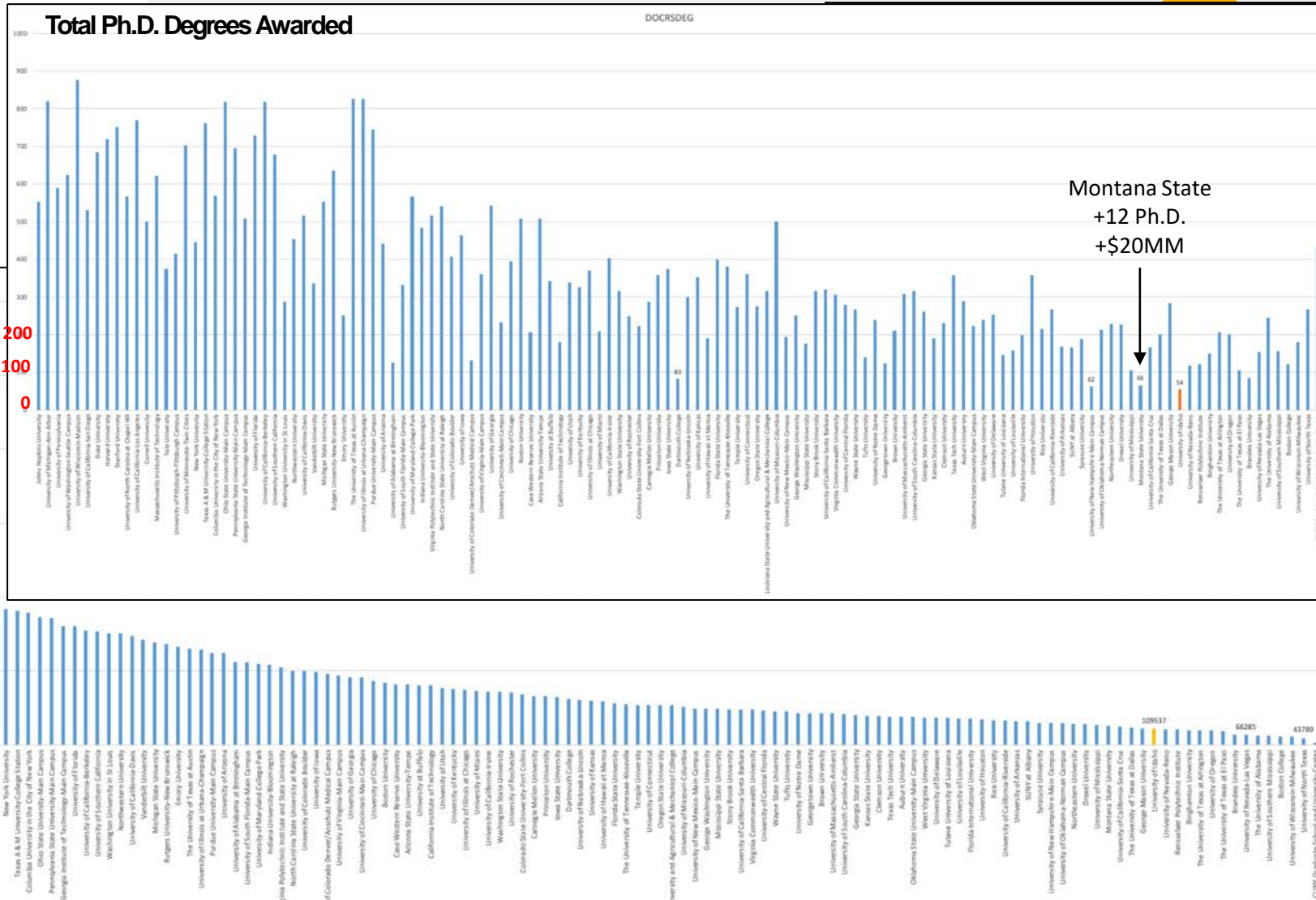


U of I is #95 out of 130 R2 institutions

U of I is #73 out of 130 R2 institutions

• U of I is in lower half of R2 institutions for Ph.D. production metrics

# R1+ Idaho Sort on Total Expenditure

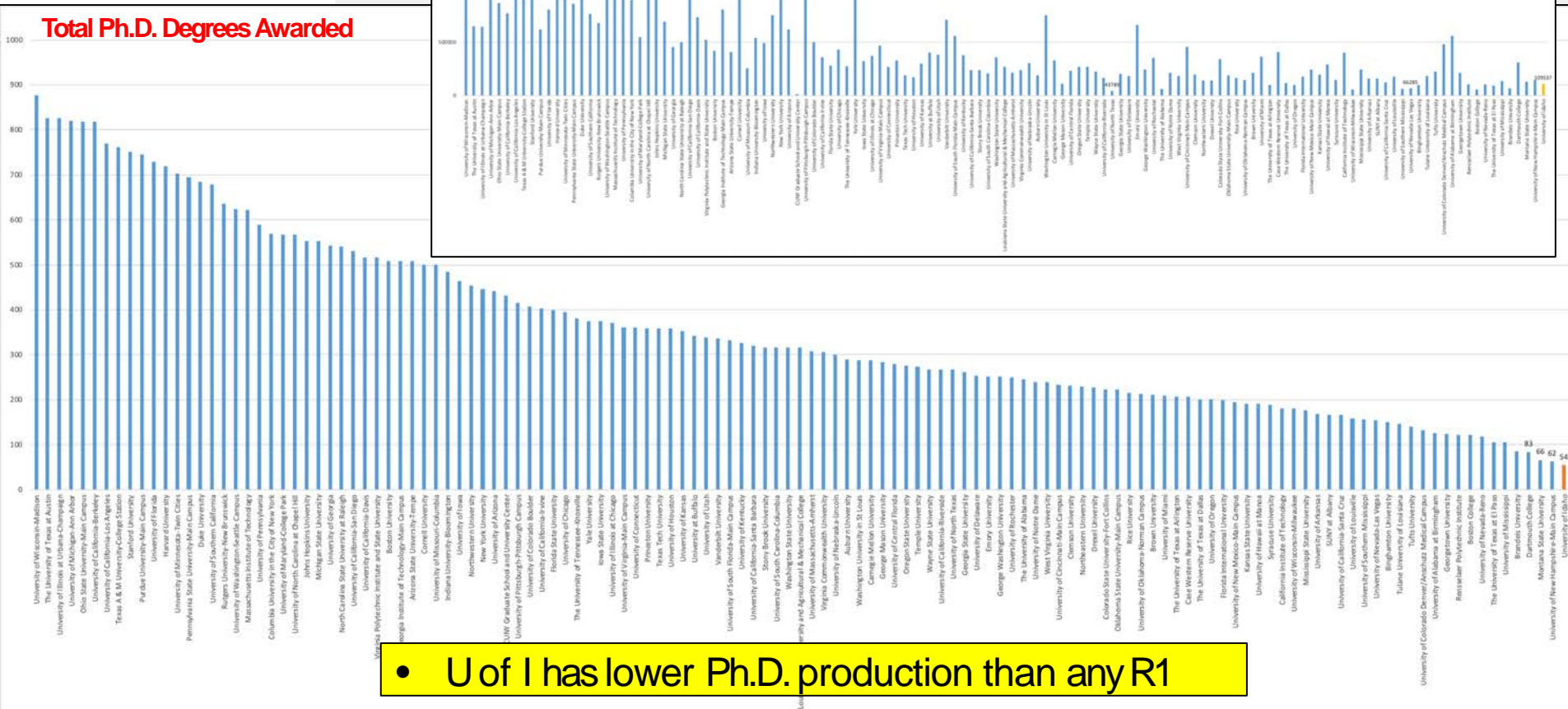


• R1 institutions with similar expenditures are higher on Ph.D. awarding metrics

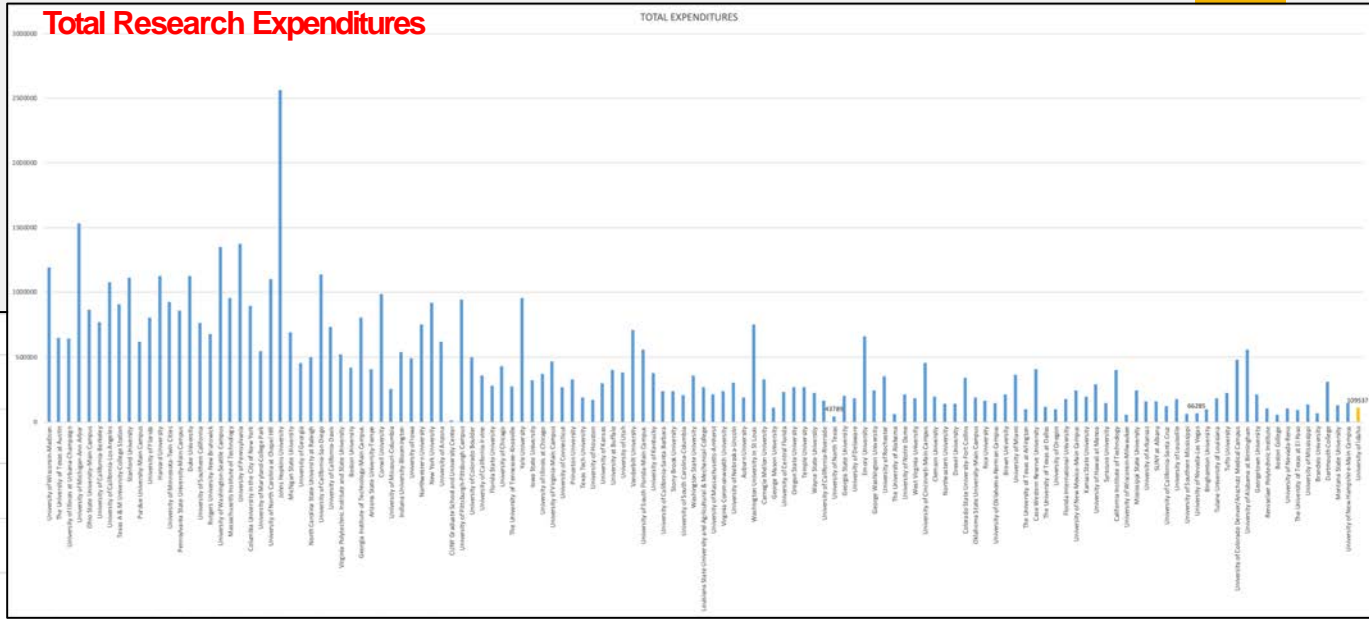
# R1+ Idaho Sort on Total Research Ph.D. Production



## Total Ph.D. Degrees Awarded



## Total Research Expenditures



• U of I has lower Ph.D. production than any R1

# U of Idaho and Carnegie Classifications Key Messages



U of Idaho's production of research and scholarly Ph.D.s is lower than all R1 universities and lower than most R2 universities; *low Ph.D. degree production is the principle obstacle to R1 classification.*

U of Idaho has relatively high faculty numbers for its level of expenditures and very high faculty numbers for its level of Ph.D. production.

Efforts to gain R1 classification for U of Idaho should focus on:

- increasing Ph.D. production
- increasing research productivity per faculty member (expenditures and Ph.D. production)
- maintaining an adequate level of expenditures.





# What if...using 2018 Classification Values

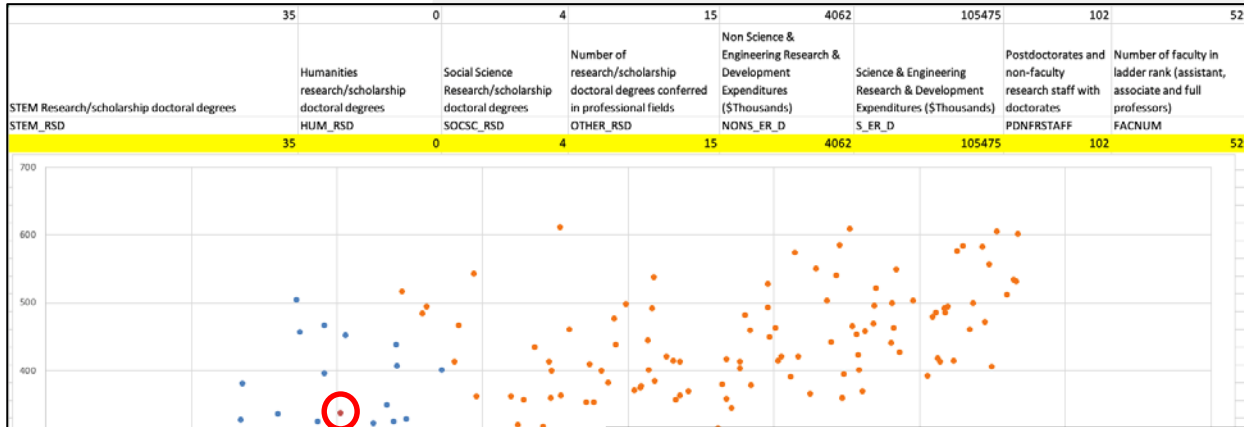
	Engineering R&D Expenditures	Engineering R&D Expenditures	Non-faculty Staff with Doctorates	Faculty Number (Ladder-rank)	Humanities Doctorates	Social Sciences Doctorates	STEM Doctorates	Other Doctorates		
University of Idaho (2018 Classification values)	105,475	4,062	102	529	0	4	35	15	R2	
Hypothetical	210,475	14,762	137	529	0	4	35	15	R2	
Hypothetical	219,475	14,762	102	529	1	4	35	15	R1	
Hypothetical	118,475	6,762	120	529	6	11	70	30	R1	
Hypothetical	120,475	6,862	121	529	5	11	70	30	R1	

- Current numbers place UI as R2
- Doubling research expenditures w/o significant increases in students still yields R2
- Minimum expenditures needed with only slight PhD growth is **\$220MM**
- **10% Research expenditure growth coupled with growth in ALL Doctorates will yield R1**

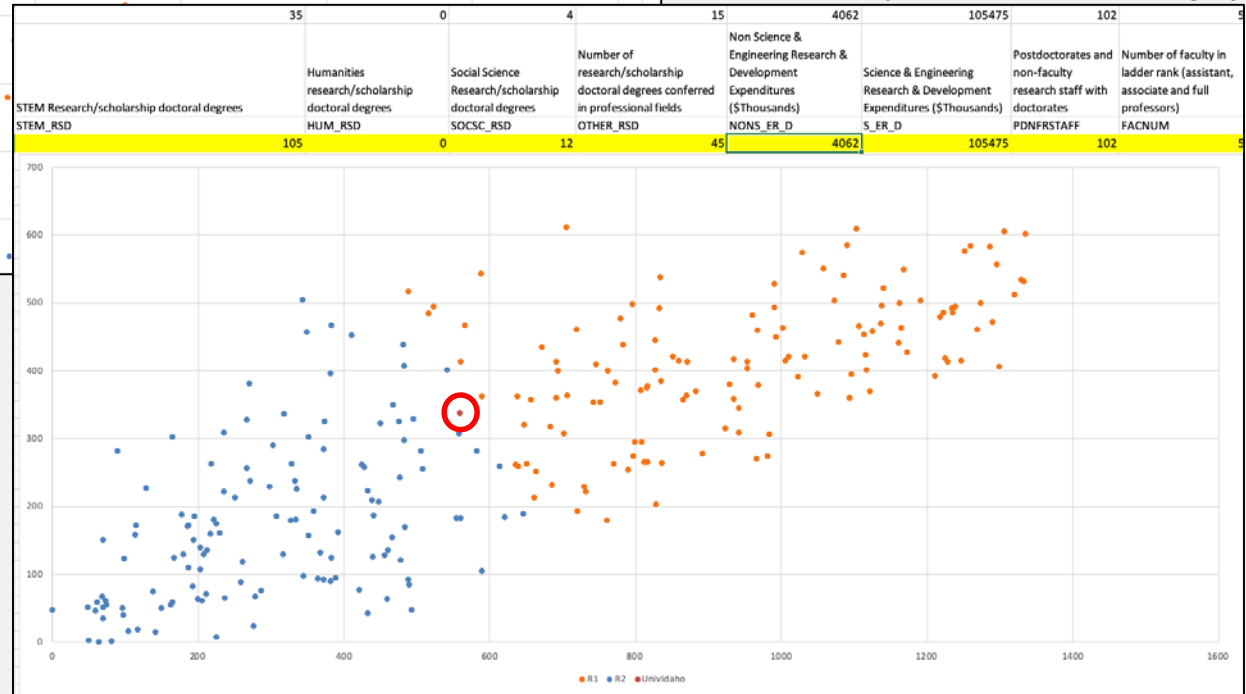


# Testing Alternative Roadmaps to R1

## Reference Case



## Triple Doctoral in Each Category





# Current Doctoral Programs at UI



PhD Degrees	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Animal Physiology	2	1	1	2	2	3	1	2	1	0	2
Bioinformatics & Computational Biology	3	4	0	2	1	5	2	3	3	2	4
Biological Engineering	0	0	0	0	0	0	0	0	0	1	1
Biology	1	4	2	2	1	3	3	0	2	1	2
Chemical Engineering	0	0	0	1	0	3	2	0	0	1	0
Chemistry	6	1	9	2	4	1	6	6	2	2	3
Civil Engineering	3	1	1	0	0	3	3	2	1	3	1
Computer Science	6	4	0	3	6	3	3	3	3	1	4
Education	34	30	26	20	40	29	26	14	7	4	15
Electrical Engineering	0	1	1	2	6	7	4	1	0	1	2
Entomology	3	0	1	1	0	1	1	1	1	2	1
Environmental Science	3	3	2	2	6	4	7	8	6	3	1
Experimental Psychology	0	0	0	0	0	0	0	0	0	1	0
Food Science	1	0	0	1	1	2	1	0	0	0	1
Geography	4	1	1	0	0	0	0	1	3	0	1
Geology	0	2	1	3	4	4	1	1	4	3	1
History	0	0	0	0	2	0	0	1	0	0	1
Materials Science	1	1	0	0	1	1	1	1	1	1	1
Mathematics	2	1	1	1	3	2	1	2	2	0	0
Mechanical Engineering	0	1	1	0	2	2	3	3	1	3	2
Microbiology, Molecular Biology & Biochemistry	4	3	3	4	4	2	2	1	3	0	0
Natural Resources	8	9	8	9	9	8	17	8	8	7	5
Neuroscience	1	1	1	0	0	2	1	2	1	1	0
Nuclear Engineering	1	0	0	0	2	2	2	2	0	1	0
Physics	1	1	1	3	6	6	2	1	1	2	2
Plant Science	1	1	0	1	1	4	1	2	1	1	3
Political Science	1	1	2	0	1	1	0	0	1	3	0
Soil & Land Resources	1	1	0	0	0	0	0	0	0	0	0
Water Resources	0	0	0	2	0	2	5	4	1	3	2
<b>TOTAL</b>	<b>87</b>	<b>72</b>	<b>62</b>	<b>61</b>	<b>102</b>	<b>100</b>	<b>95</b>	<b>69</b>	<b>53</b>	<b>47</b>	<b>55</b>

# R1/Research Working Group



*This working group will examine the University of Idaho's steps to R1 status under the Carnegie Classification of Institutions of Higher Education. The outcome of this working group will be a report of ideas and actionable tasks that together will outline the best path to resource and implement the process to attain R1 status for the university.*

Chair: Brad Ritts, Associate Vice President, Research

Lee Ostrom, Center Executive Officer, Idaho Falls

Jerry McMurtry, Dean, College of Graduate Studies

Cher Hendricks, Vice Provost, Academic Initiatives

Ginger Carney, Dean, College of Science

Michael Parrella, Dean, College of Agricultural and Life Sciences

Janet Nelson, Vice President, Research

P. Michael Davidson, Institute Chancellor's Professor Emeritus, University of Tennessee

Amy Lientz, Director, Supply Chain – Energy Industry, Idaho National Laboratory

Shirley Luckhart, Faculty, Entomology, Plant Pathology and Nematology

Rich Christensen, Director, Nuclear Engineering

Diane Kelly-Riley, Associate Dean for Research and Faculty Affairs, College of Letters, Arts and Social Sciences

Lisette Waits, Department Head, Fish and Wildlife Sciences

Tom Ptak, Faculty, Geography

Barrie Robison, Faculty, Biological Sciences

Raymond Dixon, Department Chair, Curriculum and Instruction

Katherine Himes, Director, McClure Center for Public Policy Research

Russell McClanahan, Facility Manager, Integrated Research and Innovation Center

Trina Mahoney, Assistant Vice President, University Budget and Planning

Connor Hill, Graduate Professional Student Association Chair, Chemical Engineering

Jane Lucas, Postdoctoral Associate, Soil and Water Systems

# R1/Research Working Group – January 28<sup>th</sup>



## Desired Outcomes for this meeting:

1. Develop shared understanding of the Carnegie Classification system, how it works, its history, and how it may work going forward
  2. Develop shared understanding of U of I characteristics and metrics as they apply to the Carnegie Classification
  3. Develop path forward to develop any needed information and begin to develop alternative pathways to reach R1
- Introductions
  - Charge from President Green
  - Information sharing
  - Discussion of level of understanding and information needed
  - Discussion of next steps

# Proposed Research Expectations for U of Idaho



- Maintain an externally-funded program of research or scholarly productivity consistent with levels of activity in the field at peer R1 research universities (levels of external funding from all sources adequate to support required activity).
- Train, and award degrees to, graduate students at the highest degree levels offered in the department at University of Idaho.
- We need alignment and cooperation between Provost, colleges, faculty to deliver on this goal

University of Idaho  
2019 – 2020 Faculty Senate Agenda

Meeting # 17

Tuesday, January 28, 2020 at 3:30 pm  
Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2019-2020 Faculty Senate Meeting #16 (January 21, 2020) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
  - University Curriculum Committee (Vote)
    - UCC-020-038a Discontinue the M.Ed. and the M.S. in Rehabilitation Counseling and Human Services (Kathy Canfield Davis) **Attach. #2**
    - UCC-020-038b Rehabilitation Counseling Category R Graduate Academic Certificate (Kathy Canfield Davis) **Attach. #3**
    - UCC-020-019c Discontinue M.Ed. and M.S. in School Counseling (Kathy Canfield Davis) **Attach. #4**
    - UCC-020-038d Master of Arts in Teaching English to Speakers of Other Languages (TESOL) (Jodie Nicotra) **Attach. #5**
    - UCC-020-038e M.A.T. in Secondary Education (Taylor Raney) **Attach. #6**
    - UCC-020-031 Discontinue B.S. Music: History and Literature Emphasis (Leonard Garrison) **Attach. #7**
    - UCC-020-028 Nuclear Decommissioning and Used Fuel Management Graduate Certificate (Robert Borrelli) **Attach. #8**
- VII. Other Announcements and Communications
- VIII. Special Orders
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting #16 (January 21, 2020)
- **Attach. #2** UCC-020-038a
- **Attach. #3** UCC-020-038b
- **Attach. #4** UCC-020-019c
- **Attach. #5** UCC-020-038d
- **Attach. #6** UCC-020-038e
- **Attach. #7** UCC-020-031
- **Attach. #8** UCC-020-028

University of Idaho

2019 – 2020 Faculty Senate – **APPROVED MINUTES**

Meeting # 17

Tuesday, January 28, 2020 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bridges, Caplan, Carter, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hanigan, Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Luckhart, Meeuf, Paul, Raja, Sammarruca (w/o vote), Schab, Schwarzlaender, R. Smith, Lawrence (proxy for Wiencek)

**Present via Zoom:** Kern, McKellar, Tenuto

**Absent:** A. Smith, Tibbals, Wiencek

**Guests:** 6

**Guest Speakers:** Kathy Canfield Davis, Alison Carr-Chellman, Jodie Nicotra, Taylor Raney, Leonard Garrison, Senator Michael McKellar (for Robert Borrelli).

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

**Approval of Minutes (vote):** A motion (Lee-Painter/Dezzani) to approve the minutes of the 2019-2020 Faculty Senate Meeting # 16 (January 21, 2020) passed unanimously.

**Consent Agenda:** None.

**Chair's Report:**

- The first University Faculty Meeting of the Spring semester will be on Wednesday, February 26, 2:30pm PT. More information is to come.
- Update on the Online Educational Resources (OER): Policy III.U , “Textbook and Instructional Material Affordability”, was adopted by the SBOE last Fall. Under this policy, every common-indexed core course (that is, listed across all institutions) must, by the academic year 2021-22, offer at least one section that uses only online instructional resources.
  - Jonathan Lashley, Associate Chief Academic Officer and the Board’s new Chief Academic Officer T.J. Bliss held Zoom meetings yesterday and today (Monday 01/27 and Tuesday 01/28).
  - Leif Hoffmann, LCSC Faculty Senate, shared a statement released by the LCSC faculty.
  - The State Board will consider revising the policy before implementation. Jonathan suggested that we need to ask faculty what they want to achieve with textbook and resources.
  - Many issues need to be considered when moving forward, such as textbook cost vs. academic freedom, and the instructor’s ownership of the course content.
  - This will be discussed at a meeting of the IRSA (Instruction, Research, and Student Affairs) committee this week. The outcome of that meeting should guide our future actions.
  - What is the best way for us to respond? We could take no action, or support the LCSC resolution. Should we release our own statement to acknowledge the issue and recommend a way forward? Any other alternatives?
- Discussion:



Affordable education is everyone's concern, but we need to work together with the State Board to find the best way to achieve this common goal. The proposed mandate may end up hurting the students, as it will limit the ability of instructors to choose the material they think will best serve the students. Instructors should make that choice. Moreover, instructors who have created their own course material would have to make it freely available for it to be considered an OER.

Other points raised by Senators included: the need to get solid data on how much our students are actually paying for textbooks. What does "low cost" really mean? Showing SBOE that our faculty already are taking steps to keep the cost of textbooks low would be a very effective argument. Furthermore, most students are able to purchase inexpensive textbooks, for instance through Amazon. Chair Grieb noted that students' input will be very important in this conversation.

A Senator suggested to invite Marco Seiferle-Valencia, Open Education Librarian, to speak at one of the next Senate meetings, an idea which was well received.

Faculty Senate Leadership will continue to update the Senate as this discussion evolves.

**Provost's Report** (delivered by Vice Provost Torrey Lawrence):

- The Academic Program Prioritization (APP) is proceeding on schedule and should wrap up by next week.
- So far, over 50 people have returned the contract for either the Optional Retirement Incentive Program (ORIP) or the Voluntary Separation Incentive Program (VSIP). The deadline is about a week away. It will be announced in the Register again tomorrow.
- One more reminder that all faculty and staff are invited to provide confidential feedback about the performance of their administrators. Feedback will be collected through an online survey. Follow this link to the Survey: [Take the Survey](#)

- Discussion:

Some Senators asked whether some communication will be released to explain the APP process, which may not be clear to the broader audience. Vice Provost Lawrence said he believes some communication will come from the Provost once everything is finalized. There is nothing specific to share at this time. Chair Grieb noted that he plans to invite the chair of the APP group to one of the next Senate meetings to talk about the metrics. A Senator who is also member of the APP committee noted that they expect to finalize the process by next week or so. Provost Council has been charged with assigning costs to programs. Both revenues and costs are attributed to each program and compared. The group is meeting next week and at that time they hope to finalize the process and the rankings.

Another focal point of the discussion was whether the complex nature of interdepartmental relations can be realistically captured by a single number. If the numbers inserted in the computation are wrong, a Senator argued, the outcome will be wrong. It was reiterated that programs will be first sorted by quintiles, and that the bottom two quintiles will undergo additional review. But, a Senator argued again, the way the metrics are being assessed may be the problem. This Senator disputed the validity of a financial/market model to describe higher education.

Chair Grieb noted that a financial model such as Return on Budget Allocated is entirely valid, and noted that the issues raised would challenge the validity of any program review model, not just financial based measures. The key is to have transparency in the model and a review of how the budget numbers are allocated to the model. This allows a standardized comparison across all programs which is a necessary component for the first step in the process. He also noted that this does not determine which programs are terminated, it only identifies the degree of contribution back to the budget based on resources used. There are multiple steps for review after the quintile rankings that include a range of specialized measures, including qualitative considerations and appeals.

A Senator wondered whether real saving will come out of program cutting. We should take a broad look at the courses we teach and how many departments are interconnected through those courses. Is there actual saving when a program is cut? In reply, it was noted that those considerations, in fact, will enter the additional review that programs identified for closure will undergo. In other words, the impact of potential closure of programs on other areas will be investigated. It can happen that, in the end, no cost-saving would come from cutting a particular program. It was noted that APP is only part of what will help us move forward. The Deans' budget cuts will make the largest contribution in addressing the 14 million budget shortfall in General Education, followed by the VSIP and ORIP, and by APP, as a distant third.

The discussion moved to the usefulness of a periodic APP. Some Senators felt such process is useful, although it requires a large effort from the faculty.

A Senator who is also a member of the APP committee argued that a cost-benefit analysis cannot be applied in Higher Education. The percentages applied, for instance, to essentiality, contribution to strategic plans, cost effectiveness etc...seem arbitrary. The previous two APP processes were mentioned. A Senator remembered that the first one was unsuccessful and the second one failed to properly account for how faculty in one program contribute to other areas.

A Senator suggested that evaluations of programs also take into account demand from growing industry. Indeed, another Senator argued, considerations such as "demand" will come up for those programs which end up in the bottom quintiles.

The meeting moved on to the remaining business.

**Committee Reports:** University Curriculum Committee (Vote)

- UCC-020-038d (Master of Arts in Teaching English to Speakers of Other Languages). Jodie Nicotra gave a brief overview of the proposed changes and their rationale, which she explained are partially related to recent faculty departures. More details can be found in Attachment #5. The motion from UCC passed unanimously.
- UCC-020-038a (Discontinue the M.Ed. and the M.S. in Rehabilitation Counseling and Human Services); UCC-020-038b (Rehabilitation Counseling Category R Graduate Academic Certificate); UCC-020-019c (Discontinue M.Ed. and M.S. in School Counseling). Alison Carr-Chellman (for Kathy Canfield Davis, who had to leave the Zoom meeting early) gave an overview of the proposed changes (see Attachments #2,3,4). There was a question regarding

the existence of similar programs in the state. That is possible as ISU is looking into launching one in the Boise area. The motion from the University Curriculum Committee passed unanimously.

- UCC-020-038e (M.A.T. in Secondary Education). Taylor Raney gave a brief overview of the proposed changes. The Department of Curriculum and Instruction wishes to add an option leading to recommendation for teaching certificate, see Attachment #6 for details. The motion from UCC passed unanimously.
- UCC-020-031 (Discontinuing B.S. in Music: History and Literature Emphasis). Leonard Garrison presented the proposed changes, see Attachment #7. The requirement of a foreign language (German or French) implies that the program can be offered only as a B.A.; furthermore, the B.S. program was not popular, with the last degree awarded in Fall 2018. There was a brief discussion followed by the vote. The motion carried unanimously.
- UCC-020-028 (Nuclear Decommissioning and Used Fuel Management Graduate Certificate). Senator Michael McKellar presented the proposed changes, see Attachment #8. A brief discussion followed. The creation of this graduate certificate was motivated by the proximity of the Idaho National Laboratory to the Idaho Falls campus. The hope is to expand the certificate through the nuclear industry. The motion carried unanimously.
- **Other Announcements and Communications:** None

**Special Orders:** None

**New Business:** None.

**Adjournment:** A motion to adjourn (Fairley/Chopin) passed unanimously. The meeting was adjourned at 4:44pm.

Respectfully Submitted,

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

University of Idaho

2019 – 2020 Faculty Senate – **Pending Approval**

Meeting # 16

Tuesday, January 21, 2020 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bacon, Bridges, Caplan, Carter, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hanigan, Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Luckhart, Meeuf, Paul, Raja, Sammaruca (w/o vote), Schab, Schwarzlaender, A. Smith, R. Smith, Tibbals, Wiencek (w/o vote).

**Present via Zoom:** Kern, McKellar, Tenuto

**Absent:** Bacon, Hill, Schwarzlaender, Smith A., Smith R.

**Guests:** 6

**Guest Speakers:** Alexandra Teague (Chair, Faculty Affairs Committee).  
Brad Ritts (Associate Vice President for Research).

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

**Approval of Minutes (vote):** A motion (Dezzani/Tibbles) to approve the minutes of the 2019-2020 Faculty Senate Meeting # 15 (December 10, 2019) passed unanimously

**Consent Agenda:** None.

**Chair's Report:**

- The Chair requested a moment of silence in honor of Pete Isakson, who passed away January 14.
- The new set-up in the room is intended to improve the sound and benefit our off-campus participants. Joana Espinoza, Mary Stout, and Tom English made it possible.
- The Chair welcomed new Faculty Senate members:
  - Jack Hanigan, ASUI (Marketing and Entrepreneurship), replacing Jacob Lockhart
  - Joseph (Joey) Carter, SBA, replacing Sidney Sears
  - Russell Meeuf, Assoc. Professor, Director, Film & Television Studies (back from sabbatical)
- Volunteers are needed to attend RFP presentations for outsourcing, mostly around the middle of February. Russ Meeuf volunteered.
- A reminder that all faculty and staff are invited to provide confidential feedback about the performance of their administrators (provost, vice provosts, deans, chairs, directors, etc.). Feedback will be collected through an online survey. Follow this link to the Survey: [Take the Survey](#)
- Pacifica Quartet will perform at 7:30pm, January 23, at the Admin Auditorium, as part of the Auditorium Chamber Music Series. This is a unique opportunity to hear a first-class chamber music ensemble for \$25/ticket (or \$10 for students).

There were no questions for the Chair.

**Provost's Report:**

- Our “Benchmark Peer Institutions” were approved by the State Board. The Board appreciated the faculty input and collaboration.
- The Provost thanked Alistair Smith and the members of the Tool Ranking Task Force. Their report has been forwarded to the Deans and the Vice Presidents.
- The Academic Program Prioritization (APP) process is being refreshed in an evolutionary way, building off the 2017 process but addressing concerns raised by faculty and staff. The governance structure is similar to the one we had in 2017, with IPEC as a guiding committee charged by the President and a working taskforce of mainly faculty representatives defining the updated process. With the criteria used in the last evaluation as the starting point, the committee have discussed how to best use those criteria within the President’s guidelines. The APP process will assess cost-effectiveness, consistent with State Board of Education policy, in an explicit manner as a first step. Revenues will be ascribed to academic programs and compared with the costs. Note that tuition revenue allocation is being studied carefully and systematically to assure that both faculty teaching loads (as measured by SCH) and the number of majors within an academic program (as measured by degree conferrals) are both properly recognized. A second level assessment of academic programs will include measures of mission essentiality and opportunity for growth to provide additional evaluation of programs in roughly the lower half of the cost efficiency analysis. Mission essentiality will not require polling or narratives this time but rather will rely on objective measures as defined by a small subcommittee reporting to the APP taskforce. For example, Board mandated state-wide educational programs might be considered more essential or programs offering a large fraction of their teaching as service courses may be more essential (e.g. Math and English). Many such objective measures have been proposed and discussed. Those programs identified for closure will have the opportunity to deliver a presentation and answer questions as a final step in the process. The APP will serve as reviewers and make the final recommendations to the President for program closures. The President will consider the proposed list and decide on the closure of programs. There may be an opportunity to appeal to the President to clarify any misunderstandings, again through a presentation and Q&A. We expect implementation to begin in a matter of weeks.
- Discussion:  
Clarifications were asked about the meaning of “mission essentiality”. For instance, if a program is the only one in the region, would that be considered “mission essentiality?” Provost Wiencek replied that the subcommittee did consider this particular concept as one of several objective measures. It is premature to announce the final recommended approach since it has not yet been vetted by the APP.

A Senator inquired about the importance of giving fair notice to faculty in those units identified for closure. Provost Wiencek said there will be no public announcement, but that impacted programs will be contacted and communication ensue once the analysis has been completed. Per recommendations from the faculty, only the quintiles will be available, not numerical scores or rank ordering. Senate will be provided with all of the data if it desires it.

A concern was raised that metrics are now very different due to the current focus on undergraduate enrollment, but some programs may have worked hard to adjust to previously adopted metrics, namely terminal degree production. The Provost noted that we have a fiscal reality to deal with and that there is a real need to focus on revenues. The Provost also noted that the current plan emphasized the need to grow enrollment first as part of Waypoint 1 so that we would have the resources to then shift to growing the number of terminal degrees. Unfortunately, this sequencing of activity was not broadly understood and enrollment has not materialized at the level to justify the added expenses. Nevertheless, programs that have made headway with terminal degree

production increases will have the opportunity to make their case and tell “their side of the story” if they progress to the final list of programs being considered for closure.

In response to a question, Provost Wiencek confirmed that the emphasis is on academic programs, whereas the last time the process was at the department level. The discussion moved to junior faculty members, especially those in the midst of the promotion and tenure process, and the potential impact on them. The Provost emphasized that, although no promises can be made about the impact on junior faculty, the promotion and tenure process is separate from our current financial situation and the evaluation of individuals for promotion will be based on their performance as is usual practice. These are two separate processes and finances will not influence the P&T evaluation process.

In response to the observation that, particularly for STEM disciplines, mentoring of graduate students is part of a faculty’s professional evaluation, the Provost noted that there is no “push” to reduce or slow down graduate student mentoring in favor of simply growing undergraduate enrollment. We have a mix of mission-driven criteria and financially driven criteria. Ultimately, decisions must be strategic but also informed by financial reality. If a program is “bleeding money” and does not have other compelling contributions or opportunity to grow, then it is something we need to stop doing so that we can do the other essential aspects of our mission.

**Committee Reports:** Faculty Affairs Committee report by Alexandra Teague, Committee Chair.

- Chair Teague gave an overview of and motivations for the proposed policy revisions on FSH 3240, 1565, and 3120. The committee felt that office hours should be defined as regularly scheduled synchronous communication, which the students are informed about. Some aspects of the revised sections were last updated in 1979. They contained outdated language and had no flexibility to incorporate online office hours.
- Discussion:  
The synchronous contact being built in the new policy through online office hours was seen positively by some Senators. In response to a question, Chair Teague said that the proposed revisions are also meant to address the issue of enhanced security for the instructor, which was the original motivation for revising the policy. The way the policy revisions are stated, an instructor can opt out of in-person contact hours as a matter of personal safety. As for the requirement that contact hours be posted on the instructor’s door (as opposed to just on the class syllabus), it was noted that an office visitor may come by and learn about the office hours from the posting on the door.
- Hearing no more questions, Chair Grieb called for a vote on FSH 3240, 1565, and 3120 Taken as a packet. The seconded motion from the Faculty Affairs Committee carried unanimously.

**Other Announcements and Communications:** Report on newly formed Research Working Group, by Brad Ritts, Associate Vice President for Research.

- Brad Ritts proceeded to introduce a U of I internal study of Carnegie classification, starting with a classification description. He then presented both 2015 Carnegie classification and 2018 changes to it, as well as R1 and R2 total expenditures and total number of research Ph.D’s produced. The conclusion from this analysis is that low Ph.D. degree production is our major obstacle to R1 classification. However, using the 2018 classification values places U of I at R2

level. The Research Working Group will explore alternative paths to R1. The group will meet on January 28 to begin sharing information and discuss goals moving forward. Those goals may include: develop a better understanding of the Carnegie classification system; understand how U of I metrics can apply to Carnegie classification; look into alternative pathways to R1 for U of I.

- **Discussion:**

A Senator observed that a growing number of post-doc and research fellows may have a negative impact on graduate students. On the other hand, Vice President Ritts observed, another possible metric employed by some schools is the number of research staff with doctoral degrees who are not faculty.

Some Senators emphasized the importance of Teaching Assistant (TA) support for our graduate students to develop important teaching experience. We at U of I face obstacles that R1 institutions do not have to face. TA and computing support/resources were mentioned, as well as diminishing library resources (see recent discontinuation of Elsevier journals). Part of our obstacle is lack of resources. The importance of teaching experience for graduate students and their future careers was reiterated.

Of course, a Senator argued, we should do the best we can with the resources that we do have. For instance, updating and improving our websites is cheap and will help attract graduate students.

A Senator cautioned against the notion that the number of faculty may need to be downsized because we face decline in undergraduate enrollment. This would have negative effects.

It was brought up that many factors play a role in a graduate student's decision to come to U of I or any other school. These may include: course offerings, availability of funds to send graduate students to professional meetings, vicinity to large urbanized centers, and more. Such personalized concerns should be taken into consideration by the Research Working Group, as our problems may be much deeper than they appear from the statistics shown on the slides. Vice President Ritts said that the committee will consider all facts broadly before recommending a plan.

**Special Orders:** None

**New Business:** None.

**Adjournment:** A motion to adjourn (Lee-Painter/Fairley) passed unanimously. The meeting was adjourned at 4:55pm.

Respectfully Submitted,

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



**College of Education, Health and Human Sciences  
Proposed Catalog Changes  
Effective Summer 2020**

1. Discontinue the **M.Ed.** and the **M.S. in Rehabilitation Counseling and Human Services:**

**Rehabilitation Counseling and Human Services (M.Ed.)**

**Master of Education. Major in Rehabilitation Counseling and Human Services.**

Applicants for M.Ed. degree are expected to meet the requirements for the teaching certificate and one year of teaching experience.

**Rehabilitation Counseling and Human Services (M.S.)**

**Master of Science. Major in Rehabilitation Counseling and Human Services**

General M.S. requirements apply.

**Rationale:** The program is being discontinued due to the anticipated difficulties with national accreditation for Rehabilitation Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios and difficulties with resourcing additional faculty lines in the current budget climate.

The program is not taking new students. The program's last cohort started Fall of 2018 and will complete Spring 2020. The college will offer the Rehabilitation Counseling program for the last time in the Spring of 2020 unless there are additional students who need to complete. Because this is a cohort program it is unlikely that there will be a need beyond 2020.

**Contact: Kathy Canfield-Davis**

# Idaho State Board of Education

## Proposal for Discontinuation

*(Fill out if discontinuing an academic program or certificate.)*

Date of Proposal Submission:	August 2, 2019
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Education, Health and Human Sciences
Name of Department(s) or Area(s):	Leadership & Counseling

**Program Identification for Proposed Discontinued Program:**

Title:	Rehabilitation Counseling and Human Services
Degree/Certificate:	M.Ed. or M.S.
Method of Delivery:	In person, online, and hybrid
CIP code:	51.2310
Proposed Discontinuation Date:	Spring 2020

**Indicate whether this request is a discontinuation of either of the following:**

- |  |  |
|--|--|
| <input type="checkbox"/> Undergraduate Program     | <input checked="" type="checkbox"/> Graduate Program |
| <input type="checkbox"/> Undergraduate Certificate | <input type="checkbox"/> Graduate Certificate        |
| <input type="checkbox"/> Other                     |  |

College Dean (Institution)	Date	State Administrator, IDCTE	Date
Graduate Dean (as applicable)	Date	Academic Affairs Program Manager	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Financial Officer	Date
Provost/VP for Instruction (Institution)	Date	Chief Academic Officer, OSBE	Date

---

President

Date

---

SBOE/Executive Director Approval

Date

**1. Provide rationale for the discontinuance.**

The anticipated difficulties with national accreditation for Rehabilitation Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios and difficulties with resourcing additional faculty lines in the current budget climate.

**2. Teach-out Plans/Options for currently enrolled students.**

a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

Program is not taking new students. The program’s last cohort started Fall of 2018 and will complete Spring 2020. The college will offer the Rehabilitation Counseling program for the last time in the Spring of 2020 unless there are additional students who need to complete. Because this is a cohort program it is unlikely that there will be a need beyond 2020.

b. Is there an alternative program/major or field of study? If so, please describe.

No.

c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

Students will be contacted personally by Dr. Bryan Austin in courses to let them know of the change. They will not need options or alternatives as the teach out plan involves carrying the entire cohort through to completion in 2020.

**3. Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).**

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted



4. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Headcount Enrollment in Program				Number of Graduates From Program			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU								
ISU								
UI								
LCSC								

Our understanding is that ISU is considering a program in Rehabilitation Counseling, but does not yet have that approved. As far as we are aware there are no active Rehabilitation Counseling programs in the state with this closure. ISU currently offers Physical Therapy and Occupational Therapy. These are related, but different from the UI program that offers certified rehabilitation counselors (CRC) and licensed professional counselor (LPC) training.

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

As the College recognized the realities of the accreditation requirements and the low teacher-student ratios required for re-accreditation, the program appealed to UBFC for support, but unfortunately funds were not available to support an additional faculty member necessary for accreditation. There will be no impacts on other programs. While the program has a 95% job placement rate, our consultation with Jane Donnellan from the Idaho Division of Vocational Rehabilitation did not raise concerns or issues with the program closure.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

One faculty member will be reassigned to assist with the doctoral program which is in significant need of additional resources.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance. There are no available funds as a result of this change. There was one open faculty line which has been used for budget reductions already.

**College of Education, Health, and Human Sciences  
Proposed Catalog Changes  
Effective Summer 2020**

**1. Discontinue the Rehabilitation Counseling Category R Graduate Academic Certificate:**

**Rehabilitation Counseling Category R Graduate Academic Certificate**

RCCHS 512	Theories and Applications of Counseling	3
RCCHS 530	Legislative and Philosophical Foundations in Working with People with Disabilities	3
RCCHS 531	Psycho-social Aspects of Disability	3
RCCHS 534	Rehabilitation and Community Case Management	3
RCCHS 535	Vocational Placement and Assistive Technology	3
RCCHS 536	Professional Issues, Ethics, and Law in Counseling	2
<b>Total Hours</b>		<b>17</b>

**Courses to total 17 credits for this certificate**

**Rationale:** The program is being discontinued due to the anticipated difficulties with national accreditation for School Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios and difficulties with resourcing additional faculty lines in the current budget climate.

The program is not taking new students. The program's last cohort started Fall of 2018 and will complete Spring 2020. The college will offer the Rehab program for the last time in the Spring of 2020 unless there are additional students who need to complete. Because this is a cohort program it is unlikely that there will be a need beyond 2020.

Contact: Kathy Canfield-Davis



# Idaho State Board of Education

## Proposal for Discontinuation

*(Fill out if discontinuing an academic program or certificate.)*

Date of Proposal Submission:	August 2, 2019
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Education, Health and Human Sciences
Name of Department(s) or Area(s):	Leadership & Counseling

**Program Identification for Proposed Discontinued Program:**

Title:	Rehabilitation Counseling and Human Services
Degree/Certificate:	<b>Category R Graduate Academic Certificate</b>
Method of Delivery:	In person, online, and hybrid
CIP code:	51.2310
Proposed Discontinuation Date:	Spring 2020

Indicate whether this request is a discontinuation of either of the following:

- |  |  |
|--|--|
| <input type="checkbox"/> Undergraduate Program     | <input type="checkbox"/> Graduate Program                |
| <input type="checkbox"/> Undergraduate Certificate | <input checked="" type="checkbox"/> Graduate Certificate |
| <input type="checkbox"/> Other                     |  |

College Dean (Institution)	Date	State Administrator, IDCTE	Date
Graduate Dean (as applicable)	Date	Academic Affairs Program Manager	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Financial Officer	Date
Provost/VP for Instruction (Institution)	Date	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director Approval	Date

**1. Provide rationale for the discontinuance.**

The anticipated difficulties with national accreditation for School Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios and difficulties with resourcing additional faculty lines in the current budget climate.

**2. Teach-out Plans/Options for currently enrolled students.**

- a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

Program is not taking new students. The program’s last cohort started Fall of 2018 and will complete Spring 2020. The college will offer the Rehab program for the last time in the Spring of 2020 unless there are additional students who need to complete. Because this is a cohort program it is unlikely that there will be a need beyond 2020.

- b. Is there an alternative program/major or field of study? If so, please describe.

No.

- c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

Students will be contacted personally by Dr. Bryan Austin in courses to let them know of the change. They will not need options or alternatives as the teach out plan involves carrying the entire cohort through to completion in 2020.

**3. Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).**

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted

4. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Headcount Enrollment in Category R graduate certificate Program				Number of students who completed Category R graduate certificate From Program			
	FY15-16__	FY16-17__	FY17-18__	FY18-19 (most recent)	FY15-16__	FY16-17__	FY17-18__	FY18-19 (most recent)
<b>BSU</b>								
<b>ISU</b>								
<b>UI</b>	*0	*0	*0	*0	*0	*0	*0	*0
<b>LCSC</b>								

Our understanding is that ISU is considering a program in Rehabilitation, but does not yet have that approved. As far as we are aware there are no active Rehab programs in the state with this closure. ISU currently offers Physical Therapy and Occupational Therapy. These are slightly different from the UI program that offers certified rehab counselors (CRC) and licensed professional counselor (LPC) training.

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

As the College recognized the realities of the accreditation requirements and the low teacher-student ratios required for re-accreditation, the program appealed to UBFC for support, but unfortunately funds were not available to support an additional faculty member necessary for accreditation. There will be no impacts on other programs. While the program has a 95% job placement rate, our consultation with Jane Donnellan from the Idaho Division of Vocational Rehabilitation did not raise concerns or issues with the program closure

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

One faculty member will be reassigned to assist with doctoral study which is in significant need of additional resources as well.

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

There are no available funds as a result of this change. There was one open line which has been used for budget reductions already.

**College of Education, Health, and Human Sciences  
Proposed Catalog Changes  
Effective Summer 2020**

1. Discontinue the **M.Ed.** and the **M.S. in School Counseling**:

**Rationale:** An audit revealed that there is no paperwork on file with the U of I documenting the closure of the College of Education, Health and Human Sciences' (EHHS) School Counseling program, for which the last M.Ed. degree was offered in AY 2013, and for which the last M.S. degree was awarded in AY 2012. Thus, the purpose of this document is to provide official documentation for the closing of the School Counseling program.

In reviewing the EHHS self-study document dated 3/29/2012, the School Counseling program moved to a teach out plan under the direction of Dr. Linda Taylor. The closing of the program is in large part due to inability to meet national accreditation standards for School Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios.

Contact: Kathy Canfield-Davis

# Idaho State Board of Education

## Proposal for Discontinuation

*(Fill out if discontinuing an academic program or certificate.)*

Date of Proposal Submission:	7/31/2019 (note. Program has been inactive for many years.)
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Education, Health and Human Sciences
Name of Department(s) or Area(s):	Department of Leadership and Counseling

**Program Identification for Proposed Discontinued Program:**

Title:	School Counseling
Degree/Certificate:	All (M.Ed., M.S.)
Method of Delivery:	All
CIP code:	13.1101
Proposed Discontinuation Date:	Summer 2019 or previous.  Note. The program has not been active for many years. An audit revealed there is no paperwork on file with the U of I documenting the closure of the program and thus this paperwork is seeking to serve that purpose. Per the IEA dataset, the last M.Ed. degree awarded was in AY 13-14, and the last M.S. degree awarded was in AY 12-13. It is not currently an active program, has no faculty teaching within it and has no students enrolled within it.

**Indicate whether this request is a discontinuation of either of the following:**

- |  |  |
|--|--|
| <input type="checkbox"/> Undergraduate Program     | <input checked="" type="checkbox"/> Graduate Program |
| <input type="checkbox"/> Undergraduate Certificate | <input type="checkbox"/> Graduate Certificate        |
| <input type="checkbox"/> Other                     |  |

College Dean (Institution)	Date	State Administrator, IDCTE	Date
Graduate Dean (as applicable)	Date	Academic Affairs Program Manager	Date
FVP/Chief Fiscal Officer (Institution)	Date	Chief Financial Officer	Date

_____ Provost/VP for Instruction (Institution)	_____ Date	_____ Chief Academic Officer, OSBE	_____ Date
_____ President	_____ Date	_____ SBOE/Executive Director Approval	_____ Date

**1. Provide rationale for the discontinuance.**

*An audit revealed that there is no paperwork on file with the U of I documenting the closure of the College of Education, Health and Human Sciences' (EHHS) School Counseling program, for which the last M.Ed. degree was offered in AY 2013, and for which the last M.S. degree was awarded in AY 2012. Thus, the purpose of this document is to provide official documentation for the closing of the School Counseling program.*

*In reviewing the EHHS self-study document dated 3/29/2012, the School Counseling program moved to a teach out plan under the direction of Dr. Linda Taylor. The closing of the program is in large part due to inability to meet national accreditation standards for School Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios.*

**2. Teach-out Plans/Options for currently enrolled students.**

- a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

*At this time non applicable as the program is currently closed. The program was previously taught out by Dr. Linda Taylor over a two-year time frame and that is complete. The program has been inactive for many years and there are no longer any students enrolled in the program.*

- b. Is there an alternative program/major or field of study? If so, please describe.

*There is no alternative program/major or field of study offered through EHHS.*

- c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

*At this time non applicable. The program has been inactive for many years and there are no longer any students enrolled in the program. The last M.Ed. degree was offered in AY 2013, and for which the last M.S. degree was awarded in AY 2012.*

**3. Identify similar programs offered by other public colleges/universities (Not applicable to CTE programs).**

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Boise State University	Counseling (M.A.)	Cognate area provided for "School Counseling"
Idaho State University	Counseling (M.Coun.)	Specialty area provided for "School Counseling"



4. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Headcount Enrollment in Program				Number of Graduates From Program			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU								
ISU								
UI								
LCSC								

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

*No impact. The program has been inactive for many years.*

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

*No impact. The program has been inactive for many years. There are no faculty assigned or working within this program.*

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

*No impact. The program has been inactive for many years. There are no faculty assigned or working within this program.*

**College of Education, Health and Human Sciences  
Proposed Catalog Changes  
Effective Summer 2020**

1. Move the **M.A. in Teaching English as a Second Language** to EDCI and make the following changes:

**Master of Arts in Teaching English ~~as a Second Language~~ to Speakers of Other Languages (TESOL)**

The M.A. in ~~TESL~~ Teaching English to Speakers of Other Languages (TESOL) is intended for students ~~who are~~ interested in learning to teach English as a second language at the secondary or post-secondary level. ~~The s~~Students take courses in linguistics and ~~in~~ language teaching pedagogy. This curriculum provides ~~them with~~ theoretical background and practical training in the areas of second language acquisition.

~~Of the minimum of 33 credits required for the degree, at least 24 must be earned while enrolled in residence at UI, and at least 21 credits must be earned in courses numbered 500 and above. The 3330~~ credits are to include the following courses ~~(18 credits)~~:

<del>ENGL 513</del>	<del>ESL Methods I: Basic Oral/Aural Skills</del>	<del>3</del>
<del>ENGL 515</del>	<del>ESL Teaching Practicum</del>	<del>3</del>
<del>EDCI 466</del>	<del>Literacy Assessment and Intervention</del>	<del>3</del>
<del>EDCI 544</del>	<del>Teaching Culturally Diverse Learners</del>	<del>3</del>
<del>EDCI 548</del>	<del>Introduction to ENL</del>	<del>3</del>
<del>EDCI 549</del>	<del>ENL Methods</del>	<del>3</del>
<del>EDCI 597</del>	<del>Practicum</del>	<del>3</del>
<del>EDCI 599</del>	<del>Non-Thesis Master’s Research</del>	<del>3</del>
<del>ENGL 510</del>	<del>Studies in Linguistics</del>	<del>3</del>
ENGL 517	Introduction to Applied Linguistics	3
<del>ENGL 524</del>	<del>Descriptive Linguistics</del>	<del>3</del>
ENGL 544	Sociolinguistics	3
ENGL 551	Theories of Second/Additional Language Acquisition	3
<b>Total Hours</b>		<b><u>18 30</u></b>

~~The remaining 15 credits are to be taken in approved electives in the Department of English, which may include thesis credits.~~

~~The M.A. in TESL offers a thesis option. Students who choose to complete the thesis option will write a thesis which may be up to 6 credits of their required 33 credits. Students who do not elect to write a thesis must complete their non-thesis option in the form of a comprehensive examination.~~

Native speakers of English in the TESOL program ~~must complete or have completed two years of college work (or its equivalent) in a modern foreign language.~~ They must have studied a foreign language for at least one semester (or equivalent) within the preceding five years. Non-native speakers of English are excused from this requirement.

**Rationale:** There are three broad changes in this proposal, jointly brought by the Departments of C&I and English.

1. Move the degree from English (CLASS) to C&I (COEHHS)

While this degree has historically resided in the Department of English, recent faculty departures have prompted a quest to solidify and strengthen ESL offerings across departments. C&I delivers an undergraduate English as a Second Language (ESL) program and has the faculty to support this proposal.

2. Alter curricular requirements to meet standards for initial certification of teachers in Idaho.

A) Switch ENGL 513 and 515 for EDCI 549 and 597. Though they are not cross-listed, these courses have been interchangeable since the latter two came online two years ago.

B) Add EDCI 466, 544, and 548 as required courses, offset by a reduction in approved electives. The three courses now proposed to be prescribed meet Idaho Standards for Initial Certification of Professional Educators, required of individuals seeking an ENL endorsement for K-12 teaching. See below Idaho administrative rule for rationales for this portion of the proposal.

3. Change the total number of credits for the degree from 33 to 30.

Idaho Administrative Rule 08.02.02.023.06: 06. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ESL Teachers to include all of the following: a modern language other than English; cultural diversity; ESL methods; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners; and at least one (1) semester credit in ESL practicum or field experience. (3-28-18)

**PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM**

*(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)*

**SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:**

- |                                     |  |                                     |  |
|-------------------------------------|--|-------------------------------------|--|
| <input type="checkbox"/>            | 1. New component (option, minor, emphasis, concentration or specialization)                  | <input type="checkbox"/>            | 5. Discontinuation of a certificate (30 credits or less) |
| <input type="checkbox"/>            | 2. New certificate (30 credits or less)  | <input type="checkbox"/>            | 6. CIP Code change                                       |
| <input checked="" type="checkbox"/> | 3. Change to program name or title, degree, department, division, college or center          | <input checked="" type="checkbox"/> | 7. Other, please describe:                               |
| <input type="checkbox"/>            | 4. Discontinuation of a component (option, minor, emphasis, concentration or specialization) |                                     |  |

**REQUIRED INFORMATION FOR ALL SELECTIONS:**

Dept Chair Name:	Jodie Nicotra	Email:	jnicotra@uidaho.edu
Department/Unit:	English		
College:	Letters, Arts, and Social Sciences		
Current Program Name:	M.A. Teaching English as a Second Language (TESL)	X	Graduate
			Undergraduate
Current program credits:	33		
Primary Point of Contact (if different from above):		Email:	
Briefly describe the change you are requesting:	We are requesting to change the name of the degree to M.A. Teaching English to Speakers of Other Languages (TESOL) and to move it to the College of Education, Health, and Human Sciences		
CIP Code:		New (list requested code):	
		Existing (list the current code):	
What is the financial impact of the requested change:		Greater than \$250,000 per FY;	X
		Less than \$250,000 per FY;	
Describe the financial impact:	There will be no financial impact, as the program draws on existing courses and resources.		

Implementation/effective date of change or new component:	Beginning of 2020 fall semester		
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/> No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/> No
Please write the geographical location that this program will be offered:	Moscow		

**NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE**

Name of new component or certificate:			
Number of credits:			
Describe proposed new program component or certificate to include overview of program and credit requirements:			
Are there curriculum changes needed and/or do new courses need to be created:	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No
List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:			
Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:			
How will you ensure that the assessment findings will be used to improve the program?			
What direct and indirect measures will be used to assess student learning?			

When will assessment activities occur and at what frequency?

**MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE**



Current name of component or degree:	M.A. in Teaching English as a Second Language (TESL)		
New name of component or degree:	M.A. in Teaching English to Speakers of Other Languages (TESOL)		
Number of credits:	30		
Describe the modification are you making:	<p>There are three broad changes in this proposal, jointly brought by the Departments of C&amp;I and English.</p> <ol style="list-style-type: none"> <li>1. Move the degree from English (CLASS) to C&amp;I (CEHHS)</li> <li>2. Alter curricular requirements to meet standards for initial certification of teachers in Idaho.             <ol style="list-style-type: none"> <li>A) Switch ENGL 513 and 515 for EDCI 549 and 597. Though they are not cross-listed, these courses have been interchangeable since the latter two came online two years ago.</li> <li>B) Add EDCI 466, 544, and 548 as required courses, offset by a reduction in approved electives. The three courses now proposed to be prescribed meet Idaho Standards for Initial Certification of Professional Educators, required of individuals seeking an ENL endorsement for K-12 teaching. See below Idaho administrative rule for rationales for this portion of the proposal.</li> </ol> </li> <li>3. Change the total number of credits for the degree from 33 to 30.</li> </ol> <p>Idaho Administrative Rule 08.02.02.023.06:          06. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ESL Teachers to include all of the following: a modern language other than English; cultural diversity; ESL methods; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners; and at least one (1) semester credit in ESL practicum or field experience. (3-28-18)</p>		
Name of major or degree that the component is attached to:			
Describe rationale for the modification:	While this degree has historically resided in the Department of English, recent faculty departures have prompted a quest to solidify and strengthen ESL offerings across departments. C&I delivers an undergraduate English as a Second Language (ESL) program and has the faculty to support this proposal.		
Indicate whether program, curriculum, course and admission requirements remain the same.	<input type="checkbox"/> Yes – if you select yes to this question, please attach all curriculum and course documents related to this.  <b>Note: The Group A Changes form is attached, which details the specific curricular changes made to the degree.</b>	<input checked="" type="checkbox"/> X	<input type="checkbox"/> No
Are any of the learning outcomes changing:	<input type="checkbox"/> Yes – if yes fill out question below	<input checked="" type="checkbox"/> X	<input type="checkbox"/> No

List the new learning outcomes:	1. 2. 3. 4. 5.
---------------------------------	----------------------------

**DISCONTINUATION - FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE**

What are you requesting to discontinue:			
What is the student impact if any?			
Are there curriculum changes needed and/or do new courses need to be created:	<input type="checkbox"/>	Yes - if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No

**SIGNATURES - REQUIRED FOR ALL SELECTIONS:**

Dept/Unit Curriculum Committee Approval Date:	September 6, 2019	Vote Record:	15 Yes, 0 No.
Dept Chair Signature of Approval	 Jodie Nicotra, English		
College Curriculum Committee Approval Date:	October 2, 2019	Vote Record:	3-0 in support
Dean Signature of Approval			



**UNIVERSITY CURRICULUM COMMITTEE  
Curricular Proposal Form**

**Instructions:** Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

**Deadline:** This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

**Submission Information**

Colleges:	College of Education, Health and Human Sciences (CEHHS) & College of Letters, Arts, and Social Sciences (CLASS)
Department/Unit:	Curriculum and Instruction (C&I) & English
Dept/Unit Approval Date:	C&I: September 16, 2019 English: September 6, 2019
College Approval Date:	CEHHS Curriculum Committee: September 16, 2019 CEHHS: Approved via 9/27/19 E-vote (31 Yes/0 No/0 Abstain)  CLASS Curriculum Committee: CLASS:
Teacher Education Coordinating Committee Date:	September 17, 2019

**Curricula Information**

**Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.**

Degree:	M.A.
Major:	Teaching English-as-a-Second-Language to Speakers of Other Languages (TESOL)
Minor:	
Academic Certificate:	
Teaching Major/Minor:	English as a Second Language

Curriculum:	<p><u>English (M.A.) M.A.</u> Major in Teaching English as a Second Language to Speakers of Other Languages (TESOL).</p> <p>The <u>M.A. TESL M.A. in Teaching English to Speakers of Other Languages (TESOL)</u> is intended for students who are interested in learning to teach English as a second language at the secondary or post-secondary level. The <del>s</del>Students take courses in linguistics and in-language teaching pedagogy. This curriculum provides <del>them with</del> theoretical background and practical training in the areas of second language acquisition.</p> <p><del>Of the minimum of 33 credits required for the degree, at least 24 must be earned while enrolled in residence at UI, and at least 21 credits must be earned in courses numbered 500 and above. The 33 30 credits are to include the following courses (48 credits):</del></p> <table border="1"> <thead> <tr> <th>Code</th> <th>Title</th> <th>Hours</th> </tr> </thead> <tbody> <tr> <td><u>ENGL 540</u></td> <td><u>Studies in Linguistics (Descriptive Linguistics and Second Language Acquisition)</u></td> <td><u>6</u></td> </tr> <tr> <td><u>ENGL 543</u></td> <td><u>ESL Methods I: Basic Oral/Aural Skills</u></td> <td><u>3</u></td> </tr> <tr> <td><u>EDCI 549</u></td> <td><u>ENL Methods</u></td> <td><u>3</u></td> </tr> <tr> <td><u>ENGL 545</u></td> <td><u>ESL Teaching Practicum</u></td> <td><u>3</u></td> </tr> <tr> <td><u>EDCI 597</u></td> <td><u>Practicum</u></td> <td><u>3</u></td> </tr> <tr> <td><u>EDCI 466</u></td> <td><u>Literacy Assessment and Intervention</u></td> <td><u>3</u></td> </tr> <tr> <td><u>EDCI 544</u></td> <td><u>Teaching Culturally Diverse Learners</u></td> <td><u>3</u></td> </tr> <tr> <td><u>EDCI 548</u></td> <td><u>Introduction to ENL</u></td> <td><u>3</u></td> </tr> <tr> <td><u>ENGL 517</u></td> <td><u>Introduction to Applied Linguistics</u></td> <td><u>3</u></td> </tr> <tr> <td><u>ENGL 510</u></td> <td><u>Studies in Linguistics</u></td> <td><u>3</u></td> </tr> <tr> <td><u>ENGL 544</u></td> <td><u>Sociolinguistics</u></td> <td><u>3</u></td> </tr> <tr> <td><u>ENGL 551</u></td> <td><u>Theories of Second/Additional Language Acquisition</u></td> <td><u>3</u></td> </tr> <tr> <td><u>EDCI 599</u></td> <td><u>Non-Thesis Master's Research</u></td> <td><u>3</u></td> </tr> <tr> <td><b>Total Hours</b></td> <td></td> <td><b><u>48-30</u></b></td> </tr> </tbody> </table> <p><del>The remaining 15 credits are to be taken in approved electives in the Department of English, which may include thesis credits.</del></p> <p><del>The M.A. in TESL offers a thesis option. Students who choose to complete the thesis option will write a thesis which may be up to 6 credits of their required 33 credits. Students who do not elect to write a thesis must complete their non-thesis option in the form of a comprehensive examination.</del></p> <p><del>Native speakers of English in the TESL TESOL program must have studied a foreign language or have completed two years of college work (or its equivalent) in a modern foreign language. They must have studied a foreign language for at least one semester (or equivalent) within the preceding five years. Non-native speakers of English are excused from this requirement.</del></p>	Code	Title	Hours	<u>ENGL 540</u>	<u>Studies in Linguistics (Descriptive Linguistics and Second Language Acquisition)</u>	<u>6</u>	<u>ENGL 543</u>	<u>ESL Methods I: Basic Oral/Aural Skills</u>	<u>3</u>	<u>EDCI 549</u>	<u>ENL Methods</u>	<u>3</u>	<u>ENGL 545</u>	<u>ESL Teaching Practicum</u>	<u>3</u>	<u>EDCI 597</u>	<u>Practicum</u>	<u>3</u>	<u>EDCI 466</u>	<u>Literacy Assessment and Intervention</u>	<u>3</u>	<u>EDCI 544</u>	<u>Teaching Culturally Diverse Learners</u>	<u>3</u>	<u>EDCI 548</u>	<u>Introduction to ENL</u>	<u>3</u>	<u>ENGL 517</u>	<u>Introduction to Applied Linguistics</u>	<u>3</u>	<u>ENGL 510</u>	<u>Studies in Linguistics</u>	<u>3</u>	<u>ENGL 544</u>	<u>Sociolinguistics</u>	<u>3</u>	<u>ENGL 551</u>	<u>Theories of Second/Additional Language Acquisition</u>	<u>3</u>	<u>EDCI 599</u>	<u>Non-Thesis Master's Research</u>	<u>3</u>	<b>Total Hours</b>		<b><u>48-30</u></b>
Code	Title	Hours																																												
<u>ENGL 540</u>	<u>Studies in Linguistics (Descriptive Linguistics and Second Language Acquisition)</u>	<u>6</u>																																												
<u>ENGL 543</u>	<u>ESL Methods I: Basic Oral/Aural Skills</u>	<u>3</u>																																												
<u>EDCI 549</u>	<u>ENL Methods</u>	<u>3</u>																																												
<u>ENGL 545</u>	<u>ESL Teaching Practicum</u>	<u>3</u>																																												
<u>EDCI 597</u>	<u>Practicum</u>	<u>3</u>																																												
<u>EDCI 466</u>	<u>Literacy Assessment and Intervention</u>	<u>3</u>																																												
<u>EDCI 544</u>	<u>Teaching Culturally Diverse Learners</u>	<u>3</u>																																												
<u>EDCI 548</u>	<u>Introduction to ENL</u>	<u>3</u>																																												
<u>ENGL 517</u>	<u>Introduction to Applied Linguistics</u>	<u>3</u>																																												
<u>ENGL 510</u>	<u>Studies in Linguistics</u>	<u>3</u>																																												
<u>ENGL 544</u>	<u>Sociolinguistics</u>	<u>3</u>																																												
<u>ENGL 551</u>	<u>Theories of Second/Additional Language Acquisition</u>	<u>3</u>																																												
<u>EDCI 599</u>	<u>Non-Thesis Master's Research</u>	<u>3</u>																																												
<b>Total Hours</b>		<b><u>48-30</u></b>																																												

**Distance Education Availability**

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

The U.S. Department of Education defines distance education as follows:

Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

- (1) The internet;
- (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- (3) Audio conferencing; or
- (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program be completed via distance education?*	Yes**		No	X
**If Yes, can 100% of the curricular requirements of this program be completed via distance education?	Yes		No	

\*Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.

#### Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Moscow	X	
Coeur d'Alene		
Boise*		
Idaho Falls*		
Other**		Location(s):

\*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. See [Idaho Statute 33-2101](#) for more information on the regions. Contact the Office of the Provost for additional information.

\*\*Note: If Other is selected identify the specific area(s) this program will be offered.

#### Student Learning Outcomes

Please indicate whether 25% or more of the program learning outcomes are changing as a result of this proposal:  Yes  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	Students successfully adapt and develop teaching materials for ESL learners.			
SLO#2	Students successfully teach in ESL classrooms.			
SLO#3	Students write and discuss pedagogical ideas that draw on current theories of additional language acquisition.			
SLO#4	Students' writing exhibits knowledge of academic writing and APA citation conventions.			
SLO#5	Students build professional connections with teachers/researchers from the field of Teaching English as a Second Language.			

**Commented [MS(1)]:** Does this happen during the educational program? If not, what does the student learn and demonstrate to show they are ready to successfully teach in the ESL classroom? The outcome should express what the students are learning/have learned and be measurable while the student is still with us.

**Commented [MS(2)]:** What are students learning that enables them to do this? Consider removing or revising to an outcome that is measurable within the context of the learning environment and expresses the value-added students achieve from the specific program. Does the curriculum teach networking skills?

**Rationale and Assessment**

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any. Summarize how the learning outcomes will be assessed for the proposed curriculum.

There are three broad changes in this proposal, jointly brought by the Departments of C&I and English.

1. Move the degree from English (CLASS) to C&I (COEHHS)  
While this degree has historically resided in the Department of English, recent faculty departures have prompted a quest to solidify and strengthen ESL offerings across departments. C&I delivers an undergraduate English as a Second Language (ESL) program and has the faculty to support this proposal.
2. Alter curricular requirements to meet standards for initial certification of teachers in Idaho.
  - A) Switch ENGL 513 and 515 for EDCI 549 and 597. Though they are not cross-listed, these courses have been interchangeable since the latter two came online two years ago.
  - B) Add EDCI 466, 544, and 548 as required courses, offset by a reduction in approved electives. The three courses now proposed to be prescribed meet Idaho Standards for Initial Certification of Professional Educators, required of individuals seeking an ENL endorsement for K-12 teaching. See below Idaho administrative rule for rationales for this portion of the proposal.
3. Change the total number of credits for the degree from 33 to 30.

Idaho Administrative Rule 08.02.02.023.06:  
06. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ESL Teachers to include all of the following: a modern language other than English; cultural diversity; ESL methods; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, identification and assessment of English learners; and at least one (1) semester credit in ESL practicum or field experience. (3-28-18)

**Commented [MS(3):** Please provide detail on how the learning outcomes will be assessed – who will be responsible, what will the assessment cycle look like, what will the measures be, and how will the program ensure the data is being used?

**Office of the Registrar Information**

Date Received by UCC Secretary:	
UCC Item Number:	
UCC Approval Date:	
General Curriculum Report Number:	

**College of Education, Health and Human Sciences  
Proposed Catalog Changes  
Effective Summer 2020**

1. Add the following **M.A.T. in Secondary Education**:

### **Secondary Education (M.A.T.)**

Required course work includes successful completion of Praxis II test in the student's content area; one 45-credit teaching endorsement or one 30-credit teaching endorsement and one 20-credit teaching endorsement (see "Teaching Majors and Minors"); and maintaining at least a grade of 'C' in the following course requirements:

EDCI 501	Seminar	1
EDCI 520	Educating for Exceptionalities	3
EDCI 543	Learning, Development and Assessment	3
EDCI 544	Teaching Culturally Diverse Learners	3
EDCI 545	Technology, Teaching and Learning	2
EDCI 550	Contexts of Education	3
EDCI 563	Literacy Methods for Content Learning	3
EDCI 598	Internship	10
Select one of the following Special Methods Sequences:		4
EDCI 431	Secondary English Methods	
and EDCI 441	Secondary English Methods Practicum	
EDCI 432	Secondary Social Studies Methods	
and EDCI 441	Secondary Social Studies Methods Practicum	
EDCI 433	Secondary Science Methods	
and EDCI 443	Secondary Science Methods Practicum	
EDCI 434	Secondary Mathematics Methods	
and EDCI 454	Secondary Mathematics Methods Practicum	
EDCI 436	Secondary Art Methods	
and EDCI 446	Secondary Art Methods Practicum	
EDCI 437	Secondary Foreign Language Methods	
and EDCI 447	Secondary Foreign Language Methods Practicum	

**Total Hours** **32**

**Distance Availability:** Yes

**Geographical Areas:** Moscow, online

**Rationale:** The Department of Curriculum and Instruction seeks to add an option leading to recommendation for teacher certification. The recently-created courses mirror those in the already-approved program leading to recommendation for teacher certification through an undergraduate or non-degree-seeking route. This course of study will eventually take over the current M.Ed. with certification option, once fully implemented.

Contact: Taylor Raney

## Idaho State Board of Education

### Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Education, Health and Human Sciences
Name of Department(s) or Area(s):	Curriculum & Instruction

**Program Identification for Proposed New or Modified Program:**

Program Title:	Master of Arts in Teaching (M.A.T.)					
Degree:		Degree Designation		Undergraduate	x	Graduate
Indicate if Online Program:	X	Yes			No	
CIP code (consult IR /Registrar):						
Proposed Starting Date:	Fall semester 2019					
Geographical Delivery:	Location(s)	online		Region(s)		
Indicate (X) if the program is/has:	X	Self-Support		Professional Fee		Online Program Fee
Indicate (X) if the program is:		Regional Responsibility	X	Statewide Responsibility		

**Indicate whether this request is either of the following:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> New Degree Program<br><input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more)<br><input type="checkbox"/> Expansion of Existing Program | <input type="checkbox"/> Consolidation of Existing Program<br><input type="checkbox"/> New Off-Campus Instructional Program<br><input type="checkbox"/> Other (i.e., Contract Program/Collaborative) |
|---|--|

\_\_\_\_\_  
 College Dean (Institution)                      Date

\_\_\_\_\_  
 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

---

President      Date

---

Chief Financial Officer, OSBE      Date

---

SBOE/Executive Director Approval      Date

**Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance.** This proposal form must be completed for the creation of each new program. All questions must be answered.

**Rationale for Creation or Modification of the Program**

- 1. Describe the request and give an overview of the changes that will result.** Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace.

*This program will lead to initial teacher certification with a graduate-level degree. There is a strand within the current M.Ed. in Curriculum & Instruction that leads to teacher certification that this program will replace. It will be related to the undergraduate teacher education core in that course work will parallel that of the undergraduate track.*

- 2. Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

*This program will address the teacher shortage in Idaho and the region as an offering that allows for individuals with content-area degrees to pursue recommendation for teacher certification in those contents. It will provide an option to earn teacher certification through a face-to-face or fully online suite of course work.*

- a. Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

- Middle School teacher*
- High School teacher*

	State DOL data	Federal DOL data	Other data source: (describe)
<b>Local (Service Area)</b>	94		
<b>State</b>	355		
<b>Nation</b>		190,000	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

- b. **Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

*We expect the enrollment in this program to mirror that of the current masters-plus-certification. In the one year of that program being in place, we have about 15 enrollees with new requests for information almost daily.*

- c. **Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

*The proposed program will supplant the current “masters-plus-certification” program offered in the Department of Curriculum and Instruction. It will allow for a smoother transition from undergraduate to graduate matriculation, however, as courses will be joint-listed and therefore available to be started during the undergraduate experience. This will result in teachers reaching K-12 classrooms sooner and more economically, making the program more attractive to individuals considering a career in the classroom.*

- d. **Societal Need:** Describe additional societal benefits and cultural benefits of the program.

- e. **If Associate’s degree, transferability:**

3. **Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Boise State University	Master of Arts	Master of Arts in Education, Curriculum and Instruction
Idaho State University	Master of Education	Master of Secondary Education

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

<b>College of Idaho</b>	<b>Master of Arts</b>	<b>Master of Arts in Teaching</b>
<b>Washington State University</b>	<b>Master in Teaching</b>	
<b>Gonzaga University</b>	<b>Master of Initial Teaching</b>	

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

*As the Department of Curriculum and Instruction has been running a comparable program for a few years, we are aware of the market demand for it already. While it is a duplication of similar existing programs, its duplicative cousin has already demonstrated that demand. This is simply a more attractive option for those already considering programs.*

5. **Describe how this request supports the institution’s vision and/or strategic plan.**

*This request supports the University of Idaho’s “Transform” initiative in the strategic plan. It provides “greater access to education opportunities to meet the evolving needs of society” by being a fully online curriculum available to anyone interested in becoming a K-12 teacher.*

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

*This is a major factor in the proposal being brought forward, as the program’s quality assurance will align completely with the current undergraduate offerings. While the graduate level course work will be more rigorous, signature assignments and assessed program outcomes toward teacher certification will be identical.*

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B.**

*Not applicable*

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?

Yes   X   No       

If yes, on what date was the Program Approval for Certification Request submitted to the

**Revised 10/27/17**

Professional Standards Commission?

*Submission to the PSC for consideration will occur immediately following UCC approval. That consideration will then take place concurrently with the proposal's movement through the faculty senate.*

**9. Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes  X  No  \_\_\_\_\_

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

**a. Describe why the proposed program is not on the institution's five year plan.**

When did consideration of and planning for the new program begin?

**b. Describe the immediacy of need for the program.** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

**Criteria.** As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.  
*As the Department of Curriculum and Instruction is expected to produce high-quality educators for the state and region, this program will perpetuate those efforts.*
- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.  
*This proposed program is not reliant on external funding.*
- iii. Is there a contractual obligation or partnership opportunity to justify the program?  
*No*
- iv. Is the program request or program change in response to accreditation requirements or recommendations?  
*No*
- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?  
*No*

**Curriculum, Intended Learning Outcomes, and Assessment Plan**

**10. Curriculum for the proposed program and its delivery.**

- a. Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	32
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	32

- b. Curriculum.** Provide the curriculum for the program, including a listing of course titles and credits in each.

*EDCI 550: Contexts of Education (3 cr)*  
*EDCI 543: Learning, Development, and Assessment (3 cr)*  
*EDCI 544: Teaching Culturally Diverse Learners (3 cr)*  
*EDCI 545: Technology, Teaching, and Learning (2 cr)*  
*EDSP 520: Educating for Exceptionalities (3 cr)*  
*EDCI 563: Literacy Methods for Content Learning (3 cr)*  
*Discipline-specific methods course and practicum (3+1 cr)*  
*EDCI 401: Internship Seminar (1 cr)*  
*EDCI 598: Secondary Internship (10 cr)*

- c. Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

*Included in the 32-credit minimum articulated above is a 10-credit student teaching experience (internship). Additionally, candidates will be expected to complete applicable state-mandated content competency assessment, the Praxis II.*

## 11. Program Intended Learning Outcomes and Connection to Curriculum.

- a. Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

*Candidates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.*

*Candidates design and implement developmentally appropriate and challenging learning experiences.*

*Candidates understand individual differences and diverse cultures and communities to ensure inclusive learning environments.*

*Candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving.*

*Candidates understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide decision-making.*

## 12. Assessment plans

- a. **Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.  
*Each of the above proposed learning outcomes has several more granular indicators beneath them. Those are assessed through signature assignments in each of the required courses, using validated rubrics.*
- b. **Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?  
*Assessment findings are used in monthly program meetings and regular department meetings to identify opportunities for growth in each teacher education program.*
- c. **Measures used.** What direct and indirect measures will be used to assess student learning?  
*Direct: lesson demonstrations, lesson and unit plans, portfolios*  
*Indirect: dispositional assessments, end-of-semester course feedback, program completer employment data required for national accreditation*
- d. **Timing and frequency.** When will assessment activities occur and at what frequency?  
*Assessment activities occur in each course listed above as well as through annual surveys following completion and annually available employment data*

## Enrollments and Graduates

13. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.



Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY17	FY18	FY19	FY20 (most recent)	FY__	FY__	FY__	FY__ (most recent)
<b>BSU</b>								
<b>ISU</b>			6	20	none	yet;	new	program
<b>UI</b>								
<b>LCSC</b>								
<b>CEI</b>								
<b>CSI</b>								
<b>CWI</b>								
<b>NIC</b>								

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: <i>Masters of Arts in Teaching</i>											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY 20	FY 21	FY 22	FY 23	FY 24	FY 25	FY 20	FY 21	FY 22	FY 23	FY 24	FY 25
20	30	30	30	30	30	10	30	30	30	30	30

15. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 “Need” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

*The current M.Ed.-plus-certification has about 20 enrollees. Interest has grown as it becomes better known, so we project a small increase. That would take us to capacity in the required courses without adding sections.*

16. **Minimum Enrollments and Graduates.**

- a. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums?

*Though this would be highly unlikely, this program could exist with only one enrollee. This is due entirely to the manner in which this program overlays with the current undergraduate program.*

- b. What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

*There is no set plan to sunset this program because the companion undergraduate courses will remain.*

### **Resources Required for Implementation – fiscal impact and budget**

17. **Physical Resources.**

- a. **Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

*Not applicable*

- b. **Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

*Not applicable*

- c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be

obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

*Not applicable*

## 18. Library resources

- a. **Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

*The library currently supports our programs very appropriately. It would not require further resources from the library.*

- b. **Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

*none*

## 19. Personnel resources

- a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

*No new personnel resources will be necessary, as these courses will overlay with currently-available undergraduate courses.*

- b. **Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

*The current structure for support will not be required to change to support this program.*

- c. **Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

*No impact on existing programs based on increased work load*

- d. **Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

*Not applicable*

## 20. Revenue Sources

- a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

*Not applicable*

- b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

*Not applicable*

c) **Non-ongoing sources:**

- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

*Not applicable*

- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

*Not applicable*

d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

*Not applicable*

- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

*Not applicable*

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 CURRICULUM COMMITTEE Curricular Proposal Form

**Instructions:** Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

**Deadline:** This form must be submitted to the Academic Publications Editor by October 1st for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

### Submission Information

College:	Education, Health and Human Sciences
Department/Unit:	Curriculum & Instruction
Dept/Unit Approval Date:	<a href="#">Advanced Studies Program 8/31/2018; C&amp;I 9/7/2018 - TECC 09/11/18 – CCC 09/12/18</a>
College Approval Date:	<a href="#">EHHS 09/20/18</a>

### Curricula Information

**Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.**

Degree:	Master of Arts in Teaching (M.A.T.)
Major:	Secondary Education
Minor:	
Academic Certificate:	
Teaching Major/Minor:	Secondary Education

Curriculum:	<p>Secondary Education (M.A.T.) Required course work includes successful completion of Praxis II test in the student's content area; one 45-credit teaching endorsement or one 30-credit teaching endorsement and one 20-credit teaching endorsement (see "Teaching Majors and Minors"); and maintaining at least a grade of C in the following course requirements:</p> <p>EDCI 550 Contexts of Education 3 cr  EDCI 543 Learning, Dvlpmnt, &amp; Assessment 3 cr  EDCI 544 Tchng Culturally Diverse Lnrs 3 cr  EDCI 545 Tech, Teaching &amp; Learning 2 cr  EDSP 520 Educating for Exceptionalities 3 cr  EDCI 563 Literacy Methods for Content Learning 3 cr</p> <p>Special Methods Sequence 4 cr  EDCI 437 Secondary Foreign Language Methods 3 cr AND  EDCI 447 Secondary Foreign Language Mthods Practicum 1 cr  EDCI 431 Secondary English Methods 3 cr AND  EDCI 441 Secondary English Methods Practicum 1 cr  EDCI 432 Secondary Social Studies Methods 3 cr AND  EDCI 442 Secondary Social Studies Methods Practicum 1 cr  EDCI 433 Secondary Science Methods 3 cr AND  EDCI 443 Secondary Science Methods Practicum 1 cr  EDCI 434 Secondary Mathematics Methods 3 cr AND  EDCI 454 Secondary Mathematics Methods Practicum 1 cr  EDCI 436 Secondary Art Methods 3 cr AND  EDCI 446 Secondary Art Methods Practicum 1 cr  EDCI 598 Internship 10 cr  EDCI 501 Seminar 1 cr</p> <p>Courses to total 32 credits for this degree</p>
-------------	--

## Distance Education Availability

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU) the University of Idaho must declare whether 50% or more of the curricular requirements of a program which may be completed via distance education.

The U.S. Department of Education defines distance education as follows:

*Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--*

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Can 50% or more of the curricular requirements of this program be completed via distance education?*	Yes**	X	No	
**If Yes, can 100% of the curricular requirements of this program be completed via distance education?	Yes		No	

**\*Note: Existing programs transitioning from less than 50% of its curricular requirements to 50% or more of its requirements being available via distance education is considered a Group C change and must complete the program proposal formwork before these changes will be processed.**

## Geographical Area Availability

Identify the geographical area(s) this program can be completed in:

Moscow	X				
Coeur d'Alene					
Boise*					
Idaho Falls*					
Other*,**	X	Location(s):	Online		

\*Note: Programs offered in regions 3, 4, and/or 5 may require additional formwork from the State Board of Education. See [Idaho Statute 33-2101](#) for more information on the regions. Contact the Office of the Provost for additional information.

\*\*Note: If Other is selected identify the specific area(s) this program will be offered.

## Student Learning Outcomes

Please indicate whether 25% or more of the program learning outcomes are changing as a result of this proposal:  Yes  No

**\*\*Note: If you answered YES to this question, complete the table below:**

As this program will be run parallel to the undergraduate teacher education/preparation program (B.S.Ed.) the learning outcomes will also mirror those of that already-approved program. They are state-mandated "Standards for the Preparation of Professional School Personnel" for any teacher prep program.

	List Old Learning Outcomes	New Learning Outcome, if changed <i>(if no change, write N/A and move to next outcome)</i>	New Direct Measure <i>(list student work product and explain how it will be evaluated)</i>	Have you updated the assessment cycle to include this change? <i>(yes/no)</i>
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

### Rationale and Assessment

---

Rationale for the proposed change. Include an explanation of how the department will manage the added workload, if any. Summarize how the learning outcomes will be assessed for the proposed curriculum.

The Department of Curriculum and Instruction seeks to add an option leading to recommendation for teacher certification. The recently-created courses mirror those in the already-approved program leading to recommendation for teacher certification through an undergraduate or non-degree-seeking route. This course of study will eventually take over the current M.Ed. with certification option, once fully implemented.

### Office of the Registrar Information

---

Date Received by UCC Secretary:	
UCC Item Number:	
UCC Approval Date:	
General Curriculum Report Number:	



**Program Resource Requirements.**

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

**I. PLANNED STUDENT ENROLLMENT**

	<u>FY 2020</u>		<u>FY 2021</u>		<u>FY 2022</u>		<u>FY 2023</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	7	15	7	15	10	20	10	20
B. Shifting enrollments	0	0	0	0	0	0	0	0
<b>Total Enrollment</b>	<b>7</b>	<b>15</b>	<b>7</b>	<b>15</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>20</b>

**II. REVENUE**

	<u>FY 2020</u>		<u>FY 2021</u>		<u>FY 2022</u>		<u>FY 2023</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Institution Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Federal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. New Tuition Revenues from Increased Enrollments		\$140,280.00		\$140,280.00		\$187,040.00		\$187,040.00
5. Student Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Other (i.e., Gifts)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Revenue</b>	<b>\$0</b>	<b>\$140,280</b>	<b>\$0</b>	<b>\$140,280</b>	<b>\$0</b>	<b>\$187,040</b>	<b>\$0</b>	<b>\$187,040</b>

**Ongoing is defined as ongoing operating budget for the program which will become part of the base.**

**One-time is defined as one-time funding in a fiscal year and not part of the base.**

III. EXPENDITURES

	<u>FY 2020</u>		<u>FY 2021</u>		<u>FY 2022</u>		<u>FY 2023</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
1. FTE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Faculty	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Adjunct Faculty	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Graduate/Undergrad Assistants	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Research Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Directors/Administrators	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Administrative Support Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Other:	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Personnel and Costs</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 2020</u>		<u>FY 2021</u>		<u>FY 2022</u>		<u>FY 2023</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
	<b>B. Operating Expenditures</b>							
1. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Professional Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Other Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Communications	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Materials and Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Rentals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Materials & Goods for Manufacture & Resale	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Miscellaneous	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Operating Expenditures</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 2020</u>		<u>FY 2021</u>		<u>FY 2022</u>		<u>FY 2023</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
	<b>C. Capital Outlay</b>							
1. Library Resources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
<b>Total Capital Outlay</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 2020</u>		<u>FY 2021</u>		<u>FY 2022</u>		<u>FY 2023</u>	
<b>D. Capital Facilities Construction or Major Renovation</b>								
<b>E. Other Costs</b>								
Utilites	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Maintenance & Repairs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other								
<b>Total Other Costs</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>TOTAL EXPENDITURES:</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>Net Income (Deficit)</b>	<u>\$0</u>	<u>\$140,280</u>	<u>\$0</u>	<u>\$140,280</u>	<u>\$0</u>	<u>\$187,040</u>	<u>\$0</u>	<u>\$187,040</u>

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

I.A.B.	Faculty and staff have capacity to absorb the new students into already-offered and concurrently-scheduled courses.

**PROPOSAL TO DISCONTINUE THE B.S. IN MUSIC: HISTORY AND LITERATURE EMPHASIS**

1. Discontinue the **B.S. in Music: History and Literature Emphasis:**

**Music (B.A. or B.S.)**

**B. History and Literature Emphasis (Not available as a B.S.)**

MUSA 114	Studio Instruction (4 credits are required)	4
MUSA 314	Studio Instruction (4 credits are required in major instrument or voice)	4
MUSH 480	Senior Thesis in Music History I	1
MUSH 481	Senior Thesis in Music History II	1
Select 2 credits of 300 or 400-Level MUSC electives		2
Select 4 credits of 300 or 400-Level MUSH electives		4
Select MUSA Ensembles in 8 different semesters <sup>1</sup>		8
Total Hours		24

**Courses to total 120 credits for this degree and include at least 66 cr in non-music courses**

<sup>1</sup> *Keyboard majors: of these eight, two semesters must be MUSA 315 Collaborative Piano.  
Guitar majors: of these eight, two semesters must be MUSA 365 Chamber Ensemble.*

**Rationale:** We currently offer the Music: History and Literature Emphasis as both a B.A. and B.S. The Music History faculty would like to drop the B.S. in this Emphasis, as foreign language is an essential skill in this area, and the B.S. does not require foreign language, whereas the B.A. does. We have not had any students in this Emphasis for many years.

Contact: Vanessa Sielert or Leonard Garrison

**PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM**  
*(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)*

**SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:**

- |                                     |  |                          |  |
|-------------------------------------|--|--------------------------|--|
| <input type="checkbox"/>            | 1. New component (option, minor, emphasis, concentration or specialization)                  | <input type="checkbox"/> | 5. Discontinuation of a certificate (30 credits or less) |
| <input type="checkbox"/>            | 2. New certificate (30 credits or less)  | <input type="checkbox"/> | 6. CIP Code change                                       |
| <input type="checkbox"/>            | 3. Change to program name or title, degree, department, division, college or center          | <input type="checkbox"/> | 7. Other, please describe:                               |
| <input checked="" type="checkbox"/> | 4. Discontinuation of a component (option, minor, emphasis, concentration or specialization) |                          |  |

**REQUIRED INFORMATION FOR ALL SELECTIONS:**

Dept Chair Name:	Vanessa Sielert	Email:	vanessas@uidaho.edu
Department/Unit:	Lionel Hampton School of Music		
College:	CLASS		
Current Program Name:	B.S. Music: History and Literature Emphasis	<input type="checkbox"/>	Graduate
		<input checked="" type="checkbox"/>	Undergraduate
Current program credits:	120		
Primary Point of Contact (if different from above):	Leonard Garrison	Email:	leonardg@uidaho.edu
Briefly describe the change you are requesting:	We currently offer the Music: History and Literature Emphasis as both a B.A. and B.S. The Music History faculty would like to drop the B.S. in this Emphasis, as foreign language is an essential skill in this area, and the B.S. does not require foreign language, whereas the B.A. does.		
CIP Code:	<input type="checkbox"/>	New (list requested code):	<input type="checkbox"/>
	<input type="checkbox"/>	Existing (list the current code):	<input type="checkbox"/>
What is the financial impact of the requested change:	<input type="checkbox"/>	Greater than \$250,000 per FY;	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	Less than \$250,000 per FY;	<input type="checkbox"/>
Describe the financial impact:	None; we have not had any students in this Emphasis for many years.		

Implementation/effective date of change or new component:	Fall (August 2020)		
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/> No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?	<input type="checkbox"/>	Yes	<input type="checkbox"/> No
Please write the geographical location that this program will be offered:	Moscow		

**NEW PROGRAM COMPONENTS/CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE**

Name of new component or certificate:			
Number of credits:			
Describe proposed new program component or certificate to include overview of program and credit requirements:			
Are there curriculum changes needed and/or do new courses need to be created:	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No
List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:			
Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:			
How will you ensure that the assessment findings will be used to improve the program?			
What direct and indirect measures will be used to assess student learning?			
When will assessment activities occur and at what frequency?			




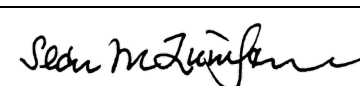
**MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE**

Current name of component or degree:			
New name of component or degree:			
Number of credits:			
Describe the modification are you making:			
Name of major or degree that the component is attached to:			
Describe rationale for the modification:			
Indicate whether program, curriculum, course and admission requirements remain the same.	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No
Are any of the learning outcomes changing:	<input type="checkbox"/>	Yes – if yes fill out question below	<input type="checkbox"/> No
List the new learning outcomes:	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>		

**DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE**

What are you requesting to discontinue:	<b>B.S. in Music: History and Literature Emphasis</b>		
What is the student impact if any?	<b>none</b>		
Are there curriculum changes needed and/or do new courses need to be created:	<input checked="" type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No

**SIGNATURES – REQUIRED FOR ALL SELECTIONS:**

Dept/Unit Curriculum Committee Approval Date:	9/17/19	Vote Record:	unanimous
Dept Chair Signature of Approval			
College Curriculum Committee Approval Date:	October 2, 2019	Vote Record:	3-0 in support
Dean Signature of Approval			

**College of Engineering  
Proposed Catalog Changes  
Effective Summer 2020**

**PROPOSAL TO CREATE A NEW GRADUATE CERTIFICATE IN NUCLEAR DECOMMISSIONING  
AND USED FUEL MANAGEMENT**

1. Create the following Graduate Certificate:

## **Nuclear Decommissioning and Used Fuel Management Academic Certificate**

Before pursuing this certificate, students must have completed NE 450 (Principles of Nuclear Engineering) or have previous professional nuclear experience (e.g., nuclear navy, commercial power plant).

NE 516	Nuclear Rules and Regulations	3
NE 554	Radiation Detection and Shielding	3
NE 582	Spent Nuclear Fuel Management and Disposition	3
NE 587	Nuclear Decommissioning	3
<b>Total Hours</b>		<b>12</b>

### **Courses to total 12 credits for this certificate**

**Distance Availability:** Yes

**Rationale:** The nuclear industry is facing financial challenges from low prices for electricity as a result of cheap natural gas as well as a glut of growing renewable sources. As a result, it is projected that a full quarter of the current U.S. nuclear generation capacity will be retired and require decommissioning by 2050. These decommission activities will require trained engineers with a skill set and knowledge base beyond those needed for projected construction of the new plants (conventional, small modular, and microreactors) during the same time period. UI will develop this expertise through the Nuclear Decommissioning and Used Fuel Management (NDUFM) certificate. The four course, 12 credit graduate-level certificate will be structured to educate currently employed practicing engineers desiring to expand their skill sets as well as traditional graduate students in pursuit of M.S., M.Engr., and Ph.D. credentials for the emerging and important decommissioning field. The NDUFM certificate program of instruction will provide world-class engineering education using state of the art pedagogy specifically crafted for worldwide asynchronous delivery. This will be accomplished by the collaboration between nuclear engineering faculty members and experts in asynchronous pedagogy and delivery to produce reusable learning modules with high quality production value. The certificate would include the development of asynchronous learning materials for i) an existing prerequisite "leveling course," ii) three existing courses and iii) one new course, NE 587.

**PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM**  
*(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)*

**SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:**

- |                                     |  |                          |  |
|-------------------------------------|--|--------------------------|--|
| <input type="checkbox"/>            | 1. New component (option, minor, emphasis, concentration or specialization)                  | <input type="checkbox"/> | 5. Discontinuation of a certificate (30 credits or less) |
| <input checked="" type="checkbox"/> | 2. New certificate (30 credits or less)  | <input type="checkbox"/> | 6. CIP Code change                                       |
| <input type="checkbox"/>            | 3. Change to program name or title, degree, department, division, college or center          | <input type="checkbox"/> | 7. Other, please describe:                               |
| <input type="checkbox"/>            | 4. Discontinuation of a component (option, minor, emphasis, concentration or specialization) |                          |  |

**REQUIRED INFORMATION FOR ALL SELECTIONS:**

Dept Chair Name:	Richard Christensen	Email:	<a href="mailto:rchristensen@uidaho.edu">rchristensen@uidaho.edu</a>
Department/Unit:	Nuclear Engineering		
College:	Engineering		
Current Program Name:	NEW	X	Graduate
			Undergraduate
Current program credits:			
Primary Point of Contact (if different from above):	Robert Borrelli	Email:	<a href="mailto:rborrelli@uidaho.edu">rborrelli@uidaho.edu</a>
Briefly describe the change you are requesting:	Create a 12 credit Graduate Certificate in Nuclear Decommissioning and Used Fuel Management		
CIP Code:		New (list requested code): 14.2301	
			Existing (list the current code):
What is the financial impact of the requested change:		Greater than \$250,000 per FY;	X
			Less than \$250,000 per FY;
Describe the financial impact:	The financial impact will be minimal. The certificate program will involve the creation of one new course, The resources associated with program delivery will be provided by the Idaho Falls Center in conjunction with the Idaho National Laboratory (INL) education contract.		

Implementation/effective date of change or new component:	Fall 2020		
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	X	Yes	No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?	X	Yes	No
Please write the geographical location that this program will be offered:			

**NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE**

Name of new component or certificate:	Nuclear Decommissioning and Used Fuel Management Certificate
Number of credits:	12
Describe proposed new program component or certificate to include overview of program and credit requirements:	<p>The nuclear industry is facing financial challenges from low prices for electricity as a result of cheap natural gas as well as a glut of growing renewable sources. As a result, it is projected that a full quarter of the current U.S. nuclear generation capacity will be retired and require decommissioning by 2050. The decommission activities will require trained engineers with a skill set and knowledge base beyond those needed for projected construction of new plants (conventional, small modular, and microreactors) during the same time period. UI will develop this expertise through the Nuclear Decommissioning and Used Fuel Management (NDUFM) certificate. The four course, 12 credit graduate-level certificate will be structured to educate currently employed practicing engineers desiring to expand their skill sets as well as traditional graduate students in pursuit of M.S., M.Engr., and Ph.D. credentials for the emerging and important decommissioning field. The NDUFM certificate program of instruction will provide world-class engineering education using state of the art pedagogy specifically crafted for worldwide asynchronous delivery. This will be accomplished by the collaboration between nuclear engineering faculty members and experts in asynchronous pedagogy and delivery to produce reusable learning modules with high quality production value. The certificate would include the development of asynchronous learning materials for i) an existing prerequisite “leveling course,” ii) three existing courses, and iii) one new course as described below:</p> <p><b>Prerequisite:</b></p> <ul style="list-style-type: none"> <li>NE 450 Principles of Nuclear Engineering – Basic nuclear and atomic processes; radioactive decay, binding energy, radiation interactions, reaction cross sections. Neutron diffusion, radiation sources.</li> </ul> <p align="center">OR</p>

	<ul style="list-style-type: none"> <li>• Previous professional nuclear experience (e.g., nuclear navy, commercial power plant, etc.)</li> </ul> <p><b>NDUFM Certificate:</b></p> <ul style="list-style-type: none"> <li>• NE 516 Nuclear Rules and Regulations – An in-depth examination of nuclear regulatory agencies; major nuclear legislation; current radiation protection standards and organizational responsibility for their implementation.</li> <li>• NE 554 Radiation Detection and Shielding – Radiation transport and shielding concepts. Methods for quantifying attenuation of nuclear particles and electromagnetic radiation. Radiation detection methods, data acquisition and processing.</li> <li>• NE 582 Spent Nuclear Fuel Management and Disposition – The management of nuclear fuel after removal from a nuclear reactor; storage options, recycle and recovery of uranium and other radionuclides, geological repositories and related topics.</li> <li>• NE 587 (new) Nuclear Decommissioning – Concepts and strategies for decommissioning nuclear facilities including project and program management, waste management, and site environmental restorations.</li> </ul> <p>Currently, there are no programs in the U.S. specifically focused on decommissioning with the exception of a specialized University of Tennessee program associated with the Oak Ridge National Laboratory Y-12 facility. Through the Nuclear Decommissioning and Used Fuel Management certificate, UI will establish itself on the leading edge of a program that has the potential to serve the needs of the U.S. and worldwide nuclear industry for at least the next 3 decades.</p>		
Are there curriculum changes needed and/or do new courses need to be created:	X	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	No
List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:			
<p>Upon completion of the Nuclear Decommissioning and Used Fuel Management certificate program students will:</p> <ul style="list-style-type: none"> <li>• Understand the regulatory framework and its basis for nuclear operations and implement this framework in the context of decommissioning of nuclear facilities and the management of associated radioactive materials.</li> <li>• Understand radiation shielding and protection and its application in the decommissioning of nuclear facilities.</li> <li>• Understand strategies and the engineering basis for the safe removal and short-term storage of used nuclear fuel.</li> <li>• Understand the strategies and technical basis for the long-term disposition of used nuclear fuel and its relationships to short-term storage strategies.</li> <li>• Understand and apply principles of project management, waste management, and site remediation to the decommissioning of nuclear facilities.</li> </ul>			
Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:			
Assessment of learning objectives will be accomplished through student written materials, exams, and case-study projects.			
How will you ensure that the assessment findings will be used to improve the program?			
The program coordinator in collaboration with the Nuclear Engineering program director, participating faculty, and asynchronous pedagogy will meet and review the certificate program (including samples of student work) annually. As appropriate, this review will include experts from industry to provide state of the practice perspectives. Based on these reviews, recommendations for changes and improvements will be implemented into the program as part of a strategy of continuous improvement.			

What direct and indirect measures will be used to assess student learning?
Direct measures include grades and performance on assignments, exams and reports. Indirect measures will include success of students in the job market, and over the long-term, the satisfaction of industry with the program (as describe above). In addition, exit assessments will be conducted with students completing the program to assess their satisfaction.
When will assessment activities occur and at what frequency?
Assessment will occur at two levels. Individual courses within the certificate program will be assessed through graded assignments, exams, and reports throughout the semester the course is offered. Assessment of the overall certificate program will occur annually as described above.

**MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE**

Current name of component or degree:				
New name of component or degree:				
Number of credits:				
Describe the modification are you making:				
Name of major or degree that the component is attached to:				
Describe rationale for the modification:				
Indicate whether program, curriculum, course and admission requirements remain the same.	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/>	No
Are any of the learning outcomes changing:	<input type="checkbox"/>	Yes – if yes fill out question below	<input type="checkbox"/>	No
List the new learning outcomes:	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>			

**DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE**

What are you requesting to discontinue:				
What is the student impact if any?				
Are there curriculum changes needed and/or do new courses need to be created:	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/>	No

**SIGNATURES – REQUIRED FOR ALL SELECTIONS:**

Dept/Unit Curriculum Committee Approval Date:	16 September, 2019	Vote Record:	
---	--------------------	--------------	--

Dept Chair Signature of Approval	<i>Richard W. Chertsev</i>		
College Curriculum Committee Approval Date:	27 September 2019	Vote Record:	Unanimous
Dean Signature of Approval	<i>John Cereau</i>		



# UNIVERSITY CURRICULUM COMMITTEE

## Course Approval Form

**Instructions:** Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

**Deadline:** This form must be submitted to the Academic Publications Editor by October 1<sup>st</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

### Submission Information

College	Engineering
Department/Unit	Nuclear Engineering
Dept/Unit Approval Date	9/11/2019
College Approval Date	20 September 2019

### Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

<input checked="" type="checkbox"/>	Add a Course	<input type="checkbox"/>	Drop a Course	<input type="checkbox"/>	Change a Course
-------------------------------------	--------------	--------------------------	---------------	--------------------------	-----------------

Course Change: If you are submitting a course change please indicate the components of the course being changed

Title	Number	Credits	Recommended Preparation
Prerequisites	Co-Requisites	Description	Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix		Number	
----------------	--	--------	--

### Course Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

**Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.**

Title:	Nuclear Decommissioning
--------	-------------------------

Short Course Title (If the course title is longer than 30 characters)

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Subject Prefix	NE	Number	587
Credits	3	Prerequisites	NE450
Co-requisites			
Description	Concepts and strategies for decommissioning nuclear facilities including project and program management, waste management, and site environmental restorations.		

### Cross- and Joint-List Status

**Cross-listed** course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

### Cooperative Course Approval (If Applicable)

**Cooperatively offered** courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

*Co-operative programs are based on one or more of the following criteria.*

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

### Distance Education Availability

The U.S. Department of Education defines distance education as follows:

*Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--*

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	X	No	
---	-----	---	----	--

### Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	X		
Coeur d'Alene			
Boise			
Idaho Falls	X		
Other*	X	Location(s)	An asynchronous hybrid course available nation-wide.

\*Note: If Other is selected identify the specific area(s) this program will be offered.

## Assessment

---

Summarize how the learning outcomes will be assessed for the proposed course.

Learning outcomes will be assessed through the use of homework assignments and exams. In addition, written reports based on the assessment of decommission case studies will be used to assess students' ability to integrate key concepts and articulate them as actionable decommission strategies.

## Rationale

---

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

It is projected that a full quarter of the current U.S. nuclear generation capacity will be retired and require decommissioning by 2050. These decommission activities will require trained engineers with a skill set and knowledge base beyond those needed for projected construction of the new nuclear plants (conventional, small modular, and microreactors) during the same time period. This course will provide students with an introduction of the key engineering and management skills needed for the safe decommission of nuclear facilities. The ongoing Idaho National Laboratory Educational Contract will support the delivery of the course.

## Office of the Registrar Information

---

Date Received by UCC Secretary	9/30/2019
UCC Item Number	UCC-20-023
UCC Approval Date	10/28/2019
General Curriculum Report Number	298

University of Idaho  
2019 – 2020 Faculty Senate Agenda

Meeting # 18

Tuesday, February 4, 2020 at 3:30 pm  
Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2019-2020 Faculty Senate Meeting #17 (January 28, 2020) **Attach. #1**
- III. Consent Agenda (Vote)
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
  - University Curriculum Committee (Vote)
  - UCC-020-038F: CEHHS Rexburg Expansion Discontinue; Representative Ali Carr-Chellman (**Attach. #2**)
  - UCC-020-045: CAA IAD Minor Name Change; Representative Rula Awwad-Rafferty (**Attach. #3**)
- VII. Other Announcements and Communications
  - Vandal Pathways, retention rates, and student transfer numbers; Guests Dean Kahler, Vice Provost for Strategic Enrollment Management and Chris Cook, Director of Career Services (**Attach. #4**)
- VIII. Special Orders
  - APM 20.01 Cash Handling (**Attach. #5**)
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting #17 (December 10, 2020)
- **Attach. #2** UCC-020-038F: CEHHS Rexburg Expansion Discontinue
- **Attach. #3** UCC-020-045: CAA IAD Minor Name Change
- **Attach. #4** Vandal Pathways, retention rates, and student transfer numbers
- **Attach. #5** APM 20.01

University of Idaho

2019 – 2020 Faculty Senate – **APPROVED**

Meeting # 18

Tuesday, February 4, 2020 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bridges, Caplan, Carter, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hanigan, Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Meeuf, Paul, Raja, Sammarruca (w/o vote), Schab, Schwarzlaender, Wiencek, Carr-Chellman (proxy for Chopin).

**Present via Zoom:** Kern, McKellar, Tenuto

**Absent:** Luckart, R. Smith

**Guests and Observers:** 15

**Guest Speakers:** Ali Carr-Chellman, Rula Awwad-Rafferty, Dean Kahler, Chris Cook, Brad White.

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

**Approval of Minutes (vote):** A motion (Dezzani/Fairley) to approve the minutes of the 2019-2020 Faculty Senate Meeting # 17 (January 28, 2020) passed unanimously.

**Consent Agenda:** None.

**Chair's Report:**

- The first University Faculty Meeting of the Spring semester will be on Wednesday, February 26, 2:30pm PT. The announcement has been sent to the Register and will appear regularly, with increased frequency as the date approaches.
- Update on Open Educational Resources (OER's):  
The Board's new Chief Academic Officer, T.J. Bliss, conveyed to the SBOE the challenges with the current III.U policy with regard to academic freedom and responsibility. The Board will follow his suggestion to continue the conversation with the Provost group, who will review III.U and provide suggestions for revisions. The chair of the IRSA (Instruction, Research, and Student Affairs) committee, Dr. Clark, and T.J. Bliss discussed best practices for OER. Based on his extensive experience with OER, T.J. Bliss expressed concerns that such mandates may actually stand in the way of good use of OER. T.J. Bliss also spoke about OPAL, which is the statewide SBOE initiative to invest in OER development. We have two faculty who were selected as Fellows, Ann Abbot in Math and Ana Alcocer in Spanish, and the SBOE were supportive of that effort. In summary, the SBOE expressed interest in continuing the conversation.
- There were no questions or comments following the Chair's report.

**Provost's Report:**

- The Provost, who was part of the IRSA meeting, confirmed that Jonathan Lashley and T.J. Bliss have the necessary experience to communicate effectively with the Board. The SBOE recognized the importance of academic freedom and that the current policy may have been too strong. It was a very productive conversation.

- Short update on the Academic Prioritization Program (APP). The committee will have their fourth meeting this Friday. The APP is anticipated to be a multi-step analysis, including, in a later step, engagement with programs which may be considered for closure. The data to support the first step have been collected and will be presented to the group. It is expected that step 1 will be clearly defined and completed after the next meeting, and that step 2 will also be largely done by that time. It is likely that the group will have at least one more meeting, with the final step consisting of direct presentations before the committee by the programs identified for closure.
- Update on dean searches. The interview process is completed for CLASS. We will be engaging in a comparable internal search for CNR later this week. The search committee for Arts and Architecture is assembled. They already have a good pool of candidates and will be inviting finalists to campus soon. For the College of Law, the timeline is different. The search will begin in the Spring, but candidates will be brought to campus in the Fall.
- There were no questions for the Provost.

**Committee Reports:** University Curriculum Committee (Voting items).

- UCC-020-038F: CEHHS Rexburg Expansion Discontinue.
  - Representative Ali Carr-Chellman gave a brief rationale for the discontinuation. The program was expensive due to the need for travel. She noted that the program in Moscow remains unchanged. More details can be found in Attachment #2.
  - There was no discussion. The motion from UCC passed unanimously.
- UCC-020-045: CAA IAD Minor Name Change.
  - Representative Rula Awwad-Rafferty was not available at this point so the meeting moved to the next item on the agenda.

**Other Announcements and Communications:** Vandal Pathways, retention rates, and student transfer numbers.

- D. Kahler, Vice Provost for Strategic Enrollment Management, and Chris Cook (Director of Career Services) presented the University Pathway Program (UPP), rebranded as Vandal Gateway Program (VGP), as described in Attachment #4. First, D. Kahler gave a brief history of how the proposal came to be. The intent is to increase the number of students at U of I who would not be admitted under ordinary circumstances. The idea was developed to admit a cohort of approximately 100 underprepared students and surround them with a support system to help them succeed.

D. Kahler approached the Deans and received positive feedback. On December 11, 2019, he met with the Admission Committee (AC), who appeared excited about the proposal. If a cohort of 100 students could be brought in and a curriculum could be designed to fit their needs, the AC would be willing to “alter the admission criteria”. The committee was also supportive of the proposed range for VGP admission, and the enhanced emphasis on the GPA relative to the ACT score. In order to be eligible for federal financial aid, VGP students would have to be placed in a degree-seeking program.

The budget outlined in Attachment #4 is a rough design. It will have to be adjusted as we move along. They expect the program to be justified and self-supported, with a total estimated revenue and total estimated costs of about \$830,000 and \$250,000, respectively. Part of that money would be used towards finding a leader/advisor for the program, and also to support the additional staff to cover the increased contact hours per week.

The specific admission criteria can be determined as appropriate. As for the curriculum, a list of courses which may comprise the VGP curriculum can be found on p. 3 of Attachment #4. It will need further developments, in close collaboration with a variety of colleges that will be involved in the program. The actual number of faculty and courses will depend on the number of students in the program. The students will be monitored closely and the program's success will be assessed after the first semester and after the first year. Upon completion of the first year, the students will be able to continue to their desired programs and will be assigned advisors in their chosen disciplines. The program was modeled after similar ones in other schools. They will continue to build tools to assess this pilot program. In the meantime, though, they are moving quickly to have the pilot program start this Fall. They expect a positive impact on the retention rate at U of I.

- An extensive discussion followed the presentation. Comments/concerns /questions raised by the Senators, and the corresponding replies from the speakers, are summarized below:

The program may be redundant. Community Colleges provide the smaller-class setting that is necessary for less prepared students to succeed. Two years at a Community College offer the advantage of reduced tuition (an essential aspect for financially disadvantaged students) and the preparatory experience needed to join a four-year institution. The two-year schools are designed to provide remediations. Some Senators noted that they had heard similar opinions from many members of their constituencies.

The speakers replied that the number of students who transfer from two-year schools is small. Furthermore, community colleges may not have the necessary resources to assist the students who need help the most. What they are proposing is a different concept, more like a “bridge” program.

Another Senator noted that, although only about 25% of our students have transferred from a two-year college, 60% of them graduate. In other words, those who do transfer are well-positioned to succeed. Some Senators, who mentioned having extensive experience working with two-year colleges, supported the notion that those schools are valued partners and that a better “pathway” solution would be to strengthen those partnerships. A Senator, who is also the Director of the Industrial Technology Program in Idaho Falls, noted their successful collaboration with the College of Eastern Idaho, where students take the first two years before transferring to U of I. They are now looking into building a similar partnership with North Idaho College (NIC). Another Senator described a similar twelve year-long robust partnership with the College of Education and Teacher Certification at NIC. Furthermore, the two-year college “pathway” to U of I is cost effective for the students. D. Kahler agreed that these collaborations with two-year colleges are important and valuable, but pointed out that they are seeking alternative ways and more opportunities to grow enrollment.

Some Senators argued that, with the current budget situation, we may not have the resources to support VGP. Units may have to reduce the number of faculty and perhaps even streamline the curriculum. The speakers argued that the expected additional revenue should take care of that concern. On the other hand, another Senator noted, after meeting the needs of the students in VGP, the actual gain in revenue may be a lot smaller than what is being projected. With the size of the cohort being about 100, the ideal class size would be capped at 14 students at most (as we know from best practices in both English and Math).The budget model being proposed is not



consistent with the best strategies to actually assist students who are underprepared and potentially linguistic diverse. How are we going to break down a cohort of 100 students into groups which are sized according to best practices?

The non-uniformity, or “lack of equivalency” in admission standards was seen by some Senators as a legal issue, which may expose the university to liabilities. It was not disputed that this aspect will have to be considered more carefully, although, the speakers argued, we do, in other circumstances, give different levels of support to different groups.

The projected budget needs to take into account the need for increased professional help. The speakers replied that services such as CEDAR would do that. However, whether those services would have the capacity to serve the additional students has not yet been determined. When accepting students into the program, no additional analysis or assessment have been performed beyond checking that the accepted applicants fall within the proposed range for VGP (the region marked in blue on the last page of Attachment #4).

Serious concerns were raised about the fact that the implementation of VGP (currently accepting students) did not follow proper procedures. FSH 1520 Article IV Section 1 was brought up, which gives the university faculty the privilege to establish minimum admission standards. Although everyone supports education opportunity for all, strong reservations were raised about procedural aspects. The speakers reiterated that the Admission Committee had been supportive. However, other Senators argued, the Admissions Committee does not have the authority to change admission standards. Furthermore, any Catalog changes require Senate approval.

Ethically, we should not neglect students who have gone through the standard admission process in order to support the new cohort. The speakers noted that the university is investing resources to help all students - see, for instance, VandalStar.

The proposed amount of additional faculty compensation for extra contact hours (\$1,500), was seen as insufficient. The speakers reiterated that this is a starting point and that the program will need to be approached from many different sides to find a sustainable model.

A Senator proposed to slow the process down and revisit it after we have more concrete information about the cuts. While supporting greater access to education, the Senator had strong concerns about the “aspirational” budget. What is the timeline? D. Kahler said that students have already started to register. About 100 acceptance letters have gone out, although the university is still waiting for replies from those students.

Who decides if they pass? Who will oversee VGP students who end up on probation? D. Kahler replied that VGP students will pass by the normal procedures (GPA of 2.0). Additional aspects are still to be considered.

What is the probability that 100 students accept? What is the budget “breakeven”? The speakers replied that the breakeven is about 30 students, which they expect to surpass.

The importance of working closely with faculty was emphasized again. A Senator noted that he would have liked to have this conversation earlier, along with a more realistic budget.

Chair Grieb closed the discussion due to the late hour and made some statements:

We all understand the importance of growing enrollment. But we have also heard a number of serious concerns:

1. These are bad strategies. We understand the goals behind them, but our money is better spent building strong relations with Community Colleges. We should focus on our declining retention rate. The work of Career Services is critical for our students' success, but many people are concerned that taking on this project is a distraction from Career Services' valuable role.
2. Not sufficient due diligence was exercised in the implementation. The actual cost of the program has not been properly considered.
3. Both FSH and the Catalog were not properly followed, thus circumventing shared governance.

From his communication with the Admissions Committee, Chair Grieb developed the impression that the committee did not have enough time or sufficient opportunity to look at the documents. Had they fully understood what they were being asked to do, they would have realized that there is a shared governance process to follow. Chair Grieb read parts of FSH 1520, Article IV, Section 1. Moreover, he noted, the Catalog, under "*Apply to the University*", is quite prescriptive about what the committee must do when considering applications. Also, FSH 1640.08 clearly describes the committee's jurisdiction. It is important that the administration follows FSH as their guiding principle.

Secretary Sammarruca noted that many faculty, such as herself, had only very recently become aware that the program was registering students. What "channel" did the proposal go through and how did it get formally approved? D. Kahler said he spoke with Provost Wiencek, President Green, the Chief Finance Officer, the Deans, and Provost Council. The Provost recommended to contact the Admission Committee.

Chair Grieb proposed that Senate assembles a task force charged with working with VGP and reporting back to Senate. Potentially, the relevant policy could be revised to state that the committee shall provide advice and recommendations about university admission to those students who do not meet the standard admission requirements.

**Special Orders:** APM 20.01, Cash Handling, Brad White.

- Brad White gave a brief presentation of the APM revision.
- There was a brief discussion as to whether the revision may have to be reflected in the Bylaws of individual Units. Brad White said he does not expect that.
- UCC-020-045: CAA IAD Minor Name Change.
  - Representative Rula Awwad-Rafferty provided a brief rationale. The name change better aligns with the name of the program and the degree as it was approved last year. More details can be found in Attachment #3.

- There was no discussion. The motion from the University Curriculum Committee passed unanimously.

**New Business:** None.

**Adjournment:** A motion to adjourn (Cosens/Dezzani) passed unanimously. The meeting was adjourned at 5:00pm.

Respectfully Submitted,

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

University of Idaho

2019 – 2020 Faculty Senate – **Pending Approval**

Meeting # 17

Tuesday, January 28, 2020 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bridges, Caplan, Carter, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hanigan, Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Luckhart, Meeuf, Paul, Raja, Sammaruca (w/o vote), Schab, Schwarzlaender, R. Smith, Lawrence (proxy for Wiencek)

**Present via Zoom:** Kern, McKellar, Tenuto

**Absent:** A. Smith, Tibbals, Wiencek

**Guests:** 6

**Guest Speakers:** Kathy Canfield Davis, Alison Carr-Chellman, Jodie Nicotra, Taylor Raney, Leonard Garrison, Senator Michael McKellar (for Robert Borrelli).

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

**Approval of Minutes (vote):** A motion (Lee-Painter/Dezzani) to approve the minutes of the 2019-2020 Faculty Senate Meeting # 16 (January 21, 2020) passed unanimously.

**Consent Agenda:** None.

**Chair's Report:**

- The first University Faculty Meeting of the Spring semester will be on Wednesday, February 26, 2:30pm PT. More information is to come.
- Update on the Online Educational Resources (OER): Policy III.U , “Textbook and Instructional Material Affordability”, was adopted by the SBOE last Fall. Under this policy, every common-indexed core course (that is, listed across all institutions) must, by the academic year 2021-22, offer at least one section that uses only online instructional resources.
  - Jonathan Lashley, Associate Chief Academic Officer and the Board’s new Chief Academic Officer T.J. Bliss held Zoom meetings yesterday and today (Monday 01/27 and Tuesday 01/28).
  - Leif Hoffmann, LCSC Faculty Senate, shared a statement released by the LCSC faculty.
  - The State Board will consider revising the policy before implementation. Jonathan suggested that we need to ask faculty what they want to achieve with textbook and resources.
  - Many issues need to be considered when moving forward, such as textbook cost vs. academic freedom, and the instructor’s ownership of the course content.
  - This will be discussed at a meeting of the IRSA (Instruction, Research, and Student Affairs) committee this week. The outcome of that meeting should guide our future actions.
  - What is the best way for us to respond? We could take no action, or support the LCSC resolution. Should we release our own statement to acknowledge the issue and recommend a way forward? Any other alternatives?
- Discussion:

Affordable education is everyone's concern, but we need to work together with the State Board to find the best way to achieve this common goal. The proposed mandate may end up hurting the students, as it will limit the ability of instructors to choose the material they think will best serve the students. Instructors should make that choice. Moreover, instructors who have created their own course material would have to make it freely available for it to be considered an OER.

Other points raised by Senators included: the need to get solid data on how much our students are actually paying for textbooks. What does "low cost" really mean? Showing SBOE that our faculty already are taking steps to keep the cost of textbooks low would be a very effective argument. Furthermore, most students are able to purchase inexpensive textbooks, for instance through Amazon. Chair Grieb noted that students' input will be very important in this conversation.

A Senator suggested to invite Marco Seiferle-Valencia, Open Education Librarian, to speak at one of the next Senate meetings, an idea which was well received.

Faculty Senate Leadership will continue to update the Senate as this discussion evolves.

**Provost's Report** (delivered by Vice Provost Torrey Lawrence):

- The Academic Program Prioritization (APP) is proceeding on schedule and should wrap up by next week.
- So far, over 50 people have returned the contract for either the Optional Retirement Incentive Program (ORIP) or the Voluntary Separation Incentive Program (VSIP). The deadline is about a week away. It will be announced in the Register again tomorrow.
- One more reminder that all faculty and staff are invited to provide confidential feedback about the performance of their administrators. Feedback will be collected through an online survey. Follow this link to the Survey: [Take the Survey](#)

- Discussion:

Some Senators asked whether some communication will be released to explain the APP process, which may not be clear to the broader audience. Vice Provost Lawrence said he believes some communication will come from the Provost once everything is finalized. There is nothing specific to share at this time. Chair Grieb noted that he plans to invite the chair of the APP group to one of the next Senate meetings to talk about the metrics. A Senator who is also member of the APP committee noted that they expect to finalize the process by next week or so. Provost Council has been charged with assigning costs to programs. Both revenues and costs are attributed to each program and compared. The group is meeting next week and at that time they hope to finalize the process and the rankings.

Another focal point of the discussion was whether the complex nature of interdepartmental relations can be realistically captured by a single number. If the numbers inserted in the computation are wrong, a Senator argued, the outcome will be wrong. It was reiterated that programs will be first sorted by quintiles, and that the bottom two quintiles will undergo additional review. But, a Senator argued again, the way the metrics are being assessed may be the problem. This Senator disputed the validity of a financial/market model to describe higher education.

Chair Grieb noted that a financial model such as Return on Budget Allocated is entirely valid, and noted that the issues raised would challenge the validity of any program review model, not just financial based measures. The key is to have transparency in the model and a review of how the budget numbers are allocated to the model. This allows a standardized comparison across all programs which is a necessary component for the first step in the process. He also noted that this does not determine which programs are terminated, it only identifies the degree of contribution back to the budget based on resources used. There are multiple steps for review after the quintile rankings that include a range of specialized measures, including qualitative considerations and appeals.

A Senator wondered whether real saving will come out of program cutting. We should take a broad look at the courses we teach and how many departments are interconnected through those courses. Is there actual saving when a program is cut? In reply, it was noted that those considerations, in fact, will enter the additional review that programs identified for closure will undergo. In other words, the impact of potential closure of programs on other areas will be investigated. It can happen that, in the end, no cost-saving would come from cutting a particular program. It was noted that APP is only part of what will help us move forward. The Deans' budget cuts will make the largest contribution in addressing the 14 million budget shortfall in General Education, followed by the VSIP and ORIP, and by APP, as a distant third.

The discussion moved to the usefulness of a periodic APP. Some Senators felt such process is useful, although it requires a large effort from the faculty.

A Senator who is also a member of the APP committee argued that a cost-benefit analysis cannot be applied in Higher Education. The percentages applied, for instance, to essentiality, contribution to strategic plans, cost effectiveness etc...seem arbitrary. The previous two APP processes were mentioned. A Senator remembered that the first one was unsuccessful and the second one failed to properly account for how faculty in one program contribute to other areas.

A Senator suggested that evaluations of programs also take into account demand from growing industry. Indeed, another Senator argued, considerations such as "demand" will come up for those programs which end up in the bottom quintiles.

The meeting moved on to the remaining business.

**Committee Reports:** University Curriculum Committee (Vote)

- UCC-020-038d (Master of Arts in Teaching English to Speakers of Other Languages). Jodie Nicotra gave a brief overview of the proposed changes and their rationale, which she explained are partially related to recent faculty departures. More details can be found in Attachment #5. The motion from UCC passed unanimously.
- UCC-020-038a (Discontinue the M.Ed. and the M.S. in Rehabilitation Counseling and Human Services); UCC-020-038b (Rehabilitation Counseling Category R Graduate Academic Certificate); UCC-020-019c (Discontinue M.Ed. and M.S. in School Counseling). Alison Carr-Chellman (for Kathy Canfield Davis, who had to leave the Zoom meeting early) gave an overview of the proposed changes (see Attachments #2,3,4). There was a question regarding

the existence of similar programs in the state. That is possible as ISU is looking into launching one in the Boise area. The motion from the University Curriculum Committee passed unanimously.

- UCC-020-038e (M.A.T. in Secondary Education). Taylor Raney gave a brief overview of the proposed changes. The Department of Curriculum and Instruction wishes to add an option leading to recommendation for teaching certificate, see Attachment #6 for details. The motion from UCC passed unanimously.
- UCC-020-031 (Discontinuing B.S. in Music: History and Literature Emphasis). Leonard Garrison presented the proposed changes, see Attachment #7. The requirement of a foreign language (German or French) implies that the program can be offered only as a B.A.; furthermore, the B.S. program was not popular, with the last degree awarded in Fall 2018. There was a brief discussion followed by the vote. The motion carried unanimously.
- UCC-020-028 (Nuclear Decommissioning and Used Fuel Management Graduate Certificate). Senator Michael McKellar presented the proposed changes, see Attachment #8. A brief discussion followed. The creation of this graduate certificate was motivated by the proximity of the Idaho National Laboratory to the Idaho Falls campus. The hope is to expand the certificate through the nuclear industry. The motion carried unanimously.
- **Other Announcements and Communications:** None

**Special Orders:** None

**New Business:** None.

**Adjournment:** A motion to adjourn (Fairley/Chopin) passed unanimously. The meeting was adjourned at 4:44pm.

Respectfully Submitted,

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



**College of Education, Health and Human Sciences  
Proposed Catalog Changes  
Effective Summer 2020**

1. Discontinue the **Ed.D. in Education** in Rexburg, Idaho (effective Fall 2020) – see attached memo

**Rationale:** The expansion of the program to Rexburg was to provide a specialization to a cohort of students who were faculty at BYU-Idaho in Rexburg. This was done via an MOU between the UI and BYU-I which expired on August 31, 2015.

A second MOU and cohort were not put in place and the UI has not offered this expansion since the completion of the original cohort in 2014. There are no faculty, student or financial impacts. We are formally requesting that the expansion in Rexburg be discontinued and removed from our inventory. The program in Moscow remains unchanged.

**OFFICE OF THE PROVOST  
AND EXECUTIVE VICE PRESIDENT**

875 Perimeter Drive MS 3152

Moscow ID 83844-3152

208-885-6448

208-885-6558 [FAX]

provost@uidaho.edu

provost.uidaho.edu

October 31, 2019

Patty Sanchez  
Academic Affairs Program Manager  
Idaho State Board of Education  
650 West State Street, Suite #307  
P.O. Box 83720  
Boise, ID 83720-0037  
[Patty.sanchez@osbe.idaho.gov](mailto:Patty.sanchez@osbe.idaho.gov)

Dear Ms. Sanchez,

The purpose of this Notification Letters is to request, per Board Policy III.G.7. the discontinuation of the Ed.D. in Education in Rexburg Idaho. The expansion of the program to Rexburg was to provide a specialization to a cohort of students who were faculty at BYU-Idaho in Rexburg. This was done via an MOU between the UI and BYU-I which expired on August 31, 2015.

A second MOU and cohort were not put in place and the UI has not offered this expansion since the completion of the original cohort in 2014. There are no faculty, student or financial impacts. We are formally requesting that the expansion in Rexburg be discontinued and removed from our inventory. The program in Moscow remains unchanged.

The change will go into effect in Fall 2020, if approved. Please do not hesitate to contact me should you need additional information.

Sincerely,

Cher Hendricks  
Vice Provost for Academic Initiatives

Cc: John Wiencek  
Ali Carr-Chellman

**PROPOSAL TO RENAME THE INTERIOR DESIGN MINOR**

1. Make the following change:

**Interior Architecture and Design Minor**

IAD 151	Intro to Interior Design	3
IAD 281	History of Interiors I	3
IAD 282	History of Interiors II	3
IAD 368	Materials & Specifications	3
IAD 443	Universal Design	3
Directed Electives (as approved by IAD advisor)		3
Total Hours		18

**Courses to total 18 credits for this minor**

**Distance Availability:** Yes

**Rationale:** New name aligns with the recent program and degree name change approved last year.

**PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM**  
*(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)*

**SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:**

- |                          |  |                                     |   |
|--------------------------|--|-------------------------------------|---|
| <input type="checkbox"/> | 1. New component (option, minor, emphasis, concentration or specialization)                  | <input type="checkbox"/>            | 5. Discontinuation of a certificate (30 credits or less)                                    |
| <input type="checkbox"/> | 2. New certificate (30 credits or less)  | <input type="checkbox"/>            | 6. CIP Code change  |
| <input type="checkbox"/> | 3. Change to program name or title, degree, department, division, college or center          | <input checked="" type="checkbox"/> | 7. Other, please describe: Change to Minor name to match recent program/degree name change. |
| <input type="checkbox"/> | 4. Discontinuation of a component (option, minor, emphasis, concentration or specialization) |                                     |   |

**REQUIRED INFORMATION FOR ALL SELECTIONS:**

Dept Chair Name:	Rula Awwad-Rafferty	Email:	rulaa@uidaho.edu
Department/Unit:	Interior Architecture and Design		
College:	Art and Architecture		
Current Program Name:	Interior Architecture and Design	<input type="checkbox"/>	Graduate
		<input checked="" type="checkbox"/>	Undergraduate
Current program credits:	123		
Primary Point of Contact (if different from above):		Email:	
Briefly describe the change you are requesting:	Change name of minor from Interior Design to Interior Architecture and Design to align with the recent program and degree name change of the same title		
CIP Code:	<input type="checkbox"/>	New: (04.0501)	<input type="checkbox"/>
	<input type="checkbox"/>	Existing: (50.0408)	<input type="checkbox"/>
What is the financial impact of the requested change:	<input type="checkbox"/>	Greater than \$250,000 per FY;	<input type="checkbox"/>
	<input type="checkbox"/>	Less than \$250,000 per FY;	<input type="checkbox"/>
Describe the financial impact:	none		

Implementation/effective date of change or new component:	Fall 2020		
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?		Yes	X No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?		Yes	No
Please write the geographical location that this program will be offered:	Moscow		

**NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE**

Name of new component or certificate:			
Number of credits:			
Describe proposed new program component or certificate to include overview of program and credit requirements:			
Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	No
List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:			
Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:			
How will you ensure that the assessment findings will be used to improve the program?			
What direct and indirect measures will be used to assess student learning?			
When will assessment activities occur and at what frequency?			



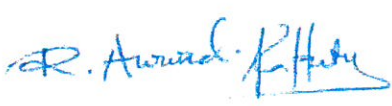
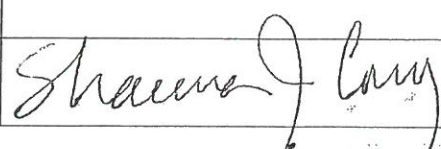
**MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE**

Current name of component or degree:	Interior Design Minor		
New name of component or degree:	Interior <u>Architecture and</u> Design Minor		
Number of credits:	18		
Describe the modification are you making:	Only changing the title/name of the existing minor; no changes proposed to course or credit requirements		
Name of major or degree that the component is attached to:	Bachelor of Interior Architecture and Design (B.I.A.D.)		
Describe rationale for the modification:	New name aligns with the recent program and degree name change approved last year		
Indicate whether program, curriculum, course and admission requirements remain the same.	X	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	No
Are any of the learning outcomes changing:		Yes – if yes fill out question below	X No
List the new learning outcomes:	1. 2. 3. 4. 5.		

**DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE**

What are you requesting to discontinue:			
What is the student impact if any?			
Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	No

**SIGNATURES – REQUIRED FOR ALL SELECTIONS:**

Dept/Unit Curriculum Committee Approval Date:	09/25/2019	Vote Record:	3 in favor; None opposed
Dept Chair Signature of Approval			
College Curriculum Committee Approval Date:	09/26/2019	Vote Record:	5 in favor; None opposed
Dean Signature of Approval			



## **University Pathway Program Proposal**

*Dean R. Kahler, Vice Provost*

*October 1, 2019*

### **University Pathway Program Description**

When the University of Idaho admits an undergraduate student we make a commitment that we believe each admitted student can be successful at the University. Each year the University of Idaho denies admission to over 500 hundred students because the students' chances of success within the current academic structure are very low with our current support structure. However, the University of Idaho would like to serve those underprepared students through an innovative University Pathway Program (UPP).

In the UPP underprepared students would be admitted to a cohort that provided adapted instructional support, modified curriculum delivery, intensive advising and social support. Students would be supported through extended classroom instruction time to allow for more instruction and support by the faculty. Students would be supported by peer mentors, intrusive daily advising and academic coaching. Mandatory attendance would be closely monitored as well as required participation in academic support and financial literacy programming throughout the first year.

At the end of completion of the first year the students would be eligible to continue studies as a sophomore at the University of Idaho. While the UPP is intended to be a first-year program, further programming may be considered for the students.

### **Justification of Need**

The state of Idaho has a college matriculation rate that is among the lowest in the nation. There are students who want to continue their education but have been denied admission at the University of Idaho due to their academic preparation level. We would like to meet the needs of those students who desire to continue their education. However, we also want to make sure that those students are well supported to succeed. With the highest first to second year retention rate and the highest graduation rate of all public universities in the state we believe the University of Idaho is well positioned to implement the UPP and serve even more students in the state.

We believe that a cohort of 100 students could be admitted to the UPP each fall. The UPP would be a one-year program with the students joining the general student population during their sophomore to senior years. The program would be directly in line with the Complete College America (CCA) initiative.

Additional positions and resources would be needed and fit within the Complete College America (CAA) and SBOE initiatives.

- Coordinator for the UPP



- Academic advisor
- Faculty stipends who take on additional teaching load
- Peer mentors
- Operating and support expenses

### Students Served

Approximately 100 undergraduates will be served by the UPP through 10 academic courses. These students would not have formerly had an opportunity to attend the University of Idaho to pursue a Bachelor Degree. The students would be eligible for all financial aid and scholarships (need-based) that a direct admit student would receive. With the support of the pathway program the academic success of the students can exceed the current retention and graduation rates at the institution.

### Admission to the UPP

Admission to the UPP would be automatic to students who did not meet the minimum admission requirement but showed promise to succeed with support in the UPP. The specific admission criteria can be determined as appropriate. Analysis of the success of the students who are admitted to the UPP should take place on an annual basis and recommendations for changes in the admission criteria presented to the Provost or designee.

Admission to the UPP would require the student participate in all portions of the program. Failure to achieve a 2.0 grade point average at the end of the academic year would require petition to continue studies at U of I.

Students would be admitted to the Bachelor of General Studies program for the duration of the UPP.

### Budget

This program would be justified and well supported by the additional tuition revenue that would be realized.

Tuition/fees first year	\$8,304 x 100 students	= \$830,400 tuition/fees revenue
Housing and meal plan	\$9,080	
Books	<u>\$1,130</u>	
Total Revenue	\$18,514 x 100 students	= \$1,851,400 revenue

*pass through*

Total Tuition/fees Revenue	\$830,400
Less Total Cost of Program	<u>\$232,655 w/25 sections</u>
<b>Net additional tuition/fees revenue to UI</b>	<b>\$597,745</b>

Rough breakeven point - \$8,304 (tuition) x 29 students = \$240,816

### Budget details

#### *Salary and Fringe*

1. 1 UPP Coordinator (New position)
  - a. \$48,000 annual salary (Exempt)

- b. \$19,200 fringe benefit cost
- 2. 1 Academic Advisor (New position)
  - a. \$40,000 annual salary (Exempt)
  - b. \$16,000 fringe benefit costs (40%)
- 3. 13 Peer Mentor Temporary Help Positions (New temp help positions)
  - a. \$13,500 needed for wages
  - b. \$1,867 needed for fringe benefit cost
- 4. 25 Faculty Position Stipends (added to their current salary)
  - a. \$37,500 needed for stipends
  - b. \$11,588 needed for fringe benefit cost (30.9%)

*Travel/Professional Development*

- 1. Professional Development –
  - a. \$5,000 (\$2,500 for two positions)

*Operating Expenses*

- 1. Training materials, IT, program materials, textbooks, marketing materials, hiring costs
  - a. \$40,000

**Total cost of Program = \$232,655**

**The UPP Curriculum**

The following courses might comprise the curriculum for the UPP:

<u>Semester One (Fall)</u>	<u>Total Sections Required</u>	<u>Faculty Cost</u>
ENGL101 (3)	4	\$6,000
ENGL109 (1)		
THE101 or MUSI100 (3)	3	\$4,500
PSYC101 (3)	2	\$3,000
MATH108 (3)	1	\$1,500
<u>ISEM101 (3)</u>	<u>3</u>	<u>\$4,500</u>
Total Credits (15 credits)		\$19,500
<u>Semester Two (Spring)</u>		
ENGL102 (3)	3	\$4,500
SOC101 (3)	1	\$1,500
ART100 (3)	4	\$6,000
BIOL102 (3)	1	\$1,500
<u>COMM101 (2)</u>	<u>3</u>	<u>\$4,500</u>
Total Credits (14 credits)		\$18,000
Total faculty stipends	25 sections	\$37,500
Benefits (30.9%)		<u>\$11,588</u>
Total faculty costs		\$49,088

The number of faculty needed per semester and the additional stipend costs are determined by final enrollment. However, an estimate for the faculty stipends to teach a full UPP are provided here. Each course will have an additional hour of classroom contact as part of the program.

Additional staff will be requested to support the UPP. Those staff will be dedicated to programming that support the UPP students. Mandatory attendance will be required of all students in all programming and coursework. Faculty will be selected to teach in the UPP and work closely with the Coordinator of the UPP to achieve outcomes.

### **Program Outcomes**

The UPP is intended to be a two-semester program. Upon successful completion of the UPP the students would continue studies in their desired academic program and assigned to an academic advisor within their respective academic discipline.

- The cohort of UPP students would be tracked at the end of each academic year to determine the overall success of the program. The goal would be to encourage progression from year to year and four-year graduation for each participant.
- An increase in the number of students who attend U of I who otherwise would not be able to be admitted would be realized.

### **Next Steps**

- Approval to pilot the program
- Creation of UPP Committee to guide program implementation and inform campus
- Hire Program Coordinator and Program Advisor
- Admission of students to the program
- Creation of budget to support the program – need to check with Foisy. Include mtg with Storhok and Mahoney.



## **University Pathway Program Proposal**

*Dean R. Kahler, Vice Provost*

*December 10, 2019*

### **University Pathway Program Description**

When the University of Idaho admits an undergraduate student we make a commitment that we believe each admitted student can be successful at the University. Each year the University of Idaho denies admission to over 500 hundred undergraduate students because the students' chances of success within the current academic structure are very low with our current support structure. However, the University of Idaho would like to serve those underprepared students through an innovative University Pathway Program (UPP).

In the UPP underprepared students would be admitted to a cohort that provided adapted instructional support, modified curriculum delivery, intensive advising and social support. Students would be supported through extended classroom instruction time to allow for more instruction and support by the faculty. Students would be supported by peer mentors, intrusive daily advising and academic coaching. Mandatory attendance would be closely monitored as well as required participation in academic support and financial literacy programming throughout the first year.

At the end of completion of the first year the students would be eligible to continue studies as a sophomore at the University of Idaho. While the UPP is intended to be a first-year program, further programming may be considered for the students.

### **Justification of Need**

The state of Idaho has a college matriculation rate that is among the lowest in the nation. There are students who want to continue their education but have been denied admission at the University of Idaho due to their academic preparation level. We would like to meet the needs of those students who desire to continue their education. However, we also want to make sure that those students are well supported to succeed. With the highest first to second year retention rate and the highest graduation rate of all public universities in the state we believe the University of Idaho is well positioned to implement the UPP and serve even more students in the state.

Additionally, with the Navitas partnership now being discontinued we have an opportunity to serve international students within the UPP. The admissions criteria that was adopted for the GSSP would be applied to the UPP.

We believe that a cohort of 100+ students could be admitted to the UPP each fall. The UPP would be a one-year program with the students joining the general student population during their sophomore to senior years. The program would be directly in line with the Complete College America (CCA) initiative. There is some interest in building a graduate student level UPP also and further discussion will need to take place to implement that program.



Additional positions and resources would be needed and fit within the Complete College America (CAA) and SBOE initiatives.

- Director/Coordinator for the UPP
- Academic advisor
- Faculty who take on additional teaching load with stipends
- Peer mentors
- Operating and support expenses

### **Students Served**

Approximately 100 undergraduates will be served by the UPP through 10 academic courses. These students would not have formerly had an opportunity to attend the University of Idaho to pursue a Bachelor Degree. The students would be eligible for all financial aid and scholarships (need-based) that a direct admit student would receive. With the support of the pathway program the academic success of the students can exceed the current retention and graduation rates at the institution.

### **Admission to the UPP**

Admission to the UPP would be automatic to students who did not meet the minimum admission requirement but showed promise to succeed with support in the UPP. The specific admission criteria can be determined as appropriate. Analysis of the success of the students who are admitted to the UPP should take place on an annual basis and recommendations for changes in the admission criteria presented to the Provost or designee.

Admission to the UPP would require the student participate in all portions of the program. Failure to achieve a 2.0 grade point average at the end of the academic year would require petition to continue studies at U of I. An admission index of at least 40.0 would be required with no GPA lower than a 1.75 being considered for this program.

Students would be admitted to the Bachelor of General Studies program for the duration of the UPP.

### **The UPP Curriculum**

The following courses might comprise a typical curriculum for the UPP:

<u>Semester One (Fall)</u>	<u>Total Sections Required</u>
ENGL101 (3)	4
ENGL109 (1)	
THE101 or MUSI100 (3)	3
PSYC101 (3)	2
MATH108 (3)	1
<u>ISEM101 (3)</u>	<u>3</u>
Total Credits (15 credits)	
 <u>Semester Two (Spring)</u>	
ENGL102 (3)	3
SOC101 (3)	1

ART100 (3)	4
BIOL102 (3)	1
<u>COMM101 (2)</u>	<u>3</u>
Total Credits (14 credits)	

The number of faculty needed per semester and the additional stipend costs are determined by final enrollment. Each course will have an additional hour of classroom contact as part of the program.

Additional staff will be requested to support the UPP. Those staff will be dedicated to programming that support the UPP students. Mandatory attendance will be required of all students in all programming and coursework. Faculty will be selected to teach in the UPP and work closely with the Director/Coordinator of the UPP to achieve outcomes.

### **Program Outcomes**

The UPP is intended to be a two-semester program. Upon successful completion of the UPP the students would continue studies in their desired academic program and assigned to an academic advisor within their respective academic discipline.

- The cohort of UPP students would be tracked at the end of each academic year to determine the overall success of the program. The goal would be to encourage progression from year to year and four-year graduation for each participant.
- An increase in the number of students who attend U of I who otherwise would not be able to be admitted would be realized.



Applicants to University of Idaho

SAT	ACT Score	HS GPA	3	2	1.8	1.75	1.6						
1600-1570	36	3.75	108	99	93.6	90	86.4	82.8	79.2	72	64.8	63	57.6
1530-1560	35	131.25	105	96.25	91	87.5	84	80.5	77	70	63	61.25	54
1490-1520	34	127.5	102	93.5	88.4	85	81.6	78.2	74.8	68	61.2	59.5	54.4
1450-1480	33	123.75	99	90.75	85.8	82.5	79.2	75.9	72.6	66	59.4	57.75	52.8
1420-1440	32	120	96	88	83.2	80	76.8	73.6	70.4	64	57.6	56	51.2
1390-1350	31	116.25	93	85.25	80.6	77.5	74.4	71.3	68.2	62	55.8	54.25	49.6
1360-1380	30	112.5	90	82.5	78	75	72	69	66	60	54	52.5	48
1330-1350	29	108.75	87	79.75	75.4	72.5	69.6	66.7	63.8	58	52.2	50.75	46.4
1300-1320	28	105	84	77	72.8	70	67.2	64.4	61.6	56	50.4	49	44.8
1260-1290	27	101.25	81	74.25	70.2	67.5	64.8	62.1	59.4	54	48.6	47.25	43.2
1230-1250	26	97.5	78	71.5	67.6	65	62.4	59.8	57.2	52	46.8	45.5	41.6
1200-1220	25	93.75	75	68.75	65	62.5	60	57.5	55	50	45	43.75	40
1160-1190	24	90	72	66	62.4	60	57.6	55.2	52.8	48	43.2	42	38.4
1130-1150	23	86.25	69	63.25	59.8	57.5	55.2	52.9	50.6	46	41.4	40.25	36.8
1100-1120	22	82.5	66	60.5	57.2	55	52.8	50.6	48.4	44	40.25	38.4	35.2
1060-1090	21	78.75	63	57.75	54.6	52.5	50.4	48.3	46.2	42	40.25	36.8	33.6
1030-1050	20	75	60	55	52	50	48	46	44	40	38.4	36.8	32
990-1020	19	71.25	57	52.25	49.4	47.5	45.6	43.7	41.8	38	36.8	35.2	30.4
960-980	18	67.5	54	49.5	46.8	45	43.2	41.4	39.6	36	35.2	33.6	28.8
920-950	17	63.75	51	46.75	44.2	42.5	40.8	39.1	37.4	34	33.6	32	27.2
880-910	16	60	48	44	41.6	40	38.4	36.8	35.2	32	31.2	29.6	25.6
830-870	15	56.25	45	41.25	39	37.5	36	34.5	33	30	29.6	28	24
780-820	14	52.5	42	38.75	36.4	35	34	32.5	31	28	27.2	26.4	22.8
730-770	13	48.75	39	35.75	33.8	32.5	31.6	30.1	28.6	26	25.6	24.8	21.2
690-720	12	45	36	32.75	31.2	30	29.2	27.7	26.2	24	23.2	22.4	19.6
650-680	11	41.25	33	29.75	28.6	27.5	26.8	25.3	23.8	22	21.2	20.4	18
620-640	10	37.5	30	26.75	26	25	24.4	22.9	21.4	20	19.6	18.8	16.4

Green is within current admission standards

Blue is proposed range for Vandal Pathway Program

Red is below current admission standards



## **APM 20.01 – Cash Handling Policy and Procedures**

Created: August 31, 2019

**Preamble:** This policy applies to all University of Idaho faculty, staff, students, organizations, and individuals who handle cash receipts or accept payment in any form on behalf of the University. The scope includes activities at all locations at which University business is conducted. This policy does not apply to payment cards such as credit or debit cards which are addressed with APM 20.23 Payment Card Processing. This policy does not apply to student-run organizations (ASO and RSO groups) that manage their own funds. Refer to the Student Organization Handbook for guidance on student-run organizations.

### **Contents:**

- A. Definitions
- B. Policy
- C. Process/Procedure
- D. Contact Information
- E. Forms

#### **A. Definitions.**

**A-1. Cash:** Includes currency, coin, checks, money orders, traveler's checks, cashier's checks, bank drafts, and other similar instruments.

**A-2. Official Record:** The Official Record of the University is Banner.

**A-3. Unit:** Refers to primary management units within the University of Idaho (University), including recognized colleges and administrative units, as well as recognized University Centers and Extension Offices located remotely from the main Moscow campus.

**A-4. Cashier's Office:** Cashier window maintained by the University Controller for supporting cash transactions at the University of Idaho. [See APM 20.02]

**A-5. Bank Branch:** Physical location of University banking provider that will accept deposits or provide other banking services.

**A-6. Remote Deposit:** Feature available through University banking provider to allow remote deposit of checks that does not require physical delivery to Bank Branch (or cash vault via armored car service).

**B. Policy.** All University employees involved in receiving, depositing, recording, reconciling, reviewing or otherwise handling cash transactions for the University are required to follow these procedures. The intent of these procedures is to protect University assets by promoting appropriate security and stewardship of funds and ensuring accurate financial reporting. UI employees in Extension Offices are expected to follow these procedures and any policies related to the county-owned funds they may manage.

#### **B-1. University Controller Responsibilities:**

1. The Cashier's Office is responsible for receiving payments from students and ensuring payments and credits are safeguarded and accurately applied to each student account in a timely manner.
2. The Cashier's Office is responsible for receiving and accepting unit funds and recording those deposits in the Official Record accurately and timely.
3. The University Controller may rescind a unit's authority to handle cash for violations of this policy.

#### **B-2. Unit Responsibilities:**

1. Units handling cash are responsible for implementing the cash handling procedures outlined in this policy and to ensure that all reasonable efforts are made to safeguard University cash against loss, theft, or misappropriation.
2. Units handling cash are responsible for the proper recording of cash receipts.
3. Units handling cash shall have written procedures for such that comply with the University policy and requirements herein. All personnel with cash handling responsibilities shall be trained on the unit procedures.
4. Personnel from the University Controller's Office and Internal Audit may at any time conduct random unannounced cash counts and review of records in units. Units shall cooperate fully when such counts and reviews occur.

**C. Procedures/Requirements.** The following requirements apply to all individuals handling cash related to University business.

#### **C-1. Cash Handling Requirements**

1. **Bank Accounts.** All University bank accounts must be approved by the University Controller. Units may not create or maintain departmental bank accounts. Employees collecting cash on behalf of the University are prohibited from depositing such cash into non-University bank accounts. Only the Cashier's Office, Auxiliary Services, VandalStore, and recognized units located remotely from the main Moscow campus are authorized to deposit cash directly to the University bank accounts via either armored car or local bank branches. Any other units must receive written approval from the University Controller to deposit directly to bank branches.
2. **Cash Registers.** Units receiving large volumes of cash transactions shall use a cash register or point of sale terminal. If more than one individual is accessing the same register, follow the cash drawer procedure below. Cash registers and cash drawers must be properly secured at all times. See C.2.
3. **Cash Drawers.** Each cashier shall have a separate cash drawer whenever possible. The cash balance shall be confirmed prior to the beginning of a cashier's session and shall be balanced at the end of the cashier's shift. Whenever possible, two employees shall be present when cash drawers are

counted and balanced. The results of each of these cash counts shall be documented in writing and signed by the responsible employee(s).

- 4. Daily Balancing of Cash Collections.** Cash collections shall be balanced on a daily basis.
- 5. Checks Received.** Checks received should be made payable to University of Idaho and shall be restrictively endorsed by the receiving unit immediately upon receipt. If an endorsement stamp is not available, an endorsement shall be written on the back of the check that reads, "For deposit to the account of University of Idaho". Traveler's checks, cashier's checks and money orders shall be treated as regular checks. Units may contact the Cashier's Office for assistance in obtaining endorsement stamps.
- 6. Returned Checks.** Checks returned by the University's depository bank as uncollected will be held by the Controller or designee for collection. The unit that accepted the check may be charged the amount that is uncollected after all reasonable collection proceedings have been exhausted. See APM 20.05.
- 7. Copies of Checks.** Checks should not be photocopied unless there is a valid business purpose for doing so. If necessary to do so, check copies shall be kept in a secured location with limited access and destroyed via shredding once the valid business purpose expires (usually after one bank statement cycle).
- 8. Checks Received in the Mail.** Whenever possible, two individuals shall be present when mail potentially containing checks is opened. Checks shall be endorsed immediately upon receipt. (See 5. above)
- 9. Checks Received in Error.** Units receiving checks in error are requested to contact the check issuer to attempt to determine the proper campus destination. If the check cannot be hand-delivered to that destination, then the unit shall deliver those checks to the Cashier's Office along with any documentation received with the check, including the envelope.
- 10. Check Cashing.** Cashing of checks by units is strictly prohibited.
- 11. Receipt Requirements.** All units must use approved receipts for transactions. A receipt must be given for all transactions regardless of payment type. Receipts must be pre-numbered in sequential order with voided receipts maintained and accounted for with sales receipts. Receipts must contain at least two parts: one copy to be given to the customer and one to be retained by the unit. Receipts should not include social security numbers, birth dates or another other protected personal information that may enable identity theft. Types of receipts approved by the University are:
  - a. Cash register receipts
  - b. Computer-generated receipts from an approved point-of-sale device or terminal
  - c. Pre-numbered three-part UI receipt books (available from Cashier's Office)

- 12. Refunds.** If a refund is necessary from cash received, the cash must first be deposited with the Cashier's Office, and then a refund check requested through Accounts Payable. Both the receipt of cash and the subsequent refund must be recorded in the Official Record to provide an audit trail.
- 13. Segregation of Duties.** Units shall segregate duties related to the receipt, storing, depositing, recording and reconciliation of cash to the extent possible with existing resources. At a minimum, these tasks must be allocated across at least two employees at any one time, ensuring that proper checks and balances are in place to validate that all cash received is deposited and recorded accurately. Physical access to cash shall be limited to the fewest employees possible and only those employees with an appropriate business reason for having such access.

## **C-2. Physical Security Requirements for Cash**

- 1. Security of Cash.** Reasonable measures shall be taken to ensure that proper security is maintained at all times over any cash held by units. Cash must be secured at all times. Cash must never be left unattended. If a unit cannot attend to cash during business hours, the cash must be stored in a locked drawer or safe or vault. All funds held overnight must be similarly locked up. Controlled access to cash storage areas (cash boxes, drawers, safes, vaults, etc.) must be maintained and the distribution of keys or access codes kept at a minimum.
- 2. Missing funds.** Cash found to have been lost or stolen must be reported to the University Controller and Internal Audit promptly.
- 3. Use of a Safe.** A safe shall be utilized when cash balances are sufficient to warrant such a security measure. Safe combinations shall be safeguarded and communicated to a limited number of employees. Safe combinations shall be reconfigured every five years or upon turnover of staff, whichever occurs first. The safe should be in a secured location.

## **C-3. Deposit Requirements**

- 1. Timing of Deposits.** Units or individuals receiving cash on behalf of the University shall deposit such funds daily with the Cashier's Office or with armored car service or directly to bank branch for units with approval to deposit funds in such manner. The only exception to this requirement is that funds may be accumulated up to a week when less than \$100 is involved. In no instance shall any UI funds be held for more than five working days.
- 2. Cash Transmittal/General Receipt (GRT).** Units shall use the Cash Transmittal/General Receipt form for all deposits. Units are responsible for identifying if sales are exempt from sales tax and to record the deposits as such on the GRT. Forms and instructions are available from the Cashier's Office.
- 3. Preparing the Deposit.** Units are required to endorse checks in preparation for deposit (See C-1.5. above) and provide two calculator tapes to confirm

the total of checks. Currency should be bundled by denomination, and coins should be rolled if in sufficient quantity.

- 4. Withholding Cash.** Withholding cash from deposits in order to create a petty cash or change fund is strictly prohibited. See APM 20.03 and 20.04 for instructions on obtaining petty cash reimbursements and establishing change funds.
- 5. Transportation.** Currency and coin must never be sent through the mail, including campus mail. Currency and coin must be hand-carried to the Cashier's Office for deposit. Units transporting large amounts of currency and coin may request an escort from Campus Security. Endorsed checks must also be hand-delivered to the Cashier's Office or local bank branch for deposit. Off-campus locations without access to a local bank branch or remote deposit options through the University's banking services, shall contact the University Controller for proper procedures and shall maintain those procedures in writing.

#### **C-4. Reconciliation and Recordkeeping Requirements**

- 1. Reconciliation of Deposits.** The Cashier's Office shall confirm that unit deposits as prepared equal the cash received prior to recording deposits in the Official Record. Units should reconcile deposits posted in the Official Record to their copy of the GRT at least monthly. Discrepancies should be communicated to the General Accounting office for correction.
- 2. Records.** Units involved in the collection of cash must maintain proper records that substantiate the origin and purpose of the cash received, including but not limited to, receipt and deposit records, inventories of saleable items, and cash reconciliations. These records must be retained by the Unit for three (3) years beyond the end of the fiscal year in which the transaction occurred, and then destroyed in accordance with University policy.
- 3. Reconciliation of Cash Receipts.** Units should perform reconciliations of recorded cash receipts to received cash receipts to ensure accuracy and completeness of the Official Record.

- D. Contact Information.** The University Controller or designee can assist employees with questions regarding this policy and with establishing proper cash handling procedures within a unit. <https://www.uidaho.edu/finance/controller>

University of Idaho  
2019 – 2020 Faculty Senate Agenda

Meeting #19

Tuesday, February 11, 2020 at 3:30 pm  
Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2019-2020 Faculty Senate Meeting #18 (February 4, 2020) **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
  - University Curriculum Committee (Vote)
    - UCC-20-41;Cybersecurity Degree (Terry Soule) **Attach. #2**
    - UCC-20-48:Grad Certificate in Remote Sensing (Lee Vierling) **Attach. #3**
    - UCC-20-47:Geography Minor (Ray Dezzani) **Attach. #4**
    - UCC-20-50:Restoration Ecology & Habitat Manage. Option to MNR (Alistair Smith) **Attach. #5**
    - UCC-20-51:International Agriculture Minor (James Connors) **Attach. #6**
  - UCGE (Vote)
    - Stopgap Proposal for the ISEM Program (Cassidy Hall) **Attach. #7**
  - Committee on Committees (Vote)
    - FSH 1640.87 (Aaron Johnson) **Attach. #8**
    - FSH 1640.88 (Aaron Johnson) **Attach. #9**
- VI. Other Announcements and Communications
- VII. Special Orders
  - FSH 3910 (Diane Whitney) **Attach. #10**
- VIII. New Business
  - Vandal Card Expiration Dates (Alistair Smith) **Attach. #11**
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting #18 (February 4, 2020)
- **Attach. #2** UCC-20-41;Cybersecurity Degree
- **Attach. #3** UCC-20-48:Grad Certificate in Remote Sensing
- **Attach. #4** UCC-20-47:Geography Minor
- **Attach. #5** UCC-20-50:Restoration Ecology & Habitat Manage. Option to MNR
- **Attach. #6** UCC-20-51:International Agriculture Minor
- **Attach. #7** GenEd stopgap
- **Attach. #8** FSH 1640.87
- **Attach. #9** FSH 1640.88
- **Attach. #10** FSH 3910
- **Attach. #11** Vandal Card Expiration Dates



University of Idaho

2019 – 2020 Faculty Senate – **APPROVED**

Meeting # 19

Tuesday, February 11, 2020 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bridges, Caplan, Carter, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Meeuf, Paul, Raja, Sammaruca (w/o vote), Schab, Schwarzlaender, A. Smith, Wiencek (w/o vote)

**Present via Zoom:** Kern, McKellar, Tenuto

**Absent:** Hanigan, R. Smith

**Guests and Observers:** 9

**Guest Speakers:** Terry Soule, Lee Vierling, James Connors, Aaron Johnson, Cassidy Hall

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

**Approval of Minutes (vote):** A motion (Dezzani/A. Smith) to approve the minutes of the 2019-2020 Faculty Senate Meeting # 18 (February 4, 2020) passed unanimously.

**Consent Agenda:** None.

**Chair's Report:**

- The first University Faculty Meeting of the Spring semester will be on Wednesday, February 26, 2:30pm PT. More information to come.
- A reminder: On January 24, Senate and other groups received a memo from the President concerning "Other Post-Employment Benefits" (OPEB), requesting input from these groups. The deadline for providing comments has been extended by one week, to this Thursday, end of business.
- There were no questions or comments following the Chair's report.

**Provost's Report:**

- The Provost gave a brief recap of last week conversation on the Vandal Gateway Program (VGP) and an update. Provost Wiencek thanked the Senate for the robust conversation which helped moving forward in the best interest of students, faculty, and the university as a whole. In the early stages of the proposal, due attention was not paid to the appropriate procedures for making exceptions to the Catalog, to FSH and the shared governance process. There are also issues with SBOE policies about minimum GPA. The concerns raised at the Senate meeting of 02/04 were valid and appropriate steps are being taken to correct former mistakes. For instance, the VGP website has been taken down. Although the Admission Committee was consulted, the committee did not fully understand their jurisdiction as described in FSH 1640.08. It is in the best interest of the university to honor the letters that have already been sent out to students. In the meantime, the Admission Committee, who met today, is working on a path forward. Scott Green is very supportive of VGP, which he sees as a great opportunity to fulfill our mission as a land grant university and increase diversity in our student body. Increasing enrollment is not the primary purpose. Dean Kahler did engage with Dean of Class Sean Quinlan, who is also very excited about the program.

Requirements such as GPA and test scores must be worked out more carefully. President Green wishes to set up a pilot program for Fall 2020. He hopes for a cohort of 100 students, but leaves it to the faculty to determine what is the right size for the cohort. Running the pilot program for 1-2 years will allow us to determine how successful the program is, whether GPA and test scores are in an appropriate range, what kind of resources are needed, etc... Provost Wiencek will continue to work with Faculty Senate Leadership to find the best path forward.

- Discussion:

A Senator observed that the program will help students with diverse socioeconomic background and that she is very excited about working with the VGP curriculum. The implementation of the program may not result in the revenue that had been projected originally, but we are on the right path to a good outcome.

Chair Grieb noted that a “temporary emergency policy” to allow admission of the VGP students may be ready to go before Senate at the next Senate meeting.

Comments from Senators indicated their support of broader access to education, although, some noted, the numbers presented at the previous Senate meeting were rather vague. It is important to keep track of what the program really costs moving forward. Reaching “breakeven” would be good, because we are not pursuing this project for profit, but for the benefit of broader education. If the program ends up being a losing proposition, and we have seen others in the past, we must take appropriate measures. The “cost vs. benefits” argument comes up often during these difficult times.

The Provost agreed on the statement above. The recent communications have been a great example of shared governance. There has been good interaction in the past two weeks with both CLASS and COS, particularly with regard to Math and English. He is optimistic, and looks forward to a statistically meaningful assessment to take the pilot program to a second or third year.

A Senator inquired about the Academic Prioritization Program (APP). He noted that there is also a college-level process going on. What if there is a discrepancy between the two processes? The Provost replied that we are now entering a new phase (including data from VSIP and ORIP as well as program closure). The deans were given a minimum and a maximum “target” and they will do what they need to do to meet their targets, but they do not have the complete picture yet. We are still collecting data, but soon we will have more certainty (also from APP). We will then come together with the deans and consider all aspects which must be taken into account. At that point, APP recommendations will be joined with those from the colleges. The Senator followed up asking a clarification about the following: in his understanding, if a program falls in the upper quintiles, it may still not be “safe” from measures recommended at the level of the colleges. Indeed, the Provost confirmed, such program would be safe from closure, but could still, for instance, lose employees. The Provost reiterated that, within a few weeks, they will engage with the most impacted people in a gradual and appropriate way, while remaining open to all information and perspectives.

### **Committee Reports:**

#### University Curriculum Committee (Voting items).

- UCC-020-41: Cybersecurity Degree

- Representative Terry Soule gave a brief rationale for the proposal. This is a new degree within Computer Science (CS), although many of the courses comprising the curriculum already exist. More details can be found in Attachment #2.
- A brief discussion followed, including inquiries concerning the fiscal impact of opening a new program at a time where programs may be closed. The representative noted that there is high demand for Cybersecurity. Some more TA's may be needed, but no additional faculty. The CS department has branches in Coeur d'Alene and Idaho Falls. Offering the program in Idaho Falls would require clinical faculty. Support from INL would make it possible to offer the program in Idaho Falls. Funds may also come from SEL. It was observed that Cybersecurity is a growing area and its expansion will help our students be more marketable thus facilitating growing enrollment. Senators were very supportive.
- The motion from UCC passed unanimously.
- UCC-020-48: Certificate in Remote Sensing.
  - Representative Lee Vierling briefly introduced the proposal. More details can be found in Attachment #3. The purpose is to add a graduate-level certificate in Remote Sensing of the Environment. An undergraduate certificate already exists in this area. Faculty met to assess the undergraduate certificate, and found that there was interest and support for a graduate level certificate offering as well. All of these courses currently exist and are now being packaged together so that they can best serve the student as well as meet stakeholder/employer requests for a coordinated curriculum in this growing area of study.
  - A brief discussion followed. There were some questions concerning possible additional costs. The representative noted that the new certificate will rely mostly on existing courses, as they have a tradition of strengths in this area.
  - The motion from UCC passed unanimously.
- UCC-020-47: Geography Minor.
  - Representative Ray Dezzani explained that, in recent years, there have been many requests for a geography minor from students in lower division geography courses and some specialized upper division courses. By instituting a minor in geography, the department is increasing department enrollments and offer undergraduate students greater flexibility in choosing major options. Furthermore, the geography department is coming into line with other major geography departments across the country as well as many other departments at the University of Idaho. A minor in Geography will provide undergraduates with an introduction into the four primary branches of Geography: Physical Geography; Human Geography; Human Environment Interaction, and Geospatial Methods. The minor is designed to supplement geographical content useful to other majors but not taught in those other majors. A Geography minor will allow a student to broaden his or her educational background and enhance academic and employment options in various fields of study. See Attachment #4 for more details.
  - The motion from UCC passed unanimously.
- UCC-020-50: Master in Natural Resources. Restoration Ecology and Habitat Management Option.
  - Representative Alistair Smith gave a brief description. A graduate degree in this discipline used to exist. They have repackaged existing courses and there will be no need for

additional staff. This option is important to State and Federal agencies, and it addresses a growing area. See Attachment #5 for more details.

- The motion from UCC passed unanimously.
- UCC-020-51: International Agriculture Minor.
  - Representative James Connors presented the proposal. The agriculture industry of today is a global entity. Agriculture producers, processors, and multi-national corporations need graduates who are knowledgeable about global agricultural systems, international business practices, geography, food practices, and culture. The proposed International Agriculture Minor will provide students with academic coursework and international travel opportunities that will give them the experiences necessary to understand global agriculture in an inter-connected world. It will prepare College of Agricultural and Life Sciences and University of Idaho graduates with the knowledge, technical skills, and leadership abilities to be successful in the future of global agriculture. All department heads were supportive of the initiative. Moreover, they looked at aspirational and peer institutions and observed that most of them had similar minors. More details can be found in Attachment #6.
  - A brief discussion followed. In reply to a question, the representative said there is no sure way to predict the number of students who will apply to the minor.
  - The motion from UCC passed unanimously.

University Committee on General Education: Stopgap Proposal for the ISEM Program.

- Representative Cassidy Hall was the presenter. The ISEMs can no longer be offered due to the lack of funds to support them. Thus, UCGE came up with a stopgap strategy. Their recommendation was as follows: ISEMs will not be offered while the 6 institutionally designated credits (Integrated Studies J-3-g.) temporarily consist of: 1 American diversity course and 1 international course (J-3-f.) The capstone requirement is moved to general university requirements. See Attach. #7 for more details and the history of the proposal. In the final version of the proposal as approved by UCC, j-3-g as originally proposed no longer appears but the capstones remain in GenEd. Student still need 36 credits in General Education (from j-3-a to j-3-f) in order to graduate.
- A discussion followed. Senators were supportive of the proposal. One suggestion was to have American Diversity courses which focus on Tribal issues. The representative agreed and noted that preserving American Diversity was an important part of all conversations on the matter.

What about a student who completed ISEM 101 but cannot complete ISEM 301 (which no longer exists)? Such cases, it was noted, will be handled, possibly with a waiver, on a case-to-case basis, keeping in mind that a student has the right to adhere to the Catalog as it was when he/she was admitted.

A question was raised about faculty engagement in working out an alternative path now that the ISEMs have disappeared. A GenEd Steering Committee, composed of 18 members (from the original 9), is working on this. By following the proper path from UCGE to UCC to Senate, the hope is to have recommendations by the end of this semester and start the approval process next Fall. A website will be maintained to keep everyone informed.

- The motion from UCC passed unanimously.

Committee on Committees: University Teaching Committee and University Advising Committee (voting item).

- Representative Aaron Johnson presented the proposal. FSH 1640.87 currently has the Teaching and Advising Committee responsible for teaching and advising related issues. With the recent changes on campus concerning advising, as well as the concerted focus on teaching excellence, it was deemed important to split the roles of the committee in two separate groups. In addition, it was thought that the work on teaching and advising award selection would be best taken up by the Center for Excellence in Teaching and Learning and UI ACADA, respectively. Also, having separate awards for Teaching or Advising Excellence works well. See Attachments #8,9 for more details.
- Discussion:  
Some questions were posed about the structure of the advising committee, specifically about the “*lead advisor*”, a role which is now referred to as “*associate director for advising*”. This replacement of words was accepted as a friendly amendment.

The question was asked: Why are the words in (former) Section A “*...Information Technology Committee....to advise the director of CETL and the Chief Information Officer...*” removed? The Senator wondered whether it was wise to remove that sentence, since, in his opinion, interaction with IT is already limited. The representative replied that the committee’s expectation is that CETL will connect with IT concerning hardware and software support of teaching. They wished to avoid confusion and “overlap” with the charge and purview of the IT Committee, as described in FSH 1640.55.

- The motion from the Committee on Committees (with the friendly amendment) passed unanimously.

**Other Announcements and Communications:** None

**Special Orders:** FSH 3910, Dismissal and Discipline of Faculty (No vote)

- There was no presentation due to absence of the speaker. Chair Grieb gave a brief explanation of this non-voting item. The main reason for the changes is to bring the policy in line with SBOE policy.
- There were no questions.

**New Business:** Vandal Card Expiration Date.

- Alistair Smith explained that Vandal Cards have no expiration date (for reasons of security and/or convenience). A valid student ID card is accepted as proof residence when registering to vote. This is not possible if the Vandal Card cannot be shown to be current. Note: a Vandal Card is not a state-issued ID, and can carry the student’s preferred name instead of their legal names. The point raised by Senator Smith is specifically about the possibility of using the card as a proof of residence. Often times, students whose permanent address is elsewhere have no other way to prove that they live here. Thus, the point raised by Senator A. Smith is about facilitating the exercise of voting rights for our students. (Note: even if the Vandal Card showed an expiration date, students who choose to have on it a name other than their legal name would not be able to use it at voter registration.)

- Some discussion followed. It was suggested that ITS should be invited to discuss this with Faculty Senate and to ask if they have a recommended solution.

**Adjournment:** A motion to adjourn (Fairley/Dezzani) passed unanimously. The meeting was adjourned at 5:00pm.

Respectfully Submitted,

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

University of Idaho

2019 – 2020 Faculty Senate – **Pending Approval**

Meeting # 18

Tuesday, February 4, 2020 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bridges, Caplan, Carter, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hanigan, Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Meeuf, Paul, Raja, Sammarruca (w/o vote), Schab, Schwarzlaender, Wiencek, Carr-Chellman (proxy for Chopin).

**Present via Zoom:** Kern, McKellar, Tenuto

**Absent:** Luckart, R. Smith

**Guests and Observers:** 15

**Guest Speakers:** Ali Carr-Chellman, Rula Awwad-Rafferty, Dean Kahler, Chris Cook, Brad White.

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

**Approval of Minutes (vote):** A motion (Dezzani/Fairley) to approve the minutes of the 2019-2020 Faculty Senate Meeting # 17 (January 28, 2020) passed unanimously.

**Consent Agenda:** None.

**Chair's Report:**

- The first University Faculty Meeting of the Spring semester will be on Wednesday, February 26, 2:30pm PT. The announcement has been sent to the Register and will appear regularly, with increased frequency as the date approaches.
- Update on Open Educational Resources (OER's):  
The Board's new Chief Academic Officer, T.J. Bliss, conveyed to the SBOE the challenges with the current III.U policy with regard to academic freedom and responsibility. The Board will follow his suggestion to continue the conversation with the Provost group, who will review III.U and provide suggestions for revisions. The chair of the IRSA (Instruction, Research, and Student Affairs) committee, Dr. Clark, and T.J. Bliss discussed best practices for OER. Based on his extensive experience with OER, T.J. Bliss expressed concerns that such mandates may actually stand in the way of good use of OER. T.J. Bliss also spoke about OPAL, which is the statewide SBOE initiative to invest in OER development. We have two faculty who were selected as Fellows, Ann Abbot in Math and Ana Alcocer in Spanish, and the SBOE were supportive of that effort. In summary, the SBOE expressed interest in continuing the conversation.
- There were no questions or comments following the Chair's report.

**Provost's Report:**

- The Provost, who was part of the IRSA meeting, confirmed that Jonathan Lashley and T.J. Bliss have the necessary experience to communicate effectively with the Board. The SBOE recognized the importance of academic freedom and that the current policy may have been too strong. It was a very productive conversation.



- Short update on the Academic Prioritization Program (APP). The committee will have their fourth meeting this Friday. The APP is anticipated to be a multi-step analysis, including, in a later step, engagement with programs which may be considered for closure. The data to support the first step have been collected and will be presented to the group. It is expected that step 1 will be clearly defined and completed after the next meeting, and that step 2 will also be largely done by that time. It is likely that the group will have at least one more meeting, with the final step consisting of direct presentations before the committee by the programs identified for closure.
- Update on dean searches. The interview process is completed for CLASS. We will be engaging in a comparable internal search for CNR later this week. The search committee for Arts and Architecture is assembled. They already have a good pool of candidates and will be inviting finalists to campus soon. For the College of Law, the timeline is different. The search will begin in the Spring, but candidates will be brought to campus in the Fall.
- There were no questions for the Provost.

**Committee Reports:** University Curriculum Committee (Voting items).

- UCC-020-038F: CEHHS Rexburg Expansion Discontinue.
  - Representative Ali Carr-Chellman gave a brief rationale for the discontinuation. The program was expensive due to the need for travel. She noted that the program in Moscow remains unchanged. More details can be found in Attachment #2.
  - There was no discussion. The motion from UCC passed unanimously.
- UCC-020-045: CAA IAD Minor Name Change.
  - Representative Rula Awwad-Rafferty was not available at this point so the meeting moved to the next item on the agenda.

**Other Announcements and Communications:** Vandal Pathways, retention rates, and student transfer numbers.

- D. Kahler, Vice Provost for Strategic Enrollment Management, and Chris Cook (Director of Career Services) presented the University Pathway Program (UPP), rebranded as Vandal Gateway Program (VGP), as described in Attachment #4. First, D. Kahler gave a brief history of how the proposal came to be. The intent is to increase the number of students at U of I who would not be admitted under ordinary circumstances. The idea was developed to admit a cohort of approximately 100 underprepared students and surround them with a support system to help them succeed.

D. Kahler approached the Deans and received positive feedback. On December 11, 2019, he met with the Admission Committee (AC), who appeared excited about the proposal. If a cohort of 100 students could be brought in and a curriculum could be designed to fit their needs, the AC would be willing to “alter the admission criteria”. The committee was also supportive of the proposed range for VGP admission, and the enhanced emphasis on the GPA relative to the ACT score. In order to be eligible for federal financial aid, VGP students would have to be placed in a degree-seeking program.

The budget outlined in Attachment #4 is a rough design. It will have to be adjusted as we move along. They expect the program to be justified and self-supported, with a total estimated revenue and total estimated costs of about \$830,000 and \$250,000, respectively. Part of that money would be used towards finding a leader/advisor for the program, and also to support the additional staff to cover the increased contact hours per week.

The specific admission criteria can be determined as appropriate. As for the curriculum, a list of courses which may comprise the VGP curriculum can be found on p. 3 of Attachment #4. It will need further developments, in close collaboration with a variety of colleges that will be involved in the program. The actual number of faculty and courses will depend on the number of students in the program. The students will be monitored closely and the program's success will be assessed after the first semester and after the first year. Upon completion of the first year, the students will be able to continue to their desired programs and will be assigned advisors in their chosen disciplines. The program was modeled after similar ones in other schools. They will continue to build tools to assess this pilot program. In the meantime, though, they are moving quickly to have the pilot program start this Fall. They expect a positive impact on the retention rate at U of I.

- An extensive discussion followed the presentation. Comments/concerns /questions raised by the Senators, and the corresponding replies from the speakers, are summarized below:

The program may be redundant. Community Colleges provide the smaller-class setting that is necessary for less prepared students to succeed. Two years at a Community College offer the advantage of reduced tuition (an essential aspect for financially disadvantaged students) and the preparatory experience needed to join a four-year institution. The two-year schools are designed to provide remediations. Some Senators noted that they had heard similar opinions from many members of their constituencies.

The speakers replied that the number of students who transfer from two-year schools is small. Furthermore, community colleges may not have the necessary resources to assist the students who need help the most. What they are proposing is a different concept, more like a “bridge” program.

Another Senator noted that, although only about 25% of our students have transferred from a two-year college, 60% of them graduate. In other words, those who do transfer are well-positioned to succeed. Some Senators, who mentioned having extensive experience working with two-year colleges, supported the notion that those schools are valued partners and that a better “pathway” solution would be to strengthen those partnerships. A Senator, who is also the Director of the Industrial Technology Program in Idaho Falls, noted their successful collaboration with the College of Eastern Idaho, where students take the first two years before transferring to U of I. They are now looking into building a similar partnership with North Idaho College (NIC). Another Senator described a similar twelve year-long robust partnership with the College of Education and Teacher Certification at NIC. Furthermore, the two-year college “pathway” to U of I is cost effective for the students. D. Kahler agreed that these collaborations with two-year colleges are important and valuable, but pointed out that they are seeking alternative ways and more opportunities to grow enrollment.

Some Senators argued that, with the current budget situation, we may not have the resources to support VGP. Units may have to reduce the number of faculty and perhaps even streamline the curriculum. The speakers argued that the expected additional revenue should take care of that concern. On the other hand, another Senator noted, after meeting the needs of the students in VGP, the actual gain in revenue may be a lot smaller than what is being projected. With the size of the cohort being about 100, the ideal class size would be capped at 14 students at most (as we know from best practices in both English and Math).The budget model being proposed is not

consistent with the best strategies to actually assist students who are underprepared and potentially linguistic diverse. How are we going to break down a cohort of 100 students into groups which are sized according to best practices?

The non-uniformity, or “lack of equivalency” in admission standards was seen by some Senators as a legal issue, which may expose the university to liabilities. It was not disputed that this aspect will have to be considered more carefully, although, the speakers argued, we do, in other circumstances, give different levels of support to different groups.

The projected budget needs to take into account the need for increased professional help. The speakers replied that services such as CEDAR would do that. However, whether those services would have the capacity to serve the additional students has not yet been determined. When accepting students into the program, no additional analysis or assessment have been performed beyond checking that the accepted applicants fall within the proposed range for VGP (the region marked in blue on the last page of Attachment #4).

Serious concerns were raised about the fact that the implementation of VGP (currently accepting students) did not follow proper procedures. FSH 1520 Article IV Section 1 was brought up, which gives the university faculty the privilege to establish minimum admission standards. Although everyone supports education opportunity for all, strong reservations were raised about procedural aspects. The speakers reiterated that the Admission Committee had been supportive. However, other Senators argued, the Admissions Committee does not have the authority to change admission standards. Furthermore, any Catalog changes require Senate approval.

Ethically, we should not neglect students who have gone through the standard admission process in order to support the new cohort. The speakers noted that the university is investing resources to help all students - see, for instance, VandalStar.

The proposed amount of additional faculty compensation for extra contact hours (\$1,500), was seen as insufficient. The speakers reiterated that this is a starting point and that the program will need to be approached from many different sides to find a sustainable model.

A Senator proposed to slow the process down and revisit it after we have more concrete information about the cuts. While supporting greater access to education, the Senator had strong concerns about the “aspirational” budget. What is the timeline? D. Kahler said that students have already started to register. About 100 acceptance letters have gone out, although the university is still waiting for replies from those students.

Who decides if they pass? Who will oversee VGP students who end up on probation? D. Kahler replied that VGP students will pass by the normal procedures (GPA of 2.0). Additional aspects are still to be considered.

What is the probability that 100 students accept? What is the budget “breakeven”? The speakers replied that the breakeven is about 30 students, which they expect to surpass.

The importance of working closely with faculty was emphasized again. A Senator noted that he would have liked to have this conversation earlier, along with a more realistic budget.

Chair Grieb closed the discussion due to the late hour and made some statements:

We all understand the importance of growing enrollment. But we have also heard a number of serious concerns:

1. These are bad strategies. We understand the goals behind them, but our money is better spent building strong relations with Community Colleges. We should focus on our declining retention rate. The work of Career Services is critical for our students' success, but many people are concerned that taking on this project is a distraction from Career Services' valuable role.
2. Not sufficient due diligence was exercised in the implementation. The actual cost of the program has not been properly considered.
3. Both FSH and the Catalog were not properly followed, thus circumventing shared governance.

From his communication with the Admissions Committee, Chair Grieb developed the impression that the committee did not have enough time or sufficient opportunity to look at the documents. Had they fully understood what they were being asked to do, they would have realized that there is a shared governance process to follow. Chair Grieb read parts of FSH 1520, Article IV, Section 1. Moreover, he noted, the Catalog, under "*Apply to the University*", is quite prescriptive about what the committee must do when considering applications. Also, FSH 1640.08 clearly describes the committee's jurisdiction. It is important that the administration follows FSH as their guiding principle.

Secretary Sammarruca noted that many faculty, such as herself, had only very recently become aware that the program was registering students. What "channel" did the proposal go through and how did it get formally approved? D. Kahler said he spoke with Provost Wiencek, President Green, the Chief Finance Officer, the Deans, and Provost Council. The Provost recommended to contact the Admission Committee.

Chair Grieb proposed that Senate assembles a task force charged with working with VGP and reporting back to Senate. Potentially, the relevant policy could be revised to state that the committee shall provide advice and recommendations about university admission to those students who do not meet the standard admission requirements.

**Special Orders:** APM 20.01, Cash Handling, Brad White.

- Brad White gave a brief presentation of the APM revision.
- There was a brief discussion as to whether the revision may have to be reflected in the Bylaws of individual Units. Brad White said he does not expect that.
- UCC-020-045: CAA IAD Minor Name Change.
  - Representative Rula Awwad-Rafferty provided a brief rationale. The name change better aligns with the name of the program and the degree as it was approved last year. More details can be found in Attachment #3.

- There was no discussion. The motion from the University Curriculum Committee passed unanimously.

**New Business:** None.

**Adjournment:** A motion to adjourn (Cosens/Dezzani) passed unanimously. The meeting was adjourned at 5:00pm.

Respectfully Submitted,

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

## Attachment #2

### College of Engineering Proposed Catalog Changes Effective Summer 2020

#### Computer Science

1. Create the following subject prefix (see attached memo):

#### **CYB (Cybersecurity)**

2. Add the following courses:

#### **CYB 110 Cybersecurity and Privacy**

##### **3 credits**

An introductory survey of the issues and complexity of cybersecurity and privacy in the digital age. Cybersecurity and privacy foundational concepts, case studies of cybersecurity breaches, application of cybersecurity for business, social media and the general populace. Survey of common threats, threat actors and responses. Survey of applicable laws.

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

#### **CYB 210 Cybersecurity Architectures and Management**

##### **3 credits**

Introduces the components in an information technology system and their roles in system operation. Teaches students how to use these components to develop plans and processes for a holistic approach to cybersecurity for an organization.

**Prereq:** CYB 110

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

**CYB 220 Secure Coding and Analysis****3 credits**

Describes the characteristics of secure programs and the ability to implement programs that are free from vulnerabilities. Practice evaluating software, including adding security mechanisms into software and testing software for vulnerabilities. Two lectures and one 2-hour lab per week.

**Prereq:** CS 121

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

**CYB 310 Cybersecurity Technical Foundations****3 credits**

Provide students with basic information about the various threats that may be present in the cyber realm and introduce architectural mitigation strategies including cryptography.

**Prereq:** CYB 110, CS 240

**Distance Availability:** Yes

**Geographical Areas:** Moscow, Coeur d'Alene, Idaho Falls, online

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed. This course replaces the existing CS 336, if the new degree is approved.

**CYB 330 Networking and Control Systems****3 credits**

Covers common network protocols, how network components interact, and how networks evolve over time. Students expand their familiarity with network vulnerabilities.

**Prereq:** CYB 210, CS 240

**Distance Availability:** Yes

**Geographical Areas:** Moscow, Coeur d'Alene, Idaho Falls, online

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.



We will be replacing CS 336, CS 438/538, CS 439/539 and CS 447/547 with some of these CYB courses. CYB 330, 340 expand material currently covered in CS 438.

### **CYB 331 Control System Fundamentals**

#### **2 credits**

Introduces of the basics of industrial control systems, where they are likely to be found, and vulnerabilities they are likely to have.

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

### **CYB 340 Network Defense**

#### **3 credits**

Covers concepts used in defending a network, and the basic tools and techniques that can be taken to protect a network and communication assets from cyber threats. Provide students with knowledge and skills related to detecting and analyzing vulnerabilities and threats and taking steps to mitigate associated risks.

**Prereq:** CYB 310, CYB 330

**Distance Availability:** Yes

**Geographical Areas:** Moscow, Coeur d'Alene, Idaho Falls, online

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

We will be replacing CS 336, CS 438/538, CS 439/539 and CS 447/547 with some of these CYB courses. CYB 330, 340 expand material currently covered in CS 438.

### **CYB 350 Operating System Defense**

#### **3 credits**

This course provides fundamentals of secure operating system administration and hardening. Provide students with an understanding of the authorities, roles and steps associated with cyber operations.

**Prereq:** CYB 310

**Distance Availability:** Yes

**Geographical Areas:** Moscow, Coeur d'Alene, Idaho Falls, online

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

We will be replacing CS 336, CS 438/538, CS 439/539 and CS 447/547 with some of these CYB courses. This course expands material currently covered in CS 336

### **CYB 380 Cybersecurity Lab I**

#### **3 credits**

This hands-on laboratory class allows students to get practical experience related to the cybersecurity threats, mitigations and scenarios that they have been introduced to in other courses. This includes classic buffer overflow and SQL injection style vulnerabilities, network monitoring as well as Windows and Linux security configurations. 6 hours of lab per week.

**Prereq:** CS 240

**Coreq:** CYB 310 and CYB 330

**Geographical Areas:** Moscow, Coeur d'Alene, Idaho Falls

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed. CYB 380/381 Expands On and replaces CS 439/539 which has been offered annually.

### **CYB 381 Cybersecurity Lab II**

#### **3 credits**

This hands-on laboratory class allows students to get practical experience related to cybersecurity threats, mitigations and scenarios that they have been introduced to in other courses. This course builds on CYB 380 by focusing on more advanced threats and mitigations. 6 hours of lab each week.

**Prereq:** CYB 310, CYB 380

**Coreq:** CYB 340, CYB 350

**Geographical Areas:** Moscow, Coeur d'Alene, Idaho Falls

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed. CYB 380/381 expands on and replaces CS 439/539 which has been offered annually.

**CYB 401 Cybersecurity as a Profession****1 credit**

Ethical, legal, social, and intellectual property issues; current research topics; and other issues of importance to the professional cybersecurity researcher. Graded P/F.

**Prereq:** Senior Standing in Computer Science

**Distance Availability:** Yes

**Geographical Areas:** Moscow, Coeur d'Alene, Idaho Falls, online

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

**CYB 420 Computer and Network Forensics****3 credits**

Provide students with the skills to apply forensics techniques throughout an investigation life cycle with a focus on complying with legal requirements. Provide students with the ability apply forensics techniques to investigate and analyze network traffic.

**Prereq:** CYB 310

**Distance Availability:** Yes

**Geographical Areas:** Moscow, Coeur d'Alene, Idaho Falls, online

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

We will be replacing CS 336, CS 438/538, CS 439/539 and CS 447/547 with some of these CYB courses. CYB 420 replaces CS 447

**CYB 440 Software Vulnerability Analysis****3 credits**

Provide students with a thorough understanding of system vulnerabilities, to include what they are, how they can be found/identified, the different types of vulnerabilities, how to determine the root cause of a vulnerability, and how to mitigate their effect on an operational system. Provide students with the ability to describe why software assurance is important to the development of secure systems and describe the methods and techniques that lead to secure software.

**Prereq:** CYB 220, CYB 310

**Distance Availability:** Yes

**Geographical Areas:** Moscow, Coeur d'Alene, Idaho Falls, online

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

### **CYB 480 Cybersecurity Senior Capstone Design I**

#### **3 credits**

Capstone design sequence for cybersecurity science majors. Formal development techniques applied to definition, design, coding, testing, and documentation of a comprehensive cybersecurity. Projects are customer-specified, includes real-world design constraints, and usually encompasses two semesters. Students work in teams. Significant lab work required.

**Prereq:** CS 381, CS 383, ENGL 317, Senior Standing

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

This specific course will be integrated with other senior design courses in the college, with the emphasis on cybersecurity aspects of the projects.

### **CYB 481 Cybersecurity Senior Capstone Design II**

#### **3 credits**

Continuation of CYB 480. Application of formal design techniques to development of a large cybersecurity science project performed by students working in teams. Significant lab work required.

**Prereq:** CS 383, CYB 381, CYB 480, ENGL 317

**Rationale:** This is a course for the newly proposed Bachelor of Science in Cybersecurity. The College of Engineering and Department of Computer Science has recently hired new faculty in the Cybersecurity area. As these faculty move beyond junior faculty status, they will be able to support more course work. In addition, as enrollments increase, we will be requesting more faculty positions – as needed.

This specific course will be integrates with other senior design courses in the college, with the emphasis on cybersecurity aspects of the projects.

# Idaho State Board of Education

## Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	October 2019
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Engineering
Name of Department(s) or Area(s):	Computer Science

**Program Identification for Proposed New or Modified Program:**

Program Title:	Cybersecurity					
Degree:	BS	Degree Designation	X	Undergraduate		Graduate
Indicate if Online Program:		No	X	No		
CIP code (consult IR /Registrar):	11.1003 COMPUTER AND INFO. SYSTEMS SECURITY/INFORMATION ASSURANCE.					
Proposed Starting Date:	Summer 2021					
Geographical Delivery:	Location(s)	Moscow	Region(s)			
Indicate (X) if the program is/has:		Self-Support		Professional Fee		Online Program Fee
Indicate (X) if the program is:	X	Regional Responsibility		Statewide Responsibility		

**Indicate whether this request is either of the following:**

- |  |   |
|--|---|
| <input type="checkbox"/> New Graduate Certificate (30 credits or more)<br><input type="checkbox"/> New Undergraduate Certificate (30+ cr.)<br><input type="checkbox"/> New Graduate Program<br><input checked="" type="checkbox"/> New Undergraduate Program | <input type="checkbox"/> Expansion of Existing Program<br><input type="checkbox"/> Consolidation of Existing Program<br><input type="checkbox"/> New Off-Campus Instructional Program<br><input type="checkbox"/> Other |
|--|---|

**Approval Signatures:**

_____ College Dean (Institution)	_____ Date	_____ Vice President for Research	_____ Date
_____ Graduate Dean or other official	_____ Date	_____ Academic Affairs Program Manager, OSBE	_____ Date
_____ FVP/Chief Fiscal Officer (Institution)	_____ Date	_____ Chief Academic Officer, OSBE	_____ Date
_____ Provost/VP for Instruction (Institution)	_____ Date	_____ Chief Financial Officer, OSBE	_____ Date
_____ President	_____ Date	_____ SBOE/Executive Director Approval	_____ Date

**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.*

Since 1991, the Department of Computer Science has offered a variety of Cyber Security courses as technical electives in our undergraduate degree program. In 1999 the University of Idaho was designated a National Center of Academic Excellence (CAE) in Information Assurance Education by the National Security Agency (at the time, Information Assurance was the US Government term for Cybersecurity). We were one of the first seven universities in the nation to receive this designation, and we have maintained it every renewal cycle.

In the past few years, the CAE certification process has become more proscriptive, requiring more precise course content, and a dedicated degree path forward for Cybersecurity students. ABET (the Engineering accreditation board) now accredits cybersecurity degree programs. Also, the US Government has adopted the NIST Cybersecurity Workforce Framework – a catalog of job duties along with knowledge, skills and abilities for those jobs, for a wide range of cybersecurity careers.

This growth of standardized program content, along with the tremendous growth in job opportunities for our graduates, has led to the conclusion that we need to establish a dedicated degree path. This degree will be focused on the technical side of cybersecurity, building on the same introductory foundations as computer science but will significantly diverge in the upper-division course requirements. In addition, we are proposing to add introductory courses to cover, in addition to introductory technical knowledge earlier in a student's academic program, several non-technical aspects of cybersecurity, including: planning, contingency and risk management, privacy, ethics, and laws and regulations and human factors.

- 2. Need for the Program.** *Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.*

- a) Workforce need:** *Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.*

*List the job titles for which this degree is relevant.*

The following are US Department of Labor (DOL) Occupation Titles requiring cybersecurity skills:

- 1. Information Security Analysts – This is the DOL Job title for the following specialized*

**Revised 10/27/17**

**Page 3**



- cybersecurity work roles:
- a. System Security Analyst
  - b. Cyber Defense Analyst
  - c. Cyber Defense Infrastructure Support Specialist
  - d. Vulnerability Assessment Analyst
  - e. Cyber Defense Forensics Analyst

2. *Network Operations Specialist*
3. *Software Developer*
4. *System Administrator*
5. *Technical Support Specialist*

	State DOL data	Federal DOL data	Other data source: (describe)
<b>Local (Service Area)</b>			EMSI Study (see below).
<b>State</b>		520 in 2016 + 150 by 2026	<a href="http://www.projectionscentral.com/Projections/LongTerm">http://www.projectionscentral.com/Projections/LongTerm</a>
<b>Nation</b>		100,000 in 2016 +28,500 by 2026	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

Our Emsi analysis predicts a 30.4% increase in jobs (510 jobs) in Idaho through 2029 and a 27.8% increase nationally. In our 16-county region, job growth is expected to increase 26.0% (134 jobs) through 2029.

- b) Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey of s was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

We have had regular enrollments in our cyber security courses over the past several years, from current computer science students. Most have indicated an interest in focusing their studies in cybersecurity, but are not able to, due to the demands of the current computer science undergraduate degree program.

**Table 1: Past enrollments in the CS courses that have cybersecurity as the focus (undergraduate/graduate). These courses will become part of the core of the new cybersecurity program.**

Course	AY 16-17	AY 17-18	AY 18-19	Fall 2019
CS 336 (Intro course)	19	24	14	24
CS 439 (Applied Security)	10/4	9/10		2/2
CS 437 (Computer Forensics)	1/21		5/32	
CS 438 Network Security		5/10	8/16	
Security Special Topics			0/11	

In addition to internal demand, we expect to see increases in new student enrollment due to the strong growth of cybersecurity jobs in the region, state, and nationally.

- c) Economic Need:** *Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.*

Studies have shown that there is a major unmet need for cybersecurity professionals. These professionals help businesses protect their assets from cyber criminals. Untrained individuals spend more time and effort, and therefore more corporate resources, developing less than ideal solutions. A trained cybersecurity professional will be able to get the work done with less effort and less resources. Furthermore, our economy and critical infrastructures are today very dependent on digital and computer-based systems. Adequately protecting such systems is of paramount and essential importance, and a likely a prerequisite, for a healthy economy in the State of Idaho and the Nation.

- d) Societal Need:** *Describe additional societal benefits and cultural benefits of the program.*

There is a great need for cybersecurity expertise across all businesses and government sectors. Whether it be in the area of e-commerce, web applications, mobile apps, business, military, health, agriculture, critical infrastructures, or processing big-data, there is a need to protect information systems and individual privacy, and to ensure the integrity of our systems. A look at the news every week brings about reports of cybersecurity breaches and loss of private information, financial loss, or the potential for disruption of critical infrastructure.

Cybersecurity experts agree that many of these problems could be fixed if a wider portion of the workforce was aware of best-practice cybersecurity technologies and processes. At the same time, these experts agree that we need to constantly improve these technologies and processes given the advances made by cyber criminals and the constant deployment of new connected technologies which introduce new attack surfaces and vulnerabilities.

- e) If Associate's degree, transferability:**

- 3. Similar Programs.** *Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.*

The proposed *Bachelor of Science in Cybersecurity* degree was designed from the ground-up to be exceedingly compliant with the criteria, knowledge, and skills detailed in the Center of Academic Excellence in Cyber-Defense (CAE-CD) denomination by the U.S. National Security Agency and the U.S. Department of Homeland Security.

Source: ([https://www.iad.gov/NIETP/documents/Requirements/CAE\\_CDE\\_criteria.pdf](https://www.iad.gov/NIETP/documents/Requirements/CAE_CDE_criteria.pdf))

Under the Center of Academic Excellence in Cyber-Defense criteria, institutions offering compliant cybersecurity-focused 2-year degrees are denominated as CAE-2Y, and institutions offering compliant Bachelor-level or Graduate-level cybersecurity-focused degrees are denominated CAE-CD (these can be minors, certifications, or emphasis options within a degree). The table below shows the number of CAE-CD and CAE-2Y denominated institutions in Idaho and its neighboring states of Montana, Nevada, Oregon, Utah, and Washington. The state of Wyoming appears to have no CAE-CD nor CAE-2Y denominated educational institutions.

Source: ([https://www.iad.gov/NIETP/reports/cae\\_designated\\_institutions.cfm](https://www.iad.gov/NIETP/reports/cae_designated_institutions.cfm)) (2019-09-09)

<b>Count of Education Institutions with CAE Designation Per State</b>				
<b>State</b>	<b>CAE-2Y</b>	<b>CAE-CD</b>	<b>CAE-R</b>	<b>Total</b>
Idaho	1	2		3
Montana	2			2
Nevada	1	1		2
Oregon	2			2
Utah		2		2
Washington	5	2	1	8
<b>Total</b>	<b>11</b>	<b>7</b>	<b>1</b>	<b>19</b>

### **Idaho Public Institutions: Four-year and Graduate:**

There are currently two Center of Academic Excellence in Cyber-Defense (CAE-CD) denominated institutions in Idaho: The *University of Idaho* and *Idaho State University*.

Source: [https://www.iad.gov/NIETP/reports/cae\\_designated\\_institutions.cfm](https://www.iad.gov/NIETP/reports/cae_designated_institutions.cfm)

The following table lists programs that we believe to be similar and are being offered by public colleges or universities in Idaho. In this case our definition of similar is that the program is:

- a) Offered by an institution also denominated as a Center of Academic Excellence in Cyber-Defense (CAE-CD) and
- b) The degree is a Bachelor of Science degree with significant coverage of Cybersecurity knowledge and skills.

Under such definition, and to the best of our knowledge, there are no programs, significantly similar to the degree being proposed, currently being offered at other public educational institutions in Idaho. There are however two offerings for Bachelor of Science in Computer Science degrees with Cybersecurity Emphasis degree options: *University of Idaho* and *Boise State University*.

<b>Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)</b>		
<b>Institution Name</b>	<b>Degree name and Level</b>	<b>Program Name and brief description if warranted</b>
<b>University of Idaho</b>	<b>B.S. in Cybersecurity (Being proposed)</b>	<b>Bachelor of Science in Cybersecurity. The program being proposed in this form.</b>
<b>University of Idaho</b>	<b>B.S. in Computer Science.</b>	<b>Bachelor of Science in Computer Science plus Cybersecurity Academic Certificate (<a href="https://catalog.uidaho.edu/colleges-related-units/engineering/computer-science/cybersecurity-undergraduate-academic-certificate/">https://catalog.uidaho.edu/colleges-related-units/engineering/computer-science/cybersecurity-undergraduate-academic-certificate/</a>).</b>
<b>Boise State University</b>	<b>B.S. in Computer Science.</b>	<b>Bachelor of Science in Computer Science with Cybersecurity Emphasis (<a href="https://majors.boisestate.edu/computer-">https://majors.boisestate.edu/computer-</a></b>

		<a href="#">science</a> ).
--	--	----------------------------

**University of Idaho:**

Related degrees and certificates offered by the University of Idaho are listed below.

- Bachelor of Science in Computer Science.
- Master of Science in Computer Science.
- Doctor of Philosophy in Computer Science.
- Undergraduate Academic Certificate in Cybersecurity.
- Graduate Academic Certificate in Secure and Dependable Systems.
- Sources: <https://www.uidaho.edu/degree-finder/a-z-index>  
<https://www.uidaho.edu/academics/dee/programs-courses/certificates>

The University of Idaho offers a *Bachelor of Science in Computer Science* degree and a recently approved *Undergraduate Certificate in Cybersecurity*. Students that complete the B.S. in Computer Science degree plus the UG Certificate in Cybersecurity have gained a set of knowledge and skills satisfactorily compliant with the CAE-CD knowledge and skills criteria. Based on such degree and emphasis area, the University of Idaho is currently denominated a CAE-CD until 2021. It is important to note that such denomination was evaluated under the previous and less comprehensive knowledge and skills CAE-CD criteria. Other related degrees at the University of Idaho are graduate level degrees and certificates.

Furthermore, the focus of the proposed B.S. in Cybersecurity degree and the expected positions that graduates will fulfill are different than the focus of the B.S. in Computer Science degree. The field of Cybersecurity has advanced significantly in the last few years and though some of the knowledge and skills covered in a B.S. in Computer Science degree overlap with knowledge and skills to be gained with the proposed B.S. in Cybersecurity degree, there is still a significant difference in the knowledge and skills expected from graduates that will fulfill positions in the Cybersecurity discipline. These differences are such today that we strongly believe they grant the design and offering of a new degree focused on providing such new set of knowledge and skills with breadth and depth of content in Cybersecurity. One event that crystalized such differences in the knowledge and skills needed for successful practice in Cybersecurity positions is the recent addition by the ABET accreditation board of a new criteria for *Cybersecurity* degrees. ABET is a non-profit international organization that accredits Computer Science, Information Systems, Information Technology, and other Computing-related degrees. Ref: <https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-computing-programs-2019-2020/>. All Bachelor of Science degrees offered by the University of Idaho College of Engineering are ABET accredited.

**Boise State University:**

To the best of our knowledge the degrees and certificates listed below may offer coverage of Cybersecurity-related knowledge and skills within some of the required and elective courses and with varying degrees of coverage.

- Bachelor of Science in Computer Science.
- *Bachelor of Science in Computer Science with Cybersecurity Emphasis.*
- Bachelor of Science in Computer Science with Secondary Education Emphasis.
- Master of Science in Computer Science.
- Doctor of Philosophy in Computer
- Graduate Certificate in Computer Science.

- Minor in Computer Science.
- Minor in Cybersecurity.
- Minor in Computational Science and Engineering.
- Bachelor of Science in Information Technology Management.
- Sources: <https://majors.boisestate.edu/computer-science>  
<https://majors.boisestate.edu/information-technology-management>  
<https://coen.boisestate.edu/cs/undergraduates/minor-cybersecurity>

Similarly, to the case of the B.S. in Computer Science at the University of Idaho with a cybersecurity emphasis Boise State University offers a *Bachelor of Science in Computer Science degree with Cybersecurity Emphasis*. However, as stated before, an emphasis may cover knowledge and skills in Cybersecurity but maybe not necessarily with the breadth and depth of the B.S. in Cybersecurity proposed in this form.

### **Lewis-Clark State College:**

To the best of our knowledge the degrees listed below may offer some coverage of Cybersecurity-related knowledge and skills within some courses. However, we believe that none of the degrees listed below would qualify as significantly similar under the applied criterion to the degree proposed in this form.

- Bachelor of Science (Arts) in Computer Science.
- Bachelor of Applied Science in Information Technology.
- Bachelor of Applied Science in Web Design and Development.
- Source: <http://www.lcsc.edu/degrees/>

### **Idaho State University:**

The three degrees offered by ISU that we believe may include significant Cybersecurity knowledge and skills are listed below (first, second, and third). Other degrees that may offer partial coverage of Cybersecurity topics are also listed. Idaho State University is a Center of Academic Excellence in Cyber-Defense (CAE-CD) denominated institution. Given this information, it appears that the degrees offered at ISU that include significant coverage of Cybersecurity content, knowledge, and skills appear to be either Bachelor of Business Administration or Associate of Applied Science degrees and not a Bachelor of Science degree as the one proposed in this form.

- Bachelor of Business Administration in Business Informatics.
- Associate of Applied Science in Information Technology Systems.
- Associate of Applied Science in Industrial Cybersecurity Engineering Technology.
- Master of Science in Computer Science: Data Analysis Emphasis.
- Master of Science in Computer Science: Science Emphasis.
- Intermediate Technical Certificate on Industrial Cybersecurity Engineering Technology.
- Sources: <http://coursecat.isu.edu/undergraduate/programs/>  
<http://coursecat.isu.edu/graduate/programs/>  
<https://www.isu.edu/cyberphysicalsecurity/>

### **Idaho Public Institutions: Two-year:**

The degree proposed in this form is a Bachelor of Science degree. Hence, we are not considering 2-year Associate programs as significantly similar to the degree proposed in this form even if such degrees may appear to have partial knowledge and skills overlap. In addition, there is currently only one two-year Center of Academic Excellence in Cyber-Defense

(CAE-2Y) denominated institution in Idaho: *North Idaho College*.

Source: [https://www.iad.gov/NIETP/reports/cae\\_designated\\_institutions.cfm](https://www.iad.gov/NIETP/reports/cae_designated_institutions.cfm)

**College of Eastern Idaho:**

2-year institution and not CAE-2Y denominated.

**College of Southern Idaho:**

2-year institution and not CAE-2Y denominated.

**College of Western Idaho:**

2-year institution and not CAE-2Y denominated.

**North Idaho College:**

NIC is denominated as a Center of Academic Excellence in Cyber-Defense for two-year programs (CAE-2Y). To the best of our knowledge the degrees and certificates that we believe may be offered under such denomination are listed below. We believe that none of the degrees listed below would qualify as similar under the applied criterion. Several of the courses in Computer Information Technology (CITE) at NIC do cover topics required by the CAE denomination. However, the degrees offered at NIC are applied two-year Associate degrees.

- Associate of Applied Science in Computer Information Technology.
- Associate of Applied Science in Network Security Administration.
- Basic Technical Certificate in Cybersecurity and Networking.
- Source: <https://www.nic.edu/programs/>

<b>Similar Programs offered by other Idaho institutions and by institutions in nearby states</b>		
<b>Institution Name</b>	<b>Degree name and Level</b>	<b>Program Name and brief description if warranted</b>
Brigham Young University (Provo, Utah):	Bachelor of Science in Cybersecurity.	Bachelor of Science in Cybersecurity ( <a href="https://catalog.byu.edu/engineering/school-of-technology/cybersecurity-bs">https://catalog.byu.edu/engineering/school-of-technology/cybersecurity-bs</a> ).
City University of Seattle (Seattle, Washington).	Bachelor of Science in Cybersecurity and Information Assurance	Bachelor of Science in Cybersecurity and Information Assurance ( <a href="https://www.cityu.edu/programs-overview/bachelor-of-science-cybersecurity-and-information-assurance/">https://www.cityu.edu/programs-overview/bachelor-of-science-cybersecurity-and-information-assurance/</a> ).
University of Washington (Seattle, Washington).	Bachelor of Science in Informatics.	Bachelor of Science in Informatics with Emphasis in Information Assurance and Cybersecurity ( <a href="http://www.washington.edu/students/gencaf/academic/school_information.html">http://www.washington.edu/students/gencaf/academic/school_information.html</a> ).
University of Washington, Bothell (Bothell,	M.S. in Cybersecurity Engineering.	M.S. in Cybersecurity Engineering: ( <a href="https://www.uwb.edu/cybersecurity">https://www.uwb.edu/cybersecurity</a> )



Washington).		
Southern Utah University, (Cedar City, Utah).	Bachelor of Science in Information Systems.	Bachelor of Science in Information Systems: Cybersecurity Emphasis ( <a href="https://catalog.suu.edu/preview_program.php?catoid=21&amp;poid=7816">https://catalog.suu.edu/preview_program.php?catoid=21&amp;poid=7816</a> )

4. **Justification for Duplication with another institution listed above.** (if applicable). *If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.*

There is no similar Bachelor of Science in Cybersecurity program in Idaho.

5. **Describe how this request supports the institution’s vision and/or strategic plan.**

The University Vision: “The University of Idaho will expand the institution’s intellectual and economic impact and make higher education relevant and accessible to qualified students of all backgrounds.”

Our strategic plan focuses on an *Engaged Learning Community* supported by *Scholarly and Creative Activity with National and International Impact*.

Cybersecurity has becoming an increasingly important part of day-to-day life, government and business. It is no longer just the province of the government and banking but touches more and more aspects of our lives.

Our past research and teaching activities have had national and international impact but have primarily focused on technical aspects of cybersecurity. Branching out our core cybersecurity expertise from a subset of computer science to a full, independent degree program will enable us to expand our students' understanding of cybersecurity not only from the technical point of view, but also include societal and business aspects of cyber security. These include issues such as privacy, ethical hacking, and business continuity planning. The full breadth of this education will provide our students with a richer education and make them better able to serve their communities as the needs of cybersecurity continue to grow and expand.

6. **Assurance of Quality.** *Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.*

The Department of Computer Science and the College of Engineering will conduct annual internal assessment of the program, reviewing attainment of student outcomes for each course as well as program outcomes. We will use the process we use for continual assessment and improvement as recommended by national accreditation organizations.

The University of Idaho plans to continue certification as a Center of Academic Excellence in Information Assurance Education (in the area of Cyber Defense) through the NSA/DHS sponsored CAE program.



After an appropriate number of years, we plan to apply for ABET accreditation of the program, meeting the national standards put in place by ABET.

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B**.

Not applicable.

8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?

Yes \_\_\_\_\_ No X \_\_\_\_\_

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes X No \_\_\_\_\_

Proposed programs submitted to SBOE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

- a. **Describe why the proposed program is not on the institution's five year plan.**

When did consideration of and planning for the new program begin?

Not applicable.

- b. **Describe the immediacy of need for the program.** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

Not applicable.

**Criteria.** As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
- ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
- iii. Is there a contractual obligation or partnership opportunity to justify the program?
- iv. Is the program request or program change in response to accreditation requirements or recommendations?
- v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

## Curriculum, Intended Learning Outcomes, and Assessment Plan

### 10. Curriculum for the proposed program and its delivery.

- a. **Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	62
Credit hours in required courses offered by other departments:	15
Credit hours in institutional general education curriculum	23-24
Credit hours in free electives	19-20
Total credit hours required for degree program:	120

- b. **Curriculum.** Provide the curriculum for the program, including a listing of course titles and credits in each.

#### **Required Cybersecurity Courses (40 Credits)**

CYB 110 (3cr)	Cybersecurity and Privacy
CYB 210 (3cr)	Cybersecurity Management
CYB 220 (3cr)	Secure Coding and Analysis
CYB 310 (3cr)	Intermediate Cybersecurity
CYB 330 (3cr)	Networking Fundamentals
CYB 340 (3cr)	Network Defense
CYB 350 (3cr)	Operating System Defense
CYB 380 (3cr)	Cybersecurity Practicum I
CYB 381 (3cr)	Cybersecurity Practicum II
CYB 401 (1cr)	Cybersecurity Professional Development
CYB 420 (3cr)	Computer and Network Forensics
CYB 440 (3cr)	Software Vulnerability Analysis
CYB 480 (3cr)	Senior Capstone Design I
CYB 481 (3cr)	Senior Capstone Design II

#### **Required Computer Science Courses (22 cr)**

CS 112 (3cr)	Computational Thinking
CS 120 (4cr)	Computer Science I
CS 121 (3cr)	Computer Science II
CS 150 (3cr)	Computer Organization and Architecture
CS 240 (3cr)	Operating Systems
CS 270 (3cr)	System Software
CS 383 (3cr)	Software Engineering

#### **Required Math/Statistics Courses (10 cr)**

Math 176 (3cr)	Discrete Math
Math 160 or 170 (4cr)	Survey of Calculus or Calculus I
STAT 251 or Stat 301 (3cr)	Statistical Methods or Probability and Statistics

**Other Required Courses (5cr)**

Comm 101 (2cr) Fundamentals of Public Speaking  
Phil 103 (3cr) Ethics  
Engl 317 (3cr) Technical Writing

**Other UI Gen Ed Core (23-24 Cr)**

ISEM 101 (3 cr)  
ISEM 301 (1 cr)  
Science (7-8 credits)  
Hum/SS (12 credits)

- c. **Additional requirements.** *Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.*

The proposed program includes a year-long senior capstone experience (CYB 480/481) that parallels the other Engineering Capstone courses.

**11. Program Intended Learning Outcomes and Connection to Curriculum.**

- a. **Intended Learning Outcomes.** *List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.*

Graduates of the program will have an ability to:

1. Analyze a complex computing and information management problems and to apply principles of cybersecurity, and other relevant disciplines to identify solutions.
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of cyber security.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in cybersecurity practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to cybersecurity.
6. Apply security principles and practices to maintain operations in the presence of risks and threats.

## 12. Assessment plans

We will use the same general assessment process currently used by the Computer Science Department for its BS degree in Computer Science. The BS in CS degree has been accredited since 1993, first by the CS Accreditation Board (CSAB) and then by ABET, which replaced CSAB.

- a. **Assessment Process.** *Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.*

There are three main methods by which student outcomes are assessed, divided into direct and indirect measures:

1. Student Work from at least two courses per outcome (direct measure)
2. The Department's Senior Exit Interviews (indirect measure)
3. The University's Graduating Senior Survey (indirect measure)

Each of these measures are described in more detail below. Faculty review and discussion of these measures is a critical part of the overall assessment process and faculty input is included in the analysis of the measures. Faculty review takes place during department meetings in the spring semester and during the department retreat held every fall.

### Student Work

Every student outcome is assessed in a minimum of two courses. The focus is on upper division courses to determine the extent to which the students are achieving the outcome when they are approaching graduation.

Faculty select representative material from the course, potentially including assignments, projects, quizzes, exams, presentations, etc., with which to assess the student outcomes. The table given below shows the standard evaluation template used for assessments based on course materials.

### Senior Exit Interviews

Every semester the chair conducts exit interviews with the graduating seniors. These include a group interview with all the graduating seniors (based on the graduating class size this is often divided into several smaller groups) and a written survey. The interview allows students to go into depth about the curriculum and their undergraduate experience. The written survey allows all seniors to give input, including anonymously if that is their preference.

No metric of attainment is measured as part of the interview process, but students are asked open ended questions regarding some SOs. This often results in very useful feedback that is not reflected in course materials.

### Graduating Senior Surveys

The university conducts annual surveys of all graduating seniors. Many of the questions in the survey map to the program's outcomes. The second table below lists some of the relevant survey questions and responses. All of the questions used for assessment are of the form "Indicate how well the following skill was enhanced by your undergraduate experience". Thus, student answers reflect their belief regarding how well the program enhanced their skill, not necessarily their level of obtainment of the skill in question. Possible answers are 'greatly', 'moderately', 'a little', or 'not at all'. We use the percentage of answers in the 'greatly' and 'moderately' categories as our measure of student obtainment of the outcomes.

**Sample Template used to assess student outcomes from a class.**

SO	Detail Objective	Material	Question	Question Weight	Median	Score		
1	<b>Analyze a complex computing and information management problems and to apply principles of cybersecurity, and other relevant disciplines to identify solutions.</b>	Project 1	N/A	0.25	85%	85%	72%	91%
		Project 2	N/A	0.25	81%	73%	81%	89%
		Exam Two	Problem 4	0.25	85%	65%	85%	95%
		Exam Three	Problem 5	0.25	87%	87%	83%	90%
		<b>WEIGHTED AVG.</b>				<b>85%</b>		
2	<b>Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of cyber security.</b>	Exam Three	Problem 2	0.5	88%	90%	88%	75%
		Project 4	Problem 5	0.5	84%	92%	84%	69%
		<b>WEIGHTED AVG.</b>				<b>86%</b>		

**Sample mapping from outcomes to Graduating Senior Survey question used to measure student outcomes. The questions are of the form “Indicate how well the following skill was enhanced by your undergraduate experience:”. Possible answers are ‘greatly’, ‘moderately’, ‘a little’, or ‘not at all’. We use the percentage of answers in the ‘greatly’ and ‘moderately’ categories as our measure of student obtainment of the outcomes.**

<b>Student Outcome</b>	<b>GSS Question</b>
1. Analyze a complex computing problem	Identify and solve problems
	Think analytically and critically
2. Design, implement, and evaluate a computing-based solution	Formulate creative/original ideas and solutions
	Use computers and other technology
3. Communicate	Communicate well orally
	Write Effectively
4. Recognize professional responsibilities	Develop a sense of values and ethical standards
	Make decisions and act ethically
	Identify moral and ethical issues

**b. Closing the loop.** *How will you ensure that the assessment findings will be used to improve the program?*

As noted above, the measures of student obtainment of the outcomes are discussed during faculty meetings in the spring as the data become available – direct measure of student performance in class is normally measured in the fall classes. In addition, the entire curriculum is reviewed both in the spring as part of the meeting with the department’s Industrial Advisory Board and in the fall as part of the department’s annual retreat.

**c. Measures used.** *What direct and indirect measures will be used to assess student learning?*

These are discussed under **a. Assessment Process** above.

**d. Timing and frequency.** *When will assessment activities occur and at what frequency?*

Assessments based on students’ performance in courses are typically conducted during the fall semester so that they can be reviewed in the spring. Senior exit interviews are held near the end of both the fall and spring semesters in order to give all graduating seniors the opportunity to participate. The UI’s graduating senior survey is completed by students when they apply for graduation – typically the semester before they graduate and more or less continuously throughout the year.

## **Enrollments and Graduates**

**13. Existing similar programs at Idaho Public Institutions.** Using the chart below, provide

enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions.

As noted above although there are certificates and minors in Cybersecurity and BS programs in Computer Science, no Idaho Public Institution currently offers a BS in Cybersecurity. Minors in Cybersecurity and BS programs in Computer Science are not similar enough to a BS in Cybersecurity to accurately represent either interest or competition.

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY_16_	FY_17_	FY_18_	FY_19_ (most recent)	FY_16_	FY_17_	FY_18_	FY_19_ (most recent)
BSU	0	0	0	0	0	0	0	0
ISU	0	0	0	0	0	0	0	0
UI	0	0	0	0	0	0	0	0
LCSC	0	0	0	0	0	0	0	0
CEI	0	0	0	0	0	0	0	0
CSI	0	0	0	0	0	0	0	0
CWI	0	0	0	0	0	0	0	0
NIC	0	0	0	0	0	0	0	0

14. **Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:



Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name:											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY 21 (first year)	FY 22	FY 23	FY 24	FY 25	FY 26	FY 21 (first year)	FY 22	FY 23	FY 24	FY 25	FY 26
16	31	45	60	66	72	-	-	-	-	10	14

**15. Describe the methodology for determining enrollment and graduation projections.**

Refer to information provided in Question #2 “Need” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

Maximum capacity is determined by the size of the labs for the junior and senior level courses. These labs hold 20 students. Currently we only anticipate offering one section of each course, which limits us to upper division classes being no more than 20 students. Lower division classes can be slightly larger, assuming some attrition.

The numbers in the table are based on current demand within computer science, and a somewhat higher retention rate. Experience shows that students coming into the computer science major are often not prepared for the amount of mathematics, logical thinking, and workload of the discipline. Many students, even high performing students, transfer out of computer science in the first two years.

We believe a conservative estimate is having 16 new freshmen enter the program the first year, and slow growth in new freshmen, two additional per year, as news of the program spreads.

**16. Minimum Enrollments and Graduates.**

- a. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums?

To maintain a viable program, we need to provide a regular offering of cybersecurity courses. Some of these courses can be taken by students in other majors (for example the upper division lecture courses can be take computer science students as technical electives). To provide these courses, we need to maintain a minimum enrollment in the classes (assumed to be an average of 15 undergraduate students per section).

If we have least 15 students in each “upper-division cadre”, then we will easily make these numbers. Such numbers will place the program within the median size of bachelor programs at the University of Idaho, and thus will be sustainable.

We believe a sustained enrollment of at least 80 undergraduate students will be a minimum to maintain this program.

- b. What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

We anticipate that the program will undergo an ABET accreditation review in Fall 2025. If the program is unable to become accredited at that time, we will need to evaluate our shortcomings, and if the program is not sustainable, begin the process of terminating the program. Similarly, if we can't reach sustained enrollments of at least 24 upper division students (Juniors and Seniors), we will need to sunset the program. In either case students in the initial years of the program (Freshmen and Sophomores) can transition to the CS degree with minimal difficulty.

## **Resources Required for Implementation – fiscal impact and budget**

### **17. Physical Resources.**

- a. **Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

The full program will be offered in Moscow. In the near future we plan to create a 2+2 programs in Coeur d'Alene (CdA) and in Idaho Falls (IF). We will partner with North Idaho College (NIC) in CdA and with the College of Eastern Idaho (CEI) in Idaho Falls (IF). Students will take the first two years of the program, earning an Associate's degree in the process, at NIC or CEI and finish the last two years, earning the BS, through UI. We will use live video conferencing between all three campuses (Moscow, CdA, and IF) to maximize our use of existing faculty in offering the degree. We currently have a 2+2 Bachelor's of CS program with NIC that will serve as the model for these 2+2 programs.

Although the program will initially be available only in Moscow – it will likely be at least two years before students from NIC or CEI would enter the program - the following discussion includes the resources at all three campuses to cover the anticipated expansion.

RADICL Lab, this is a specially designed, secure computing lab used to teach advanced cybersecurity courses that include attack and defense. In Moscow this lab is in JEB6. In Idaho Falls this lab is in CHE104. In Coeur d'Alene this lab is in iDen104.

General Computing Lab, this is a standard computing lab designed to teach programming and defense oriented cybersecurity. In Moscow this lab is in JEB321. In IF this lab is in CHE204. In CdA this lab is currently in HC240B.

If this program is eventually to be offered in Coeur d'Alene, and Idaho Falls via live video conferencing video capable classrooms are critical. In Moscow there are two available video classrooms EP202 and EP204, both of which hold 35 students. The CS Department currently gets priority scheduling for EP204. In Coeur d'Alene two video classrooms are available in the Harbor Center. In Idaho Falls video classrooms are available in the CHE building.

- b. **Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be

accommodated?

There will be increased use of the RADICL lab at all three campuses. Currently there is sufficient available timeslots and room in these labs to manage the increased use on the Moscow and Idaho Falls campuses.

There will be increased use of the General Computer Labs at all campuses. Currently there is sufficient available timeslots and room in these labs to manage the increased use on the Moscow and Idaho Falls campuses. However, neither of the general computing labs are equipped with video conferencing equipment. So, before the program can be offered at either CdA or IF video capabilities will need to be added to JEB321 and to the general computing labs in CdA and IF.

- c. **Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

To offer the program in Moscow only, no additional resources are needed.

## 18. Library resources

- a. **Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

Library resources are sufficient.

- b. **Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

None.

## 19. Personnel resources

- a. **Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

Resources for additional Sections:

We expect to add two sections of the existing CS120 course. This is taught as a large lecture course with separate lab sections, so the additional sections will be covered by TAs who teach the labs.

Resources for new Courses:

A review of the program curriculum shows that many of the courses are currently being

taught as CS courses (they will become Cybersecurity CYB courses or cross-listed CS/CYB courses). When we reach year 3 and begin teaching the lab courses two additional TAs will be needed.

- b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

This program will be offered as an additional degree option within the Department of Computer Science. Hence all of the existing support, administrative staff, office space, etc. that is currently available within CS will be available to this program.

**Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

We will create a separate curriculum/petitions committee from the Cyber Security faculty to oversee the program. This will minimize the impact on existing personnel and the existing BS in Computer Science degree.

There will be an increase in size in some CS courses that are also required courses for students in the proposed CYB program. We have instructional capability to accommodate the additional students.

There will be a general shift in the elective CS course available to students in the CS program. Existing faculty will need to shift some of their teaching duties to the new CYB courses. Thus, some of the existing CS technical electives may be taught less frequently, but there will be more technical electives in the domain of Cybersecurity available to students. Overall students will still be able to select from a range of technical electives and there will be more than sufficient technical electives to allow students to graduate on time.

- c. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

Personnel:

To offer the program in Moscow only no additional faculty are required. As noted above some of the non-cybersecurity electives currently taught may be taught less frequently to account for the additional cybersecurity courses (many of which will be available as technical electives).

## 20. Revenue Sources

- a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

No existing funds will be reallocated.

- b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation

is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

c) **Non-ongoing sources:**

- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?
- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

There will be student lab fees to support the client computers, used by the students in the lab courses to connect to the secure servers. These fees will be used only for resources used in class. The exact amount of the fee will be dependent upon estimated enrollment and will be amortized over 3 years – the standard replacement cycle for the computers.

- ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

See attached budget.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

# University of Idaho

## Bachelor of Science in Cybersecurity

Freshman Fall			Freshman Spring		
CYB 110	Cybersecurity and Privacy <u>CSP, CSF, PLE, PRI</u>	3	CS 120	Computer Science I <u>BSP</u>	4
CS 112	Computational Thinking	3	Math 176	Discrete Math	3
ISEM 101	Integrated Seminar	3	Comm 101	Fundamentals of Public Speaking	2
ENGL 101	Introduction to College Writing	3	Phil 103	Ethics	3
Math 143	Pre-calculus Algebra and Analytic Geometry	3	ELECTIVE	Science Elective w/Lab	4
<b>Total Credits</b>		<b>15</b>	<b>Total Credits</b>		<b>16</b>

Sophomore Fall			Sophomore Spring		
CS 121	Computer Science II	3	CS 270	System Software	3
CS 150	Computer Organization & Arch.	3	CS 240	Operating Systems <u>OSC, OTH</u>	3
CYB 210	Cybersecurity Management <u>CPM, SPM, ISC</u>	3	CYB 220	Secure Coding and Analysis <u>SPP, SSA, QAT</u>	3
ENGL 102	College Writing and Rhetoric	3	ELECTIVE	Science Elective w/Lab	4
MATH 160 or 170	Survey of Calculus or Calc I	4	STAT 251 or 301	Statistical Methods	3
<b>Total Credits</b>		<b>16</b>	<b>Total Credits</b>		<b>16</b>

Junior Fall			Junior Spring		
CYB 310	Intermediate Cybersecurity (was CS 336) <u>CTH, BCY, IAA</u>	3	CS 383	Software Engineering	3
ISEM 301	Great Issues Seminar	1	CYB 340	Network Defense (was CS 438) <u>NDE, IDS</u>	3
CYB 330	Networking Fundamentals <u>BNW, NTP</u>	3	CYB 350	Operating System Defense <u>OSH, OSA, BCO</u>	3
CYB 380	Cybersecurity Lab I	3	CYB 381	Cybersecurity Lab II (was CS 439)	3
ELECTIVE	Hum/Social Science	3	ELECTIVE	Hum/Social Sciences	3
ENGL 317	Technical Writing	3			
<b>Total Credits</b>		<b>16</b>	<b>Total Credits</b>		<b>15</b>

Senior Fall			Senior Spring		
CYB 401	Cybersecurity Professional Development (can be CS 400)	1	CYB 440	Software Vulnerability Analysis <u>SAS, VLA</u>	3
CYB 420	Computer and Network Forensics (was CS 447) <u>DFS, HOF, NWF</u>	3	CYB 481	Senior Capstone Design II (can be same as CS 481?)	3
CYB 480	Senior Capstone Design I (can be same as CS 480?)	3			
ELECTIVE	Free Electives	3	ELECTIVE	Free Electives	4
ELECTIVE	Hum/Social Science	3	ELECTIVE	Hum/Social Science	3
<b>Total Credits</b>		<b>13</b>	<b>Total Credits</b>		<b>13</b>

Courses in **RED** are new Cybersecurity Courses  
 Foundational KU are in **BOLD Underline GREEN**  
 Core Non-technical KU are Underline Brown

Courses in **BLUE** are modified existing CS courses  
 Core Technical KU are in Underlined RED  
 Other Optional KUs are in **Purple**

**Program Resource Requirements.**

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- 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).

**Start FY**

**21**

**I. PLANNED STUDENT ENROLLMENT**

	<u>FY 21</u>		<u>FY 22</u>		<u>FY 23</u>		<u>FY 24</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	11	11	31	31	45	45	60	60
B. Shifting enrollments	5	5	0	0	0	0	0	0
<b>Total Enrollment</b>	<b>16</b>	<b>16</b>	<b>31</b>	<b>31</b>	<b>45</b>	<b>45</b>	<b>60</b>	<b>60</b>

**II. REVENUE**

	<u>FY 21</u>		<u>FY 22</u>		<u>FY 23</u>		<u>FY 24</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	-	-	-	-	-	-	-	-
2. Institution Funds	-	-	-	-	-	-	-	-
3. Federal	-	-	-	-	-	-	-	-
4. New Tuition Revenues from Increased Enrollments	154,823	N/A	433,504	N/A	628,299	N/A	846,965	N/A
5. Student Fees	3,300	N/A	9,240	N/A	13,392	N/A	18,053	N/A
6. Other (i.e., Gifts)	-	-	-	-	-	-	-	-
<b>Total Revenue</b>	<b>158,123</b>	<b>-</b>	<b>442,744</b>	<b>-</b>	<b>641,691</b>	<b>-</b>	<b>865,018</b>	<b>-</b>

*Ongoing is defined as ongoing operating budget for the program which will become part of the base.*

*One-time is defined as one-time funding in a fiscal year and not part of the base.*

**III. EXPENDITURES**

	<u>FY 21</u>	<u>FY 22</u>	<u>FY 23</u>	<u>FY 24</u>
--	--------------	--------------	--------------	--------------



	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
1. FTE	0	N/A	0	N/A	0	N/A	0	N/A
2. Faculty	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3. Adjunct Faculty	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4. Graduate/Undergrad Assistants	\$ -	N/A	\$ -	\$ -	\$ 33,000	\$ -	\$ 33,000	\$ -
5. Research Personnel	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6. Directors/Administrators		N/A		N/A		N/A		N/A
7. Administrative Support Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8. Fringe Benefits	\$ -	N/A	\$ -	N/A	\$ 1,122	N/A	\$ 1,122	N/A
9. Other:	\$ -	N/A	\$ -	N/A	\$ 4,032	N/A	\$ 4,032	N/A
<b>Total Personnel and Costs</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 38,154</b>	<b>\$ -</b>	<b>\$ 38,154</b>	<b>\$ -</b>

	FY 21		FY 22		FY 23		FY 24	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>B. Operating Expenditures</b>								
1. Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2. Professional Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
3. Other Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4. Communications	\$ 500	\$ 2,000	\$ 500	\$ -	\$ 500	\$ -	\$ 500	\$ -
5. Materials and Supplies	\$ 7,150	\$ -	\$ 7,150	\$ -	\$ 7,150	\$ -	\$ 7,150	\$ -
6. Rentals	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
7. Materials & Goods for Manufacture & Resale	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
8. Miscellaneous	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Operating Expenditures</b>	<b>\$ 7,650</b>	<b>\$ 2,000</b>	<b>\$ 7,650</b>	<b>\$ -</b>	<b>\$ 7,650</b>	<b>\$ -</b>	<b>\$ 7,650</b>	<b>\$ -</b>

	<u>FY 21</u>		<u>FY 22</u>		<u>FY 23</u>		<u>FY 24</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>C. Capital Outlay</b>								
1. Library Resources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2. Equipment	\$40,000.00	\$0.00	\$40,000.00	\$0.00	\$40,000.00	\$0.00	\$40,000.00	\$0.00
<b>Total Capital Outlay</b>	<u>\$40,000</u>	<u>\$0</u>	<u>\$40,000</u>	<u>\$0</u>	<u>\$40,000</u>	<u>\$0</u>	<u>\$40,000</u>	<u>\$0</u>

	<u>FY 21</u>		<u>FY 22</u>		<u>FY 23</u>		<u>FY 24</u>	
<b>D. Capital Facilities Construction or Major Renovation</b>								

	<u>FY 21</u>		<u>FY 22</u>		<u>FY 23</u>		<u>FY 24</u>	
<b>E. Other Costs</b>								
Utilities								
Maintenance & Repairs								
Other								
<b>Total Other Costs</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

<b>TOTAL EXPENDITURES:</b>	<u>\$47,650</u>	<u>\$2,000</u>	<u>\$47,650</u>	<u>\$0</u>	<u>\$85,804</u>	<u>\$0</u>	<u>\$85,804</u>	<u>\$0</u>
<b>Net Income (Deficit)</b>	<u>\$110,473</u>	<u>-\$2,000</u>	<u>\$395,094</u>	<u>\$0</u>	<u>\$555,887</u>	<u>\$0</u>	<u>\$779,214</u>	<u>\$0</u>

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

I.A.B.	
Row 84	Communication expenses are for advertising the program - these will come from CS funds: F&A returns, EO, etc.
Row 107	Renewing client machines in the computer labs, covered by lab fees. Initially the bulk of the lab fees will come from CS (non-CYB) students using the labs.
Row 105	This is grant funded
Row 51	Two TAs, these will be reallocated from another department within the College if necessary.
Row 78	No travel funds for recruiting are included because the chair and members of the program already travel around the state extensively, these trips will incorporate advertising.

**PROPOSAL TO CREATE A REMOTE SENSING OF THE ENVIRONMENT GRADUATE CERTIFICATE**

1. Add the following Remote Sensing of the Environment Graduate Certificate:

**Remote Sensing of the Environment Academic Graduate Certificate**

GEOG 583	Remote Sensing/GIS Integration	3
NRS 472	Remote Sensing of the Environment	4
or FOR 472		
NRS 552	Current Literature in Environmental Remote Sensing	1
or FOR 552		
Select two of the following courses:		6
FOR 535	Remote Sensing of Fire	
GEOG 524	Hydrologic Applications of GIS and Remote Sensing	
NRS 578	LIDAR and Optical Remote Sensing Analysis	
 Total Hours		 14

**Courses to total 20 credits for this certificate**

**Rationale:** Add a graduate-level certificate in Remote Sensing of the Environment. An undergraduate certificate already exists in this area. Faculty teaching courses in this certificate met on October 30, 2018 and again on September 20, 2019 to assess the undergraduate certificate, and as an outcome we also found that there was interest and support for a graduate level certificate offering as well.

All of these courses currently exist or have already successfully been taught twice as experimental courses, and we are packaging them together so that they can add value to the student as well as meet stakeholder/employer requests for a coordinated curriculum in this growing area of study.

**PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM**  
*(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)*

**SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:**

- |                                     |  |                          |  |
|-------------------------------------|--|--------------------------|--|
| <input type="checkbox"/>            | 1. New component (option, minor, emphasis, concentration or specialization)                  | <input type="checkbox"/> | 5. Discontinuation of a certificate (30 credits or less) |
| <input checked="" type="checkbox"/> | 2. New certificate (30 credits or less)  | <input type="checkbox"/> | 6. CIP Code change                                       |
| <input type="checkbox"/>            | 3. Change to program name or title, degree, department, division, college or center          | <input type="checkbox"/> | 7. Other, please describe:                               |
| <input type="checkbox"/>            | 4. Discontinuation of a component (option, minor, emphasis, concentration or specialization) |                          |  |

**REQUIRED INFORMATION FOR ALL SELECTIONS:**

Dept Chair Name:	Lee Vierling	Email:	<a href="mailto:leev@uidaho.edu">leev@uidaho.edu</a>
Department/Unit:	Natural Resources and Society		
College:	College of Natural Resources		
Current Program Name:	n/a	<input type="checkbox"/>	Graduate
		<input type="checkbox"/>	Undergraduate
Current program credits:			
Primary Point of Contact (if different from above):		Email:	
Briefly describe the change you are requesting:	Add a graduate-level certificate in Remote Sensing of the Environment. An undergraduate certificate already exists in this area. Faculty teaching courses in this certificate met on October 30, 2018 and again on September 20, 2019 to assess the undergraduate certificate, and as an outcome we also found that there was interest and support for a graduate level certificate offering as well.		
CIP Code:	03. 01 04	New (list requested code):	Existing (list the current code):
What is the financial impact of the requested change:		<input type="checkbox"/>	Greater than \$250,000 per FY;
		<input checked="" type="checkbox"/>	Less than \$250,000 per FY;

Describe the financial impact:	All of these courses currently exist or have already successfully been taught twice as experimental courses, and we are packaging them together so that they can add value to the student as well as meet stakeholder/employer requests for a coordinated curriculum in this growing area of study.			
Implementation/effective date of change or new component:	Catalog year 2020-21			
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	x	Yes		No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?		Yes	x	No
Please write the geographical location that this program will be offered:	Moscow			

**NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE**

Name of new component or certificate:	Remote Sensing of the Environment			
Number of credits:	14			
Describe proposed new program component or certificate to include overview of program and credit requirements:	Graduate Certificate in Remote Sensing of the Environment  Requirement A The three following courses (8cr): NRS/FOR 472 Remote Sensing of the Environment (4cr) GEOG 583 Remote Sensing/GIS Integration (3cr) NRS/FOR 552 Current Literature in Environmental Remote Sensing (1cr)  Requirement B Two of the following courses (6cr) GEOG 524 Hydrologic Applications of GIS and Remote Sensing (3cr) FOR 535 Remote Sensing of Fire (3cr) NRS 5XX (578?) Lidar and Optical Remote Sensing Analysis Using Open Source Software (3cr)  Courses to total 14 credits for this certificate			
Are there curriculum changes needed and/or do new courses need to be created:		Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No
List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:				
Context: Faculty who contribute to teaching courses included in this proposed certificate met on October 30, 2018 to address three goals: 1) evaluate the required course sequence and options, 2) identify additional teaching needs and				

opportunities to expand program options so as to support additional enrollment in the certificate, and 3) discuss program learning outcomes and assessment planning. This was an important meeting because it catalyzed a series of outcomes. First, we learned that courses in the existing undergraduate sequence were sporadically offered with a schedule that might prohibit successful program completion by students. Second, we identified several areas of need for expanded course offering to both expand student options and increase the scope and sequence available in each semester (in addition to summer session). Third, we had follow-up meetings with additional faculty and secured at least two new courses added to the program offering. Finally, we discussed how we might assess student performance in the certificate when not all students enrolled in these courses are in fact pursuing the certificate program. The upshot of these discussions led us to develop this new course sequence and we affirmed this during a meeting this fall. With recent faculty hires in this area, more courses are likely to be added to this list in future years as they make the transition from experimental to permanent status.

Learn and Integrate (1): **Students in the Remote Sensing of the Environment Graduate Academic Certificate program will be able to integrate fundamental knowledge of electromagnetism, sensor design, atmospheric science, and understanding of radiation interactions with the environment into graduate-level research.** Direct measures: Indicator assignments will be used in the required course NRS/FOR 472. Specifically, students will conduct two laboratory experiments designed to show the integration of physics, sensors, the atmosphere, and the physical environment, and be asked to interpret the results in ways that demonstrate adequate understanding of these topics. **In addition, students will present and be assessed on their performance on primary remote sensing literature analyses in NRS/FOR 552. The number of graduate level research projects completed by students that involve the use of remote sensing instrumentation will be another direct measure.**

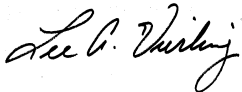
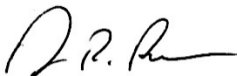
Learn and Integrate (2): **Students in the Remote Sensing of the Environment Graduate Academic Certificate program will be able to will incorporate at least one application of remote sensing science in environmental monitoring and management to a graduate-level research project.** Direct Measures: Indicator assignments in NRS/FOR 472, GEOG 583, and NRS 578) will be developed that underscore the application of remote sensing in environmental monitoring and management. **The number of graduate level research projects completed by students that involve remote sensing will be another direct measure.** In addition, faculty teaching in this certificate program have met and with new faculty hires in this area in the Colleges of Science, Natural Resources, and Agricultural/Life Sciences, plan to expand the number application-based courses that can be integrated in this certificate to broaden student opportunity. One such course (focused on Unmanned Aerial Systems, or “Drones”) is being taught as an experimental course this fall with the intention of making it a permanent course.

Clarify Purpose and Perspective: **Students in the Remote Sensing of the Environment Graduate Academic Certificate program will incorporate remote sensing into an interdisciplinary topic on the relationship between remote sensing technology and society in a graduate-level research project.** Direct measures: A new indicator assignment will be developed in the required course NRS/FOR 472. Specifically, students will be asked to interpret imagery collected in their home town and in the Moscow/Pullman area and be asked to interpret the results in ways that demonstrate adequate understanding of these topics. **We will also conduct exit interviews with graduate students completing the certificate to determine whether they incorporated remote sensing into any interdisciplinary topics involving social sciences in conducting their research work.**

Performance Target (the performance the program wants to see; this represents success for achieving the program-level learning outcome) That students find enough value in this certificate through quality course offerings so that the certificate is enrolled by 4 students in the inaugural year of 2020-21 and increases by at least 1 student in each of the following years until enrollment stabilizes around 15-20 students.

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:
We will attempt to determine which students enrolled in NRS/FOR 472 and NRS/FOR 552 are also enrolled in the certificate program, and report laboratory scores of these students. Our performance target is that these students average a B performance on these assignments.
How will you ensure that the assessment findings will be used to improve the program?
Faculty teaching these courses will meet once each year to discuss program status and assessment data. We will work to identify students who are enrolled in the certificate and gather their feedback through questionnaires and exit interviews. The Department Head of NRS will report assessment findings and plans annually.
What direct and indirect measures will be used to assess student learning?
Direct Measures: Please see above where the Direct Measures are listed and described relative to each program learning outcome. <b>We have added measures specific to how students integrate their learning of remote sensing topics into their graduate level research.</b>
Indirect Measures: Number of students enrolled in applications-based courses.
When will assessment activities occur and at what frequency?
Course-based assessments will occur annually, program faculty meetings will occur annually, student feedback and exit interviews will occur annually, and reporting assessment status and future adjustment/implementation of new strategies will occur annually.

**SIGNATURES – REQUIRED FOR ALL SELECTIONS:**

Dept/Unit Curriculum Committee Approval Date:	9/16/2019	Vote Record:	Unanimous
Dept Chair Signature of Approval			
College Curriculum Committee Approval Date:	9/23/19	Vote Record:	5 approve, 0 against
Dean Signature of Approval			



## UNIVERSITY CURRICULUM COMMITTEE Course Approval Form

**Instructions:** Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

**Deadline:** This form must be submitted to the Academic Publications Editor by October 1<sup>st</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

### Submission Information

College	<b>College of Natural Resources</b>
Department/Unit	<b>Natural Resources and Society</b>
Dept/Unit Approval Date	9/16/19
College Approval Date	9/23/19

### Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

<input checked="" type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input type="checkbox"/> Change a Course
--	--	--

Course Change: If you are submitting a course change please indicate the components of the course being changed

Title	Number	Credits	Recommended Preparation
Prerequisites	Co-Requisites	Description	Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix	NRS	Number	578
----------------	-----	--------	-----

### Course Information

**Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.**

**Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.**

Title:	<b>Lidar and optical remote sensing analysis using open source software</b>
--------	---

Short Course Title (If the course title is longer than 30 characters)

L	I	D	A	R		A	N	D		O	P	T	I	C	A	L		R	S		A	N	A	L	Y	S	I	S	
---	---	---	---	---	--	---	---	---	--	---	---	---	---	---	---	---	--	---	---	--	---	---	---	---	---	---	---	---	--

Subject Prefix	NRS	Number	5xx (578 preferred)
Credits	3	Prerequisites	STAT251 & WLF370, or STAT427, and NRS/FOR 472
Co-requisites			
Description	Lidar and optical remote sensing data play a key role in natural resource and environmental research and management. Students will use open-source software to efficiently and effectively work with optical and lidar remote sensing datasets. Topics include introduction to open-source software for lidar and optical remote sensing analysis, acquisition and pre-processing of optical and lidar remote sensing data, and remote sensing analysis approaches that allow conversion of remotely sensed data into management/research relevant information. This course focuses on development and application of		

	practical skills through project-based learning. For graduate credit, primary literature review, discussion, and a class project including evaluation and writeup of unique and advanced datasets is also required.
--	---

### Cross- and Joint-List Status

**Cross-listed** course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	NRS 478
Date the affected Units approved of this change	

### Cooperative Course Approval (If Applicable)

**Cooperatively offered** courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

*Co-operative programs are based on one or more of the following criteria.*

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

### Distance Education Availability

The U.S. Department of Education defines distance education as follows:

*Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--*

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
---	-----	-------------------------------------	----	--------------------------

### Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	<input checked="" type="checkbox"/>
--------	-------------------------------------

Coeur d'Alene			
Boise			
Idaho Falls			
Other*		Location(s)	

\*Note: If Other is selected identify the specific area(s) this program will be offered.

### Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

**Formative assessments of student learning will occur throughout the semester in the form of short reading quizzes and in-class exercises. Summative assessment will consist of 1 – 2 projects that ask student to apply their learning to new and novel contexts. At the graduate level, additional formative assessment will include reading and discussion of primary literature, and additional summative assessment consists of a project using a unique and advanced dataset.**

### Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

**This course has been taught as an experimental NRS 404/504 course over the past two years and has been well received. Employer stakeholders (for example, three large Idaho-based natural resource/environmental consulting and management companies) have specifically mentioned the need for more lidar and optical remote sensing practical skills training as this is an emerging technology across many natural resource and environmental applications. This course therefore fills a need in the curriculum for a skills-oriented course focused on analysis of optical and lidar remote sensing data. The course will serve as a bridge between introductory data management courses and more advanced discipline specific remote sensing applications courses.**

### Office of the Registrar Information

Date Received by UCC Secretary	10/01/2019
UCC Item Number	UCC-20-027
UCC Approval Date	11/11/2019, with amendments
General Curriculum Report Number	298

Friendly amendments:

- Ensure "LIDAR" is fully capitalized everywhere it appears (title and course description)
- Remove the phrase "Using Open Source Software" from the title. The course title should now read, "LIDAR and Optical Remote Sensing Analysis."

## Attachment #4

## PROPOSAL TO ADD A NEW MINOR IN GEOGRAPHY

1. Add the following **Minor in Geography**:**Geography Minor**

GEOG 100	Physical Geography	3
GEOG 100L	Physical Geography Lab	1
GEOG 165	Human Geography	3
GEOG 200	World Regional Geography	3
GEOG 385	GIS Primer	3

Select two electives from the following categories: 6

## Human Geography:

GEOG 260	Introduction to Geopolitics
GEOG 330	Urban Geography
GEOG 345	Global Economic Geography
GEOG 350	Geography of Development
GEOG 360	Population Dynamics and Distribution
GEOG 365	Political Geography

## Physical Geography:

GEOG 301	Meteorology
GEOG 313	Global Climate Change
GEOG 317	Tree Rings and Environmental Change
GEOG 401	Climatology
GEOG 410	Biogeography
GEOG 430	Climate Change Ecology
GEOL 335	Geomorphology

## Human-Environment Geography:

GEOG 420	Land, Resources, and Environment
GEOG 435	Climate Change Mitigation
GEOG 455	Societal Resilience and Adaptation to Climate Change
GEOG 488	Geography of Energy Systems

## Geospatial Methods:

GEOG 390	Cartographic Design and Geovisualization
GEOG 407	Spatial Statistics and Modeling
GEOG 414	Socioeconomic Applications of GIS

GEOG 424	Hydrologic Applications of GIS and Remote Sensing
GEOG 475	Intermediate GIS
GEOG 479	GIS Programming
GEOG 483	Remote Sensing/GIS Integration
Other Geography electives as approved by the department	

**Total Hours****19****Courses to total 19 credits for this minor**

**Rationale:** In recent years there have been many requests for a geography minor generated by students in lower division geography courses and some specialized upper division courses. By instituting a minor in geography, the department is increasing department enrollments and offer undergraduate students greater flexibility in choosing major options. Through this action, the geography department is coming into line with other major geography departments across the country as well as many other departments at the University of Idaho.

A minor in Geography will provide undergraduates with an introduction to the discipline of the four primary branches of Geography: Physical Geography; Human Geography; human-environment interaction, and geospatial methods. The minor is designed to supplement geographical content useful to other majors but not taught in those other majors. A Geography minor will allow a student to broaden his or her educational background and enhance academic and employment options in various fields of study. Students must complete 19 credits for the Geography minor, of which at least 9 of the 19 credits must be UI courses taken in residence. The Geography minor will enhance the knowledge of students currently enrolled in other majors in both the social and life sciences.



PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM

(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)

SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:

Table with 4 columns and 6 rows for selecting request types. Row 1: 1. New component (option, minor, emphasis, concentration or specialization) [X] 5. Discontinuation of a certificate (30 credits or less)

REQUIRED INFORMATION FOR ALL SELECTIONS:

Form with fields for Dept Chair Name (Raymond Dezzani), Department/Unit (Geography), College (College of Science), Current Program Name (Graduate/Undergraduate), Primary Point of Contact, Briefly describe the change (Adding a Geography Minor), CIP Code, Financial impact, and Describe the financial impact.

Implementation/effective date of change or new component:	Catalog 2020		
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	Yes	X	No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?	Yes	X	No
Please write the geographical location that this program will be offered:	Moscow Campus		

**NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE**

Name of new component or certificate:	Geography Minor
Number of credits:	19 Credits
Describe proposed new program component or certificate to include overview of program and credit requirements:	<p>Requirements are a total of 19 credits for a Geography minor (13 credits of required courses &amp; 6 credits elective):</p> <p><b><u>Required 13 credits and Geography course number:</u></b></p> <p>Geography 100 (3 credits)  Geography 100 Lab (1 credit)  Geography 165 (3 credits)  Geography 200 (3 credits)  Geography 385 (3 credits)</p> <p><b>Two additional elective courses:  (total of 6 elective credit hours)</b></p> <p><u>Human Geography electives:</u>  Introduction to Geopolitics 260; Urban Geography 330; Global Economic Geography 345; Geography of Development 350; Population Dynamics and Distribution 360; Political Geography 365;</p> <p><u>Physical Geography electives:</u>  Meteorology 301; Climatology 401; Global Climate Change 313; Dendrochronology 315; Biogeography 410; Global Change Ecology 430; Geomorphology GEOL 335.</p> <p><u>Human-environment geography electives:</u></p>



	<p>Land Resources, and Environment 420; Climate Change Mitigation 435.; Societal Resilience and Adaptation to Climate Change 455; Geography of Energy Systems 488.</p> <p><u>Geospatial methods electives:</u>                  Cartography &amp; Geovisualization 390; Spatial Analysis and Modeling 407; Hydrologic Applications of GIS and Remote Sensing 424; Intermediate GIS 475; GIS Programming 479; Remote Sensing/GIS 483; Socioeconomic Applications of GIS 412.</p> <p>** Or other Geography courses as approved by the department **</p>		
Are there curriculum changes needed and/or do new courses need to be created:	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	X	No
List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:			
<p>In recent years there have been many requests for a geography minor generated by students in lower division geography courses and some specialized upper division courses. By instituting a minor in geography, the department is increasing department enrollments and offer undergraduate students greater flexibility in choosing major options. Through this action, the geography department is coming into line with other major geography departments across the country as well as many other departments at the University of Idaho.</p> <p>A minor in Geography will provide undergraduates with an introduction to the discipline of the four primary branches of Geography: Physical Geography; Human Geography; human-environment interaction, and geospatial methods. The minor is designed to supplement geographical content useful to other majors but not taught in those other majors. A Geography minor will allow a student to broaden his or her educational background and enhance academic and employment options in various fields of study. Students must complete 19 credits for the Geography minor, of which at least 9 of the 19 credits must be UI courses taken in residence. The Geography minor will enhance the knowledge of students currently enrolled in other majors in both the social and life sciences.</p>			
Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:			
Evaluation will occur during normal course evaluation through examination, research papers, presentations.			
How will you ensure that the assessment findings will be used to improve the program?			
Consistent with current evaluation and assessment procedures. Increased student enrollments are expected.			
What direct and indirect measures will be used to assess student learning?			

Consistent with current evaluation and assessment procedures.

When will assessment activities occur and at what frequency?

Assessment will occur as courses are offered and at the end of each semester and at the end of the academic year.


**MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE**

Current name of component or degree:			
New name of component or degree:			
Number of credits:			
Describe the modification are you making:			
Name of major or degree that the component is attached to:			
Describe rationale for the modification:			
Indicate whether program, curriculum, course and admission requirements remain the same.	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No
Are any of the learning outcomes changing:	<input type="checkbox"/>	Yes – if yes fill out question below	<input type="checkbox"/> No
List the new learning outcomes:	<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>		

**DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE**

What are you requesting to discontinue:			
What is the student impact if any?			
Are there curriculum changes needed and/or do new courses need to be created:	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No

**SIGNATURES – REQUIRED FOR ALL SELECTIONS:**

Dept/Unit Curriculum Committee Approval Date:	Geography Faculty Meeting	Vote Record:	January 30,2019 9 Votes in favor, 1 abstained
Dept Chair Signature of Approval			
College Curriculum Committee Approval Date:	9 / 25 / 2019	Vote Record:	7 approve, 0 oppose
Dean Signature of Approval	Mark J. Nielsen		

## Assessment Justification for Geography Minor Proposal

The basis of assessment in the Geography B.S. degree

As per the specification of the Assessment Plan for Geography – B.S. Degree, there are five major learning outcomes:

- 1) The student will be able to use geographic information systems (GIS) and be able to use cartographic data and analysis at a high/professional level.
- 2) The student will be able to use statistical methods and analyze quantitative information.
- 3) The student will be able to perform policy analysis using geographical arguments and inform policy.
- 4) The student will exhibit the ability to write and verbally communicate geographic information.
- 5) The student will exhibit knowledge of human and physical geography and human and environmental process in geographic space.

The course requirements and electives of the B.S. degree, successfully completed, ensure the satisfaction of the specified learning outcomes.

The geography minor, with its reduced requirements and electives will satisfy the following learning outcomes:

- 1) The student will be able to use geographic information systems (GIS) *at an elementary level* and be able *to interpret* cartographic data. Analytical skills will be limited.
- 2) The student will exhibit the ability to write and verbally communicate geographic information.
- 3) The student will exhibit *basic* knowledge of human and physical geography and human and environmental process in geographic space.

Student assessment, as with the major, will be based on successful completion of coursework that involves the writing of essays and semester papers, taking quizzes and exams and the completion of exercises and lab tasks.

**PROPOSAL TO ADD AN OPTION TO THE MASTER OF NATURAL RESOURCES**

1. Add a **Restoration Ecology and Habitat Management Option** to the **Master in Natural Resources**:

**Master of Natural Resources. Major in Natural Resources. Restoration Ecology and Habitat Management Option.**

Complete admissions and degree information is available online at:

<http://www.uidaho.edu/cnr/grad-programs/online-degrees/master-of-natural-resources>.

**Restoration Ecology and Habitat Management Core**

ENVS 579	Introduction to Environmental Regulations	3
or NRS 588	NEPA in Policy and Practice	
FISH 540	Wetland Restoration	3
NR 599	Non-Thesis Research	2
NRS 580	Restoration Ecology Practicum	2
REM 440	Wildland Restoration Ecology	3
REM 507	Landscape and Habitat Dynamics	3

**Ecology and Management (choose two courses):** 5-6

ENVS 544	Water Quality in the Pacific Northwest
FISH 515	Large River Fisheries
FISH 525	Aquaculture in Relation to Wild Fish Populations
FOR 526	Fire Ecology
REM 429	Landscape Ecology
REM 456	Integrated Rangeland Management
REM 459	Rangeland Ecology
SOIL 422	Environmental Soil Chemistry
SOIL 446	Soil Fertility
WLF 440	Conservation Biology

**Tools and Technology (choose 3 credits):** 3

ENVS 450	Environmental Hydrology
FOR 451	Fuels Inventory and Management
GEOG 524	Hydrologic Applications of GIS and Remote Sensing
NRS 578	LIDAR and Optical Remote Sensing Analysis
PLSC 419	Plant Community Restoration Methods
REM 407	GIS Application in Fire Ecology and Management
REM 410	Principles of Vegetation Measurement and Monitoring

or REM 520		
WLF 540	Conservation Genetics	
WLF 561	Landscape Genetics	
Policy, Planning, and Society (choose two courses):		5-6
BIOP 523	Planning Sustainable Places	
ENVS 546	Drinking Water and Human Health	
ENVS 579	Introduction to Environmental Regulations	
FOR 584	Natural Resource Policy Development	
FS 536	Principles of Sustainability	
NR 507	Moral Reasoning in Natural Resources	
NRS 576	Environmental Project Management and Decision Making	
NRS 588	NEPA in Policy and Practice	
Additional elective graduate courses to total a minimum of 30 credits		
<b>Total Hours</b>		<b>29-31</b>
 <b>Courses to total 30 credits for this degree</b>		



**PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM**

*(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)*

**SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:**

- |                                     |  |                          |  |
|-------------------------------------|--|--------------------------|--|
| <input checked="" type="checkbox"/> | 1. New component (option, minor, emphasis, concentration or specialization)                  | <input type="checkbox"/> | 5. Discontinuation of a certificate (30 credits or less) |
| <input type="checkbox"/>            | 2. New certificate (30 credits or less)  | <input type="checkbox"/> | 6. CIP Code change                                       |
| <input type="checkbox"/>            | 3. Change to program name or title, degree, department, division, college or center          | <input type="checkbox"/> | 7. Other, please describe:                               |
| <input type="checkbox"/>            | 4. Discontinuation of a component (option, minor, emphasis, concentration or specialization) |                          |  |

**REQUIRED INFORMATION FOR ALL SELECTIONS:**

Dept Chair Name:	Leda Kobziar, MNR/ Alistair Smith, DGS	Email:	<a href="mailto:lkobziar@uidaho.edu">lkobziar@uidaho.edu</a> / <a href="mailto:alistair@uidaho.edu">alistair@uidaho.edu</a>	
Department/Unit:	Master of Natural Resources			
College:	College of Natural Resources			
Current Program Name:	Master of Natural Resources	x	Graduate	
			Undergraduate	
Current program credits:	30			
Primary Point of Contact (if different from above):		Email:		
Briefly describe the change you are requesting:	We are requesting the addition of a new Option. Currently there are three options in the MNR. Our ~130 students are distributed across these options.			
CIP Code:		New (list requested code):		Existing (list the current code):
What is the financial impact of the requested change:		Greater than \$250,000 per FY;	x	Less than \$250,000 per FY;
Describe the financial impact:	We believe the new option will be attractive to students and helpful in recruiting new students. There will be no perceivable financial cost. Some staff time will be required for the new web page content and some resources required for recruitment materials.			



Implementation/effective date of change or new component:	We already have the courses and instructors for the new option in place, so there is no lead time necessary. These changes can be implemented as soon as they are approved.			
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
Please write the geographical location that this program will be offered:	The Option can be pursued from anywhere in the world where an internet connection is available. The program is administered out of the Moscow campus by CNR Graduate Studies.			

**NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1 OR #2 ABOVE**

Name of new component or certificate:	Restoration Ecology and Habitat Management			
Number of credits:	30			
Describe proposed new program component or certificate to include overview of program and credit requirements:	The new Option in Restoration Ecology and Habitat Management will follow the existing curricular structure of the MNR program and the existing options. This structure includes a set of subject-specific Core Courses, plus three categories requiring a minimum number of credits in each category. Students select from approved courses in each group. A final, comprehensive project or portfolio is required for 2 credits.			
Are there curriculum changes needed and/or do new courses need to be created:	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input checked="" type="checkbox"/>	No
List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:				
Graduates from the MNR- Restoration Ecology and Habitat Management program will be able to articulate ecological, social, and practical (management/education/ policy) perspectives and their role in natural resources restoration and management, and how these can be effectively integrated. Graduating students will identify and distinguish diverse viewpoints and perspectives, interpret these in relation to natural resources professions and practice, and examine and appraise their own professional goals in light of these perspectives. Throughout the program, students will examine the ethical issues present in prominent problems in restoration and natural resources management, science, and communication, and show how ethical principles and frameworks related to sustainable stewardship help to inform and frame decision making with respect to such problems. Students will also demonstrate advanced oral, written and visual techniques to articulate and defend the significance and implications of their ideas in terms of challenges and trends in both scientific and societal (policy, planning, law, economics, management, education and /or communication) contexts of restoration ecology and habitat management.				
Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:				
Graduating students will illustrate and reflect on knowledge and skills gained through the program by creating and presenting a final project or a final portfolio to demonstrate and synthesize coursework, professional, and/or research				

knowledge and experience. This final project or portfolio, in which each student demonstrates and reflects on how they achieved each of the will be evaluated by the MNR Core Faculty committee. Each SLO is scored by the faculty group to evaluate how well the program fulfills each of its objectives, and to identify areas where program improvements are needed. This feedback is discussed by the Core Faculty committee annually and strategies are identified for improvements, including but not limited to changes in course offerings (i.e. curricula), assignments, and content, and improved guidance and advising for the final project and/or portfolio.

How will you ensure that the assessment findings will be used to improve the program?

Each semester we have graduating students whose performance in the final project/portfolio and presentation will provide direct evidence of whether we have achieved our goals. Where any deficiencies are evidenced, we discuss these at the start of the next semester with the Core Faculty group, which is largely responsible for teaching the majority of the courses in the program. We will discuss how course assignments and content can best be improved to remedy any identified deficiencies. We also pay close attention to student evaluations and feedback on the courses in the program and look for ways we can augment our materials and approaches to better ensure SLOs are achieved.

What direct and indirect measures will be used to assess student learning?

Direct measures include satisfactory demonstration of achieved SLOs, broadly characterized by integrated and holistic thinking about restoration ecology and habitat management during the NR 599 MNR final oral presentation or final portfolio, and measured using a minimum score requirement on an objective scoring form by at least three MNR faculty. Courses in the program with assignments that directly address multiple SLOs include the Core Courses for the new curriculum. Specific faculty will be called upon to reflect on student SLO achievement in their courses as an indirect measure. In addition, indirect measures include assessment through our MNR program exit survey and interview. We expect that students use their projects or portfolios for employment applications, to share with their employers or stakeholders, or to implement and integrate into their career activities and the perspectives and knowledge which they apply to their future endeavors.

When will assessment activities occur and at what frequency?

Assessment activities will occur bi-annually through the core faculty discussion of student performance on the final project/portfolio at the beginning of each semester.

**MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE**

Current name of component or degree:			
New name of component or degree:			
Number of credits:			
Describe the modification are you making:			
Name of major or degree that the component is attached to:			
Describe rationale for the modification:			
Indicate whether program, curriculum, course and admission requirements remain the same.	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No
Are any of the learning outcomes changing:	<input type="checkbox"/>	Yes – if yes fill out question below	<input type="checkbox"/> No
List the new learning outcomes:	1.		

	2. 3. 4. 5.
--	----------------------

**DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE**

What are you requesting to discontinue:			
What is the student impact if any?			
Are there curriculum changes needed and/or do new courses need to be created:	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.		No

**SIGNATURES – REQUIRED FOR ALL SELECTIONS:**

Dept/Unit Curriculum Committee Approval Date:	9/23/19 <i>[Signature]</i>	Vote Record:	9 FOR, 0 AGAINST, 2 non-voting
Dept Chair Signature of Approval	<i>Alastair Smith</i>		
College Curriculum Committee Approval Date:	9/23/19	Vote Record:	5 FOR, 0 AGAINST
Dean Signature of Approval			

**MNR Restoration Ecology and Habitat Management Curriculum: 30 Total Credits Required.**

**Core (16 cr):**

NR 599 Non-Thesis Research (2 cr, online, all Spring, Summer, Fall)

REM 440 Wildland Restoration Ecology (3 cr online, Spring)

NRS 580 Restoration Ecology Practicum (2 cr, online, Summer)

FISH 540 Wetland Restoration (3 cr, Summer)

REM 507 Landscape and Habitat Dynamics (3 cr, online, Fall, odd years)

ENVS 579 Introduction to Environmental Regulations (3 cr, online, Fall) -or- NRS 588 NEPA in Policy and Practice (3 cr, online, Summer)

**Commented [LK1]:** This is now only offered in the Summer. A catalog change request will be submitted.

**Commented [LK2]:** Eva Strand, the instructor, offers this in the Fall now instead of the Spring. The catalog change request will be submitted.

**Ecology and Management (choose two courses: 5+ cr)**

WLF 440 Conservation Biology (2 cr, online, Summer)

REM 429 Landscape Ecology (3 cr, online and in-person, Spring)

REM 456 Integrated Rangeland Management (3 cr, online, Spring)

REM 459 Rangeland Ecology (3 cr, online, Fall)

FOR 526 Fire Ecology (3 cr, online, Fall)

FISH 515 Large River Fisheries (2 cr, online, Fall odd years)

FISH 525 Aquaculture in Relation to Wild Fish Populations (2 cr, online, Spring)

ENVS 544 Water Quality in the Pacific Northwest (3 cr, online, Fall)

SOIL 446 Soil Fertility (3 cr, online, Spring)

SOIL 422 Environmental Soil Chemistry (3 cr, online, Fall)

**Policy, Planning, and Society (choose two courses: 5+ cr)**

ENVS 579 Introduction to Environmental Regulations (3 cr, online, Fall: if not taken in the Core)

NRS 588 NEPA in Policy and Practice (3 cr, online, Summer: if not taken in the Core)

FOR 584 Natural Resource Policy Development (3 cr, online, Spring)

NR 507 Moral Reasoning in Natural Resources (3cr, online, Summer)

BIOP 523 Planning Sustainable Places (3 cr, online, Fall)

ENVS 546 Drinking Water and Human Health (3 cr, online, Spring)

NRS 576 Environmental Project Management and Decision Making (2 cr, online, Spring)

FS 536 Principles of Sustainability (3 cr, online, Fall/Spring)

**Tools and Technology (3+ cr)**

REM 410/REM 520 Principles of Vegetation Measurement and Monitoring (2/3cr, online, Fall)

FOR 451 Fuels Inventory and Management (3 cr, online, Spring)

REM 407 GIS Application in Fire Ecology and Management (3 cr, online Spring)

GEOG 524 Hydrologic Applications of GIS and Remote Sensing (3 cr, online, Fall)

WLF 561 Landscape Genetics (2 cr, online, Spring- even years)

WLF 540 Conservation Genetics (1-3 cr, online, Summer)

PLSC 419 Plant Community Restoration Methods (2 cr, in-person, Spring)

ENVS 450 Environmental Hydrology (3 cr, online, Spring)

NRS 578 Lidar and Optical Remote Sensing Analysis Using Open Source Software (3 cr, online, Spring)

## UNIVERSITY CURRICULUM COMMITTEE Course Approval Form

**Instructions:** Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

**Deadline:** This form must be submitted to the Academic Publications Editor by October 1<sup>st</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

### Submission Information

College	CALS, CNR
Department/Unit	SWS (EnvSci)
Dept/Unit Approval Date	9/27/2019
College Approval Date	9/27/2019

### Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

<input checked="" type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input type="checkbox"/> Change a Course
--	--	--

Course Change: If you are submitting a course change please indicate the components of the course being changed

Title	Number	Credits	Recommended Preparation
Prerequisites	Co-Requisites	Description	Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix	Number
----------------	--------

### Course Information

Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

**Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.**

Title:	Water Quality in the Pacific Northwest
--------	--

Short Course Title (If the course title is longer than 30 characters)

W	A	T	E	R		Q	U	A	L	I	T	Y		I	N		T	H	E		P	N	W							
---	---	---	---	---	--	---	---	---	---	---	---	---	--	---	---	--	---	---	---	--	---	---	---	--	--	--	--	--	--	--

Subject Prefix	Soils, EnvSci	Number	544 (wanted 549 but it was unavailable)
Credits	3	Prerequisites	Three upper division science courses
Co-requisites			
Description	Qualitative aspects of water are covered in this class. Major topics are qualitative aspects of (1): surface water, (2) groundwater, (3) drinking water, (4) water in the oceans, and (5) the human waste stream. Concepts presented are relevant to world-wide water quality issues and concepts; however, however, an emphasis is placed on issues within the four Pacific Northwest states (ID, AK, OR, WA).		

### Cross- and Joint-List Status

**Cross-listed** course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	This is an add course that will be cross listed and joint listed between two academic units – SWS and EnvSci
Cross-Listed Course(s)	Soils 444/544
Joint-Listed Course(s)	EnvSci 444
Date the affected Units approved of this change	

### Cooperative Course Approval (If Applicable)

**Cooperatively offered** courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

*Co-operative programs are based on one or more of the following criteria.*

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

### Distance Education Availability

The U.S. Department of Education defines distance education as follows:

*Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--*

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	X	No	
---	-----	---	----	--

### Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow			
Coeur d'Alene			
Boise			
Idaho Falls			
Other*	X	Location(s)	Distance education course – all locations

\*Note: If Other is selected identify the specific area(s) this program will be offered.

---

### Assessment

---

Summarize how the learning outcomes will be assessed for the proposed course.

Students will be expected to complete homework assignments and write three papers in this class. Students in the 500 version of the class will also critique two papers submitted by fellow students in the class. The three written paper topics will be on: (1) surface water quality, (2) groundwater quality, and (3) ocean water quality issues.

---

### Rationale

---

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

This course has been developed to support both the new undergraduate and graduate degrees in the water resources program. This course will also support undergraduate and graduate student degrees in both the soil sciences and environmental sciences program. The instructor developing this class has taught at the University of Idaho for 40 years, has received college and university teaching awards, has completed 43 graduate student programs and has taught more than 15,000 students in his career.

---

### Office of the Registrar Information

---

Date Received by UCC Secretary	10/01/2019
UCC Item Number	UCC-20-027
UCC Approval Date	11/11/2019
General Curriculum Report Number	298



## UNIVERSITY CURRICULUM COMMITTEE Course Approval Form

**Instructions:** Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

**Deadline:** This form must be submitted to the Academic Publications Editor by October 1<sup>st</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

### Submission Information

College	College of Natural Resources
Department/Unit	Department of Natural Resources and Society
Dept/Unit Approval Date	9/16/19
College Approval Date	9/23/19

### Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

x	Add a Course	<input type="checkbox"/>	Drop a Course	<input type="checkbox"/>	<input type="checkbox"/>	Change a Course
---	--------------	--------------------------	---------------	--------------------------	--------------------------	-----------------

Course Change: If you are submitting a course change please indicate the components of the course being changed

	Title		Number		Credits		Recommended Preparation
	Prerequisites		Co-Requisites		Description		Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix	NRS	Number	576
----------------	-----	--------	-----

### Course Information

**Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.**

**Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.**

Title:	Environmental Project Management and Decision Making
--------	--

Short Course Title (If the course title is longer than 30 characters)

E	N	V		P	R	O	J	E	C	T		M	G	M	T		&		D	E	C	I	S	I	O	N	S			
---	---	---	--	---	---	---	---	---	---	---	--	---	---	---	---	--	---	--	---	---	---	---	---	---	---	---	---	--	--	--

Subject Prefix	NRS	Number	576
Credits	2	Prerequisites	None
Co-requisites	none		
Description	Integrated, interdisciplinary approaches to environmental project and program management and decision making. Emphasis on environmental planning techniques, scenario development, analysis, and application of geospatial tools such as GIS and remote sensing. Direct experience and basic skills for project and program development and evaluation.		

**Cross- and Joint-List Status**

**Cross-listed** course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

**Cooperative Course Approval (If Applicable)**

**Cooperatively offered** courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

*Co-operative programs are based on one or more of the following criteria.*

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

**Distance Education Availability**

The U.S. Department of Education defines distance education as follows:

*Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--*

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
---	-----	-------------------------------------	----	--------------------------

**Geographical Area Availability**

Identify the geographical area(s) this course will be offered in.

Moscow	<input checked="" type="checkbox"/>	
Coeur d'Alene	<input type="checkbox"/>	
Boise	<input type="checkbox"/>	
Idaho Falls	<input type="checkbox"/>	
Other*	<input type="checkbox"/>	Location(s) _____

\*Note: If Other is selected identify the specific area(s) this program will be offered.

## Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

### Course-level Learning Outcomes

Students completing this course will be able to:

- (Comprehension Level) describe the discreet phases of environmental project management and decision making, as well as specific methods and tools associated with each phase,
- (Application Level) recall and employ project management tools and techniques for the development of mock plans and reports,
- (Synthesis Level) integrate conversations and interviews with professional project managers in revised course products, as well as course evaluations,
- (Analysis Level) examine what was done well and what was done poorly by project managers of various environmental restoration case studies, and
- (Evaluation Level) defend improvements you suggest in writing and in discussions with classmates.

### University Level Learning Outcomes

Students completing this course will be able to:

- Communicate effectively by listening actively, formulating, articulating, and explaining ideas clearly using oral and written techniques (Communicate, Practice Citizenship),
- Develop and apply scientific knowledge (biological, physical, socio-economic) to evaluate and justify decisions about natural resource use and conservation (Learn and Integrate), and
- Demonstrate skills in discussing issues with a variety of people, respecting differences and seeking common ground (Clarify Purpose and Perspective, Practice Citizenship).

### Learning Activities and Study Expectations

Students learn about and report on project management case studies found in conservation media and shared by visiting lecturers involved in environmental planning. Students read about the latest theories and methods in environmental project management, interact with each other through discussion posts, interview practicing professionals in the field, and critically examine case studies.

Students should invest at least 2 hours of study time per week for each class credit hour. Late work is not accepted without advance approval, but students are welcome to work ahead.

## Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

This course has already been offered as an experimental 504 course and was well received. Our enrollment in the online MNR and Environmental Science programs has steadily increased in recent years, and this course was developed in consultation with (and at the request of) several employer stakeholders and the CNR Advisory Board. Online students taking this course are often professionals who are looking to add skillsets in order to advance in their careers and the mix of practical and theoretical skills in this course is designed for these students.

## Office of the Registrar Information

Date Received by UCC Secretary	10/01/2019
UCC Item Number	UCC-20-027
UCC Approval Date	11/11/2019
General Curriculum Report Number	298

## UNIVERSITY CURRICULUM COMMITTEE Course Approval Form

**Instructions:** Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

**Deadline:** This form must be submitted to the Academic Publications Editor by October 1<sup>st</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

### Submission Information

College	<b>College of Natural Resources</b>
Department/Unit	<b>Natural Resources and Society</b>
Dept/Unit Approval Date	9/16/19
College Approval Date	9/23/19

### Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

<input checked="" type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input type="checkbox"/> Change a Course
--	--	--

Course Change: If you are submitting a course change please indicate the components of the course being changed

Title	Number	Credits	Recommended Preparation
Prerequisites	Co-Requisites	Description	Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix	NRS	Number	578
----------------	-----	--------	-----

### Course Information

**Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.**

**Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.**

Title:	<b>Lidar and optical remote sensing analysis using open source software</b>
--------	---

Short Course Title (If the course title is longer than 30 characters)

L	I	D	A	R		A	N	D		O	P	T	I	C	A	L		R	S		A	N	A	L	Y	S	I	S	
---	---	---	---	---	--	---	---	---	--	---	---	---	---	---	---	---	--	---	---	--	---	---	---	---	---	---	---	---	--

Subject Prefix	NRS	Number	5xx (578 preferred)
Credits	3	Prerequisites	STAT251 & WLF370, or STAT427, and NRS/FOR 472
Co-requisites			
Description	Lidar and optical remote sensing data play a key role in natural resource and environmental research and management. Students will use open-source software to efficiently and effectively work with optical and lidar remote sensing datasets. Topics include introduction to open-source software for lidar and optical remote sensing analysis, acquisition and pre-processing of optical and lidar remote sensing data, and remote sensing analysis approaches that allow conversion of remotely sensed data into management/research relevant information. This course focuses on development and application of		

	practical skills through project-based learning. For graduate credit, primary literature review, discussion, and a class project including evaluation and writeup of unique and advanced datasets is also required.
--	---

### Cross- and Joint-List Status

**Cross-listed** course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	NRS 478
Date the affected Units approved of this change	

### Cooperative Course Approval (If Applicable)

**Cooperatively offered** courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

*Co-operative programs are based on one or more of the following criteria.*

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

### Distance Education Availability

The U.S. Department of Education defines distance education as follows:

*Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--*

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
---	-----	-------------------------------------	----	--------------------------

### Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	<input checked="" type="checkbox"/>
--------	-------------------------------------

Coeur d'Alene			
Boise			
Idaho Falls			
Other*		Location(s)	

\*Note: If Other is selected identify the specific area(s) this program will be offered.

### Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

**Formative assessments of student learning will occur throughout the semester in the form of short reading quizzes and in-class exercises. Summative assessment will consist of 1 – 2 projects that ask student to apply their learning to new and novel contexts. At the graduate level, additional formative assessment will include reading and discussion of primary literature, and additional summative assessment consists of a project using a unique and advanced dataset.**

### Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

**This course has been taught as an experimental NRS 404/504 course over the past two years and has been well received. Employer stakeholders (for example, three large Idaho-based natural resource/environmental consulting and management companies) have specifically mentioned the need for more lidar and optical remote sensing practical skills training as this is an emerging technology across many natural resource and environmental applications. This course therefore fills a need in the curriculum for a skills-oriented course focused on analysis of optical and lidar remote sensing data. The course will serve as a bridge between introductory data management courses and more advanced discipline specific remote sensing applications courses.**

### Office of the Registrar Information

Date Received by UCC Secretary	10/01/2019
UCC Item Number	UCC-20-027
UCC Approval Date	11/11/2019, with amendments
General Curriculum Report Number	298

Friendly amendments:

- Ensure "LIDAR" is fully capitalized everywhere it appears (title and course description)
- Remove the phrase "Using Open Source Software" from the title. The course title should now read, "LIDAR and Optical Remote Sensing Analysis."

## UNIVERSITY CURRICULUM COMMITTEE Course Approval Form

**Instructions:** Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

**Deadline:** This form must be submitted to the Academic Publications Editor by October 1<sup>st</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

### Submission Information

College	<b>College of Natural Resources</b>
Department/Unit	<b>Natural Resources and Society</b>
Dept/Unit Approval Date	9/16/19
College Approval Date	9/23/19

### Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

<input checked="" type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input type="checkbox"/> Change a Course
--	--	--

Course Change: If you are submitting a course change please indicate the components of the course being changed

Title	Number	Credits	Recommended Preparation
Prerequisites	Co-Requisites	Description	Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix	NRS	Number	588
----------------	-----	--------	-----

### Course Information

**Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.**

**Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.**

Title:	<b>NEPA in Policy and Practice</b>
--------	------------------------------------

Short Course Title (If the course title is longer than 30 characters)

--

Subject Prefix	NRS	Number	588
Credits	3	Prerequisites	none
Co-requisites			

Description	In-depth review of the National Environmental Policy Act (NEPA), its legislative background and history, significant case law, and Council of Environmental Quality (CEQ) Guidelines. Students will review examples of agency Categorical Exclusions, Environmental Assessments, and Environmental Impact Statements. Students will evaluate whether specific documents "meet the intent or spirit" of NEPA, compare state vs. federal NEPA regulations, and review at least one federal agency's NEPA procedures.
-------------	--



**Cross- and Joint-List Status**

**Cross-listed** course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	NRS 488
Date the affected Units approved of this change	

**Cooperative Course Approval (If Applicable)**

**Cooperatively offered** courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

*Co-operative programs are based on one or more of the following criteria.*

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

**Distance Education Availability**

The U.S. Department of Education defines distance education as follows:

*Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--*

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
---	-----	-------------------------------------	----	--------------------------

**Geographical Area Availability**

Identify the geographical area(s) this course will be offered in.

Moscow	<input type="checkbox"/>
Coeur d'Alene	<input type="checkbox"/>
Boise	<input type="checkbox"/>
Idaho Falls	<input type="checkbox"/>
Other*	Location(s) <input type="text"/>

\*Note: If Other is selected identify the specific area(s) this program will be offered.

## Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

### Student Learning Outcomes:

1. **Learn and Integrate:** Students will gain a grounding in the interrelated nature of social, economic, and environmental issues, as related to views of interdependence, resource allocation, and environmental justice. This SLO will be assessed using course assignments, quizzes, journal entries, and a final project.
2. **Think and Create:** Apply critical thinking to analyze, articulate, and envision solutions to social, economic, and environmental problems of sustainability, integrating knowledge data across disciplinary boundaries. This SLO will be assessed using course assignments, quizzes, journal entries, and a final project.
3. **Communicate:** Build your capacity to communicate complex ideas, to consider alternative plans and their impacts when considering potential projects that fall under the NEPA process. Engage in professional discourse. Communicate your ideas with consideration and clarity, listen authentically and with curiosity. This SLO will be assessed using course assignments, quizzes, journal entries, and a final project.
4. **Clarify Purpose and Perspective:** Examine how learning about the NEPA process impacts your chosen profession or research its relevance to stakeholders and how it fits into the context of (or paves a new path from) what is already known. This SLO will be assessed using course assignments, quizzes, journal entries, and a final project.
5. **Practice Citizenship:** Students will internalize an understanding of the consequences of their social, economic, and environmental choices, and the possibilities for taking action on personal and public levels. This SLO will be assessed using journal entries.

At the graduate level, additional formative assessment will include reading and discussion of primary literature, and additional summative assessment consists of a project using an advanced case study.

## Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

**This course has been taught as an experimental NRS 404/504 course two times over the past two years and has been well received. The initial course development occurred in collaboration with external stakeholders in the natural resource and environmental professions. Up to this point the workload has been focused on offering during the summer and we will continue with summer offerings, with possible expansion to regular academic year offerings in future years.**

## Office of the Registrar Information

Date Received by UCC Secretary	10/01/2019
UCC Item Number	UCC-20-027
UCC Approval Date	11/11/2019
General Curriculum Report Number	298

## UNIVERSITY CURRICULUM COMMITTEE Course Approval Form

**Instructions:** Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, a single representative for the college will e-mail the completed form to the Academic Publications Editor in the Registrar's Office for review by the University Curriculum Committee (UCC).

Incomplete forms will be returned to the college for correction and may delay their approval.

**Deadline:** This form must be submitted to the Academic Publications Editor by October 1<sup>st</sup> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

### Submission Information

College	College of Natural Resources
Department/Unit	Forest, Rangeland, and Fire Sciences
Dept/Unit Approval Date	9/23/19
College Approval Date	9/23/19

### Type of Change

Check the box that applies for this change. Forms are limited to one course per form. In the case of joint-listed or cross-listed courses please provide a separate form for each course number/subject prefix.

<input checked="" type="checkbox"/> Add a Course	<input type="checkbox"/> Drop a Course	<input type="checkbox"/> Change a Course
--	--	--

Course Change: If you are submitting a course change please indicate the components of the course being changed

Title	Number	Credits	Recommended Preparation
Prerequisites	Co-Requisites	Description	Other

Course Add or Drop: If you are submitting a course add or drop and the course is equivalent to dropped course or proposed course please include that course's subject prefix and number.

Subject Prefix	REM	Number	520
----------------	-----	--------	-----

### Course Information

**Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.**

**Note: Final course numbers are the decision of the Office of the Registrar. Please list your desired course number and the Academic Publications Editor will attempt to locate the closest available number if the number suggested isn't available.**

Title:	Advanced Vegetation Measurement and Monitoring
--------	--

Short Course Title (If the course title is longer than 30 characters)

A	D	V		V	E	G		M	O	N	I	T	O	R	I	N	G			
---	---	---	--	---	---	---	--	---	---	---	---	---	---	---	---	---	---	--	--	--

Subject Prefix	REM	Number	520
Credits	3	Prerequisites	Stat 251 or permission
Co-requisites			
Description	This course introduces theory and application of quantitative and qualitative methods for measuring and monitoring vegetation in grasslands, shrublands, woodlands, and forests. Students will gain a solid understanding of how to measure and evaluate vegetation attributes and design and implement monitoring programs relative to wildlife habitat, livestock forage, fire fuel characteristics, watershed function, and many other wildland values. Advanced Vegetation Measurements and Monitoring includes a 1-hr weekly discussion of current literature on vegetation measurements and the use of monitoring data for natural resource decision making. Recommended Preparation: A basic understanding of how to use computer spreadsheets such as Excel. (Fall only). Students are		

	encouraged to also enroll in REM 460 for field experience in collecting vegetation data that will be used in this course.
--	---

### Cross- and Joint-List Status

**Cross-listed** course are offered between two or more academic units on campus, such as a course offered in both Conservation Social Science and Political Science. **Joint-listed** courses are offered between two or more levels, such as undergraduate and graduate. A course may be both cross-listed and joint-listed. Clearly mark all changes using Track Change or strikethroughs for deletions and underlines for additions.

Add, Drop, or Change of Status	
Cross-Listed Course(s)	
Joint-Listed Course(s)	
Date the affected Units approved of this change	

### Cooperative Course Approval (If Applicable)

**Cooperatively offered** courses are open to students from Washington State University. These students are not required to pay the UI's tuition, but the students are responsible for any other course fees. Students participating in these courses must be degree-seeking students at their home institution.

Statement of Purpose

*Co-operative programs are based on one or more of the following criteria.*

- **Strengthen the academic program** -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- **Support partnerships** -- funded research/grants.
- **Provide efficiencies** -- resource and/or fiscal efficiencies that would not otherwise be available.

Add, Drop, or Change of Status	
Cooperative Course	

### Distance Education Availability

The U.S. Department of Education defines distance education as follows:

*Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--*

- (1) *The internet;*
- (2) *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
- (3) *Audio conferencing; or*
- (4) *Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).*

Is this course available via distance education?*	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
---	-----	-------------------------------------	----	--------------------------

### Geographical Area Availability

Identify the geographical area(s) this course will be offered in.

Moscow	<input checked="" type="checkbox"/>
--------	-------------------------------------

Coeur d'Alene			
Boise			
Idaho Falls			
Other*		Location(s)	

\*Note: If Other is selected identify the specific area(s) this program will be offered.

### Assessment

Summarize how the learning outcomes will be assessed for the proposed course.

Two exams, reflection exercises for guest speakers or readings, assignments to demonstrate knowledge of calculation and interpretation of vegetation monitoring indicators, class participation
---

### Rationale

Rationale for the proposed change; include an explanation of how the department will manage the added workload, if any.

This course has been taught for two years (Fall 2018, Fall 2019) as a REM 504 section. Consistent interest in the class supports making the course permanent, and will help graduate students (especially in MNR) who normally enroll in 410 to recognize this is the companion graduate class. This course will not result in addition to current workloads.
---

### Office of the Registrar Information

Date Received by UCC Secretary	10/01/2019
UCC Item Number	UCC-20-027
UCC Approval Date	11/11/2019
General Curriculum Report Number	298

## Attachment #6

## PROPOSAL FOR NEW INTERNATIONAL AGRICULTURE MINOR

1. Create the following **Minor in International Agriculture**:

### International Agriculture Minor

AGED 406	Exploring International Agriculture	3
AGED 407	Global Agriculture and Life Science Systems	3
CLDR 480	Change and Power in a Global Society	3
Select at least 11 credits from the following:		11
AGEC 447	International Development Economics	
AGEC 481	Agricultural Markets in a Global Economy	
ANTH 350	Food, Culture, and Society	
COMM 335	Intercultural Communications	
FCS 411	Global Nutrition	
GEOG 200	World Regional Geography	
IS 225	International Environmental Issues Seminar	
POLS 237	Introduction to International Politics	
Foreign Language	(4 credits max)	
Total Hours		20

#### Courses to total 20-21 credits for this minor

**Rationale:** The agriculture industry today is a global entity. Agriculture producers, processors, and multi-national corporations need graduates who are knowledgeable about global agricultural systems, international business practices, geography, food practices, and culture. The proposed International Agriculture Minor will provide students with academic coursework and international travel opportunities that will give them the experiences necessary to understand global agriculture in an inter-connected world. It will prepare College of Agricultural and Life Sciences and University of Idaho graduates with the knowledge, technical skills, and leadership abilities to be successful in the future of global agriculture.

**PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE REQUEST FORM**

*(Fill out this form if you have a program component change as defined by Board Policy III.G.d.)*

**SELECT THE BOX OR BOXES THAT DESCRIBE YOUR REQUEST:**

1. New component (option, minor, emphasis, concentration or specialization)

5. Discontinuation of a certificate (30 credits or less)

2. New certificate (30 credits or less)

6. CIP Code change

3. Change to program name or title, degree, department, division, college or center

7. Other, please describe:

4. Discontinuation of a component (option, minor, emphasis, concentration or specialization)





REQUIRED INFORMATION FOR ALL SELECTIONS:

Dept Chair Name:	James Connors	Email:	jconnors@uidaho.edu
Department/Unit:	Agricultural and Extension Education		
College:	Agricultural and Life Sciences		
Current Program Name:			Graduate
			Undergraduate
Current program credits:			
Primary Point of Contact (if different from above):		Email:	
Briefly describe the change you are requesting:			
CIP Code:	<input checked="" type="checkbox"/>	New (list requested code): 01.07 International Agriculture	Existing (list the current code):
What is the financial impact of the requested change:		Greater than \$250,000 per FY;	<input checked="" type="checkbox"/> Less than \$250,000 per FY;
Describe the financial impact:	There is no financial impact. All courses included in the new minor are already approved and being taught by current faculty.		
Implementation/effective date of change or new component:	September 1, 2020		
Can 50% or more of the curricular requirements of this program be completed via online or distance delivery?	<input checked="" type="checkbox"/>	Yes	No
If yes can 100% of the curricular requirements of this program be completed via online or distance delivery?		Yes	<input checked="" type="checkbox"/> No
Please write the geographical location that this program will be offered:	Twin Falls and Boise		

**NEW PROGRAM COMPONENTS AND CERTIFICATES – FILL OUT THIS SECTION IF YOU SELECTED #1  
OR #2 ABOVE**

Name of new component or certificate:	International Agriculture (Minor)		
Number of credits:	20-21 cr.		
Describe proposed new program component or certificate to include overview of program and credit requirements:	The agriculture industry today is a global entity. Agriculture producers, processors, and multi-national corporations need graduates who are knowledgeable about global agricultural systems, international business practices, geography, food practices, and culture. The proposed International Agriculture Minor will provide students with academic coursework and international travel opportunities that will give them the experiences necessary to understand global agriculture in an inter-connected world. It will prepare College of Agricultural and Life Sciences and University of Idaho graduates with the knowledge, technical skills, and leadership abilities to be successful in the future of global agriculture.		
Are there curriculum changes needed and/or do new courses need to be created:	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input checked="" type="checkbox"/>	No
List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:			
<p>Students will:</p> <ul style="list-style-type: none"> <li>• Describe the importance of global agricultural and life science systems around the world.</li> <li>• Distinguish between various types of farming systems used in countries around the world.</li> <li>• Describe current agricultural and environmental issues facing individuals and countries around the world.</li> <li>• Demonstrate appropriate intercultural communications with agricultural professionals from foreign countries.</li> <li>• Describe the importance of culture, food, and global nutrition to the global society.</li> <li>• Demonstrate a conceptual and theoretical understanding of effective leadership in today's world.</li> <li>• Analyze barriers and constraints related to global change initiatives.</li> </ul>			

Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:

The assessment will occur primarily in the three required courses:

Ag Ed 406 Exploring International Agriculture (3 cr.)

- A comprehensive agricultural profile of a country or region of the world.
- A written report of an interview with a College of Agricultural and Life Science faculty member from a foreign country who has an agricultural background, involvement, education, or research experience.

Ag Ed 407 Global Agricultural and Life Science Systems (3 cr.)

- A comprehensive agricultural profile of a country after completing a high-impact field experience.
- Written reflections of field experiences to agricultural production facilities, educational institutions, agricultural business, historical, and cultural sites in a selected country.
- Present a comprehensive synthesis of field experience, interactions, and research conducted during the international agricultural experience.

CLDR 480 Change & Power in a Global Society (3 cr.)

- A written cultural self-reflection of their own global lens based on their cultural background, unpacked privilege, and acknowledgement of biases from which the student approaches the world.
- Individuals will provide a written proposal and engage in a local change initiative by including a description of the issue, research related to the issue, how it relates to the United Nations Sustainable Development Goals (SDGs), barriers and constraints in the community related to power, key opinion leaders and stakeholders, and a recommendation for solution.
- Create and present a change project in a global context by considering how to gather information, the type of information needed, relationships and stakeholders needed, and how to go about developing buy-in.

Students overall performance in the elective courses will also be evaluated to determine how the student performed.

How will you ensure that the assessment findings will be used to improve the program?

We will carefully examine the student work in the three required courses against the learning goals as well as the university learning outcomes and pair that information with SEI's and Exit Interviews from students completing the program.

What direct and indirect measures will be used to assess student learning?

Direct: Student work (papers, projects, presentations etc.)

Indirect: Formative assessment in various forms by the instructors.

When will assessment activities occur and at what frequency?

Formative and summative assessment will be a part of the three courses and occur throughout the semester the courses are taught. The assessment of the program will primarily be when a student completes the entire minor.

**MODIFICATIONS/NAME CHANGES/CIP CODE CHANGES – FILL OUT THIS SECTION IF YOU SELECTED #3 OR #6 ABOVE**

Current name of component or degree:			
New name of component or degree:			
Number of credits:			
Describe the modification are you making:			
Name of major or degree that the component is attached to:			
Describe rationale for the modification:			
Indicate whether program, curriculum, course and admission requirements remain the same.	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No
Are any of the learning outcomes changing:	<input type="checkbox"/>	Yes – if yes fill out question below	<input type="checkbox"/> No
List the new learning outcomes:	1. 2. 3. 4. 5.		

**DISCONTINUATION – FILL OUT THIS SECTION IF YOU SELECTED #4 OR #5 ABOVE**

What are you requesting to discontinue:			
What is the student impact if any?			
Are there curriculum changes needed and/or do new courses need to be created:	<input type="checkbox"/>	Yes – if you select yes to this question, please attach all curriculum and course documents related to this.	<input type="checkbox"/> No

**SIGNATURES – REQUIRED FOR ALL SELECTIONS:**

Dept/Unit Curriculum Committee Approval Date:	April 16, 2019	Vote Record:	5-0
Dept Chair Signature of Approval	<i>James Conroy</i>		
College Curriculum Committee Approval Date:	8/27/2019	Vote Record:	Unanimously Passed
Dean Signature of Approval	<i>Matthew E. Dourid</i>		

# Department of Agricultural and Extension Education

## International Agriculture Minor

### Proposal

#### **Rationale:**

The agriculture industry today is a global entity. Agriculture producers, processors, and multi-national corporations need graduates who are knowledgeable about global agricultural systems, international business practices, geography, food practices, and culture. The proposed International Agriculture Minor will provide students with academic coursework and international travel opportunities that will give them the experiences necessary to understand global agriculture in an inter-connected world. It will prepare College of Agricultural and Life Sciences and University of Idaho graduates with the knowledge, technical skills, and leadership abilities to be successful in the future of global agriculture.

#### **Required Courses: (9 credits)**

AGED 406	Exploring International Agriculture.....	3 cr.
AGED 407	Global Agriculture and Life Science Systems.....	3 cr.
CLDR 480	Change & Power in a Global Society.....	3 cr.

#### **Elective Courses: Select from the following (11 credits)**

GEOG 200	World Regional Geography.....	3 cr.
IS 225	International Environmental Issues Seminar.....	3 cr.
POLS 237	Introduction to International Politics.....	3 cr.
COMM 335	Intercultural Communications.....	3 cr.
ANTH 350	Food, Culture, & Society.....	3 cr.
FCS 411	Global Nutrition.....	3 cr.
AGEC 447	International Development Economics.....	3 cr.
AGEC 481	Agricultural Markets in a Global Economy (prerequisites).....	3 cr.
Foreign Language (4 credits max.).....		4 cr.
<b>Total (Courses to total 20-21 credits for this minor).....</b>		<b>20 - 21 cr.</b>

## **Required Courses**

### **AGED 406 Exploring International Agriculture**

3 credits

*Gen Ed: International*

General overview of agriculture around the world and the opportunity to develop an in-depth knowledge of agriculture in a country or region of student's choice. (Spring only)

Prereq: Junior or Senior standing; and [AGED 180](#), [ASM 112](#), or [SOIL 205](#); or Permission.

### **AGED 407 Global Agricultural & Life Sciences Systems**

3 credits, max 9

This course will introduce students to the history, culture, economy and agricultural systems of a selected foreign country emphasized through a planned short-term international field experience. Through study and travel to the select country, students will be exposed to the history of the country, important cultural sites, production agriculture field operations, agricultural business enterprises, and international agricultural markets. Students will participate in educational and pre-trip informational sessions along with post-trip debriefing, class discussions, completing reports and developing presentations for other CALS classes and clubs about their experience.

### **CLDR 480 Change & Power in a Global Society**

3 credits

This course explores models, theories, and competencies relating to change and becoming global change agents. Designed to promote an awareness and understanding of local and global issues. Students will be challenged to critically analyze barriers and constraints related to change, including: social and political influence, power dynamics, financial constraints, and complexity. Students will have the opportunity to gain perspective on the role of leadership and appropriate strategies for approaching issues with attention to stakeholders, inclusion, and cultural contexts.



**Elective Courses (Select two of the following)****AGEC 447 International Development Economics**

3 credits

*Gen Ed: International*Cross-listed with [ECON 447](#) and [LAS 447](#).

Characteristics of development; historical perspective; macroeconomic theories and policies: models of growth, poverty, inequality, trade, aid and debt; microeconomic theories and policy: health, nutrition and education, agriculture, rural markets for land, labor and credit, and corruption

Prereq: [ECON 201](#) and [ECON 202](#); or [ECON 272](#); or Permission .

**AGEC 481 Agricultural Markets in a Global Economy**

3 credits

*Gen Ed: International*

Analysis of agricultural market competition and performance in a global economy; economics of global food and commodity markets and trade; economic principles applied to interaction of economic events in the world food economy.

**Prereq:** [AGEC 301](#) or [ECON 352](#) or permission.

**FCS 411 Global Nutrition**

3 credits

*Gen Ed: International*

The history of food, hunger, and the global nature of food systems. Food & culture, environmental impact of food decisions, agricultural production, world populations relative to food supply, hunger, biotechnology, safety of our food supply, sustainability, effects of urbanization, and problems of under- and over-nutrition will be examined. (Spring only)

**GEOG 200 World Regional Geography**

3 credits

*Gen Ed: Social Science, International*

Countries, regions, and peoples of the world; interrelationships between humans and their physical and cultural environments.

**IS 225 International Environmental Issues Seminar****3 credits**

*Gen Ed: International*

Cross-listed with [ENVS 225](#).

Designed for individuals who have an interest in understanding environmental issues from a global perspective. The course focuses on various social and physical issues related to the environment and natural resources using human population dynamics as a backdrop. [ENVS 101](#) recommended. (Spring only)

**POLS 237 Introduction to International Politics**

3 credits

*Gen Ed: Social Science, International*

Survey of approaches used to describe and explain conflict and cooperation among states in the international system; special emphasis on games of strategic interaction.

**COMM 335 Intercultural Communication****3 credits**

*Gen Ed: Social Science, International*

Survey of current theories and research on intercultural communication; development of critical thinking skills in regard to intercultural interaction and communication styles.

**ANTH 350 Food, Culture, and Society**

3 credits

*Gen Ed: Social Science, American Diversity*

Cross-listed with [SOC 350](#)

Examines the structural and cultural implications of eating and producing food in a global world. Utilizing a social scientific framework, it explores the history of particular foods and examines how food systems are racialized, classed and gendered. Primary foci include the social history of food holidays and taboos, the relationships between food and identity, the impact of agricultural production practices on food systems and food security, and forms of resistance to these impacts. Recommended Preparation: [ANTH 220](#) or a 200-level sociology course. May include field trips. Prereq: [SOC 101](#).

## **Foreign Language Option**

Students may choose to count a maximum of 4 credits in a foreign language towards the International Agriculture Minor. Students can select from Chinese, French, German, Japanese, or Spanish.

### **CHIN 110 Elementary Chinese I**

#### **4 credits**

*Gen Ed: International*

Writing system, pronunciation, vocabulary, and functional grammar. Students with Chinese experience who place higher than 110 on the placement exam may not enroll in [CHIN 110](#), but may earn credit for [CHIN 110](#) by successfully completing a higher vertically-related course.

### **FREN 101 Elementary French I**

#### **4 credits**

*Gen Ed: International*

Pronunciation, vocabulary, reading, spoken French, and functional grammar. Students with French experience who place higher than [FREN 101](#) on the placement exam may not enroll in [FREN 101](#), but may earn credit for [FREN 101](#) by successfully completing a higher vertically-related course.

### **GERM 101 Elementary German I**

#### **4 credits**

*Gen Ed: International*

Pronunciation, vocabulary, reading, spoken German, and functional grammar. Students with German experience who place higher than [GERM 101](#) on the placement exam may not enroll in [GERM 101](#), but may earn credit for [GERM 101](#) by successfully completing a higher vertically-related course.

### **JAPN 101 Elementary Japanese I**

#### **4 credits**

*Gen Ed: International*

Writing system, pronunciation, vocabulary, and functional grammar. Students with Japanese experience who place higher than [JAPN 101](#) on the placement exam may not enroll in [JAPN 101](#), but may earn credit for [JAPN 101](#) by successfully completing a higher vertically-related course. Cooperative: open to WSU degree-seeking students.

### **SPAN 101 Elementary Spanish I**

#### **4 credits**

*Gen Ed: International*

Credit not given for [SPAN 101](#) after [SPAN 104](#) with the exception of vertical credit (see Regulation I-2-d). Pronunciation, vocabulary, reading, spoken Spanish, and functional grammar. Students with Spanish experience who place higher than [SPAN 101](#) on the placement exam may not enroll in [SPAN 101](#) but may earn credit for [SPAN 101](#) by successfully completing a higher vertically related course.

## Department and College Support

Departments and faculty whose courses would be included in this proposed minor were contacted to get their feedback and support. The following departments, administrators, and/or faculty were contacted and provided feedback. Emails from these individuals are available upon request.

Department/College	Contact	Course	Feedback
International Studies	Bill Smith	IS 225 International Environmental Issues Seminar	Full Support for including IS 225.
	Romuald (Ro) Afatchao		“Fantastic Idea”
Dept. of Psychology & Comm. Studies	Todd Thorsteinson	Comm 335 Intercultural Communications	“Fine to include COMM 335”
Dept. of Ag. Economics & Rural Sociology	Chris McIntosh	Ag Ec 447 International Dev. Economics	Course is cross listed with Econ 447, contact Dean Chopin
College of Business & Economics	Dean Marc Chopin	Econ 447 International Dev. Economics	“All are supportive of your proposal.”
	Scott Metlen		
Family & Consumer Sciences	Shelley McGuire	FCS 411 Global Nutrition	“I fully support this”
Dept. of Geography	Raymond Dezzani	Geog 200 World Regional Geography	The geography department has no problems or issues with...your International Ag Minor”
Dept. of Political Sciences	Graham Hubbs	POLS 237 Intro to International Politics	“We would be happy to support this”

### **International Agricultural Minors at Peer and Aspirational Institutions**

Below is a list of the University of Idaho's peer and aspirational institutions and any international agriculture minor that they offer.

University	Minor
Clemson	None
Colorado State University	International Development (interdisciplinary) Agricultural Business (emphasis in Int. Dev.)
Kansas State University	International Agriculture
Montana State University	None
New Mexico State University	International Studies (interdisciplinary)
North Dakota State University	None
Oregon State University	Comparative International Agriculture
University of Arkansas	International Development (Ag Econ & Econ)
University of Nebraska – Lincoln	International Agriculture and Natural Resources
University of New Hampshire	International Affairs (non-agriculture)
University of Wyoming	International Agriculture
Utah State University	None
Washington State University	Global Studies
Iowa State University*	International Agriculture
Michigan State University*	Applied Development in International Agriculture and Natural Resources
Virginia Tech University*	International Agriculture

\* Aspirational Institutions

### **International Agriculture Minors at other Land-Grant Universities**

Below is a sample of international agriculture related minors offered at some other land-grant universities. This is by no means a complete list of the international agriculture minors offered at all land-grant universities across the U.S.

University	Minor
Oklahoma State University	International Studies (INTS)
Pennsylvania State University	International Agriculture
Purdue University	International Studies in Agriculture
Texas A&M University	International Development in Agriculture (IDAG)
University of California – Davis	International Agriculture Development
University of Minnesota	International Agriculture
University of Missouri	International Agriculture, Food & Natural Resources

*This was what VP Hendricks sent to Provosts' Council:*

## **UCGE Stopgap Proposal for the ISEM Program (J-3-g.)**

### **Brief History of Proposed Change:**

November 7, 2019: In light of increased financial constraints, Terry Grieb tasked UCGE with finding a solution to temporarily replace the ISEM program while the General Education Steering Committee develops a proposal to begin in the fall of 2021. (Reflected in UCGE Minutes)

November 21, 2019: UCGE discussed options for resolving the ISEM funding issue and landed on a "stopgap" recommendation: "In place of regulation J-3-f., utilize 6 credits which need to include an American Diversity, International, and Senior Experience / Capstone Course". This was to be taken to college constituents for discussion. Action on the proposal was to occur when the committee reconvened in the spring semester.

January 23, 2020: After lengthy discussion, it was felt that the easiest compromise was to utilize J-3-f. (6 credits of American Diversity and International Course requirements) to replace J-3-g. (ISEM program). UCGE also felt that a clear signal be sent that Senior Experiences / Capstones should NOT be eliminated. To do this they recommended it be placed under General Requirements as a new Category J-10. UCGE will continue to approve these courses using their rubric.

### **This was the Motion from the record:**

Motion (Hall) that the ISEMs stop being offered and the stopgap recommendation be that the 6 institutionally designated credits (Integrated Studies J-3-g.) be temporarily moved to consist of: 1 American diversity course and 1 international course (J-3-f.) and that the capstone requirement be moved to general university requirements. Kirchmeier (2<sup>nd</sup>) w/ 7 in favor and 1 against (the negative vote was against the stopgap not moving Senior Experiences / Capstones)

### **Rationale:**

- Students should **not** be penalized in the transition so using courses already required in the catalog were the most rational and best choice.
- The concepts of a requirement for an American Diversity and International course **should** be maintained.
- Since most Senior Experiences / Capstones are major specific and most do no tie back to either ISEM 101 & 301 they should not be part of general education (36 credit SBOE requirement).
- Since Senior Experiences / Capstones have become integral to student success and program assessment university wide, they should be maintained as a general requirement but, outside of the institutionally designated 6 credits associated with Statewide general education.
- Students will still be required to take 36 General Education requirements and it will still be a general expectation that Senior Experiences / Capstones be a part of all students' requirements for graduation. (Thereby 'no' student who comes in "Board Complete" can petition out of Senior Experiences / Capstones)

*This was the proposal that came out of UCC (UCC-20-052)*

Formatted: Font: Italic, Underline

University Committee on General Education  
Proposed Catalog Changes  
Effective Summer 2020

Formatted: Font: Italic

Formatted: Underline

### J-3. General Education Curriculum and Learning Outcomes

#### J-3-e. Humanistic and Artistic Ways of Knowing (6 credits, from two different disciplines) and Social and Behavioral Ways of Knowing (6 credits, from two different disciplines)

The purpose of these liberal arts courses is to provide students with critical tools for understanding the human experience and providing the means for students to respond to the world around them.

Humanistic and Artistic Ways of Knowing courses enable students to reflect upon their lives and ask fundamental questions of value, purpose, and meaning in a rigorous and systematic interpretative manner, with the goal of fostering understanding of culture and inspiring a citizenry that is more literate, respectful of diverse viewpoints, and intellectually inquisitive.

Social and Behavioral Ways of Knowing courses enable students to apply rigorous analytic skills for the purpose of explaining the dynamic interaction among history, institutions, society and ideas that shape the behaviors of individuals, communities and societies. With these skills students can critically address the social issues of our contemporary world.

Some courses on the humanities and social science lists may also satisfy the American diversity or international requirement.

.....

Within the J-3-e, J-3-f, J-3-g categories, students must complete a total of 18 credits.

#### J-3-f. One American Diversity course (One course) and One International course (One course or an approved study abroad experience) for a total of 6 credits minimum.

As we live in an increasingly diverse and multicultural world, the purpose of these courses is to prepare students to understand, communicate and collaborate with those from diverse communities within the United States and throughout the world.

The American diversity courses seek to increase awareness of contemporary and historical issues surrounding the social and cultural diversity in the U.S. Students engage in critical thinking and inquiry into the issues, complexities, and implications of diversity, and how social, economic, and/or political forces have shaped American communities. Diversity includes such characteristics as ability, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic status.



One course chosen from the approved American diversity courses listed below. If a student takes a General Education course in another category that also appears on the list of approved American diversity courses, then this requirement is considered to be completed.

The international courses seek to develop an understanding of international values, belief systems and social issues that have contributed to current balances of power and cultural relations. Students develop an understanding of the roles that the United States and other countries have played in global relations and the ways cultures have interacted and influenced each other.

One course chosen from the approved international courses listed below. If a student takes a General Education course in another category that also appears on the list of approved International courses, then this requirement is considered to be completed. The international requirement may be waived if a student successfully completes an approved Summer, Fall, or Spring program abroad through the International Programs Office.

~~Within the J-3-e, J-3-f, J-3-g categories, students must complete a total of 18 credits.~~

### **J-3-g. Integrated Studies—ISEM 101 (3 cr ), ISEM 301 (1 cr ), and Senior Experience**

~~The purpose of these courses is to provide students with the tools of integrative thinking, which are critical for problem solving, creativity and innovation, and communication and collaboration. Integrated learning is the competency to attain, use, and develop knowledge from a variety of disciplines and perspectives, such as the arts, humanities, sciences, and social sciences, with disciplinary specialization (to think divergently, distinguishing different perspectives), and to incorporate information across disciplines and perspectives (to think convergently, re-connecting diverse perspectives in novel ways). It is a cumulative learning competency, initiated as a first-year student and culminating as reflected in a graduating senior.~~

~~One course from ISEM 101 (open to first-year students only). One credit of ISEM 301. One course chosen from the approved Senior Experience courses listed below.~~

#### **Approved Senior Experience Courses:**

AGEC 478	Advanced Agribusiness Management	3
AGED 471	Senior Capstone in Agricultural Education	1
AGED 498	Internship (Max 10 credits)	1-10
ARCH 454	Architectural Design: Vertical Studio	6
ART 410	Professional Practices	2
ART 490	BFA Art/Design Studio	6
ART 491	Information Design	3
ART 495	Critical Art Writing Seminar	3
AVS 450	Issues in Animal Agriculture	2
BE 478	Engineering Design I	3
BE 479	Engineering Design II	3
BE 491	Senior Seminar	1

BIOL 401	Undergraduate Research	1-4
BIOL 405	Practicum in Anatomy Laboratory Teaching	2-4
BIOL 407	Practicum in Biology Laboratory Teaching	2-6
BIOL 408	Practicum in Human Physiology Laboratory Teaching	2-4
BIOL 411	Senior Capstone	2
BIOL 491	Practicum in Teaching	2
BUS 490	Strategic Management	3
CE 494	Senior Design Project	3
CHE 452	Environmental Management and Design	1-16
CHE 454	Process Analysis and Design II	3
CHEM 409	Proseminar	1
COMM 453	Communication Theory	3
CS 481	CS Senior Capstone Design II	3
ECE 481	EE Senior Design II	3
ECE 483	Computer Engineering Senior Design II	3
ECON 490	Economic Theory and Policy	3
ENGL 440	Client-Based Writing	3
ENGL 490	Senior Seminar	3
EDCI 401	Internship Seminar	1
EDCI 485	Secondary Internship	15
ENT 438	Pesticides in the Environment	3
ENVS 497	Senior Research	2-4
FCS 401	Professional Ethics and Practice in CFCS	1
FCS 424	Senior Experience: Apparel Design	4
FCS 432	Apparel Promotion and Merchandising	3
FCS 486	Nutrition in the Life Cycle	3
FCS 492	Nutrition Education in the Life Cycle	3
FCS 497	Internship Preschool	1-16
FISH 418	Fisheries Management	4
FISH 473	ECB Senior Presentation	1
FISH 495	Fisheries Seminar	1
FL 401	MLC International Experience	1
FOR 424	Silviculture Principles and Practices	4
FOR 427	Prescribed Burning Lab	3
FOR 473	ECB Senior Presentation	1
FS 489	Food Product Development	3
GEOG 493	Senior Capstone in Geography	3
GEOL 490	Geology Field Camp	3
HIST 495	History Senior Seminar	3
IAD 452	Interior Design VI	6
INDT 484	Industrial Technology Capstone I	3
INTR 401	Career and Leadership Development	2

IS 495	International Studies Senior Seminar	3
JAMM 448	Law of Mass Media	3
JAMM 476	Advanced Digital Media Production II	3
LARC 480	The Resilient Landscape	3
MATH 415	Cryptography	3
ME 424	Mechanical Systems Design I	3
ME 426	Mechanical Systems Design II	3
MUSA 490	Half Recital	0
MUSA 491	Recital	0
MUSC 481	Senior Thesis in Music Theory II	1
MUSC 490	Senior Recital	0
MUSH 481	Senior Thesis in Music History II	1
MUST 432	Practicum: Music Teaching	11
MVSC 486	Healthy Active Lifestyle Assessment and Intervention	3
NRS 473	ECB Senior Presentation	1
NRS 476	Environmental Project Management and Decision Making	4
ORGS 410	Capstone Project in Organizational Sciences	1-6
PEP 498	Internship in Exercise Science & Health	1-16
PHIL 490	Senior Seminar	3
PHYS 407	Communicating Science	1
PHYS 492	Senior Research	1
POLS 490	Senior Experience	3
PSYC 415	History and Systems of Psychology	3
REM 456	Integrated Rangeland Management	3
REM 473	ECB Senior Presentation	1
RMAT 473	ECB Senior Presentation	1
RMAT/MKTG 495	Product Development and Brand Management	3
RSTM 498	Internship in Recreation, Sport, and Tourism	1-16
SOC 460	Capstone: Sociology in Action	3
SOC 461	Capstone: Justice Policy Issues	3
SOC 462	Senior Practicum	3
SOC 464	Criminology Abroad	3
SOIL 427	Sustainable Food Systems	3
THE 483	Senior Capstone Project	1
VTD 457	Capstone Design Studio I	6
WLF 473	ECB Senior Presentation	1
WLF 492	Wildlife Management	4

[Within the J-3-e, J-3-f, J-3-g categories, students must complete a total of 18 credits.](#)

*This is what was sent to UCC from UCGE (UCC-20-052)*

Formatted: Font: Italic

**J-3-f. One American Diversity course (One course) and One International course ~~(One course or an approved study abroad experience)~~ for a total of 6 credits minimum.**

As we live in an increasingly diverse and multicultural world, the purpose of these courses is to prepare students to understand, communicate and collaborate with those from diverse communities within the United States and throughout the world.

The American diversity courses seek to increase awareness of contemporary and historical issues surrounding the social and cultural diversity in the U.S. Students engage in critical thinking and inquiry into the issues, complexities, and implications of diversity, and how social, economic, and/or political forces have shaped American communities. Diversity includes such characteristics as ability, age, ethnicity, gender, race, religion, sexual orientation, and socioeconomic status.

One course chosen from the approved American diversity courses listed below. If a student takes a General Education course in another category that also appears on the list of approved American diversity courses, then this requirement is considered to be completed.

The international courses seek to develop an understanding of international values, belief systems and social issues that have contributed to current balances of power and cultural relations. Students develop an understanding of the roles that the United States and other countries have played in global relations and the ways cultures have interacted and influenced each other.

One course chosen from the approved international courses listed below. If a student takes a General Education course in another category that also appears on the list of approved international courses, then this requirement is considered to be completed. The international requirement may be waived if a student successfully completes an approved Summer, Fall, or Spring program abroad through the International Programs Office.

Note for UCC: The course selections remain the same

**J-3-g. Integrated Studies – ISEM 101 (3 cr ), ISEM 301 (1 cr ), and Senior Experience**

~~The purpose of these courses is to provide students with the tools of integrative thinking, which are critical for problem solving, creativity and innovation, and communication and collaboration. Integrated learning is the competency to attain, use, and develop knowledge from a variety of disciplines and perspectives, such as the arts, humanities, sciences, and social sciences, with disciplinary specialization (to think divergently, distinguishing different perspectives), and to incorporate information across disciplines and perspectives (to think convergently, re-connecting diverse perspectives in novel ways). It is a cumulative learning competency, initiated as a first-year student and culminating as reflected in a graduating senior.~~

~~One course from ISEM 101 (open to first-year students only). One credit of ISEM 301. One course chosen from the approved Senior Experience courses listed below.~~

**J-10, Senior Experience**

~~One course chosen from the approved Senior Experience courses listed below.~~

~~Note for UCC: The course selections remain the same as previously in J-3-g.~~

Formatted: Font: 14 pt, Bold

Formatted: Font: 14 pt, Bold

Formatted: Font: Not Bold

Formatted: Font: Not Bold

Formatted: Space Before: Auto, After: Auto



## POLICY COVER SHEET

For instructions on policy creation and change, please see [www.uidaho.edu/governance/policy](http://www.uidaho.edu/governance/policy).

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

### Faculty Staff Handbook (FSH)

Addition  X Revision\*  Deletion\*  Emergency  Minor Amendment  
Chapter & Title: **1640.87 TEACHING AND ADVISING COMMITTEE**

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment  
Chapter & Title: \_\_\_\_\_

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

Originator (see FSH 1460 C) TeAC – Aaron Johnson Chair \_\_\_\_\_ Sept 18, 2019  
Name Date

5-  
5489 \_\_\_\_\_ aaronj@uidaho.edu \_\_\_\_\_  
Telephone Email

Policy Sponsor, if different from Originator Cher Hendricks, VP for Academic Initiatives \_\_\_\_\_  
Name Date

5-  
6448 \_\_\_\_\_ cherhendricks@uidaho.edu \_\_\_\_\_  
Telephone Email

Reviewed by General Counsel \_\_\_\_\_ No Name & Date: \_\_\_\_\_

- Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.  
FSH 1640.87 currently has the Teaching and Advising Committee responsible for teaching and advising related issues. With the recent changes on campus around advising, as well as the concerted focus on teaching excellence, it was deemed important to split the roles of the committee to two separate groups. In addition, it was thought that the work on teaching and advising award selection would be best taken up by Center for Excellence in Teaching and Learning and UI ACADA, respectively.
- Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
There is no direct fiscal impact to the organization.
- Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.  
None known
- Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.  
July 1, 2020

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

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

January XX 20182019

1640.87

**UNIVERSITY TEACHING AND ADVISING COMMITTEE**

*[Substantially revised in 7-05, 7-06]*

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

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

Formatted: Font: Italic

~~A-2. To advise and assist in organizing university-wide forums, seminars, and capacity building programs that introduce new innovations or share proven ways to promote the enhancement of teaching and advising.~~

~~A-3. To review and make recommendations concerning policies and procedures, which that affect teaching, advising, and the assessment of student, program and institutional learning outcomes.~~ *[rev. 10-19]*

Formatted: Font: Italic

~~A-4. To monitor and advise on matters relating to the processes and content of student teaching evaluations and student learning outcomes, and to advise on the design and content of reports to the Vice Provost for Academic Initiatives, Faculty Senate, Institutional Assessment and Effectiveness, Deans, Unit Leaders, and Faculty.~~ *[ed. 7-09, rev. 10-19]*

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

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

Formatted: Indent: Left: 0"

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

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

**B. STRUCTURE.** Six faculty members, preferably some of whom have received university-level teaching awards; and advising awards, an associate dean; or college-level advisor, a departmental staff advisor, the director of general education; an undergraduate or graduate student; and non-voting members a representative from the Office of Instructional Institutional Effectiveness (without vote), and Accreditation (without vote); University Advising Services, and the Director of the Center for Excellence in Teaching and Learning, or designee (without vote). *[rev. 7-08, 1-18, 10-19, ed. 8-12]*



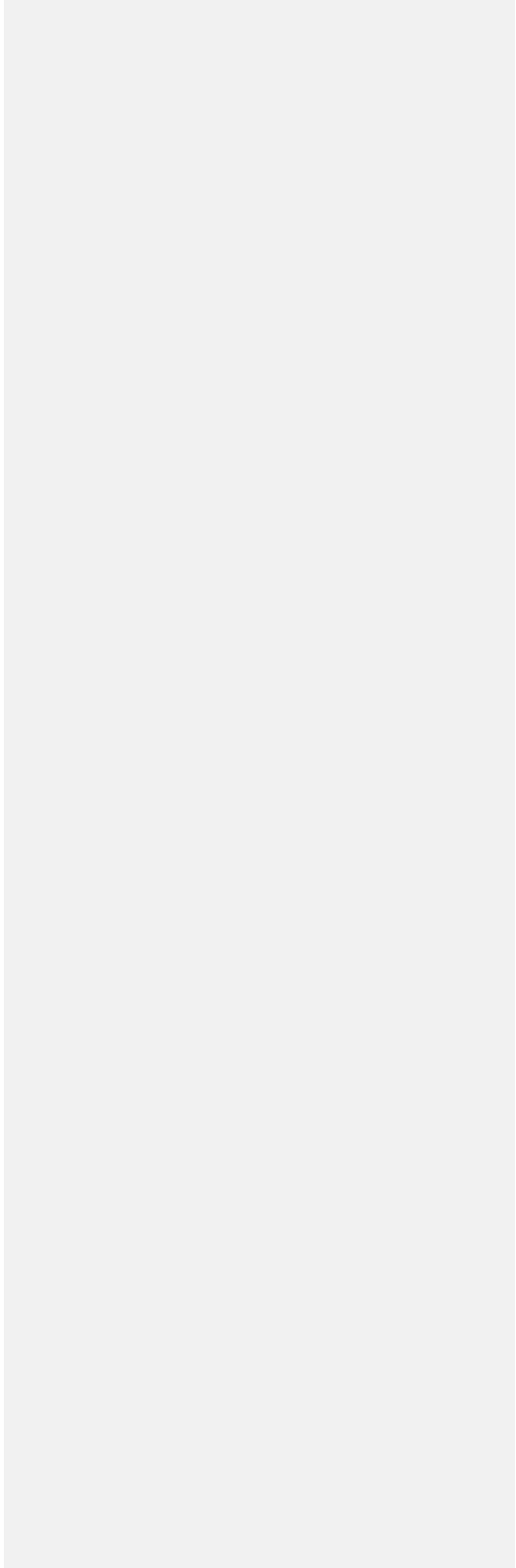
**UI FACULTY-STAFF HANDBOOK**

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

Section 1640: Committee Directory

---

|





# POLICY COVER SHEET

For instructions on policy creation and change, please see [www.uidaho.edu/governance/policy](http://www.uidaho.edu/governance/policy).

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

**Faculty Staff Handbook (FSH)**

X Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: **1640.88 UNIVERSITY ADVISING COMMITTEE**

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: \_\_\_\_\_

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

Originator (see FSH 1460 C) TeAC – Aaron Johnson Chair Sept 18, 2019  
Name Date

5-  
5489 aaronj@uidaho.edu  
Telephone Email

Policy Sponsor, if different from Originator Cynthia Castro, Dir. of Student Success Initiatives Date  
Name

5-  
1021 cynthiacastro@uidaho.edu  
Telephone Email

Reviewed by General Counsel \_\_\_\_\_ No Name & Date: \_\_\_\_\_

- Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.  
FSH 1640.87 currently has the Teaching and Advising Committee responsible for teaching and advising related issues. With the recent changes on campus around advising, as well as the concerted focus on teaching excellence, it was deemed important to split the roles of the committee to two separate groups. In addition, it was thought that the work on teaching and advising award selection would be best taken up by Center for Excellence in Teaching and Learning and UI ACADA, respectively.
- Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
There is no direct fiscal impact to the organization.
- Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.  
None known
- Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.  
July 1, 2020

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

Policy Coordinator Appr.  
& Date:  
\_\_\_\_\_

*APM*  
F&A Appr.: \_\_\_\_\_

*FSH*  
Appr. \_\_\_\_\_  
FC \_\_\_\_\_  
GFM \_\_\_\_\_

Track # \_\_\_\_\_  
Date Rec.: \_\_\_\_\_  
Posted: t-sheet \_\_\_\_\_  
h/c \_\_\_\_\_

**1640.8788**

**TEACHING AND UNIVERSITY ADVISING COMMITTEE**

*{Substantially revised in 7-05, 7-06}*

**A. FUNCTION.** For the purposes of this policy, advising includes mentoring and retention activities. ~~This committee will serve in an advisory capacity to the Vice Provost of Academic Initiatives. The specific functions of this committee are: {rev. 7-08, 1-18}~~

~~A-1. To promote a faculty and administrative culture dedicated to the enhancement of teaching and effective student advising.~~

~~A-2. To advise and assist in organizing university-wide forums, seminars, and capacity building programs that introduce new innovations or share proven ways to promote the enhancement of teaching and advising.~~

~~A-3. —To review and make recommendations concerning policies and procedures, which affect teaching, that affect student advising, and mentoring, counseling, and the assessment of student learning outcomes.~~

~~A-4. —To monitor the processes and structure of student advising content of Student Teaching Evaluations and Student Learning Outcomes, program and to advise on the design and content of reports to the Vice Provost for Academic Initiatives, Faculty Senate, Deans, Unit Leaders, and Faculty. {ed. 7-09}~~

~~A-5. To serve as an advisory resource for Director of Student Success Initiatives to promote effective student advising. —To review and make recommendations concerning the annual orientation activities for new faculty, which sets out among other things the role of, and expectations for, faculty and staff that teach, advise, and mentor students. {rev. 1-18}~~

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

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

~~A-8. To work in conjunction with Faculty Senate's Information Technology Committee (FSH 1640.55) to advise the director of CETL and the Chief Information Officer (CIO) on electronic hardware and software needs to support teaching, advising, and mentoring. {ed. 7-08, 7-09, 9-15, ren. & ed. 1-18}~~

**B. STRUCTURE.** ~~Six-Five~~ faculty members, preferably some of whom have received university-level or college-level teaching and advising awards; an associate dean; ~~or a~~ college level academic advisor; a lead advisor; a departmental staff advisor, the director of general education, ~~an two~~ undergraduate or graduate students; and non-voting members from the Office of Instructional Effectiveness and Accreditation, University Advising Services, and the Director of the Center for Excellence in teaching & Learning Student Success Initiatives, or designee (without vote). *{rev. 7-08, 1-18, ed. 8-12}*



## POLICY COVER SHEET

For instructions on policy creation and change, please see [www.uidaho.edu/governance/policy](http://www.uidaho.edu/governance/policy).

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

### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Emergency X Minor Amendment

Chapter & Title: FSH 3910 Dismissal and Discipline of Faculty

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: \_\_\_\_\_

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

**Originator (see FSH 1460 C) Diane Whitney, University Policy and Compliance Coordinator** **1/30/20**  
 Name Date

Telephone 5-6151 Email [dwhitney@uidaho.edu](mailto:dwhitney@uidaho.edu)

**Policy Sponsor, if different from Originator** \_\_\_\_\_  
 Name Date

Telephone Email

**Reviewed by General Counsel** X Yes \_\_\_ No Name & Date: Kent Nelson, 1/13/20

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

*This revision is needed to bring FSH 3910 into alignment with RGP II.L. The most significant change is the deletion of provisions providing for appeal to the Board, which is explicitly prohibited by Board policy. Other changes were made for clarity, to add citations, eliminate redundant language, etc.*

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

*None.*

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

*FSH 3920 contains similar incorrect language and will need to be revised.*

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

*Effective immediately.*

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

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)

3910

## DISMISSAL AND DISCIPLINE OF FACULTY

*PREAMBLE: This section outlines procedures for the dismissal of tenured faculty and of untenured faculty who are being dismissed before the end of their current term of appointment. It was a part of the 1979 Handbook, though in that document it included exempt employees as well. It was thoroughly revised in July of 1989 to reflect changes in regents' policy and divided into faculty and exempt sections in July of 1996. The whole of the policy was substantially revised, and sections E and F rewritten, in July 1999 so as to conform the university's policy with that of the Regents. Non-tenured faculty should also consult section 3900 "Non-Reappointment of Non-Tenured Faculty and Exempt Staff." Again, in compliance with Regents policy changes, this section was extensively revised in 2003. In 2008 the committee composition previously in D-3 b was moved into FSH 1640 Committee Directory. Further information may be obtained from the Provost's Office (208-885-6448) or the Office of the Faculty Secretary (208-885-6151). [rev. 7-99, 7-03, ed. 7-08]*

### CONTENTS:

- A. Regents' Authority and Definition of Adequate Cause
- B. Cause for Dismissal
- C. Administrative Leave
- D. UI Procedures Related to Dismissal
- E. UI Procedures Related to Discipline Other Than Dismissal
- F. Appeals to the Regents

### A. REGENTS' AUTHORITY AND DEFINITION OF ADEQUATE CAUSE.

~~A-1. All employees of the regents or of the agencies, institutions, school, or office under its jurisdiction~~ ~~All university faculty employees of the Board of Regents or of any Board-governed agency or institution~~ are subject to discipline, up to and including dismissal, for adequate cause during the period of employment. "Adequate cause" as defined by ~~in the policy of the Board of Regents policy~~ means one (1) or more acts or omissions which, singly or in the aggregate, have directly and substantially affected or impaired an employee's performance of his or her professional or assigned duties or the best interests of the regents, ~~or the university institution, agency, school, or office~~. In addition, any conduct seriously prejudicial to the regents, ~~or the university an institution, agency, school or office~~ may constitute adequate cause for discipline up to and including dismissal. Examples include harassment prohibited by law; immorality; criminality; dishonesty; unprofessional conduct; actions in violation of policies, directives, or orders of the regents; ~~or the university an institution, agency, school or office~~; unsatisfactory or inadequate performance of duties; or failure to perform duties. [RGP ILL.3] [add. 7-99, rev. 7-03]

**Commented [WD(1)]:** For clarity. This policy deals only with dismissal and discipline of faculty.

**Commented [WD(2)]:** For clarity. The university is both the institution and agency.

**Commented [WD(3)]:** This language not present in ILL.

~~A-2. Dismissal of faculty is as provided in the regents' policy RGP ILL. [add. 7-99, ed. 7-03]~~

**Commented [WD(4)]:** Depending on interpretation, this is either redundant to A-1, inaccurate (because UI policy expands on Board policy in permissible areas), or unnecessary (because all UI policy is subordinate to Board policy)

### B. CAUSE FOR DISMISSAL.

**B-1.** Dismissal (as opposed to non-renewal of a non-tenured faculty member) by UI of the employment of a faculty member, except in the case of resignation or retirement, will be only for adequate cause as defined above in A-1. [rev. 7-99, 7-03]

**B-2.** As provided in 3970, any faculty member may be laid off in conjunction with a reduction in force approved by the regents and resulting from a declaration of financial exigency.

**C. ADMINISTRATIVE LEAVE.** A faculty member may be placed on administrative leave with pay pending the procedures set forth in this section. RGP ILL.4.a. [rev. 7-03]

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3910: Dismissal and Discipline of Faculty

July 2008

**D. UI PROCEDURES RELATED TO DISMISSAL.** In each case, the issue of whether or not adequate cause for ~~termination or~~ dismissal exists is to be determined by an equitable procedure, affording protection to the rights of the faculty member and to the interests of the state of Idaho and its system of higher education. The burden of proof that adequate cause exists rests with the institution and its administrative officers, and will be satisfied only by clear and convincing evidence in the record considered as a whole. *[ed. 7-99, rev. 7-03]*

**D-1. Departmental, Division, and College Action.** When reason arises to question the fitness of a faculty member, the immediate supervisory officer discusses the matter with the employee in a confidential personal conference. It is the duty of the immediate supervisor and the faculty member to make a good faith effort to correct any and all deficiencies in the faculty member's performance. Departments, divisions, or colleges are to establish policies and procedures for identifying problems, suggesting remedial actions, and assisting the faculty member in becoming a productive member of the university community. These procedures are to include peer input and are to be fully integrated with the annual evaluation process. A good faith effort must be made to identify and resolve performance problems at the lowest administrative level.

#### D-2. Administrative Action.

a. If remedial performance adjustments do not result, the provost shall determine whether formal dismissal proceedings should be initiated. *[rev. 7-99]*

b. If the provost determines that formal proceedings should be initiated, he or she ~~should~~ **shall** formulate a written statement with reasonable particularity of the grounds proposed for the dismissal. *[rev. and ren. 7-99]*

Commented [WD(5)]: This is mandatory.

c. Nothing in these procedures prevents the provost from withdrawing the fitness complaint from the process, at any time for any reason. However, the provost must either withdraw the complaint or proceed with the dismissal process within a reasonable period of time. *[rev. and ren. 7-99]*

**dd.** The statement of particularity ~~is~~ **shall be** communicated, in writing, to the faculty member by the provost and delivered personally or sent first-class mail, postage pre-paid to the employee at the last known address on file for the employee. **RGP ILL.4.a.i.** *[rev. and ren. 7-99, rev. 7-03]*

Commented [WD(6)]: This is mandatory.

#### D-3. Dismissal Hearings Committee Process. *[ren. 7-99]*

a. If the faculty member requests a hearing to determine whether the termination is properly based on the grounds stated, one will be conducted by a Dismissal Hearings Committee (DHC) at a specified time and place. See FSH 1640.36 for the function and structure of the DHC. The faculty member must file a written request with the provost for a hearing within seven working days of receipt of the provost's communication of particulars. If the faculty member has not requested a hearing, the statement of particulars constitutes the dismissal recommendation, which the provost may communicate to the president without further delay. *[rev. and ren. 7-99, 7-08]*

b. The DHC proceeds by considering the provost's recommendation and statement of grounds for dismissal already formulated, the evidence supplied to support the dismissal recommendation, and the employee's response written before the time of the hearing. If any facts are in dispute, the testimony of witnesses and other evidence concerning the matter set forth in the letter of particulars to the faculty member become part of the hearing record. *[rev. and ren. 7-99, ren. 7-08]*

c. The DHC determines the order of proof, conducts the questioning of witnesses, and, if necessary, secures the presentation of evidence important to the case. *[rev. and ren. 7-99, ren. 7-08]*

d. The faculty member has the option of assistance by counsel or an advisor; the faculty member, the provost, and their counsels/advisor have the right, within reasonable limits, to question all witnesses who testify orally. The faculty member has the opportunity to confront all adverse witnesses. All evidence is duly recorded. *[rev. and ren. 7-99, ren. 7-08, rev. 7-15]*



## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

#### Section 3910: Dismissal and Discipline of Faculty

July 2008

e. If a question of timeliness arises during these procedures, the DHC will review the action of the delinquent party and determine whether the dismissal procedures will continue, as outlined above. *[rev. and ren. 7-99, ren. 7-08]*

f. The DHC reaches its decision in conference within five working days of the formal hearing's close, solely on the basis of the record of the hearing. It makes explicit findings with respect to each of the grounds for removal presented or remedial actions, and renders a reasoned opinion. The provost, the president and faculty member are notified of the decision in writing and given a copy of the record of the hearing; the college and department or division concerned are notified of the recommendation. *[rev. and ren. 7-99, 7-03, ren. 7-08]*

#### **D-4. Presidential Decision.** *[rev. and ren. 7-99, 7-03]*

a. The president, after due consideration of the DHC's recommendation, shall initially determine whether he or she agrees or disagrees with the DHC's recommendation. In the event of disagreement, the president shall meet with the DHC to discuss the reasons for the president's disagreement prior to reaching a final decision. Upon reaching a final decision the president forwards his or her decision to the faculty member and to the college and department or division. If the president's decision differs from the committee's, the reasons for the disagreement are also communicated to the faculty member, the college and department or division, and to the DHC. *[rev. and ren. 7-99, rev. 7-03]*

b. The notice from the president must be in writing and will be personally served on the employee or be sent by first-class mail postage pre-paid to the faculty member at the last known address on file for the faculty member. The notice must contain a concise statement of the charges against the employee, the findings of fact that are the basis for the president's decision for dismissal or continuance, and any conditions imposed on the continuance of employment. If the president's decision is for dismissal, the faculty member receives a statement of all rights and procedures for appeals of the president's decision to the Faculty Appeals Hearing Board ~~or directly to the regents.~~ *[rev. and ren. 7-99, rev. 7-03]*

**D-5. Appeal to the Faculty Appeals Hearing Board.** The faculty member may appeal a presidential decision to dismiss to the Faculty Appeals Hearing Board (FAHB), see section 3840, ~~or to the regents, see F below.~~ *[add. 7-99, rev. 7-03]*

a. If the faculty member appeals to the FAHB he or she must notify the president in writing within fifteen (15) calendar days of the receipt of the notice given by the president. *[add. 7-99, ed. 7-03]*

b. If the charges against the employee, or the contentions of fact on which the charges are based, materially change after the determination of the DHC or appropriate appeals hearing body, the faculty member may obtain an additional review before the president makes a decision. Unless specifically provided by ~~the regents in RGP ILM.1~~ (see text below), discipline up to and including dismissal may be effective prior to the initiation by the employee of the internal grievance procedure. *[ren. 7-99, rev. 7-03]*

c. For the purpose of dismissal-for-cause procedures only, the FAHB hearing procedures have an expanded scope. Specifically, in accord with its current procedures, the FAHB may also hear and decide on the regularity and appropriateness of process, procedures, factual basis, and timeliness in the dismissal decision or the decision for continuance of employment, with the stated conditions. *[ed. 7-99, rev. 7-03]*

d. The president, after due consideration of the FAHB's recommendation, shall initially determine whether he or she agrees or disagrees with the FAHB's recommendation. In the event of disagreement, the president shall meet with the FAHB to discuss the reasons for the president's disagreement prior to reaching a final decision. The president shall give substantial weight to the recommendation of the FAHB. If the president does not follow the recommendation of the FAHB, he or she shall send to the FAHB and to the appellant a written report of the basis for the president's determination. *[add. 7-99, ren. and rev. 7-03]*

**Commented [WD(7)]:** RGP ILL.4.b.: "Discipline, up to and including dismissal, of an employee is not appealable to the Board."

**Commented [WD(8)]:** RGP ILL.4.b.: "Discipline, up to and including dismissal, of an employee is not appealable to the Board."

## UI FACULTY-STAFF HANDBOOK

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF  
Section 3910: Dismissal and Discipline of Faculty

July 2008

### E. UI PROCEDURES RELATED TO DISCIPLINE OTHER THAN DISMISSAL. *[add. 7-03]*

**E-1.** ~~The regents provide~~RGP ILL.4. provides the following relative to discipline other than dismissal:

In each case the issue of whether or not adequate cause exists should be determined fairly by the institution ~~or~~ agency, ~~school, or office~~ recognizing and affording protection to the rights of the employee and to the interests of the Board and its institutions ~~or~~ agencies, ~~school, or office~~.

a. Discipline, up to and including dismissal, of employees before the expiration of the stated period of appointment or employment contract will be only for adequate cause, as determined by the appropriate administrative officers to whom this responsibility is delegated by the chief executive officer of the institution. Each institution ~~or agency, agency, school or office~~ shall have a process that provides employees with written notice of contemplated discipline and an opportunity to be heard. The employee may be placed on administrative leave with pay until he or she has exercised the opportunity to respond, or declined, either affirmatively or through inaction; to do so, and the recommendation has been acted upon by the chief executive officer or designee.

The chief executive officer or designee must notify the employee of the recommendation and proceed in the following manner:

- ~~i.(1)~~ The notice must be in writing, and may be personally served upon the employee, or be sent by first-class mail, postage pre-paid, to the employee at the last known address on file for the employee.
- ~~ii.(2)~~ The notice must contain a concise statement of the reasons and nature of the discipline.

**E-2.** UI Process. The provost has authority to determine if adequate cause has been established and if discipline other than dismissal should be taken. The provost may place the faculty member on administrative leave pending the final decision by the provost. Before final decision, the provost will provide the faculty member with a written statement setting forth with particularity the basis for the contemplated discipline and any information or material used to formulate the determination of adequate cause. The faculty member must be notified that he or she has fifteen (15) calendar days, or more in the discretion of the provost, in which to respond or decline to respond affirmatively or through inaction. After the period to respond expires the provost must notify the faculty member of his or her decision as required in the regents' policy quoted above.

**E-3.** Following the imposition of discipline, the faculty member may use the FAHB (FSH 3840) to appeal the decision.

~~**F. APPEALS TO THE REGENTS.** Upon receipt of the final findings and recommendations, including those resulting from an internal grievance, a faculty member may file an appeal with the regents as set forth in RGP IIM (see below). The regents may if they choose to hear an appeal, by a majority of the total membership, approve, reject, or amend such findings, recommendations, or suggestions, if any, or may remand the matter for additional evidence, recommendations, or suggestions, if any. Reasons for suggestions will be stated in writing and communicated to the employee. The Board may employ a hearing officer for carrying out the Board's duties under this paragraph. (RGP L4) [rev. 7-03, ed. 7-08]~~

~~RGP IIM provides: A nonclassified employee may elect to petition the Board to review any final personnel related decision of the chief executive officer. Any written petition must be filed in the Office of the State Board of Education within fifteen (15) calendar days after the employee receives written notice of final action under the internal procedures of the institution, agency, school, or office. The Board may agree to review the final action, setting out whatever procedure and conditions for review it deems appropriate, or it may choose not to review the final action. The fact that a written petition has been filed does not stay the effectiveness of the final decision nor does it grant a petition for review unless specifically provided by the Board. Board review is not a matter of right. An employee need not petition the Board for review in order to have exhausted administrative remedies for the purposes of judicial review. [rev. 7-03]~~

Commented [WD(9)]: RGP ILL.4.b.: "Discipline, up to and including dismissal, of an employee is not appealable to the Board."

## Attachment #11

<https://legislature.idaho.gov/statutesrules/idstat/title34/t34ch11/sect34-1113/>

Idaho Statutes: Title 34, Chapter 11

**34-1113. IDENTIFICATION AT THE POLLS.** All voters shall be required to provide personal identification before voting at the polls or at absent electors polling places as required by section 34-1006, Idaho Code. The personal identification that may be presented shall be one (1) of the following:

- (1) An Idaho driver's license or identification card issued by the Idaho transportation department;
- (2) A passport or an identification card, including a photograph, issued by an agency of the United States government;
- (3) A tribal identification card, including a photograph;
- (4) A current student identification card, including a photograph, issued by a high school or an accredited institution of higher education, including a university, college or technical school, located within the state of Idaho; or
- (5) A license to carry concealed weapons issued under section 18-3302, Idaho Code, or an enhanced license to carry concealed weapons issued under section 18-3302K, Idaho Code.

History:

[34-1113, added 2010, ch. 246, sec. 2, p. 635; am. 2017, ch. 132, sec. 1, p. 310.]

Procedural Manual: Election Day Registration (Idaho Secretary of State, current version, 2011, p6)

[https://sos.idaho.gov/elect/clerk/Manuals/EDR2\\_ElectionDayRegistrationManual.pdf](https://sos.idaho.gov/elect/clerk/Manuals/EDR2_ElectionDayRegistrationManual.pdf)

### **PROVIDING PROOF OF RESIDENCE**

After registrants complete the voter registration card, they must provide proof of residence. All documents used in providing proof of residence must be accompanied by a picture identification card.

An individual may prove residence for purpose of registering by:

- (1) Showing an Idaho driver's license or Idaho identification card issued through the Department of Transportation;

To be acceptable, the driver's license or identification card must be issued through the Idaho Department of Transportation and list the elector's current residence address in the precinct;

or,

- (2) Showing any document which contains a valid address in the precinct together with a picture identification card;

If the driver's license or identification card is from another state or if the address on the elector's Idaho driver's license or Idaho identification card is not current, the photo works as the picture identification but the address will need to be supplemented by another document. Acceptable documents are a utility bill, bank deposit slip, credit card statement, auto registration, rental agreement, or any document with the elector's name and current residence address printed on it.

In place of a driver's license or identification card, a membership identification card with a photo issued by a business or organization, or any other card with the electors's photo and name printed on it may be used for the photo requirement to register.

or,

- (3) Showing a current valid student photo identification card from a post-secondary educational institution in Idaho accompanied with a current student fee statement that contains the student's valid address in the precinct.

Once proof of residence and picture identification have been provided, the Registration Clerk must stamp the registration card with the official "residence verified" stamp. Place stamp in the blank space in the center of the bottom of the front of the card. Do not cover any information on the card with the stamp.

*Symm v. United States*, 439 U.S. 1105 (1979)

University of Idaho  
2019 – 2020 Faculty Senate Agenda

Meeting #20

Tuesday, February 18, 2020 at 3:30 pm  
Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2019-2020 Faculty Senate Meeting #19 (February 11, 2020) **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Other Announcements and Communications
  - Discussion of Temporary Emergency Policy for admittance to Vandal Gateway Program (*Terry Grieb, Faculty Senate Chair, and Ralph Neuhaus, Chair of Admissions Committee*) - **Attach. #2**
- VI. Special Orders: Diane Whitney will present on all
  - FSH 3090 Temp Hourly Employment – **Attach. #3**
  - APM 55.39 Retiree Benefits Approval – **Attach. #4**
  - APM 50.55 Writing UIJD – **Attach. #5**
  - APM 50.53 Temp Hourly Employment – **Attach. #6**
  - APM 50.04 Verifying Employment New Employees – **Attach. #7**

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting #19 (February 11, 2020)
- **Attach. #2** Temporary Emergency Policy/Vandal Gateway Program
- **Attach. #3** FSH 3090 Temp Hourly Employment
- **Attach. #4** APM 55.39 Retiree Benefits Approval
- **Attach. #5** APM 50.55 Writing UIJD
- **Attach. #6** APM 50.53 Temp Hourly Employment
- **Attach. #7** APM 50.04 Verifying Employment New Employees

University of Idaho

2019 – 2020 Faculty Senate – **Pending Approval**

Meeting # 19

Tuesday, February 11, 2020 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bridges, Caplan, Carter, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Meeuf, Paul, Raja, Sammaruca (w/o vote), Schab, Schwarzlaender, Wiencek (w/o vote)

**Present via Zoom:** Kern, McKellar, Tenuto

**Absent:** Hanigan

**Guests and Observers:** 9

**Guest Speakers:** Terry Soule, Lee Vierling, James Connors, Aaron Johnson, Cassidy Hall

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

**Approval of Minutes (vote):** A motion (Dezzani/A. Smith) to approve the minutes of the 2019-2020 Faculty Senate Meeting # 18 (February 4, 2020) passed unanimously.

**Consent Agenda:** None.

**Chair's Report:**

- The first University Faculty Meeting of the Spring semester will be on Wednesday, February 26, 2:30pm PT. More information to come.
- A reminder: On January 24, Senate and other groups received a memo from the President concerning "Other Post-Employment Benefits" (OPEB), requesting input from these groups. The deadline for providing comments has been extended by one week, to this Thursday, end of business.
- There were no questions or comments following the Chair's report.

**Provost's Report:**

- The Provost gave a brief recap of last week conversation on the Vandal Gateway Program (VGP) and an update. Provost Wiencek thanked the Senate for the robust conversation which helped moving forward in the best interest of students, faculty, and the university as a whole. In the early stages of the proposal, due attention was not paid to the appropriate procedures for making exceptions to the Catalog, to FSH and the shared governance process. There are also issues with SBOE policies about minimum GPA. The concerns raised at the Senate meeting of 02/04 were valid and appropriate steps are being taken to correct former mistakes. For instance, the VGP website has been taken down. Although the Admission Committee was consulted, the committee did not fully understand their jurisdiction as described in FSH 1640.08. It is in the best interest of the university to honor the letters that have already been sent out to students. In the meantime, the Admission Committee, who met today, is working on a path forward. Scott Green is very supportive of VGP, which he sees as a great opportunity to fulfill our mission as a land grant university and increase diversity in our student body. Increasing enrollment is not the primary purpose. Dean Kahler did engage with Dean of Class Sean Quinlan, who is also very excited about the program.

Requirements such as GPA and test scores must be worked out more carefully. President Green wishes to set up a pilot program for Fall 2020. He hopes for a cohort of 100 students, but leaves it to the faculty to determine what is the right size for the cohort. Running the pilot program for 1-2 years will allow us to determine how successful the program is, whether GPA and test scores are in an appropriate range, what kind of resources are needed, etc... Provost Wiencek will continue to work with Faculty Senate Leadership to find the best path forward.

- Discussion:

A Senator observed that the program will help students with diverse socioeconomic background and that she is very excited about working with the VGP curriculum. The implementation of the program may not result in the revenue that had been projected originally, but we are on the right path to a good outcome.

Chair Grieb noted that a “temporary emergency policy” to allow admission of the VGP students may be ready to go before Senate at the next Senate meeting.

Comments from Senators indicated their support of broader access to education, although, some noted, the numbers presented at the previous Senate meeting were rather vague. It is important to keep track of what the program really costs moving forward. Reaching “breakeven” would be good, because we are not pursuing this project for profit, but for the benefit of broader education. If the program ends up being a losing proposition, and we have seen others in the past, we must take appropriate measures. The “cost vs. benefits” argument comes up often during these difficult times.

The Provost agreed on the statement above. The recent communications have been a great example of shared governance. There has been good interaction in the past two weeks with both CLASS and COS, particularly with regard to Math and English. He is optimistic, and looks forward to a statistically meaningful assessment to take the pilot program to a second or third year.

A Senator inquired about the Academic Prioritization Program (APP). He noted that there is also a college-level process going on. What if there is a discrepancy between the two processes? The Provost replied that we are now entering a new phase (including data from VSIP and ORIP as well as program closure). The deans were given a minimum and a maximum “target” and they will do what they need to do to meet their targets, but they do not have the complete picture yet. We are still collecting data, but soon we will have more certainty (also from APP). We will then come together with the deans and consider all aspects which must be taken into account. At that point, APP recommendations will be joined with those from the colleges. The Senator followed up asking a clarification about the following: in his understanding, if a program falls in the upper quintiles, it may still not be “safe” from measures recommended at the level of the colleges. Indeed, the Provost confirmed, such program would be safe from closure, but could still, for instance, lose employees. The Provost reiterated that, within a few weeks, they will engage with the most impacted people in a gradual and appropriate way, while remaining open to all information and perspectives.

### **Committee Reports:**

#### University Curriculum Committee (Voting items).

- UCC-020-41: Cybersecurity Degree

- Representative Terry Soule gave a brief rationale for the proposal. This is a new degree within Computer Science (CS), although many of the courses comprising the curriculum already exist. More details can be found in Attachment #2.
- A brief discussion followed, including inquiries concerning the fiscal impact of opening a new program at a time where programs may be closed. The representative noted that there is high demand for Cybersecurity. Some more TA's may be needed, but no additional faculty. The CS department has branches in Coeur d'Alene and Idaho Falls. Offering the program in Idaho Falls would require clinical faculty. Support from INL would make it possible to offer the program in Idaho Falls. Funds may also come from SEL. It was observed that Cybersecurity is a growing area and its expansion will help our students be more marketable thus facilitating growing enrollment. Senators were very supportive.
- The motion from UCC passed unanimously.
- UCC-020-48: Certificate in Remote Sensing.
  - Representative Lee Vierling briefly introduced the proposal. More details can be found in Attachment #3. The purpose is to add a graduate-level certificate in Remote Sensing of the Environment. An undergraduate certificate already exists in this area. Faculty met to assess the undergraduate certificate, and found that there was interest and support for a graduate level certificate offering as well. All of these courses currently exist and are now being packaged together so that they can best serve the student as well as meet stakeholder/employer requests for a coordinated curriculum in this growing area of study.
  - A brief discussion followed. There were some questions concerning possible additional costs. The representative noted that the new certificate will rely mostly on existing courses, as they have a tradition of strengths in this area.
  - The motion from UCC passed unanimously.
- UCC-020-47: Geography Minor.
  - Representative Ray Dezzani explained that, in recent years, there have been many requests for a geography minor from students in lower division geography courses and some specialized upper division courses. By instituting a minor in geography, the department is increasing department enrollments and offer undergraduate students greater flexibility in choosing major options. Furthermore, the geography department is coming into line with other major geography departments across the country as well as many other departments at the University of Idaho. A minor in Geography will provide undergraduates with an introduction into the four primary branches of Geography: Physical Geography; Human Geography; Human Environment Interaction, and Geospatial Methods. The minor is designed to supplement geographical content useful to other majors but not taught in those other majors. A Geography minor will allow a student to broaden his or her educational background and enhance academic and employment options in various fields of study. See Attachment #4 for more details.
  - The motion from UCC passed unanimously.
- UCC-020-50: Master in Natural Resources. Restoration Ecology and Habitat Management Option.
  - Representative Alistair Smith gave a brief description. A graduate degree in this discipline used to exist. They have repackaged existing courses and there will be no need for



- additional staff. This option is important to State and Federal agencies, and it addresses a growing area. See Attachment #5 for more details.
- The motion from UCC passed unanimously.

- UCC-020-51: International Agriculture Minor.
  - Representative James Connors presented the proposal. The agriculture industry of today is a global entity. Agriculture producers, processors, and multi-national corporations need graduates who are knowledgeable about global agricultural systems, international business practices, geography, food practices, and culture. The proposed International Agriculture Minor will provide students with academic coursework and international travel opportunities that will give them the experiences necessary to understand global agriculture in an inter-connected world. It will prepare College of Agricultural and Life Sciences and University of Idaho graduates with the knowledge, technical skills, and leadership abilities to be successful in the future of global agriculture. All department heads were supportive of the initiative. Moreover, they looked at aspirational and peer institutions and observed that most of them had similar minors. More details can be found in Attachment #6.
  - A brief discussion followed. In reply to a question, the representative said there is no sure way to predict the number of students who will apply to the minor.
  - The motion from UCC passed unanimously.

University Committee on General Education: Stopgap Proposal for the ISEM Program.

- Representative Cassidy Hall was the presenter. The ISEMs can no longer be offered due to the lack of funds to support them. Thus, UCGE came up with a stopgap strategy. Their recommendation was as follows: ISEMs will not be offered while the 6 institutionally designated credits (Integrated Studies J-3-g.) temporarily consist of: 1 American diversity course and 1 international course (J-3-f.) The capstone requirement is moved to general university requirements. See Attach. #7 for more details and the history of the proposal. In the final version of the proposal as approved by UCC, j-3-g as originally proposed no longer appears but the capstones remain in GenEd. Student still need 36 credits in General Education (from j-3-a to j-3-f) in order to graduate.
- A discussion followed. Senators were supportive of the proposal. One suggestion was to have American Diversity courses which focus on Tribal issues. The representative agreed and noted that preserving American Diversity was an important part of all conversations on the matter.

What about a student who completed ISEM 101 but cannot complete ISEM 301 (which no longer exists)? Such cases, it was noted, will be handled, possibly with a waiver, on a case-to-case basis, keeping in mind that a student has the right to adhere to the Catalog as it was when he/she was admitted.

A question was raised about faculty engagement in working out an alternative path now that the ISEMs have disappeared. A GenEd Steering Committee, composed of 18 members (from the original 9), is working on this. By following the proper path from UCGE to UCC to Senate, the hope is to have recommendations by the end of this semester and start the approval process next Fall. A website will be maintained to keep everyone informed.

- The motion from UCC passed unanimously.

Committee on Committees: University Teaching Committee and University Advising Committee (voting item).

- Representative Aaron Johnson presented the proposal. FSH 1640.87 currently has the Teaching and Advising Committee responsible for teaching and advising related issues. With the recent changes on campus concerning advising, as well as the concerted focus on teaching excellence, it was deemed important to split the roles of the committee in two separate groups. In addition, it was thought that the work on teaching and advising award selection would be best taken up by the Center for Excellence in Teaching and Learning and UI ACADA, respectively. Also, having separate awards for Teaching or Advising Excellence works well. See Attachments #8,9 for more details.
- Discussion:  
Some questions were posed about the structure of the advising committee, specifically about the “*lead advisor*”, a role which is now referred to as “*associate director for advising*”. This replacement of words was accepted as a friendly amendment.

The question was asked: Why are the words in (former) Section A “*...Information Technology Committee....to advise the director of CETL and the Chief Information Officer...*” removed? The Senator wondered whether it was wise to remove that sentence, since, in his opinion, interaction with IT is already limited. The representative replied that the committee’s expectation is that CETL will connect with IT concerning hardware and software support of teaching. They wished to avoid confusion and “overlap” with the charge and purview of the IT Committee, as described in FSH 1640.55.

- The motion from the Committee on Committees (with the friendly amendment) passed unanimously.

**Other Announcements and Communications:** None

**Special Orders:** FSH 3910, Dismissal and Discipline of Faculty (No vote)

- There was no presentation due to absence of the speaker. Chair Grieb gave a brief explanation of this non-voting item. The main reason for the changes is to bring the policy in line with SBOE policy.
- There were no questions.

**New Business:** Vandal Card Expiration Date.

- Alistair Smith explained that Vandal Cards have no expiration date (for reasons of security and/or convenience). A valid student ID card is accepted as proof residence when registering to vote. This is not possible if the Vandal Card cannot be shown to be current. Note: a Vandal Card is not a state-issued ID, and can carry the student’s preferred name instead of their legal names. The point raised by Senator Smith is specifically about the possibility of using the card as a proof of residence. Often times, students whose permanent address is elsewhere have no other way to prove that they live here. Thus, the point raised by Senator A. Smith is about facilitating the exercise of voting rights for our students. (Note: even if the Vandal Card showed an expiration date, students who choose to have on it a name other than their legal name would not be able to use it at voter registration.)

- Some discussion followed. It was suggested that ITS should be invited to discuss this with Faculty Senate and to ask if they have a recommended solution.

**Adjournment:** A motion to adjourn (Fairley/Dezzani) passed unanimously. The meeting was adjourned at 5:00pm.

Respectfully Submitted,

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

**DRAFT1a: FOR DISCUSSION PURPOSES ONLY**

**University of Idaho Faculty Senate 2019-2020**

**Title:** Resolution on Temporary Emergency Policy for Admission to the Vandal Gateway Program

**Author:** University of Idaho Faculty Senate

WHEREAS The University of Idaho intends to enroll a pilot cohort for the Vandal Gateway Program (VGP) beginning in the Fall 2020 semester;

WHEREAS Students being accepted to the VGP do not meet the current standards for acceptance to the University of Idaho;

WHEREAS The University of Idaho wishes to admit students to this pilot VGP cohort without requiring a petition to the Admissions Committee as stated in the Faculty Staff Handbook and the Catalog;

WHEREAS It is deemed that the VGP has potential to improve access to higher education and to increase diversity in the student body.

BE IT RESOLVED THAT THE UNIVERSITY OF IDAHO FACULTY SENATE SUPPORTS the implementation of a Temporary Emergency Policy by President Scott Green as allowed by FSH 1460 C-3 to allow qualifying students to be directly admitted to the Vandal Gateway Program until 100 students matriculate or June 30<sup>th</sup>, 2020, whichever comes first.

BE IT FURTHER RESOLVED THAT THE FACULTY SENATE RECOMMENDS that, in conjunction with the implementation of the pilot cohort of the VGP, the administration work with the faculty to define the areas of accountability, the tools to assess the program, and the reporting mechanism for the assessments.

BE IT FURTHER RESOLVED THAT THE FACULTY SENATE RECOMMENDS that SEM work in conjunction with faculty and administrators from the College of Letters, Arts, and Social Science and the College of Science to develop an academic curriculum and a program of support for students admitted to the pilot cohort of the VGP.

BE IT FURTHER RESOLVED THAT THE FACULTY SENATE SUPPORTS efforts to provide VGP qualified students with a program that provides reasonable support to help them succeed at the University of Idaho in a way that also recognizes the serious budget challenges facing the university.

**FSH 4345**  
**Vandal Gateway Program**

**A. General.** In furtherance of the University of Idaho's commitment to educational access, the pilot Vandal Gateway Program (VGP) is established. The pilot program shall begin Fall semester of 2020.

**B. Admission.**

1. The Office of Admissions is authorized to admit to the VGP pilot cohort, without additional review, students who meet the following admissions criteria:

<b>GPA</b>	<b>ACT Composite</b>	<b>SAT EBRW + Math</b>
2.60-2.99	11-14	650-820
2.50-2.59	14-16	780-910
2.40-2.49	15-17	830-950
2.30-2.39	17-20	920-1050
2.20-2.29	19-22	990-1120
2.00-2.19	20-36	1030-1600

2. The Office of Admissions shall manage acceptance notifications to arrive at a cohort size of approximately 100 students or June 30<sup>th</sup>, whichever comes first.
3. All VGP participants shall be enrolled in the Bachelor of General Studies program for their first two semesters.

**C. Administration.**

1. The Strategic Enrollment Management Division (SEM) will administer the pilot program.
2. SEM shall work with the College of Letters, Arts, and Social Sciences and the College of Science to establish academic course offerings for VGP students.
3. SEM shall arrange for the provision of support programming for VGP students. Support programming may include extended classroom time, tutoring, social support programming, study hours, and similar services.
4. SEM may establish program requirements such as residence in UI on-campus housing, class attendance, and participation in support programming.

**D. Assessment.** SEM shall update the provost and faculty senate on the results of the pilot program in February 2021 and again in June 2021.

# University of Idaho

## POLICY COVER SHEET

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

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

**Chapter & Title:** FSH3090 Temporary Hourly Employment

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

**Chapter & Title:** \_\_\_\_\_

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

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

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

**Telephone & Email:**

Brandi Terwilliger July 10, 2018  
Name Date  
885-3008 brandit@uidaho.edu

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

**Telephone & Email:**

Brian Foisy July 10, 2018-Reviewed and Approved  
Name Date  
885-7590 brianfoisy@uidaho.edu

**Reviewed by General Counsel**  Yes  No Name & Date: Kim Rytter, July 10, 2018

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.  
Updating policy to reflect changes based on streamlined recruitment process that was finalized two years ago, current hiring practices and reflect current processes and procedures. Updates to ensure compliance with state policies.

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

None

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

No other policies or APM need updated due to changes.

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

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

Policy Coordinator  
Appr. & Date: \_\_\_\_\_  
[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 UI EMPLOYEES  
2009 July 10, 2018

June

3090

TEMPORARY HOURLY EMPLOYMENT

*PREAMBLE: This section defines 'temporary hourly employment' (until the July 1997 update to the Handbook known as 'temporary irregular help') and outlines the procedures for establishing such positions and securing temporary hourly employees. This section appeared in the 1979 Handbook and has been revised frequently for greater clarity and better to conform it to state and federal law the text following is July 1, 2002. For further information, contact Human Resources (208-885-4500/3602). [ed. 7-97, 7-02, 9-06]*

CONTENTS:

- A. Definition and Establishment of Positions
- B. Appointments [ed. 7-02]
- C. Benefits
- D. Restrictions on Use of Grievance Procedures
- E. Employment of Relatives
- F. Supervision
- G. ~~STAR & COMET Program~~ FAST Roster Program [ed. 7-06]

**A. Definition and Establishment of Positions.** Temporary Hourly (TH) positions are positions in which the employee is compensated on an hourly basis as the services are needed. Employment can be terminated at will, and the employee has no expectation of continuing employment. This employment category does not include temporary board-appointed positions that are temporary due to contingency upon work and/or funding or other contingency as noted in employment letter. [See 3080] [ed. 7-97, 7-00, 7-02]

**Commented [TB(1):** This language may need to remain. Further discussions can occur if necessary. I believe other policies reference this language and changing here may cause additional confusion although the board-appointed terminology is not accurate. Optional language provided "funded and approved"

**A-1.** A TH position is established when there is a temporary or intermittent need for services not expected to exceed 1385 hours per calendar year. [ed. 7-97]

**Field Code Changed**

**a.** If the temporary services are expected to exceed 1385 hours in any one year or a one year period, the department administrator will need to establish ~~should consider establishing~~ a temporary or continuing board appointed position and advertise the position through the University's recruitment system. [see 3080 for establishing a board-appointed position]. [rev. 7-02]

**Field Code Changed**

**A-2.** Department administrators are authorized to engage TH employees to be paid from the Department's TH budgets on an hourly basis. [ed. 7-97, 7-02]

**A-3.** Deans and directors are responsible to ensure ~~and are expected to~~ be able to document ~~that~~ recruitment, employment, personnel actions and personnel policies for TH employees comply with legal requirements and are conducted in a manner which is consistent with the principles of affirmative action and equal opportunity. Human Resources provides assistance in classifying positions, determining compensation ranges, writing job descriptions, recruiting, and hiring of temporary positions upon request. Required new hire paperwork is processed and verified by Human Resources such as payroll and verification of I-9 status. If a background check is required, it must be requested through Human Resources and the results obtained before any work is started and other paperwork is completed or before an EAPF is initiated. [ed. 7-97, 9-06]

**A-4.** Persons employed as TH employees may be terminated without prior notice without cause assigned. The supervisor may give advanced notice of termination when appropriate. [ed 7-97, rev. 7-02]

UI FACULTY-STAFF HANDBOOK  
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF  
Section 3090: Temporary Hourly Employment

**B. Appointments.** TH appointments must be entered and approved on the Electronic Personnel Action Form (EPAF) for each TH employee before employment begins. All data requested must be entered on the EPAF screen. [ed 7-97, rev. 7-02]

**B-1.** Each new TH employee must visit Human Resources to present information required to document I-9 status ~~including and complete payroll, Social Security, tax withholding, and other related required~~ documents before beginning employment. Appropriate alternate arrangements are made for persons employed at locations away from Moscow. [ed 7-97, 7-00, 9-06]

**B-2.** Contact Human Resources or a current HR Banner manual for instructions regarding reporting of hours worked. [rev. 7-02, ed. 9-06]

**C. Benefits.**

**C-1.** TH employees are eligible only for annual leave, sick leave and pay for holidays on which they do not work [see C-2 below and 3460 D-1-a] and said eligibility is contingent on participation in the Public Employees Retirement System (PERSI, see 3730 for PERSI eligibility). [ed. 7-97]

Field Code Changed  
Field Code Changed

**a.** Exemption from Social Security taxes for international students enrolled less than full-time or working more than 20 hours per week will be determined based on the visa type and length of stay in the United States. Contact HR for more information. [rev. 7-02, ed. 9-06]

**b.** TH employees normally working at least 20 hours a week for a period of 5 months are required to participate in PERSI. Department administrators are expected to record PERSI eligibility upon submission of employee's EPAF. Those not normally working at least 20 hours a week are ineligible to participate in PERSI. (See policy 3730 for a discussion of PERSI eligibility.) PERSI eligibility is governed by PERSI rules in place at the time of hire. [ed. 7-97, ed. 7-02]

Field Code Changed

**c.** Department administrators are responsible for notifying Human Resources when a TH employee who is expected to qualify for participation in PERSI is hired. This is generally conducted through the selection of a PERSI eligible EPAF category. Human Resources/Payroll Services will inform department administrators and TH employees when the TH employee has worked 20 or more hours a week for 4 consecutive months. The notice will explain that the employee is approaching the threshold for PERSI enrollment. The UI may choose from among the following options when this threshold is about to be met: (1) terminate employment, (2) reduce hours to less than 20 hours per week, or (3) enroll the employee in PERSI. [ed. 7-97, 9-06, rev. 7-02]

**d.** If the employee continues to work 20 or more hours a week (option 3 above) enrollment in PERSI is mandatory, and the enrollment will be retroactive to the original hiring date. When the employee is enrolled, the employing department and the employee are responsible for the appropriate contributions to PERSI from the date of hire. (See 3730 for a complete discussion of contributions.) Employees may be allowed to spread these contributions over a period not to exceed six months.

Field Code Changed

**e.** TH employees working at least 30 hours per week for a period of 5 months or longer are eligible to enroll in the University's medical and prescription healthcare may be eligible to enroll (under the Affordable Care Act (ACA)). Benefits, including contribution amounts, may differ from other employee groups and will be governed by the plan documents in effect at the time of eligibility.

Formatted: Indent: Left: 0.25"

**C-2.** TH employees who are paid for 40 or more hours in a biweekly pay period of 80 hours and who work for five consecutive months or longer are required to participate in PERSI and accrue annual leave during the first 10,400 hours of service (five years of full-time work) and sick leave on a pro-rata basis at the rate per hour worked which is represented by the proportion 96/2080. For example, an eligible TH employee who is paid for 62 hours in a two-



UI FACULTY-STAFF HANDBOOK  
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF  
Section 3090: Temporary Hourly Employment

week pay period accrues 2.9 hours of annual leave and 2.9 hours of sick leave (62 hours times 96/2080, rounded to the nearest tenth of an hour). Sick leave accrual is unlimited; annual leave accrual is limited to 192 hours maximum. [ed. 7-97, 7-00, rev. 7-02]

a. ~~Department administrators TH employees~~ are responsible for entering into the UI Human Resources Information System (HRIS), the leave taken and hours worked into an electronic timesheet in Vandalweb. ~~Annual leave must be preapproved by the employee's supervisor, by TH employees in their respective units.~~ Leave for each biweekly pay period must be ~~entered submitted~~ between the second Friday of the pay period for which leave is being reported, and the following Tuesday before 5 p.m. The reporting day may be altered if affected by closure of UI for a designated holiday or other time constraints affecting reporting requirements. [See 3710 B-6 for applicable leave policies reporting for board appointed employees; questions regarding leave should be directed to Human Resources.] ~~The assistant vice president for human resources or designee is responsible for monitoring paid leave taken by all UI employees. The provisions of this paragraph apply also to paid sick leave.~~ [ed. 7-97, 9-06, rev. 7-02]

Field Code Changed

b. If a TH employee obtains a board-appointed position, his or her accrued annual and sick leave ~~may will~~ be paid out at the time of the new appointment, or transferred. ~~Employees may be asked to reduce or eliminate annual leave prior to transferring to the hiring department, at the new hiring department's discretion.~~ Sick leave is transferred. ~~There is no annual leave pay out when transferring when positions without a required break in service.~~ [ed. 7-97, rev. 7-02]

c. Upon termination or resignation, a TH employee is paid for unused accrued annual leave. All unused sick leave is forfeited when a TH employee is separated from service and no compensation is paid for unused sick leave. If an employee returns to eligible service within three years after separation, any sick leave that was forfeited at the time of separation will be reinstated. [ed. 7-97, ed. 7-02]

d. Departments are responsible for maintaining accurate annual and sick-leave records for their TH employees and ensuring proper web timesheets are submitted and approved in Vandalweb, ~~entering the records into the Banner system each pay period.~~ [ed. 7-97, ed. 7-02]

D. **Restrictions of Use of Grievance Procedures.** TH employees do not have access to the grievance procedures outlined in 3860; for matters pertaining to prohibited harassment or discrimination, TH employees should contact the ~~Director of Human Rights, Access and Inclusion~~ Office of Civil Rights and Investigations. [ed. 7-97, 7-98, 7-00, 7-02, 9-06, 6-09]

Field Code Changed

E. **Employment of Relatives.** The policies relating to the employment of relatives [see 6240 B and 6241 B] apply to TH employees. [ed. 7-97, 7-98, 7-00]

Field Code Changed

F. **Supervision.** The departmental administrator is responsible, subject to any provisions set by the appropriate dean or administrative officer, for the supervision of the employee's work. [ed. 7-98, 7-00]

G. **STAR AND COMETFAST Roster Program.** Departmental administrators seeking part-time, short-term, intermittent or replacement TH clerical or laborer employees are encouraged to contact Human Resources regarding the ~~Secretarial Technical Assistance Resource (STAR) Flexible Administrative Support Temps Roster program and the Combination of Maintenance Employment Tasks (COMET) program.~~ Individuals in the ~~FAST Roster STAR and COMET~~ programs seek temporary or part-time employment. Completed applications are available for departmental administrators to review. [ed. 7-97, 7-00, 9-06, rev. 7-98, 7-02]

# University of Idaho

## POLICY COVER SHEET

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

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

**Administrative Procedures Manual [APM]**  Addition  Revision\*  Deletion\*  Emergency  
 Minor Amendment   
**Chapter & Title:** APM55.39 Retiree Benefits

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

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

**Originator(s):** \_\_\_\_\_ Brandi Terwilliger January 8, 2020  
 (Please see FSH 1460 C) Name Date  
**Telephone & Email:** 885-3008 brandit@uidaho.edu

**Policy Sponsor:** (If different than originator.) \_\_\_\_\_ Brian Foisy \_\_\_\_\_  
 Name Date  
**Telephone & Email:** 885-7590 brianfoisy@uidaho.edu

**Reviewed by General Counsel**  Yes  No Name & Date: K Rytter – Reviewed & Approved 1-8-2020

- I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.  
 Updated APM to reflect correct benefit offerings. Retiree Dental is no longer an option for retirees as of 1/1/2020
- II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
 This was done as a cost saving measure recommended by Retiree Benefit Advisory Group and Approved by UI Leadership.
- III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.  
 None
- IV. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.  
**January 1, 2020**

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

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

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)

# 55.39 -- Retiree Benefits

December 2018 rewrite (formerly APM 50.39, incorporated applicable information from APM 55.33 and 55.43)

**A. General.** A retiree may qualify for certain UI retiree benefits by meeting the retirement criteria stated in FSH 3730. UI retirement benefits are subject to Regents' approval and may be altered or discontinued at any time. [See [FSH 3730](#)] [ed. 12-18]

**A-1. Life Insurance.** The university retiree death benefit is available to Tier 1 retirees only and in a set amount based on Plan Documents at the time of ~~the event~~retirement. [rev. 12-18]

**A-2. Health Benefits.** Retirees who qualify may continue ~~their~~ medical ~~and dental~~ coverage for themselves as well as for their qualified dependents' after retirement. Health coverage for qualified retirees is provided in a Retiree Medical Plan. The retiree must accept Medicare Part A and B coverage when first eligible. Once the retiree qualifies for Medicare Parts A and B, these must be accepted when first eligible. Dental benefits cease upon Medicare eligibility. ~~In the event that~~If Medicare Part A and B coverage is not accepted when the member first becomes eligible, coverage under the UI Retiree ~~Health Medical~~ Plan will cease and rights of participation in the Plan will forever be forfeited. Once Medicare coverage is accepted, it becomes primary under the retiree program and benefits with Medicare are coordinated on a carved-out basis. See Summary Plan Description for Retiree Medical Benefits at [Benefits Website](#) for more information. [ed. 12-18]

There is no open enrollment period for retirees. Adding or dropping dependents requires a qualified life event change. [ed. 12-18]

**B. Process.** ~~The~~A prospective retiree must meet with Benefit Services prior to retirement to determine eligibility for retiree medical and life insurance, as well as other benefits.

**B-1. Confirm Life Insurance Beneficiary Data.** At the time of retirement, the prospective retiree must review and update his or her beneficiary data. These documents ~~are filed in~~maintained on file in Benefit Services and may be reviewed at any time. ~~Current beneficiary addresses are very important, as is notifying your beneficiary of the available benefit.~~ [ed. 12-18]

**B-2. Payments Statements** for the retiree medical plan for ~~either~~ a qualified self-pay retiree and ~~or any~~ dependents are sent to the retiree at the address on file. Failure to pay contributions may result in cancellation of coverage and may affect eligibility for continued participation. [ed. 12-18]



## POLICY COVER SHEET

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

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

**Administrative Procedures Manual [APM]**  Addition  Revision\*  Deletion\*  Emergency  
 Minor Amendment   
**Chapter & Title:** APM50.55 Writing University of Idaho Job Descriptions (Title Change)

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

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

**Originator(s):** \_\_\_\_\_  
 (Please see FSH 1460 C) Brandi Terwilliger July 10, 2018  
 Name Date  
**Telephone & Email:** 885-3008 brandit@uidaho.edu

**Policy Sponsor:** (If different than originator.) Brian Foisy July 10, 2018-Reviewed and Approved  
 Name Date  
**Telephone & Email:** 885-7590 brianfoisy@uidaho.edu

**Reviewed by General Counsel**  Yes  No Name & Date: Kim Rytter, July 10, 2018

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

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

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

IV. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.  
ASAP

If not a minor amendment forward to: \_\_\_\_\_

Policy Coordinator  
 Appr. & Date: \_\_\_\_\_  
 [Office Use Only]

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)

## 50.55 -- Writing Results-Oriented Job University of Idaho Job Descriptions

Last updated November 7, 2006 July 10, 2018

A. **General.** Results-oriented University of Idaho job descriptions (UIJD) are written statements of defining a specific job based on the findings of a job analysis. The job description includes duties and responsibilities, minimum and preferred qualifications needed to perform the job, and working conditions. The job description is the foundation for performance expectations, classification, and compensation. The results that must be accomplished, the duties that must be performed in order to accomplish the results, and the minimum qualifications needed to perform those duties. Job descriptions provide a base to which management and employees can refer when questions arise. They provide the employee with a clear definition of the skills needed, the duties expected to be performed, the relative importance of priority of duties and responsibilities, the results that are expected, and the criteria to be considered in evaluation of performance.

B. **Process.** Job descriptions for new positions are prepared prior to recruitment by the administrator responsible for hiring, with assistance from Employment Services in Human Resources. Job descriptions are the "measuring stick" standard by which employee performance is evaluated. Therefore, job descriptions for continuing employees are reviewed annually by the supervisor, with the employee, and revised if necessary.

C. **Procedures.** To prepare a results-oriented job description (or to convert an existing job description to the results-oriented format), the administrator determines the desired results and identifies representative duties which will accomplish each result. Included are examples of specific tasks, types of equipment that must be operated and the frequency of operation; potential exposure to chemicals, human or animal fluids or secretions, vapors, dust or hazardous materials; educational requirements, certificates or licenses; work schedules; skill requirements, and necessary physical abilities. Essential and marginal functions, and the approximate percent of time allocated to each process, are identified. All job descriptions should contain the following specific elements of information:

C-1. **Job Title.** Use the official title of the position. Each title has a title number. Employment Services maintains the university's title table and this information is available by contacting Employment Services at (208) 885-3611.

C-2. **Job Summary.** A statement that highlights the major purpose and functions of the position. The purpose of the job summary is to give the employee an overall impression of the scope of work.

C-3. **Reporting Relationship.** Include an organization chart which shows where the position fits into the department or unit. The chart should show the title to which the position reports and the titles of employees supervised, if any.

C-4. **Responsibilities.** Identify the results to be accomplished and provide examples of major duties and responsibilities which will accomplish those results, listing them in order of importance. Also include the percentage of time to accomplish each result. The sum of the percentages must equal 100%. Identify each duty or result as essential or marginal. Essential elements of a position identify the need for the position, i.e., the reason the position exists. Marginal elements are required to be performed, but are not the reason for which this particular position exists and usually require a small percentage of time.

C-5. **Minimum Qualifications.** Summarize the knowledge required, the experience and education, the physical demands, any licenses or certificates required, and the equipment to be used on the job. Minimum qualifications must be tied to the essential duties and responsibilities. Applicants who do not meet minimum qualifications cannot be forwarded to the search committee.

C-6. **Additional Desirable Qualifications.** Education or experience that is desired but not required. Examples might include specific scores on clerical exams, typing speed, knowledge of a particular software product.

### D. Information:

D-1. **Equal Opportunity Employer.** The University of Idaho follows federal and state regulations in the employment process. These include but are not limited to the Fair Labor Standards Act, Affirmative Action, Equal Employment Opportunity, Americans With Disabilities Act, Age Discrimination in

Employment Act, Vietnam Era Veterans Readjustment Assistance Act, State of Idaho Codes affecting employment and other applicable regulations. Employment Services, the Affirmative Action Office, and Auditing Services assure that the University of Idaho is in compliance with these regulations. Questions about any of these codes, regulations or procedures may be addressed to the compensation and classification analyst in Employment Services.

D-2. **Preparation of University of Idaho Results-Oriented Job Descriptions.** The Employment Services analyst Human Resources is available to offer assistance in the development or revision of the results-oriented job descriptions. Training materials for writing UIJD can be found on the HR webpage. Forms are available at [www.hr.uidaho.edu/downloads](http://www.hr.uidaho.edu/downloads) to help organize the material in the standard UI format. Contact Human Resources at (208) 885-3638 or Employment Services at (208) 885-3611 or [hrbemployment@uidaho.edu](mailto:hrbemployment@uidaho.edu) for additional assistance.

Field Code Changed



# University of Idaho

## POLICY COVER SHEET

(See Faculty Staff Handbook 1460 for instructions at UI policy website: [www.webs.uidaho.edu/uipolicy](http://www.webs.uidaho.edu/uipolicy))  
[3/09]

**Faculty/Staff Handbook [FSH]**  Addition  Revision\*  Deletion\*  Emergency  
 Minor Amendment   
**Chapter & Title:** \_\_\_\_\_

**Administrative Procedures Manual [APM]**  Addition  Revision\*  Deletion\*  Emergency  
 Minor Amendment   
**Chapter & Title:** APM50.53 Temporary Hourly Employment

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to [apm@uidaho.edu](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu) respectively.

\*Note: If revision/deletion request original document from [apm@uidaho.edu](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu), all changes must be made using "track changes."

**Originator(s):** Brandi Terwilliger July 10, 2018  
 (Please see FSH 1460 C) Name Date  
**Telephone & Email:** 885-3008 brandit@uidaho.edu

**Policy Sponsor:** (If different than originator.) Brian Foisy July 17 2018-Reviewed and Approved  
 Name Date  
**Telephone & Email:** 885-7590 brianfoisy@uidaho.edu

**Reviewed by General Counsel**  Yes  No Name & Date: Kim Rytter, July 17, 2018

- I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.  
 Updating to reflect current process, procedures and approved streamlined process.
- II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
 None
- III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.  
 None
- IV. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.  
 ASAP

If not a minor amendment forward to: \_\_\_\_\_

Policy Coordinator  
 Appr. & Date:  
 \_\_\_\_\_  
 [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)

## 50.53 -- Temporary Hourly Employment

Last updates ~~November 7, 2006~~ July 10, 2018

A. **General.** Temporary employment (Temporary Hourly or TH) positions are paid on an hourly basis as the services are needed. TH positions are not board-appointed positions. ~~Employment can be terminated at will with twenty-four (24) hours notice and the employee has no expectation of continuing employment. Temporary hourly employees have no expectation of continuing employment and can be terminated at-will. See FSH3090 for additional information.~~

A-1. **Establishment of Temporary Hourly (TH) Positions.** A Temporary Hourly (TH) position is established when there is a temporary or intermittent need for services not to exceed 1385 hours or one (1) year whichever is less per year. If the temporary services are expected to exceed 1385 hours per year, ~~the departmental administrator should consider department~~ establishes a temporary (contingent) board-appointed position that would be eligible for full subsidized benefits. Departmental administrators are authorized to engage temporary help to be paid from the department's budgets on an hourly basis. All TH positions are covered by FLSA so hours worked over 40 per week are paid at 1.5 times the hourly rate. TH employees do not accrue compensatory time.

i) Short-term Clerical Positions. Departmental administrators seeking part-time, short-term intermittent or replacement TH clerical employees are encouraged to contact ~~Employment Services in Human Resources regarding the Flexible Administrative Support Temps (FAST) Secretarial Technical Assistance Resource (STAR) Roster~~ program. Application materials completed by individuals on the FASTSTAR roster seeking temporary or part-time employment are available for departmental administrators to review.

ii) Exception. Teaching Assistants (TAs) and Research Assistants (RAs) serve pursuant to wage agreements which specify the hourly wage to be paid over the period of an academic or fiscal year. In all other respects, these employees are student TH employees whose terms and conditions of employment are described below.)

A-2. **Fringe Benefits.** TH employees ~~are may~~ not be eligible for the same health benefits as appointed employees. Benefits are determined by the benefit plan documents health, life, dependent life, accidental death and dismemberment insurance, or short or long-term disability insurance. Eligibility for a Vandal Card, annual leave, sick leave and pay for holidays on which they do not work is contingent on participation in the Public Employees Retirement System of Idaho (PERSI).

i) Social Security. TH employees who are students enrolled half-time or greater do not participate in Social Security.

ii) Retirement. TH employees not working at least 20 hours a week are not eligible to participate in PERSI. Those working more than 20 hours a week are eligible if they work at least five consecutive months and are not full-time students. Those who are eligible are required to participate in PERSI.

a) If, at the time of initial employment, the employer anticipates that the employee will qualify for participation in PERSI (because the employee is not a student employee and employment is anticipated to average 20 hours or more a week for five months or longer), the administrator should authorize PERSI enrollment for the employee to avoid retroactive enrollment requirements.

b) If the duration or amount of employment is not projected to exceed an average of 20 hours a week for five months, or if the amount or duration of employment are not known, the employee may defer participation until five months have elapsed.

c) In the event the employee actually works an average of 20 hours a week or more for five months or longer, he or she is required to enroll in PERSI. Retroactive contributions to PERSI for the 5 month period is required by state law. Retroactive adjustments for annual and sick leave accruals are credited to the employee's leave banks, but retroactive holiday pay is not.

d) If the employee elects to participate and then does not in fact work more than 20 hours a week for at least five months, he or she is entitled to a refund of the PERSI contributions.



e) Departmental administrators are responsible for notifying Benefit Services, in writing, when a TH employee who is expected to qualify for participation in PERSI is hired and which of the options above the employee has chosen.

f) Human Resources/PayrollBenefit Services will inform all ~~employers-departments~~ and TH employees not already participating in PERSI that the TH employee is required to enroll in PERSI because he or she has worked 20 hours or more per week for 5 consecutive months. The ~~employers-departments~~ and employees must then agree on one of the following options: (1) termination of employment, (2) a reduction of hours to less than 20 hours per week, or (3) enrollment of the employee in PERSI.

iii) Sick and Annual Leave.

a) TH employees who are paid for 40 or more hours in a biweekly pay period of 80 hours and who participate in PERSI accrue vacation and sick leave on a pro-rata basis at the rate of .0462 hours of vacation leave and .0462 hours of sick leave for each hour they are paid. TH employees who do not participate in PERSI do not accrue sick or annual leave.

b) If an employee is transferred from TH status to regular Board appointed ~~position, ment~~, he or she accrues vacation leave and sick leave, on the basis described above, from the date of his or her initial employment or July 1, 1979, whichever is the latter.

iv) In compliance with the Family Medical Leave Act of 1993, ~~the~~ UI will provide up to 12 weeks of unpaid leave to eligible employees for certain family and medical reasons. Employees are eligible if they have worked for the UI at least one year and for 1250 hours over the 12-month period before leave begins.

**B. Hiring Temporary Employees.** The term "Temporary" includes student hourly positions.

B-1. Responsibilities.

Departmental administrators must be able to document that TH recruitment, employment and other personnel actions for TH employees are conducted in a manner consistent with the principles of affirmative action and equal opportunity. Human Resources provides assistance in classifying positions, determining compensation ranges, writing job descriptions, recruiting ~~and~~, hiring of positions if requested. Human Resources, and verification verifies of I-9 Forms status. To provide guidance with compliance of UI policies and legal requirements, and to assist with recruiting qualified candidates, ~~Employment Services~~ Human Resources offers ~~an the~~ online electronic Applicant recruitment Tracking System (ATS). For more information on how to post a temporary position, contact ~~Employment Services~~ Human Resources at (208) 885-3737.

B-2. Process.

i) ~~Hiring managers, supervisors and departments may elect not to use the electronic applicant recruitment system and are responsible for following proper hiring policies and procedures, outlined in the Faculty Staff Handbook and Administrative Procedural Manual, as well as adhering to state and federal employment laws. Deans and directors are responsible to ensure, and be able to document that recruitment, employment, personnel actions and personnel policies for TH employees comply with legal requirements and are conducted in a manner which is consistent with the principles of affirmative action and equal opportunity.~~

~~a) If desired, Human Resources can provide assistance in the development of the Job Description, or contact Human Resources for assistance. Contact your Affirmative Action Coordinator for assistance on to gain access to posting your job and reviewing receive applications using the electronic applicant recruitment online Applicant Tracking System. Review applications, interview applicants, and select the best qualified candidate. Employment Services may have a roster of applications for some positions available for departmental administrators to review within 24 hours' notice to reduce recruitment time. For more information contact Employment Services Human Resources at (208) 885-3638/737.~~

~~a) A list of exceptions to conducting a temporary search, approved by the Human Rights Compliance Officer, is available on the Human Resources website at www.hr.uidaho.edu, or contacting (208) 885-3737.~~

ii) Persons needing to hire employees for out-of-state positions through the University must contact the Risk Management Officer at (208) 885-7177 BEFORE hiring to ensure worker's compensation coverage. Penalties can be assessed for failing to maintain worker's compensation coverage.

iii) Advise the selected applicant to visit Human Resources to present verification of eligibility to work and ~~other required complete payroll, Social Security, tax withholding, and~~ related documents, and receive information about UI employment, before beginning employment.

a) Exception. Appropriate alternate arrangements are made for persons employed at locations away from Moscow.

iv) Appoint the employee by entering ~~onan~~ on-line Electronic Personnel Action (EPAF) form [See 50.03], before employment begins and after a satisfactory criminal background check has been received from Human Resources if applicable, I-9 Form processed, and other required new hire paperwork, appropriate benefit and tax forms are completed.

~~B-2. **Payroll Processing.** The employing department enters hours worked on the on-line Banner PHAHOOR screens. The hours worked and any annual or sick leave used are entered on the on-line systems by 5:00 p.m. on the Tuesday after the end of the pay period. See FSH3090 for entering hours worked and APM 55.05 for information on Employee Pay Check Distribution. [See 55.05].~~

~~B-3. **Sick and Annual Leave Reporting.** Employing departments are responsible for maintaining vacation and sick leave records for their TH employees and entering leave used into the on-line systems each pay period. See FSH3090 for information on sick and annual leave reporting. For step-by-step instructions on entering leave taken and time worked, see HRIS Banner instructions distributed during HRIS module training.~~

B-4. **Information.** Additional information regarding job descriptions, hourly rates, hiring, payroll processing, benefits and other conditions of employment for student and temporary hourly employees may be obtained from Employment Services at (208) 885-3638737 or [employment@uidaho.edu](mailto:employment@uidaho.edu).

B-5. **Establishing Rate of Pay.** The rate of pay for all TH should be based on a defined job description. Employees must be paid at or above the current minimum wage and at a rate consistent with the job responsibilities. Departmental administrators must be able to document that TH recruitment, employment and other personnel actions for TH employees are conducted in a manner consistent with the principles of affirmative action and equal opportunity and compliance with University policies and procedures.



# University of Idaho

## POLICY COVER SHEET

(See Faculty Staff Handbook 1460 for instructions at UI policy website: [www.webs.uidaho.edu/uipolicy](http://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:** APM50.04 Verifying Employment Eligibility for New Employees

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to [apm@uidaho.edu](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu) respectively.

\*Note: If revision/deletion request original document from [apm@uidaho.edu](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu), all changes must be made using "track changes."

**Originator(s):** Brandi Terwilliger July 10, 2018  
 (Please see FSH 1460 C) Name Date  
**Telephone & Email:** 885-3008 brandit@uidaho.edu

**Policy Sponsor:** (If different than originator.) Brian Foisy July 10, 2018-Reviewed and Approved  
 Name Date  
**Telephone & Email:** 885-7590 brianfoisy@uidaho.edu

**Reviewed by General Counsel**  Yes  No Name & Date: Kim Rytter, July 10, 2018

- I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.  
Updating to comply with federal law and current process
- II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
None
- III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.  
None
- IV. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.  
ASAP

If not a minor amendment forward to: \_\_\_\_\_

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)

## 50.04 -- Verifying Employment Eligibility for New Employees

Last updated February 16, 2008  
July 10, 2018

**A. General.** The Immigration Reform and Control Act of 1986 requires the University to certify employment eligibility for new employees within 3 days of hire date. Because the certification process is combined with other new employee orientation procedures, including benefits enrollment, it is important that new employees are required to attend orientation or visit Human Resources as soon as possible after acceptance of an official job offer, but no later than the first day of employment. Alternative arrangements for off-site locations will be provided hiring preferably on the first day at work. Additionally, by executive order Governor Otter requires Idaho educational institutions to use the Employment Eligibility Verification Pilot Program, E-Verify, to verify employment eligibility of new employees. [rev. 2-08]

### A-1. Legal Requirements.

- i) Form I-9 Actions Required and Effective Date. The University of Idaho must verify identity and confirm eligibility to work in the United States for all employees hired after November 6, 1986, using the United States Citizenship and Immigration Services (USCIS) (formerly INS) Form I-9. [ed. 2-08]

ii) ) Form I-9 must be completed by the employee on or before the first day of employment, otherwise the UI could be liable for fines of \$1000 or more per employee. The employee must report to HR on the first day of employment, or to an HR approved representative to complete I-9. The University of Idaho uses E-verify to verify eligibility to work in the United States and follows the rules and regulations as outlined. The University will follow Federal requirements and processes to verify eligibility with the use of M-274 Handbook for Employers: Guidance for Completing Form I-9.

iii) E-Verify Actions Required and Effective Date. The University of Idaho must verify identity and confirm eligibility to work in the United States for all new employees hired after January 28, 2008, using the E-Verify program provided by United States Citizenship and Immigration Services in partnership with the Social Security Administration. Employees are required to provide original documents described by Form I-9 for the purpose of establishing identity and employment authorization.

ii) [add. 2-08]

iii) Form I-9 Required. The UI is required to maintain a valid Form I-9 on file for every employee currently on the payroll who was hired after November 6, 1986, and for a minimum of three years after such employees are hired or one year after the employee terminates employment, whichever is greater. [ed. 2-08]

iv) Proof of Verification Required. For every employee currently on the payroll whose identity and work eligibility was verified after January 27, 2008, the University of Idaho is required to keep with the completed Form I-9 the verification number provided by E-Verify. [add. 2-08]

v) Form I-9 Timing. Section 1 of the Form I-9 must be completed by the employee on or by the first day of work. Section 2 of the Form I-9 is required to be correctly completed within three days of the first day of work. BOTH Sections 1 and 2 of the Form I-9 must be completed on the first day of work IF the employee is expected to work less than three days. [ed. 2-08]

vi) E-Verify Timing. The E-Verify process must be initiated within three business days of the first day of work. The University must contact the employee as soon as possible to provide the employee an opportunity to contest a Tentative Non-confirmation. In the case of a Tentative Non-confirmation, the employee has eight Federal Government workdays from the date of referral to resolve the issue. The employee will not suffer any negative consequences during this process. [add. 2-08]

vii) Re-verification. The Form I-9 is required to be re-verified under three conditions. Specifically, (1) an employee changes his or her name; or (2) the employee's work authorization is about to expire (usually occurs when renewed documents or status changes are issued by the USCIS); or (3) the employee has

**Commented [TB(1)]:** Having a detailed policy can subject the UI to additional fines and legal liability. As recommended by general counsel, specific language is removed and replaced in ii above with reference to the Federal requirements and M-274 Handbook. By referring specifically to the M-274, we don't have to risk our policy going out of date compared to the M-274, and, in case the UI is ever audited, or if there is ever a complaint about unlawful employment practices in relation to national origin, our policy is always consistent with the M-274.

**Formatted:** Font color: Custom Color( RGB(31,73,125))

**Formatted:** Indent: Left: 0.5", No bullets or numbering

**Formatted:** Indent: Left: 0.5", Hanging: 0.25",  
Numbered + Level: 1 + Numbering Style: i, ii, iii, ... +  
Start at: 1 + Alignment: Left + Aligned at: 0" + Indent  
at: 0.5"

**Formatted:** Indent: Left: 0.5", Hanging: 0.25",  
Numbered + Level: 1 + Numbering Style: i, ii, iii, ... +  
Start at: 1 + Alignment: Left + Aligned at: 0" + Indent  
at: 0.5"

**Formatted:** Indent: Left: 0.5", Hanging: 0.25",  
Numbered + Level: 1 + Numbering Style: i, ii, iii, ... +  
Start at: 1 + Alignment: Left + Aligned at: 0" + Indent  
at: 0.5"

**Formatted:** Indent: Left: 0.5", Hanging: 0.25",  
Numbered + Level: 1 + Numbering Style: i, ii, iii, ... +  
Start at: 1 + Alignment: Left + Aligned at: 0" + Indent  
at: 0.5"



had a break in service, and the Form I-9 is three years old or older. The E-Verify process cannot be used to re-verify the Form I-9. [rev. 2-08]

viii) ~~Audit and Sanctions for Non-Compliance. The UI is subject to USCIS audit for compliance with this act, and the following sanctions for non-compliance:~~

a) ~~Penalties for non-compliance range from \$100 per incorrectly completed form; for technical violations up to \$2,000 per unauthorized worker (for the first violation).~~

iv) b) ~~An employer who fails to complete a valid Form I-9 within three days from the time a new employee begins work, and continues to employ that employee, is subject to fines up to \$5,000 for the second violation, and up to \$10,000 per violation for subsequent violations. [ed. 2-08]~~

## B. Process.

~~B-1. Verifying identity and eligibility to work, and completing tax and benefit forms is necessary to process payroll payments for all university employees.~~

~~B-2. Sign-up for all board-appointed employees (faculty and staff) is done through New Employee Registration Benefit Orientation (NERBO) presented by Benefit Services in Human Resources (HR). Sign-up for all other employees can be done during regular University business hours at HR [See 50.31].~~

**Commented [TB(2)]:** None of this is applicable to I-9 and employment verification. It does not make sense to have it in this APM.

i) ~~For new employees, such as new faculty, who are appointed several weeks or months in advance of the date they are expected to report for work, processing can be accomplished by mail.~~

## C. Procedures.

### C-1. All Employees:

i) ~~Prior to a new board-appointed employee's first day at work the administrator extending an offer of employment (or designee):~~

a) ~~Includes the following language in every letter of offer to a prospective employee: "This appointment is conditional upon satisfactory verification of eligibility to work in the United States through correct completion and submittal of United States Citizenship and Immigration Service I-9 Form to the University of Idaho by the end of the third day on which you perform services for the University." Additionally, the new employee should be directed to visit [www.hr.uidaho.edu](http://www.hr.uidaho.edu) for documents and information needed to successfully complete the orientation paperwork. Should use the template offer letters found on the HR website which include appropriate contingent language.~~

b) ~~Arranges for the new employee to begin work on Monday (unless the appointment coincides with the beginning of the fiscal year or a different day is required pursuant to the terms and conditions of a grant or contract, or Monday is a holiday).~~

c) ~~Schedules new board-appointed employees to attend New Employee Registration and Benefit Orientation (NERBO) within three days of beginning work. Orientations are held every Monday beginning at 8:30 a.m. at Human Resources.~~

ii) ~~On the new employee's first day at work the department the supervisor:~~

a) ~~Must eEnsures that a new board-appointed employee goes to HR attends the New Employee Registration and Benefits Orientation (NERBO) on the first Monday at work, so that the employee has the opportunity to become informed about applicable UI fringe benefits, complete benefit registration forms and complete Form I-9 verification. [ed. 2-08]~~

(i) ~~Exception. Off-campus Employees. Because it is not practical for employees working in locations other than Moscow to travel to Moscow on their first day at work, administrators HR designated authorized I-9 representatives at those locations are required responsible to complete the following employment Form I-9 verification processing procedures for new employees:~~

(a) ~~Provide new employee orientation, if applicable. The HR designated authorized I-9 representative must obtain and immediately fax Form I-9 along with any required documentation, Form W-4, Social Security card, Visa, passport and other new employee benefits documents to HR (208) 885-3602. [rev. 2-08]~~

(b) ~~Once confirmation is received from HR, the HR designated authorized I-9 representative must mail the original Form I-9 along with any required documentation, and other original new employee documents to verification number, and Form W-4 to HR the same day. Retain a copy of Form I-9 only until receiving confirmation that the original was received by HR. Destroy all copies using proper procedure to protect confidential employee information. [rev. 2-08]~~

(c) ~~The HR designated authorized I-9 representative may contact HR for assistance in establishing consistent procedures for processing new employees.~~

iii) ~~Within three days of a new employee's first day at work the required timeframe:~~

a) ~~HR will verify that identification and employment eligibility have been appropriately documented and a valid Form I-9 is on file. [ed. 2-08]~~

b) ~~If a valid Form I-9 is not on file at HR by the close of the third business day after the employee begins work, the hiring administrator must inform the employee that employment must be terminated suspended immediately and handled as per federal law. [ed. 2-08]~~

c) ~~If after following all E-Verify procedures, identity and work eligibility has not been confirmed, the hiring administrator must inform the employee that employment will be immediately terminated and handled as per federal law. [add. 2-08]~~

d) ~~It is the responsibility of the hiring administrator to ensure an E-PAF is entered to effect the appointment and termination, if necessary. In the event of termination, the hiring administrator must immediately inform the employee that employment is being terminated as per federal law due to failure to present verification of eligibility to work in the United States.~~

iv) Ongoing monitoring.

a) ~~Employees whose initial Form I-9 documentation was valid for a specified period of time are responsible for re-verifying their employment eligibility. HR will monitor continued employment eligibility status for such employees. [ed. 2-08]~~

b) ~~If employees with temporary employment eligibility do not re-verify eligibility, HR will immediately notify the departmental administrator.~~

c) ~~Once notified, it is the departmental administrator's responsibility to terminate employment of employees whose status changes from "eligible to work" in the United States to "ineligible to work" and immediately inform the employee of that action.~~

D. **Information.** Call Employment Services at (208) 885-38803728 for additional information regarding employment verification requirements for new employees.

~~**D-1. Penalties for Non-compliance.** Human Resources reviews all I-9 documentation for compliance with federal guidelines. Notification to the supervisor and other appropriate administrators will occur when necessary and non-compliance may result in disciplinary action. Pursuant to the principle that accountability follows responsibility, financial responsibility for any penalties assessed against the University for non-compliance with the Immigration Reform and Control Act of 1986, which result from failure to adhere to these procedures, lies with the management unit responsible for the action which led to the violation.~~

~~**D-2. Procedures May Change.** These procedures may change to stay in compliance with federal law. Our policy will always remain consistent with the M-274 Handbook for Employers: Guidance for Completing Form I-9. Changes are announced by HR as necessary.~~

Commented [TB(3)]: May need to include mention of monetary penalties that are being contemplated at the moment.

Yes, add reference to the \$1000 assessment.

University of Idaho  
2019 – 2020 Faculty Senate Agenda

Meeting #21

Tuesday, February 25, 2020 at 3:30 pm  
Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2019-2020 Faculty Senate Meeting #20 (February 18, 2020) **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Other Announcements and Communications
  - *Academic Program Prioritization Taskforce (Rachel Halverson, APPT Chair)*
- VI. Special Orders
- VII. New Business
- VIII. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting #20 (February 28, 2020)

University of Idaho

2019 – 2020 Faculty Senate – **Approved**

Meeting # 21

Tuesday, February 25, 2020 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bridges, Caplan, Carter, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hanigan, Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Meeuf, Paul, Raja, Sammarruca (w/o vote), Schab, Schwarzlaender, A. Smith, Wiencek (w/o vote)

**Present via Zoom:** Kern, McKellar, Tenuto

**Absent:** Tibbals, R. Smith

**Guests and Observers:** 9

**Guest Speakers:** Rachel Halverson

**Call to Order:** Chair Grieb called the meeting to order at 3:31 pm.

**Approval of Minutes (vote):**

There was a motion (Lee-Painter/Cosens) to approve the minutes of the 2019-2020 Faculty Senate Meeting # 20 (February 18, 2020). The following friendly amendments to the minutes were proposed:

- On p.5, within the paragraph starting with “*Admissions Committee Chair...*”, the sentence starting with “*After the first year..*” should be replaced with “*For at-risk students admitted in one year there was a 65% retention rate. For at-risk students admitted the following year there was a 58% retention rate.*”
- On p.5, CEDAR should be replaced with CDAR.

The motion to approve the minutes with the above friendly amendments carried unanimously.

**Consent Agenda:** None.

**Chair’s Report:**

- University Faculty Meeting is Wednesday, Feb. 26<sup>th</sup> at 2:30 p.m. (Pacific Time), in the Pitman Center, International Ballroom.
- The Resolution regarding the Vandal Gateway Program (VGP) admittance was forwarded to President Green. We anticipate that he will enact this policy in the next few days. Further follow up with SEM will go on as the implementation of VGP for the pilot cohort moves forward.

The Faculty Secretary shared a message from Scott Green where the President expressed gratitude for the Senate’s help in properly implementing the VGP.

A Senator asked whether programs in colleges other than CLASS and COS will also have the opportunity to be involved in VGP. Indeed, Chair Grieb replied, that will be the case.

A Senator asked whether there was a plan to form a committee or taskforce from the Senate with the charge of assisting with VGP implementation. Chair Grieb replied that there was no specific



action in that direction, although that had been his original idea. We may not have a formalized Senate VGP taskforce, but FSL is part of the conversation. The goal is for faculty, administrators, and SEM to work together and report to Senate towards the end of the semester.

- It is time for the Jazz Festival. Efforts to make classroom accommodations are appreciated. Please support this as a recruiting event.

There were no additional questions or comments following the Chair’s report.

**Provost’s Report:**

- The deans have submitted their budget-resetting plans on the 20<sup>th</sup>. We are in the process of collecting those together in a “master sheet”, and then we will meet with the President. It is likely that some adjustments will be made. There is nothing definitive yet, but we are approaching the end of that process.
- Provost Wiencek has been working with the Academic Program Prioritization Taskforce (APPT). We will hear more about that shortly from the APPT Chair.

There were no questions for the Provost.

**Committee Reports:** None

- **Other Announcements and Communications:** Academic Program Prioritization Taskforce (Rachel Halverson, APPT Chair).

Chair Grieb recalled that the Institutional Planning and Effectiveness Committee (IPEC) convened a specific taskforce for program prioritization (PP). He noted that, besides guest speaker and APPT Chair Rachel Halverson, other people involved with APPT were present in the room (such as Senators Mark Chopin and Barb Cosens, and John Wiencek).

The full report from the APPT Chair is included below:

**Academic Program Prioritization Taskforce – Report to Faculty Senate**

1. **Taskforce selection and meetings**
  - a. **Committee Members:**

Member Name (16 w/ JW & MS)	Employee Type/Work Unit	Email
Rachel Halverson, Chair	Faculty (CLASS)	<a href="mailto:rhalverson@uidaho.edu">rhalverson@uidaho.edu</a>
Peter Allen	Faculty (COS)	<a href="mailto:pballen@uidaho.edu">pballen@uidaho.edu</a>
Jim Alves-Foss	Faculty (COE)	<a href="mailto:jimaf@uidaho.edu">jimaf@uidaho.edu</a>
Linda Chen	Faculty (CBE)	<a href="mailto:lindachen@uidaho.edu">lindachen@uidaho.edu</a>
Louise-Marie Dandurand	Faculty (CALs)	<a href="mailto:lmd@uidaho.edu">lmd@uidaho.edu</a>
Ryan Long	Faculty (CNR)	<a href="mailto:ralong@uidaho.edu">ralong@uidaho.edu</a>
Phillip Scruggs	Faculty (CEHHS)	<a href="mailto:pwscruggs@uidaho.edu">pwscruggs@uidaho.edu</a>

Barb Cousens	Faculty (LAW)	<a href="mailto:bcosens@uidaho.edu">bcosens@uidaho.edu</a>
Randall Teal	Faculty (CAA)	<a href="mailto:rteal@uidaho.edu">rteal@uidaho.edu</a>
Cindy Ball	Staff (Chemistry)	<a href="mailto:bogar@uidaho.edu">bogar@uidaho.edu</a>
Christian Elsberry	Staff (Advancement Services)	<a href="mailto:celsberry@uidaho.edu">celsberry@uidaho.edu</a>
Kris Freitag	Staff (OSP)	<a href="mailto:kfreitag@uidaho.edu">kfreitag@uidaho.edu</a>
Ginger Carney	Dean (COS)	<a href="mailto:gingercarney@uidaho.edu">gingercarney@uidaho.edu</a>
Marc Chopin	Dean (CBE)	<a href="mailto:mchopin@uidaho.edu">mchopin@uidaho.edu</a>

b. **Staffing:** Terry Grieb and Chad Neilson selected committee members. They strove to ensure representation of all colleges, faculty ranks, and staff. Eight members of the committee had been assigned to serve on UBFC.

c. **Role of Consultants:** David Yopp and Rob Ely were invited to consult on valid assessment methods given their discipline expertise. They also were members of REAPP. Rob Ely attended the taskforce meeting on January 10, 2020. David Yopp and Rob Ely also met separately with the Provost to discuss possible evaluation methods for the committee to use to evaluate program presentations.

**d. Number of Meetings/Topics Addressed:**

There were five meetings: December 13, 2019; January 7, 2020; January 10, 2020; February 7, 2020; and February 24, 2020.

**December 13, 2019 (3 hours):**

- Review of Academic Prioritization Process done in 2017, including recommendations from REAPP (re-envisioning another program prioritization) that the first stage of the process use quantitative measures and the second stage of the process use qualitative measures.
- Discussion of formation of a small committee to review programs’ mission centrality. The taskforce agreed on the following composition: President, Provost, Dean, Department Chair/Head, Faculty member and Staff member.
- Discussion of RBA formula and populating quintiles, including not ranking individual programs within quintiles.

**January 7, 2020 (3 hours):**

- Review of 2017 program prioritization process: 20% mission essentiality, 50% contribution to strategic plan, 30% was how much money is allocated to a program.
- Review of president’s charge for 2020 and REAPP recommendations: 50% conferrals and 50% student credit hours.
- RBA Formula:

$$RBA = \frac{(Tuition + F\&A + G\&A - GenEd Budget)}{GenEd Budget} * 100\%$$

- Discussion of weighting of conferrals and student credit hours.
- Overview of Current Process Steps Identified:
  1. Quantitative (RBA)
  2. Small Committee Determination of Mission Centrality
  3. AAP formulates recommendations and identifies programs for closure.
  4. Provost shares results with IPEC and the deans.
  5. Recommendation to the President
  6. Appeal Process with the President

**January 10, 2020 (3 hours):**

- Rob Ely attended this meeting as a guest consultant.
- There was extensive discussion of whether the 50/50 mix of tuition and SCH is appropriate. The committee came to an agreement that the exact weighting will be set after some testing. For the testing process, program names will be removed, consistently giving an alpha description. A sensitivity analysis will determine the most stable range. This will drive the discussion at the next meeting on February 7, 2020.
- The committee continued its discussion of the appeal process. It was decided that the programs identified for elimination give a presentation to the committee consisting of no more than five slides, one point per slide. The committee would work with David and Rob to develop a rubric to evaluate the presentations. Its recommendations to the president would be based on their evaluation of the presentations. These presentations also could be recorded for the president to review as he is making the final decision.
- Presentation protocols will be discussed at the next meeting.

**February 7, 2020 (2 hours):**

- Jodi Walker, Director of Communications, attended this meeting as a guest.
- The committee reviewed the results of the sensitivity analysis and agreed to use 54% for SCH and 46% for conferrals. This created the least damage, least distortion. It assumes a common production measure across the university. There will be a weighted scoring of 80% RBA and 20% Mission Essentiality.
- The presentation process was revisited and defined further:
  1. Maximum of 5 PPT.
  2. 10-minutes presentation; 20 minutes for Q&A.
  3. Considerations such as job placement, grad school placement, alumni giving, and philanthropy may be included in the presentation.
- The committee understands that it must identify 2.5 million dollars in cuts.
- It was reinforced that the information discussed by the committee is confidential.
- Next Steps:
  1. Data will be disseminated to the deans for their review. The Provost will work with them to clarify the number of programs in the fifth quintile slated for elimination.
  2. At the committee's next meeting, members will review the data: RBA, rank by RBA, rank by mission essentiality, 80/20 mission score.

**February 24, 2020 (1.5 hours):**

1. Discussion of reports and recommendations from deans.
2. The committee identified the programs in the fifth quintile that would be invited to give a presentation to the committee.

**Extensive discussion followed:**

A Senator, also an APPT committee member, noted that the deans looked only briefly at the results of APPT. They do not have the "full overview", unless a program is in the bottom quintiles. The question was raised about the degree of changes since the previous PP: namely, what percentage of the programs were assigned to a quintile differing by more than two quintiles as compared to 2017? It was replied that, generally, the majority of programs were not far off, although some level of differences is to be expected, because of the qualitative data (narratives) used last time.

The discussion moved to the support, if any, being provided to those faculty who will lose their jobs as a consequence of either APPT or the Deans' recommendations. The committee has not dealt with

this aspect. Naturally, confidentiality, respect, and sensitivity have to be exercised very carefully when dealing with people going through such a traumatic experience. The Provost agreed that support is important and suggested that Senate make a recommendation on what kind of support to offer.

The discussion shifted to the RBA indicator (defined above). While a Senator pointed out that it is a good starting point for the analysis, another Senator expressed deep concerns about trying to capture with a single number a multi-dimensional process such as the one being discussed, with all its complexities. It does not take into account, for instance, that a program may support other programs, or the complexity of interdependence among different units. On the other hand, it was argued that this single number is actually not used to make decisions, but rather as an initial sort. The APPT Chair noted that the student credit hours (instead of degree conferral) do, to some degree, take this objection into account. Nevertheless, the same Senator argued, there is lack of justice. He stated his opposition to the entire process. The APPT Chair noted that the presentations are an opportunity to bring up aspects specific to a particular program (for instance, the low number or absence of conferrals in a new program).

It was noted that “secular trends” can make a particular discipline unpopular. These changing trends are of course time dependent and may have little to do with the actual quality of a program. A Senator argued that percentiles and quintiles are not an appropriate way to make these decisions, as it became clear already in 2017, although he understands that decisions must be made. This time, he continued, we are still applying the same percentile system. The Provost replied that the State Board (SB) requires that we make decisions based on priorities. However, just because a program is in a low quintile, it does not necessarily mean that it will be closed. Instead, it could be placed on a “Performance Improvement Plan”.

It was noted again that students’ choices to go into a particular field (and thus into a particular program) are driven by many factors, such as family and society, who tend to push students towards areas perceived as more lucrative. Other Senators and the speaker appreciated this point, and emphasized the value of a broad liberal education, independent of “money making” aspects. A Senator argued that low-RBA producing programs do not necessarily have to disappear; however, with less high-RBA producing programs there is less money for everyone.

A Senator wondered about the potential scenario where a program is not available anywhere in the state of Idaho, if the SB and other presidents in the state make similar decisions about a program. The Provost brought up the mission essentiality aspect. Should a program be the only one in the state, that would be taken into account. The deans do have that awareness while making their recommendations. They do not interface directly with APPT, but there is communication between the groups.

A Senator, also APPT committee member, shared that the committee was thoughtful and surprised when they saw the quintiles and noticed how this is going to impact the institution. She said that the Humanities actually do quite well as they are not expensive, whereas more costly programs are in the bottom quintiles. Qualitatively speaking, she continued, there was a lot of discomfort in assigning these numbers to programs. Only people close to those programs can really explain the value of what the programs bring to the institution. Again, the value of a liberal education as an important part of our mission was reiterated. The APPT Chair agreed that the committee will reach a much better understanding about the low-ranking programs after their presentations are delivered.

Some Senators felt there was not enough clarity about measures and metrics, which creates a lot of anxiety in people, as they do not know how programs are being saved or closed. The APPT Chair noted that information about programs to be potentially eliminated is currently being shared with the deans, who may or may not agree with the recommendations. Deans are then encouraged to work closely with those programs on their presentations.

Chair Grieb recalled that a subcommittee (of the APPT) was also involved. Indeed, the Provost followed up, the main task of this subcommittee was to revisit the aspect of mission essentiality, and what is the best way to describe it. They used objective criteria, with their main point being that students should be driving essentiality (see, for instance, English). The subcommittee forwarded their conclusions to APPT.

The next focal point was how this process can be best used for constructive purposes. Will programs in the bottom quintiles receive feedback on how to do better in the future? In fact, that is the purpose of having the deans working with the programs on their presentations. The plan is also to continue improving the PP process, and possibly keep the committee together.

Next, the question was raised whether the top-quintile programs will see increased resources coming their way. The Provost commented that some colleges like CLASS and CBE have been historically underfunded and this may be a way to address that. Although that has been part of the conversation, the committee has not yet made any recommendations in that direction. It is not clear at this point if and how the data will be disseminated. Probably there will be a report. Data will be shared with the deans, who may share it with the faculty in the appropriate units. Faculty Senate should weigh in on how to best balance the importance of transparency and the impact on morale.

Chair Grieb said that the incremental base budget model is not working, as we know. In the future, fair performance should be a measure. In addition, he noted that while some programs like those in the CBE had high RBA's and ranked in the top quintile, they are not immune to cuts. Despite high quintile rankings the CBE is losing 12-14% of its faculty to budget cuts. All colleges across the university are feeling the impact of the budget cuts.

A Senator emphasized that, if this process is to have any positive outcome, it must be used to improve the quality of programs and their curriculum. We need a process which is logically consistent with the goal of delivering education. We should look at program improvement rather than program cutting.

A Senator and APPT committee member, who was also on the REAPP committee, noted that he does agree with the importance of a broad liberal education, especially in view of the fact that a large fraction of our students are first-generation. At the same time, we must generate revenue to be able to "keep the doors open". This takes a balance of efforts. The committee decided to focus their attention on the bottom quintiles, requesting that deans work together in consultation with their Chairs to improve the outcomes. Many members of the APPT share the Senator's view that this should not be a punitive process. We need to have a conversation which leads to the evolution of the institution, and one data point cannot accomplish that. Collectively, we make recommendations (not decisions). We look for programs with the highest degree stability and seek a balance between the institution's need for resources and essentiality.

A Senator expressed concerns about the concept of one program subsidizing other programs. All of our programs rely on one another in complex ways. There are ways to be important other than making money. We should not “oversimplify” what a program actually brings in. We should not forget that we are here to educate.

Chair Grieb asked what defines a program. That is, at which level (e.g. department level) do we say that a program is a program? Provost Wiencek explained that the SB maintains an inventory of academic programs, and that the programs that were evaluated are those in the SB inventory. In most cases, Chair Grieb followed up, an option is embedded within a major. He inquired about the process to divide revenue and costs for majors vs. options. Provost Wiencek replied that the data are available for the revenue part. As for the costs, the deans are asked to assign dollars to the programs. Within a single department, one may potentially see programs spread out considerably over several quintiles. Useful information can be extracted, for instance, that a department does not need a particular emphasis with those extra courses which require money to staff. On the other hand, there can be “opposite” cases where eliminating a particular option wouldn’t save much money. Holistically, though, all emphases and options roll up into a major. So, the data gathered on programs are generally consistent with what goes on at the department level.

Provost Wiencek said that other aspects are in need of adjustments and will need additional discussion with the Registrar’s office. As of now, we have 30 or 40 Bachelor’s degrees, not only the BA and the BS. Often people confuse major and degree type. For instance, now we would print on a diploma that a student has been awarded a BS in Computer Science with major in Computer Science, obviously redundant information.

There was one last question from a Senator, who, in reference to the F&A appearing in the calculation of the RBA, became worried about protecting faculty involved in interdisciplinary research. Chair Grieb reiterated that this quantitative measure and the RBA does not prevent other qualitative considerations. Provost Wiencek followed up and noted that, when looking at the total amount of money for revenue generated, G&A is only 1% and F&A probably 4-5%. The vast majority is tied up in tuition revenue generation. The challenges concerning interdisciplinary activities do not reside in F&A and G&A, but rather in how we offer courses and programs and co-mentor graduate students.

**New Business:** None

**Adjournment:** A motion to adjourn (A. Smith) passed unanimously. The meeting was adjourned at 4:58 pm.

Respectfully Submitted,

Francesca Sammarruca  
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho

2019 – 2020 Faculty Senate – **Pending Approval**

Meeting # 20

Tuesday, February 18, 2020 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bridges, Caplan, Carter, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Jeffery, Keim, Kirchmeier (Vice-Chair), Meeuf, Paul, Raja, Sammarruca (w/o vote), Schab, Schwarzlaender, Tibbals, Lawrence (proxy for Wiencek, w/o vote)

**Present via Zoom:** Wargo (proxy for Kern), McKellar, Tenuto

**Absent:** A. Smith, Hill, Lee-Painter

**Guests and Observers:** 8

**Guest Speakers:** Sean Quinlan, Ralph Neuhaus

**Call to Order:** Chair Grieb called the meeting to order at 3:31 pm.

**Approval of Minutes (vote):** There was a motion (Dezzani/Fairley) to approve the minutes of the 2019-2020 Faculty Senate Meeting # 19 (February 11, 2020). The following corrections to the minutes were proposed:

- Senator A. Smith’s name should be on the list of Senators who were present on 02/11/20.
- The correct language in section B of the proposed 1640.88 should be:
  - “Executive Director of Student Success Initiatives” instead of “Director of Student Success Initiatives”
  - “professional academic advisor” instead of “college level academic advisor”
  - “a University Advising Services Associate Director” instead of “a lead advisor”The proposed language should be considered friendly amendments as the intent has not changed. The language is simply placing current job titles in the text.

A motion (Tibbals/Chapman) to approve the amendment passed unanimously.

**Consent Agenda:** None.

**Chair’s Report:**

- The first University Faculty Meeting of the Spring semester will be on Wednesday, February 26, 2:30pm PT in the Pitman Center, International Ballroom.
- A Faculty Open House and Networking Event for all faculty members who are interested in the University Honors Program will take place on February 25<sup>th</sup>, 2-3:30 at Scholars LLC. The event is sponsored by Honors Program and CETL. Faculty are encouraged to participate into the program.
- The Sustainable Financial Model Working Group met last Friday. We focused on how to build a model which supports our four guiding principles: Strategic Alignment, Transparency, Agility, and Incentive Based. The next step is to develop a white paper with recommendations. Those will be presented to Faculty Senate and other stakeholders for discussion and input.
- If you have suggestions for topics to be addressed by Faculty Senate, please let us know as soon as possible. There are perhaps 8 or 9 Senate meetings left and agendas are filling quickly.
- There were no questions or comments following the Chair’s report.



### Provost's Report, delivered by Vice Provost Lawrence:

- VSIP/ORIP final results:
  - University: 112 agreements totaling \$8,446,431 in base salary (36 VSIP agreements + 76 ORIP agreements).
  - Academic Affairs/EVP: 61 agreements (20 VSIP + 41 ORIP) totaling approximately \$4,559,796.
  - All of the addendums changing the incentive payment schedule from five years to three years for the ORIP were completed on time.
- Feedback for Administrator Evaluations:
  - 2017: about a dozen submitted (paper form process)
  - 2018: around 130 evaluations received
  - 2019 summary (new system, all online)
    - i. 215 people submitted 355 separate evaluations
    - ii. Every college received feedback, in fact every dean and chair received at least one evaluation
    - iii. Feedback was sent directly to the supervisor of each administrator
- University-Level Promotion Committee (3560 committee):
  - They met a week ago to review 61 cases
  - The files will go to the Provost then to the President for decision with notifications coming soon. (We are still following the old policy.)
  - There are many amazing and inspiring colleagues at UI.
- Faculty and Staff Awards
  - There are budget challenges, but also a desire to celebrate our colleagues appropriately
  - Faculty and Staff awards will be united into a University Excellence Awards. This will provide a more unified experience between faculty and staff.
  - The event is being elevated to a Presidential Level event (his team of event planners will assist)
  - Event details to follow.
- There were no questions for the Vice Provost.

**Committee Reports:** None

**Other Announcements and Communications:** Discussion of Temporary Emergency Policy for admittance to Vandal Gateway Program (VGP), Attachment #2.

Senators will consider and vote on the Draft Resolution found in Attachment #2. Chair Grieb emphasized that it is important to look forward on this issue rather than reviewing the process for VGP to date. An acceptance letter (Chair Grieb showed the letter) has been sent out to 112 students. Although not the only one, this is certainly a concrete reason for having a pilot cohort. The question is how to best implement it. Scott Green is very sensitive to the principles of shared governance and that is why he is asking for a resolution that shows support from the Senate. VGP was an active topic of discussion last week, addressed in many meetings (involving Torrey Lawrence, FSL, Deans Quinlan and Carney, Chris Cook, Ralph Neuhaus, and others). Chair Grieb said that Deans Quinlan and Carney are taking a very professional approach to the issue.

Dean Quinlan noted that CLASS and COS are the colleges that will be most involved with and impacted by VGP. He thanked Barb Kirchmeier for her work with the curriculum. He was particularly intrigued by



the potential of the program to reach out to underserved student populations. How to fund the program is certainly a concern, particularly with regard to student support services and professional advising. However, Sean Quinlan continued, his main purview is the academic side. We will need an appropriate number of sections which must be properly staffed by faculty who work well with students in need of additional attention. To be pragmatic, one may expect about 50% positive responses from the currently admitted students. Dean Quinlan suggested that a “dual” model be constructed: one for a cohort of 100 (expected to cost about 270k per year), and one for a cohort of 50 (estimated to require about 150k per year).

Chair Grieb said he would like to have a resolution on the table before hearing from Admission Committee Chair Ralph Neuhaus. He read the resolution to be voted on. The Senate will be the “Author” of such resolution, if approved.

**Title:** Resolution on Temporary Emergency Policy for Admission to the Vandal Gateway Program

**Author:** University of Idaho Faculty Senate

WHEREAS The University of Idaho intends to enroll a pilot cohort for the Vandal Gateway Program (VGP) beginning in the Fall 2020 semester;

WHEREAS Students being accepted to the VGP do not meet the current standards for acceptance to the University of Idaho;

WHEREAS The University of Idaho wishes to admit students to this pilot VGP cohort without requiring a petition to the Admissions Committee as stated in the Faculty Staff Handbook and the Catalog;

WHEREAS It is deemed that the VGP has potential to improve access to higher education and to increase diversity in the student body.

BE IT RESOLVED THAT THE UNIVERSITY OF IDAHO FACULTY SENATE SUPPORTS the implementation of a Temporary Emergency Policy by President Scott Green as allowed by FSH 1460 C-3 to allow qualifying students to be directly admitted to the Vandal Gateway Program until 100 students matriculate or June 30<sup>th</sup>, 2020, whichever comes first.

BE IT FURTHER RESOLVED THAT THE FACULTY SENATE RECOMMENDS that, in conjunction with the implementation of the pilot cohort of the VGP, the administration work with the faculty to define the areas of accountability, the tools to assess the program, and the reporting mechanism for the assessments.

BE IT FURTHER RESOLVED THAT THE FACULTY SENATE RECOMMENDS that SEM work in conjunction with faculty and administrators from the College of Letters, Arts, and Social Science and the College of Science to develop an academic curriculum and a program of support for students admitted to the pilot cohort of the VGP.

BE IT FURTHER RESOLVED THAT THE FACULTY SENATE SUPPORTS efforts to provide VGP qualified students with a program that provides reasonable support to help them succeed at the University of Idaho in a way that also recognizes the serious budget challenges facing the university.

A discussion followed.

A Senator said that he is supportive of the general idea, but he would like to see something more specific about the source of funds. Chair Grieb replied that words such as “BE IT FURTHER RESOLVED THAT THE FACULTY SENATE REQUESTS *a report later in the Spring 2020 semester, and in each subsequent semester thereafter for this cohort, regarding matriculation rates, program budgets, curriculum, and other performance metrics for the VGP*” can be included in the resolution as an amendment. The Senator was content about this course of action, but expressed some concern about the involvement of SEM. Chair Grieb noted that, while SEM is in charge of recruiting and matriculation, the resolution can contain wording about assessment and reporting to faculty. Another Senator observed that the purpose of the resolution is to support the Emergency Policy, which already contains some of that wording.

In response to questions about the length of the program, Dean Quinlan noted that the program will need to be assessed carefully moving forward. For instance, if the retention rate after the first year were as low as 20%, a serious look would have to be taken at the program. For now, the goal is to build a one-year program.

There was general agreement with the notion that we have the moral obligation to provide students with a support system that gives them a reasonable chance to succeed. In relation to the previously stated amendment, a Senator argued that we should request more than one report, perhaps semester reports. He also asked whether the students in the cohort will be considered separately from the “general population”, to avoid adverse impact on the retention averages of the college (for instance, CLASS). In a time where a performance-based model is gaining traction, perhaps reporting on performance metrics should be handled separately for the students in the program. Although one does not wish to “single out” the students in the VGP cohort, there could be unintended consequences for some colleges.

There was additional discussion on the importance of reporting twice, such as once in January-February and the second time in August-September. A Senator asked about the duration of the Emergency Policy, which is an important information before one can decide about frequency and dates of reporting. Chair Grieb recalled that an emergency policy is valid for 180 days, and that it will only cover the pilot cohort. Beyond that, serious conversations will need to take place about, potentially, amending FSH and the Catalog. Some students may have a low GPA but good SAT scores, and they would qualify for VGP. On the other hand, SBOE policy does not allow admission with a GPA less than 2.0, unless students specifically petition to be admitted. Bobbi Gerry, the Institutional Admission Director, has the authority to decide on those cases. But, an application is not a petition. How should one handle any subsequent letter which may go out to students with GPA less than 2.0? Torrey Lawrence observed that GPAs lower than 2.0 are not an issue for the pilot program (see Emergency Policy).

The discussion moved to student tracking. The importance of gathering good statistical data on students who are struggling (and in which areas) was brought up. Tracking should be embedded within the VGP. A Senator argued again that performance measures may impact the outcomes for the colleges. It was noted, though, that SBOE may not allow for the separation of these (admitted) students from the “general population”. Chair Grieb recalled that SBOE is concerned with retention rates and graduation rates, and wondered whether they are looking at those percentages at the college level or at the university level. As far as internal tracking is concerned, we will need to talk about how those considerations are built into the models.

The discussion moved back to funding sources for the program. Is the plan to fund it with the extra tuition revenue independently of college budgets? Sean Quinlan said that the tuition revenue would probably be transferred to the colleges involved (CLASS or COS), for instance to staff classes with appropriate faculty. He reiterated his “idealistic” enthusiasm about the opportunity to help all citizens of the state,

which is our mission as a land grant university. From the Deans' perspective, Sean Quinlan continued, the most important aspect is to have the right faculty deliver the right level of support.

A Senator raised the issue of how other student support services outside of academics may be impacted, such as CTC or CEDAR. It is important to track data on the additional burden on those services. Dean Quinlan reiterated that he can speak mostly for the academic aspects, and that he does not have all the specific information about other kinds of support which will become necessary, especially if the program is successful. Vice Provost Lawrence noted that, currently, we have about 2,000 students less than we had in the past. Therefore, it is possible that student support services may not require very large changes to accommodate a new cohort of 50-100 students. We will need to look at each area individually.

A Senator wondered whether the idealistic arguments in support of VGP can be continued as we move through the academic program prioritization (APP). Could those arguments (that is, the benefits of serving disadvantaged student populations) be built into the APP metrics? Vice Provost Lawrence thought it was a great question, certainly something to consider moving forward. A Senator was skeptical about the administration weighing idealistic reasons more than growth arguments. Chair Grieb said that recent conversations with Scott Green had given him the clear impression that the President does not see VGP as a budget solution.

It was highlighted again that colleges, not SEM, should take the lead. Dean Quinlan agreed with that assessment. The Deans' hope is to have control and focus on the academic side. Chair Grieb concurred that assessment and reporting should come from the colleges, working in collaboration with SEM.

On an intellectual level, the data on retention rates which will become available from VGP may show us a better and broader way to education, Dean Quinlan observed. He found this to be another intriguing aspect of the program.

Admission Committee Chair Ralph Neuhaus explained the role of the committee and how they handle petitions from non-admitted students. They identify and track students at risk. They wish to avoid admitting students who they believe have no chance to succeed. After the first year, they see about 75% retention rate, and approximately 58% after the second year. The committee membership includes representatives from various support services, such as the Counseling and Testing Center, and professional advisors. The admitted students are assigned to a professional advisor, who receives the student's complete packet.

Chair Grieb acknowledged that the Admission Committee works hard and is composed of very qualified people. He suggested that VGP students might be regrouped into two categories: those who are disadvantaged, for instance, due to socioeconomic reasons, but have a great chance to succeed with the proper support; and those who are not likely to succeed. We must be able to identify issues that involve diversity and inclusion.

A Senator pointed out that the conversation should be broader. We must consider that what is best for an individual student may not work for another. Not going to college does not necessarily mean that a person is not successful.

The conversation moved to the number of available professional advisors. That number was not clear. However, a Senator noted, a professional advisor is embedded within the VGP. Their number may increase as the program proceeds. It would be a very bad scenario, a Senator noted, to have students "take a gamble", fail, and leave with nothing. Dean Quinlan replied that this is a serious concern and that professionals have been brought into the discussions.

It was time to vote. Chair Grieb read the amendment to the resolution:

BE IT FURTHER RESOLVED THAT THE FACULTY SENATE REQUESTS a report later in the Spring 2020 semester, and in each subsequent semester thereafter for this cohort, regarding matriculation rates, program budgets, curriculum, and other performance metrics for the VGP.

First, Senators considered adding to the attached resolution the language of the amendment (last paragraph of the resolution transcribed above). A motion to add this language was made and seconded (DeAngelis/Chopin). There was no discussion. Vote: motion carried unanimously.

Next, the Senators considered the motion as amended. There was no discussion. Vote: the motion carried with two negative votes.

**New Business:** None

**Adjournment:** A motion to adjourn (Dezzani/Fairley) passed unanimously. The meeting was adjourned at 5:00pm.

Respectfully Submitted,

Francesca Sammarruca  
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho  
2019 – 2020 Faculty Senate Agenda

Meeting #22

Tuesday, March 3, 2020 at 3:30 pm  
Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2019-2020 Faculty Senate Meeting #21 (February 25, 2020) **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
  - Library Affairs Committee (vote)  
- FSH 1565 Library items – Ling Ling Tsao **Attach. #2**
- VI. Other Announcements and Communications
  - Ben Hunter (Library Dean) RE Library budget and resources and Marco Seiferle-Valencia (Open Education Librarian) RE OER's **Attach. #3**
- VII. Special Orders
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting #21 (February 25, 2020)
- **Attach. #2** FSH 1565
- **Attach. #3** Power Point Slides from Ben Hunter

## University of Idaho

2019 – 2020 Faculty Senate – **Approved**Meeting # 22

Tuesday, March 3, 2020 at 3:30 pm

Paul Joyce Faculty- Staff Lounge &amp; Zoom

**Present:** Bridges, Caplan, Carter, Chapman, Chopin, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Meeuf, Paul, Sammarruca (w/o vote), Schwarzlaender, A. Smith, Tibbals, Wiencek (w/o vote)

**Present via Zoom:** Kern, Vakanski (proxy for McKellar), Tenuto

**Absent:** Cosens, Hanigan, A. Smith, Raja

**Guests and Observers:** 7

**Guest Speakers:** Torrey Lawrence, Ling-Ling Tsao, Ben Hunter, Marco Seiferle-Valencia

**Call to Order:** Chair Grieb called the meeting to order at 3:33 pm.

**Approval of Minutes (vote):**

There was a motion (Dezzani/Fairley) to approve the minutes of the 2019-2020 Faculty Senate Meeting #21 (February 25, 2020). The motion to approve the minutes carried unanimously.

**Consent Agenda:** None.

**Chair's Report:**

- Chair Grieb welcomed Alex Vakanski, professor of Industrial Technology in Idaho Falls, proxy for Mike McKellar.
- Sabbatical applications for the 2021-2022 academic year are due March 31<sup>st</sup>. Completed applications must be submitted to [provost@uidaho.edu](mailto:provost@uidaho.edu).
- Windows 10 operating system upgrades are in process. See below:

**Windows 10 Operating System Upgrade Process Begins March 2**

*A Windows 10 Operating System major upgrade will be pushed to all managed Windows 10 computers starting on Monday, March 2, and will spread throughout the week with the final push happening on Wednesday, March 11. Computer users with a recent version of Windows 10 will be presented a choice to "Upgrade Tonight," "Upgrade Now" or "Upgrade Later." It is recommended to choose "Upgrade Tonight" as this upgrade will require several reboots of the computer. Leave computers plugged in and powered on but logged out. The upgrade will begin at 10 p.m. and can take several hours to complete. If a computer has an older, non-supported version of Windows 10, the only options are "Upgrade Tonight" or "Upgrade Now." Major updates include new features, options and compatibility with other Microsoft applications such as Office 365. Contact Local Support/TSP with any issues with the upgrade.*

- An update on the Infectious Disease Response Team and the Classroom Response Subgroup was given by Vice Provost Torrey Lawrence. The team met a few times, including today. There is no emergency at this time. Dean of Students Blaine Eckles chairs the IDRT has put together six subgroups who are working on different topics. These include 1) Care for Others, 2) Cleaning, 3) Classroom Response, 4) Campus Outbreak Response, 5) Communications, and 6) Travel. No comprehensive emergency plan will be shared at

this time, because it could lead to anxiety and panic. But it is important to know there are dedicated and highly trained people preparing for a variety of scenarios. Send any questions or suggestions you have about Classroom Response to Vice Provost Lawrence.

Discussion followed:

In response to a question about coordination with the City of Moscow, Vice Provost Lawrence said there was indeed coordination with the Idaho Public Health Regional Director as well as representatives from the City and the County. We are also in contact with WSU.

A Senator asked whether students are being advised to do anything differently than usual, such as staying away from the classroom should they feel safer doing so. At this time, Vice Provost Lawrence replied, the best advice is to follow the sanitation guidelines that have been distributed such as wash one's hands frequently, cover your cough, etc. Employees and students are asked to stay home if they are sick. Other than that, it is "business as usual" for now.

To the question whether test kits were available from CDC, it was replied that testing is taking place in Moscow, although the timeline to obtain a result is not instant and may take up to 48 hours.

#### **Provost's Report:**

- Deans have submitted budget plans February 20. Since then, there have been some more dialogue and a few last-minute changes. The good news is that Academic Affairs has met the targeted budget cuts. The Provost thanked everyone for their help, input, and constructive suggestions. Senate, Deans, and several other people were involved and engaged. Some difficult conversations are still to come, but we are getting close to the final plan to be implemented. Naturally, people want to see some level of detail. Probably next week, the plan will be shared and people will be able to ask any questions. Plans are on a college-by-college basis, unit-by-unit basis. Some plans may still be subjected to change. For instance, it can happen that some programs may stay, even though the deans had recommended them for closure. One more meeting of the APPT will take place.

Discussion:

A few Senators wished to have confirmation of the following: If a dean recommended a program for closure but APPT does not agree with that assessment, will the recommendation of APPT overwrite the dean's budgetary recommendation? The Provost replied that APPT is the primary path for closure decisions, and it is consistent with shared governance. Program Prioritization is a form of program review, and the programs being reviewed are part of budget resetting. But we also need to talk about what policy says in case of program closure and be sure to avoid conflicts with Board's policy. APPT is a clear path to program closures.

A Senator asked whether Senate will have the opportunity to review the closure decisions. Provost Wiencek reiterated that policy needs to be checked carefully. For sure, closure of programs requires the standard process through the University Curriculum Committee.

There were no more questions for the Provost.

**Committee Reports:** Library Affairs Committee (vote), FSH 1565 D-5, Ling-Ling Tsao.



The current language in policy requiring “an advanced degree in library science from a library school accredited by the American Library Association” is too restrictive. The flexibility that this revision would allow is necessary for a modern academic library.

There were no questions or comments for Ling-Ling Tsao. The seconded motion from Library Affairs passed unanimously.

**Other Announcements and Communications:** *Library budget and resources*, Ben Hunter (Dean of University Libraries), and *OER*, Marco Seiferle-Valencia (Open Education Librarian).

Marco Seiferle-Valencia started his presentation by giving a brief background about himself and his upbringing, which in part shaped his interest in affordable education material. He opened his remarks with the contemporary goals of better understanding open education resources (OER) and where we are in the discussion with SBOE. Marco Seiferle-Valencia went over the planned SBOE OER policy changes and the enormous impact it would have on students in terms of savings on textbooks. He said he hopes that an on-campus OER working group can be assembled. He then proceeded to elaborate on the advantages of open textbooks and the Library’s role in the outreaching and promotion of Open Access. Hopefully, by the end of the year, we will have a Board policy that combines the best of OER with academic and intellectual freedom. His complete presentation can be found at <https://tinyurl.com/UoflOER>.

Discussion:

A Senator asked how the requirement to read a large number of copyrighted books (say, 10 or 20) as it is often the case in a major such as English, can be reconciled with cheaper textbooks alternatives. Marco Seiferle-Valencia suggested partnership with the Library to request that books be placed on reserve, or pursuing eLicences. He also said that books required for English courses can often be purchased at a quite modest price. This is usually the case for novels. The Senator noted that, although each required book may be relatively inexpensive, altogether they may add up to significant costs for the students. Marco Seiferle-Valencia recognized that this is an issue that must be addressed creatively. Other solutions may include packaging digital contents as a book replacement.

Following up on the previous comments, a Senator observed that, with the shift from books to articles, a dramatic change in education is unavoidable, and that such change may not necessarily be for the best. Marco Seiferle-Valencia acknowledged that this is indeed a challenge to keep in mind. He hopes for solutions that can achieve cheaper options without fundamentally changing the pedagogy.

In response to a concern about the use of OERs perhaps narrowing the canon available for literature classes, a Senator responded that most assigned reading for literature classes (with the exception of translated works) are acceptable in any edition and that it is thus pretty easy for students to find very affordable copies.

The focus moved onto the author’s point of view. A Senator noted that he writes his own textbooks and makes them freely available to the students. However, in order to receive proper professional credit, one must eventually go through a publisher. Indeed, Marco Seiferle-Valencia noted, faculty do a significant amount of digital work for which they do not receive credit towards professional evaluation or Promotion and Tenure. Clearly, faculty need formal recognition for their digital work. Chair Grieb noted that the consistent and uniform evaluation of this type of academic accomplishments is an important college-level issue. Furthermore, proper recognition of these scholarly achievements

(authorship of books, chapters, etc...) is in line with the recent changes in the Promotion and Tenure policies.

A Senator asked how the distribution of revenues on a \$25 OpenStax book compared with the one showed during the presentation for a traditional \$100 textbook. Marco thought this was a very interesting question and will follow up with more information.

Dean of University Libraries Ben Hunter started his presentation, available as attachment #3. Dean Hunter gave a library budget overview broken down by salaries, resources, and other items. Dean Ben Hunter addressed structural issues with the budget model and the challenges of budget reductions (17.5%).

A detailed presentation of FY18-FY21 expenditures can be found in the attachment, along with a peer comparison. Dean Hunter noted that one of the Library's goals is to take U of I closer to our peers.

Moving forward, Dean Hunter emphasized the importance of continuous communication with campus about subscription cancellations. Unfortunately, successful negotiations with Elsevier could not be achieved. The Library will try to provide people with as much support as they can. But they will have to move forward with a very different approach than in the past. Scholarly communication is changing. They plan to enhance library loan services, join the on-going transformations with open access, open-source software, digital collections, and OER. They are trying to be part of the solution rather than adding to the current problems.

#### Discussion:

The Senator representing graduate students was interested in how campus input is going to be collected. Dean Hunter noted that there will be opportunities to submit formal requests, in addition to normal library communication.

In response to a question from another Senator, Dean Hunter confirmed that Elsevier will no longer be available as a full package. They "unbundled the package" and will buy individual titles.

The focus moved to the possibility of regional library sharing. In fact, Dean Hunter confirmed, the Library provides these services for physical materials through their membership in the Orbis Cascade Alliance, a network of academic libraries in the northwest, as well as through traditional interlibrary loan services. Electronic sharing is much more complicated due to copyright and licensing issues, though there are potential interlibrary loan service upgrades that the library is investigating that could decrease delivery time. One of these services utilizes "regional nodes" to enhance interlibrary loan services.

The questions moved on to whether there are records of patrons' library searches, particularly if they don't find what they are looking for. Dean Hunter emphasized that privacy has a long tradition with libraries, thus no such information is collected. There are vendor-provided statistics, although it is not clear how reliable they are. When something is not found, it is best to communicate directly with the Library. The Library's stand on privacy was viewed positively.

The question was raised whether, because of lesser spending in journals, more will be spent in books. On the contrary, Dean Hunter replied, much less is being spent on books, though there are some specific Library endowments that have allowed for book purchasing to continue.

A Senator noted that, as a humanities librarian, she tends to have the largest chunk of the monograph budget assigned to her (since she covers English, history, and other very book-focused areas) and that the books in those subject areas tend to be generally more affordable than in the sciences and social sciences. Thus she has still been able to do some purchasing even in the current budget situation, in order to avoid too many holes in the collection.

In reply to an inquiry from a Senator, Dean Hunter noted that libraries are potentially interested in acquiring private libraries. However, often times there is overlap among private collections.

An off-campus Senator inquired about possible impact on the interlibrary loan system, especially for those who are off-campus and cannot go to the library. Actually, Dean Hunter observed, they are investing more rather than less in interlibrary loan systems. There should be no adverse impact on the functionality of interlibrary loans.

**New Business:** None

Dean Blaine Eckles joined the meeting, having been unable to be present earlier. Chair Grieb asked whether Senators had additional questions for Dean Eckles about the Coronavirus situation. There were none.

**Adjournment:** A motion to adjourn (DeAngelis/Fairley) passed unanimously. The meeting was adjourned at 4:43 pm.

Respectfully Submitted,

Francesca Sammarruca  
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho

2019 – 2020 Faculty Senate – **Pending Approval**

Meeting # 21

Tuesday, February 25, 2020 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bridges, Caplan, Carter, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hanigan, Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Meeuf, Paul, Raja, Sammarruca (w/o vote), Schab, Schwarzlaender, A. Smith, Wiencek (w/o vote)

**Present via Zoom:** Kern, McKellar, Tenuto

**Absent:** Tibbals, R. Smith

**Guests and Observers:** 9

**Guest Speakers:** Rachel Halverson

**Call to Order:** Chair Grieb called the meeting to order at 3:31 pm.

**Approval of Minutes (vote):**

There was a motion (Lee-Painter/Cosens) to approve the minutes of the 2019-2020 Faculty Senate Meeting # 20 (February 18, 2020). The following friendly amendments to the minutes were proposed:

- On p.5, within the paragraph starting with “*Admissions Committee Chair...*”, the sentence starting with “*After the first year..*” should be replaced with “*For at-risk students admitted in one year there was a 65% retention rate. For at-risk students admitted the following year there was a 58% retention rate.*”
- On p.5, CEDAR should be replaced with CDAR.

The motion to approve the minutes with the above friendly amendments carried unanimously.

**Consent Agenda:** None.

**Chair’s Report:**

- University Faculty Meeting is Wednesday, Feb. 26<sup>th</sup> at 2:30 p.m. (Pacific Time), in the Pitman Center, International Ballroom.
- The Resolution regarding the Vandal Gateway Program (VGP) admittance was forwarded to President Green. We anticipate that he will enact this policy in the next few days. Further follow up with SEM will go on as the implementation of VGP for the pilot cohort moves forward.

The Faculty Secretary shared a message from Scott Green where the President expressed gratitude for the Senate’s help in properly implementing the VGP.

A Senator asked whether programs in colleges other than CLASS and COS will also have the opportunity to be involved in VGP. Indeed, Chair Grieb replied, that will be the case.

A Senator asked whether there was a plan to form a committee or taskforce from the Senate with the charge of assisting with VGP implementation. Chair Grieb replied that there was no specific

action in that direction, although that had been his original idea. We may not have a formalized Senate VGP taskforce, but FSL is part of the conversation. The goal is for faculty, administrators, and SEM to work together and report to Senate towards the end of the semester.

- It is time for the Jazz Festival. Efforts to make classroom accommodations are appreciated. Please support this as a recruiting event.

There were no additional questions or comments following the Chair’s report.

**Provost’s Report:**

- The deans have submitted their budget-resetting plans on the 20<sup>th</sup>. We are in the process of collecting those together in a “master sheet”, and then we will meet with the President. It is likely that some adjustments will be made. There is nothing definitive yet, but we are approaching the end of that process.
- Provost Wiencek has been working with the Academic Program Prioritization Taskforce (APPT). We will hear more about that shortly from the APPT Chair.

There were no questions for the Provost.

**Committee Reports:** None

- **Other Announcements and Communications:** Academic Program Prioritization Taskforce (Rachel Halverson, APPT Chair).

Chair Grieb recalled that the Institutional Planning and Effectiveness Committee (IPEC) convened a specific taskforce for program prioritization (PP). He noted that, besides guest speaker and APPT Chair Rachel Halverson, other people involved with APPT were present in the room (such as Senators Mark Chopin and Barb Cosens, and John Wiencek).

The full report from the APPT Chair is included below:

**Academic Program Prioritization Taskforce – Report to Faculty Senate**

1. **Taskforce selection and meetings**
  - a. **Committee Members:**

Member Name (16 w/ JW & MS)	Employee Type/Work Unit	Email
Rachel Halverson, Chair	Faculty (CLASS)	<a href="mailto:rhalverson@uidaho.edu">rhalverson@uidaho.edu</a>
Peter Allen	Faculty (COS)	<a href="mailto:pballen@uidaho.edu">pballen@uidaho.edu</a>
Jim Alves-Foss	Faculty (COE)	<a href="mailto:jimaf@uidaho.edu">jimaf@uidaho.edu</a>
Linda Chen	Faculty (CBE)	<a href="mailto:lindachen@uidaho.edu">lindachen@uidaho.edu</a>
Louise-Marie Dandurand	Faculty (CALs)	<a href="mailto:lmd@uidaho.edu">lmd@uidaho.edu</a>
Ryan Long	Faculty (CNR)	<a href="mailto:ralong@uidaho.edu">ralong@uidaho.edu</a>
Phillip Scruggs	Faculty (CEHHS)	<a href="mailto:pwscruggs@uidaho.edu">pwscruggs@uidaho.edu</a>

Barb Cousens	Faculty (LAW)	<a href="mailto:bcosens@uidaho.edu">bcosens@uidaho.edu</a>
Randall Teal	Faculty (CAA)	<a href="mailto:rteal@uidaho.edu">rteal@uidaho.edu</a>
Cindy Ball	Staff (Chemistry)	<a href="mailto:bogar@uidaho.edu">bogar@uidaho.edu</a>
Christian Elsberry	Staff (Advancement Services)	<a href="mailto:celsberry@uidaho.edu">celsberry@uidaho.edu</a>
Kris Freitag	Staff (OSP)	<a href="mailto:kfreitag@uidaho.edu">kfreitag@uidaho.edu</a>
Ginger Carney	Dean (COS)	<a href="mailto:gingercarney@uidaho.edu">gingercarney@uidaho.edu</a>
Marc Chopin	Dean (CBE)	<a href="mailto:mchopin@uidaho.edu">mchopin@uidaho.edu</a>

b. **Staffing:** Terry Grieb and Chad Neilson selected committee members. They strove to ensure representation of all colleges, faculty ranks, and staff. Eight members of the committee had been assigned to serve on UBFC.

c. **Role of Consultants:** David Yopp and Rob Ely were invited to consult on valid assessment methods given their discipline expertise. They also were members of REAPP. Rob Ely attended the taskforce meeting on January 10, 2020. David Yopp and Rob Ely also met separately with the Provost to discuss possible evaluation methods for the committee to use to evaluate program presentations.

**d. Number of Meetings/Topics Addressed:**

There were five meetings: December 13, 2019; January 7, 2020; January 10, 2020; February 7, 2020; and February 24, 2020.

**December 13, 2019 (3 hours):**

- Review of Academic Prioritization Process done in 2017, including recommendations from REAPP (re-envisioning another program prioritization) that the first stage of the process use quantitative measures and the second stage of the process use qualitative measures.
- Discussion of formation of a small committee to review programs’ mission centrality. The taskforce agreed on the following composition: President, Provost, Dean, Department Chair/Head, Faculty member and Staff member.
- Discussion of RBA formula and populating quintiles, including not ranking individual programs within quintiles.

**January 7, 2020 (3 hours):**

- Review of 2017 program prioritization process: 20% mission essentiality, 50% contribution to strategic plan, 30% was how much money is allocated to a program.
- Review of president’s charge for 2020 and REAPP recommendations: 50% conferrals and 50% student credit hours.
- RBA Formula:

$$RBA = \frac{(Tuition + F\&A + G\&A - GenEd Budget)}{GenEd Budget} * 100\%$$

- Discussion of weighting of conferrals and student credit hours.
- Overview of Current Process Steps Identified:
  1. Quantitative (RBA)
  2. Small Committee Determination of Mission Centrality
  3. AAP formulates recommendations and identifies programs for closure.
  4. Provost shares results with IPEC and the deans.
  5. Recommendation to the President
  6. Appeal Process with the President

**January 10, 2020 (3 hours):**

- Rob Ely attended this meeting as a guest consultant.
- There was extensive discussion of whether the 50/50 mix of tuition and SCH is appropriate. The committee came to an agreement that the exact weighting will be set after some testing. For the testing process, program names will be removed, consistently giving an alpha description. A sensitivity analysis will determine the most stable range. This will drive the discussion at the next meeting on February 7, 2020.
- The committee continued its discussion of the appeal process. It was decided that the programs identified for elimination give a presentation to the committee consisting of no more than five slides, one point per slide. The committee would work with David and Rob to develop a rubric to evaluate the presentations. Its recommendations to the president would be based on their evaluation of the presentations. These presentations also could be recorded for the president to review as he is making the final decision.
- Presentation protocols will be discussed at the next meeting.

**February 7, 2020 (2 hours):**

- Jodi Walker, Director of Communications, attended this meeting as a guest.
- The committee reviewed the results of the sensitivity analysis and agreed to use 54% for SCH and 46% for conferrals. This created the least damage, least distortion. It assumes a common production measure across the university. There will be a weighted scoring of 80% RBA and 20% Mission Essentiality.
- The presentation process was revisited and defined further:
  1. Maximum of 5 PPT.
  2. 10-minutes presentation; 20 minutes for Q&A.
  3. Considerations such as job placement, grad school placement, alumni giving, and philanthropy may be included in the presentation.
- The committee understands that it must identify 2.5 million dollars in cuts.
- It was reinforced that the information discussed by the committee is confidential.
- Next Steps:
  1. Data will be disseminated to the deans for their review. The Provost will work with them to clarify the number of programs in the fifth quintile slated for elimination.
  2. At the committee's next meeting, members will review the data: RBA, rank by RBA, rank by mission essentiality, 80/20 mission score.

**February 24, 2020 (1.5 hours):**

1. Discussion of reports and recommendations from deans.
2. The committee identified the programs in the fifth quintile that would be invited to give a presentation to the committee.

Extensive discussion followed:

A Senator, also an APPT committee member, noted that the deans looked only briefly at the results of APPT. They do not have the "full overview", unless a program is in the bottom quintiles. The question was raised about the degree of changes since the previous PP: namely, what percentage of the programs were assigned to a quintile differing by more than two quintiles as compared to 2017? It was replied that, generally, the majority of programs were not far off, although some level of differences is to be expected, because of the qualitative data (narratives) used last time.

The discussion moved to the support, if any, being provided to those faculty who will lose their jobs as a consequence of either APPT or the Deans' recommendations. The committee has not dealt with



this aspect. Naturally, confidentiality, respect, and sensitivity have to be exercised very carefully when dealing with people going through such a traumatic experience. The Provost agreed that support is important and suggested that Senate make a recommendation on what kind of support to offer.

The discussion shifted to the RBA indicator (defined above). While a Senator pointed out that it is a good starting point for the analysis, another Senator expressed deep concerns about trying to capture with a single number a multi-dimensional process such as the one being discussed, with all its complexities. It does not take into account, for instance, that a program may support other programs, or the complexity of interdependence among different units. On the other hand, it was argued that this single number is actually not used to make decisions, but rather as an initial sort. The APPT Chair noted that the student credit hours (instead of degree conferral) do, to some degree, take this objection into account. Nevertheless, the same Senator argued, there is lack of justice. He stated his opposition to the entire process. The APPT Chair noted that the presentations are an opportunity to bring up aspects specific to a particular program (for instance, the low number or absence of conferrals in a new program).

It was noted that “secular trends” can make a particular discipline unpopular. These changing trends are of course time dependent and may have little to do with the actual quality of a program. A Senator argued that percentiles and quintiles are not an appropriate way to make these decisions, as it became clear already in 2017, although he understands that decisions must be made. This time, he continued, we are still applying the same percentile system. The Provost replied that the State Board (SB) requires that we make decisions based on priorities. However, just because a program is in a low quintile, it does not necessarily mean that it will be closed. Instead, it could be placed on a “Performance Improvement Plan”.

It was noted again that students’ choices to go into a particular field (and thus into a particular program) are driven by many factors, such as family and society, who tend to push students towards areas perceived as more lucrative. Other Senators and the speaker appreciated this point, and emphasized the value of a broad liberal education, independent of “money making” aspects. A Senator argued that low-RBA producing programs do not necessarily have to disappear; however, with less high-RBA producing programs there is less money for everyone.

A Senator wondered about the potential scenario where a program is not available anywhere in the state of Idaho, if the SB and other presidents in the state make similar decisions about a program. The Provost brought up the mission essentiality aspect. Should a program be the only one in the state, that would be taken into account. The deans do have that awareness while making their recommendations. They do not interface directly with APPT, but there is communication between the groups.

A Senator, also APPT committee member, shared that the committee was thoughtful and surprised when they saw the quintiles and noticed how this is going to impact the institution. She said that the Humanities actually do quite well as they are not expensive, whereas more costly programs are in the bottom quintiles. Qualitatively speaking, she continued, there was a lot of discomfort in assigning these numbers to programs. Only people close to those programs can really explain the value of what the programs bring to the institution. Again, the value of a liberal education as an important part of our mission was reiterated. The APPT Chair agreed that the committee will reach a much better understanding about the low-ranking programs after their presentations are delivered.

Some Senators felt there was not enough clarity about measures and metrics, which creates a lot of anxiety in people, as they do not know how programs are being saved or closed. The APPT Chair noted that information about programs to be potentially eliminated is currently being shared with the deans, who may or may not agree with the recommendations. Deans are then encouraged to work closely with those programs on their presentations.

Chair Grieb recalled that a subcommittee (of the APPT) was also involved. Indeed, the Provost followed up, the main task of this subcommittee was to revisit the aspect of mission essentiality, and what is the best way to describe it. They used objective criteria, with their main point being that students should be driving essentiality (see, for instance, English). The subcommittee forwarded their conclusions to APPT.

The next focal point was how this process can be best used for constructive purposes. Will programs in the bottom quintiles receive feedback on how to do better in the future? In fact, that is the purpose of having the deans working with the programs on their presentations. The plan is also to continue improving the PP process, and possibly keep the committee together.

Next, the question was raised whether the top-quintile programs will see increased resources coming their way. The Provost commented that some colleges like CLASS and CBE have been historically underfunded and this may be a way to address that. Although that has been part of the conversation, the committee has not yet made any recommendations in that direction. It is not clear at this point if and how the data will be disseminated. Probably there will be a report. Data will be shared with the deans, who may share it with the faculty in the appropriate units. Faculty Senate should weigh in on how to best balance the importance of transparency and the impact on morale.

Chair Grieb said that the incremental base budget model is not working, as we know. In the future, fair performance should be a measure. In addition, he noted that while some programs like those in the CBE had high RBA's and ranked in the top quintile, they are not immune to cuts. Despite high quintile rankings the CBE is losing 12-14% of its faculty to budget cuts. All colleges across the university are feeling the impact of the budget cuts.

A Senator emphasized that, if this process is to have any positive outcome, it must be used to improve the quality of programs and their curriculum. We need a process which is logically consistent with the goal of delivering education. We should look at program improvement rather than program cutting.

A Senator and APPT committee member, who was also on the REAPP committee, noted that he does agree with the importance of a broad liberal education, especially in view of the fact that a large fraction of our students are first-generation. At the same time, we must generate revenue to be able to "keep the doors open". This takes a balance of efforts. The committee decided to focus their attention on the bottom quintiles, requesting that deans work together in consultation with their Chairs to improve the outcomes. Many members of the APPT share the Senator's view that this should not be a punitive process. We need to have a conversation which leads to the evolution of the institution, and one data point cannot accomplish that. Collectively, we make recommendations (not decisions). We look for programs with the highest degree stability and seek a balance between the institution's need for resources and essentiality.

A Senator expressed concerns about the concept of one program subsidizing other programs. All of our programs rely on one another in complex ways. There are ways to be important other than making money. We should not “oversimplify” what a program actually brings in. We should not forget that we are here to educate.

Chair Grieb asked what defines a program. That is, at which level (e.g. department level) do we say that a program is a program? Provost Wiencek explained that the SB maintains an inventory of academic programs, and that the programs that were evaluated are those in the SB inventory. In most cases, Chair Grieb followed up, an option is embedded within a major. He inquired about the process to divide revenue and costs for majors vs. options. Provost Wiencek replied that the data are available for the revenue part. As for the costs, the deans are asked to assign dollars to the programs. Within a single department, one may potentially see programs spread out considerably over several quintiles. Useful information can be extracted, for instance, that a department does not need a particular emphasis with those extra courses which require money to staff. On the other hand, there can be “opposite” cases where eliminating a particular option wouldn’t save much money. Holistically, though, all emphases and options roll up into a major. So, the data gathered on programs are generally consistent with what goes on at the department level.

Provost Wiencek said that other aspects are in need of adjustments and will need additional discussion with the Registrar’s office. As of now, we have 30 or 40 Bachelor’s degrees, not only the BA and the BS. Often people confuse major and degree type. For instance, now we would print on a diploma that a student has been awarded a BS in Computer Science with major in Computer Science, obviously redundant information.

There was one last question from a Senator, who, in reference to the F&A appearing in the calculation of the RBA, became worried about protecting faculty involved in interdisciplinary research. Chair Grieb reiterated that this quantitative measure and the RBA does not prevent other qualitative considerations. Provost Wiencek followed up and noted that, when looking at the total amount of money for revenue generated, G&A is only 1% and F&A probably 4-5%. The vast majority is tied up in tuition revenue generation. The challenges concerning interdisciplinary activities do not reside in F&A and G&A, but rather in how we offer courses and programs and co-mentor graduate students.

**New Business:** None

**Adjournment:** A motion to adjourn (A. Smith) passed unanimously. The meeting was adjourned at 4:58 pm.

Respectfully Submitted,

Francesca Sammarruca  
Secretary of the University Faculty & Secretary to Faculty Senate



## POLICY COVER SHEET

For instructions on policy creation and change, please see [www.uidaho.edu/governance/policy](http://www.uidaho.edu/governance/policy).

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to [uofi-policy@uidaho.edu](mailto:uofi-policy@uidaho.edu).

### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: **Chapter one: 1565 D-5. Librarian**

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: \_\_\_\_\_

\*Note: If revision or deletion, request original document from [uofi-policy@uidaho.edu](mailto:uofi-policy@uidaho.edu). All changes must be made using "track changes."

**Originator (see FSH 1460 C)** Ling-Ling Tsao, Library Affairs Committee Chair

2/25/20

Name

Date

ltsao@uidaho.edu

Telephone

Email

**Policy Sponsor, if different from Originator** \_\_\_\_\_

Name

Date

Telephone

Email

**Reviewed by General Counsel** X Yes \_\_\_ No Name & Date: Kim Rytter 2/25/20

- Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.

The current language requiring "an advanced degree in library science from a library school accredited by the American Library Association" is overly restrictive for some of our faculty library positions. For example, it is common practice for academic libraries to accept a terminal degree in archives management or a doctorate in a relevant field (e.g., history) paired with relevant experience for special collections and archives positions; we are currently unable to do so, and it is hurting recruiting efforts in the Library. While most of our library faculty positions will continue to require an advanced degree from an American Library Association accredited school, the flexibility this revision would afford the Library is necessary for a modern academic library.

- Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

This revision will have no fiscal impact.

- Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

This change will enable the Library to hire, promote, and tenure individuals with a potentially wider range of experience and expertise.

- Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

July 1, 2020

If not a minor amendment forward to: \_\_\_\_\_

Policy Coordinator Appr. & Date: _____ <i>[Office Use Only]</i>
--

<i>APM</i> F&A Appr.: _____ <i>[Office Use Only]</i>
--

<i>FSH</i> Appr. _____ FC _____ GFM _____ Pres./Prov. _____  <i>[Office Use Only]</i>
---

Track # _____ Date Rec.: _____ Posted: t-sheet _____ h/c _____ web _____ Register: _____ <i>(Office Use Only)</i>
---

1565

ACADEMIC RANKS AND RESPONSIBILITIES

*PREAMBLE: This section defines the various academic ranks, both faculty and non-faculty (e.g. graduate student appointees and postdoctoral fellows), and their responsibilities. Subsections A, C, D, E, F, and I should be read in conjunction with the policy and procedures concerning granting of tenure and promotions in rank which are contained in 3520 and 3560 (subsection I only in conjunction with 3560). Most of the material assembled in this section was a part of the original 1979 Handbook. The material in section I was added July, 1987. The definitions of ‘postdoctoral fellow’ (J-5), ‘graduate assistant’ (K-3) and ‘research fellow’ (K-4) were revised in July 1996. Section J-1, voting rights for lecturers, was changed in July 2001. Section A was substantially revised in July 1994, so as to underline better the importance of both teaching and scholarship. At that time the so-called “Voxman Amendment” (the addition of ‘in the classroom and laboratory’ to the list of possible venues wherein the evaluation of scholarship might take place) made its first appearance. Section A underwent additional substantial revision in July 1998 and July 2006, always with the hope of creating greater clarity in a complex subject. Extensive revisions along those same lines were made to B (entirely new and in 2008 B was moved to 3570), C, D, and E, in July 1998. Further, less extensive revisions were made to C-1, D-1, and E-1 in July 2000. In July 2008, this section was reorganized to better reflect classifications as stated in FSH 1520 Article II, no substantive changes were made to policy. In 2009 changes to the faculty position description and evaluation forms integrating faculty interdisciplinary activities into the evaluation processes were incorporated into this policy as of January 2010. Ranks for Associated Faculty in F were removed because the promotion process as detailed in 3560 for faculty ranks was deemed excessive for associated faculty. Those currently holding a specific rank in adjunct or affiliate will retain that privilege. In July 2010 the affiliate and adjunct terms were switched to conform to national norms and rank of Distinguished Professor was added. In July 2011 voting for associated faculty was clarified and Clinical Faculty under “G. Temporary Faculty” moved to “D. University Faculty” as D-9 and was revised. In July 2012 edits were made to the Distinguished Professor under D-8 and to the qualifications for Emeritus status and a search waiver under E. In July 2013 definitions for research and teaching assistants were more clearly defined. In January 2014 the time necessary to qualify for Emeritus status was redefined and in July 2014 the cap on non-tenure track faculty appointments in a unit was adjusted and promotion processes clarified and revised. In July 2018 a new category for graduate support assistants was added to address needs that are not covered under the role of a typical teaching or research assistant position. Further information may be obtained from the Provost’s Office (208-885-6448). [rev. 7-98, 7-00, 7-01, 7-06, 1-08, 7-08, 1-10, 7-10, 7-11, 7-12, 7-13, 7-14, 7-18]*

**CONTENTS:**

- A. Introduction
- B. Definitions
- C. Responsibility Areas
- D. University Faculty
- E. Emeriti
- F. Associated Faculty
- G. Temporary Faculty
- H. Non-Faculty
- I. Qualification of Non-faculty Members for Teaching UI Courses

**A. INTRODUCTION.** [rev. 7-98]

A-1. The principal functions of a university are the preservation, advancement, synthesis, application, and transmission of knowledge. Its chief instrument for performing these functions is its faculty, and its success in doing so depends largely on the quality of its faculty. The University of Idaho, therefore, strives to recruit and retain distinguished faculty members with outstanding qualifications.

In order to carry out its functions and to serve most effectively its students and the public, the university supports the diversification of faculty roles. Such diversification ensures an optimal use of the university’s faculty talents and resources. [rev. 7-06]

Diversification is achieved through developing a wide range of faculty position descriptions that allow the faculty

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

to meet the varying responsibilities placed upon the institution, both internally and externally. No more than 25 percent, or a lower limit as defined by the department or similar unit's by-laws, of the faculty positions in any department or similar unit may be held by instructors, senior instructors, and lecturers who have voting privileges under FSH 1520 II, Section 1. While the capabilities and interests of the individual faculty members are to be taken into account, it is essential that individual faculty position descriptions are consonant with carrying out the roles and mission of the university, the college, and the unit. Annual position descriptions are developed by the unit head in consultation with the unit faculty and with the incumbent or new faculty member. In each college, all position descriptions are subject to the approval of the dean and must be signed by both unit head and faculty member. If the faculty member, unit head, and dean are unable to reach agreement on the position description, the faculty member may appeal the unit head's decision to the Faculty Appeals Hearing Board [FSH [3840](#)]. [*ed. 1-10, rev. 7-14*]

As indicated in Sections 3320-A-1, 3520-G-3, 3560-B, faculty performance evaluations that are used for yearly, third year and periodic reviews as well as for promotion, tenure, and post-tenure decisions are to be based on faculty members' annual position descriptions (FSH 3050). Each unit will develop criteria in its bylaws for promotion and review of its faculty (FSH 1520 II, Section 1). The committee for all reviews will be defined in unit bylaws and shall include tenure-track faculty (see FSH 3560 E-2 c). [*ed. 1-08, 7-10, 7-14*]

Faculty members shall conduct themselves in a civil and professional manner (see FSH 3160 and 3170). [*add. 1-10*]

#### **B. DEFINITIONS:** [*add. 1-10*]

**B-1. Advancement:** focuses on fostering relationships, building partnerships, creating awareness and generating support with alumni, donors, leaders, business partners, legislators and the community for the university's mission in academics, scholarship and outreach (see the office of University Advancement at <http://www.uidaho.edu/givetoidaho/meetourpeople/universityadvancementvpooffice.aspx>).

**B-2. Cooperative education:** a structured educational strategy that blends classroom studies with learning through productive work experiences. It provides progressive experiences for integrating theory and practice. Co-op education (including internships and externships) is a partnership between students, educational institutions and employers, with specified responsibilities for each party.

**B-3. Distance education:** the process through which learning occurs when teachers, students, and support services are separated by physical distance. Technology, sometimes in tandem with face-to-face communication, is used to bridge the distance gap.

**B-4. Extension Service:** Extension is an outreach activity that generally involves non-formal educational programs that transfer knowledge from the university to help improve people's lives through research in areas like agriculture and food, environment and natural resources, families and youth, health and nutrition, and community and economic development.

**B-5. Extramural Professional Service:** refers to activities that extend service beyond the university and can include elements of service, outreach, scholarship, and/or teaching.

**B-6. Interdisciplinary:** "an activity that involves teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or field of research practice."<sup>1</sup>

**B-7. Professional Development:** a learning process that expands the capacity of the faculty member to advance in the responsibilities as defined in his/her position description and aligns with the university's goals. Examples include but are not limited to participation in conferences, continuing professional education (including credit and noncredit courses) and other activities that enhance a faculty member's expertise and ability.

---

<sup>1</sup>National Academy of Science



## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

**B-8. Service learning:** an activity that integrates student learning with service and civic engagement to meet real community needs and achieve learning outcomes. Service-learning can be used in curricular settings (i.e. academic courses) or co-curricular settings, (e.g. ASUI's volunteer/civic engagement programs).

**B-9. Technology transfer:** a process through which knowledge, technical information, and products developed through various kinds of scientific, business, and engineering research are provided to potential users. Technology transfer encourages and accelerates testing and using new knowledge, information and products. The benefit of technology transfer may occur either at the community (public) or firm (private) level.

**B-10. Unit Administration:** includes assisting higher administration in the assignment [3240 A] and in the evaluation [3320 and 3340] of the services of each member of the unit's faculty and staff; promoting effective leadership of personnel and management of unit resources; providing leadership in the development and implementation of unit plans; providing for open communication with faculty and staff; fostering excellence in teaching, scholarship and outreach for faculty, students, and staff in the unit; effectively representing all constituents of the unit; and continuing personal professional development in areas of leadership.

**C. RESPONSIBILITY AREAS:** Faculty members are expected to contribute in each of the four major responsibility areas (C-1 through C-4 below). Expectations are more specifically defined in the individual position description and are consistent with unit by-laws. Each responsibility area may include activities in advancement, extramural professional service, interdisciplinary, and/or professional development. *[add. 1-10]*

**C-1. TEACHING AND ADVISING:** The university's goal is to engage students in a transformational experience of discovery, understanding and global citizenship. Faculty achieve this goal through effective instructing, advising and/or mentoring of students. *[add. 1-10]*

**a. Instruction:** Effective teaching is the foundation for both the advancement and transmission of knowledge. The educational function of the university requires the appointment of faculty members devoted to effective teaching. Teaching may take many different forms and any instruction must be judged according to its central purposes. Active participation in the assessment of learning outcomes is expected of all faculty at the course, program, and university-wide levels. Individual colleges and units have the responsibility to determine appropriate teaching loads for faculty position descriptions. Teaching appointments must be reflected by hours and level of effort spent in teaching activity, and justified in position descriptions. Any adjustments to a teaching appointment (e.g. teaching unusually large classes, team-teaching, teaching studios or laboratories, intensive graduate or undergraduate student mentoring, technology-enhanced teaching, and others) must be documented in the position description. *[rev. 7-06, ed. 1-10]*

The validation of instruction may include Student Evaluations of Teaching (SETs), peer evaluations, self-assessment, documentation of effective or innovative teaching, teaching recognition and awards, and teaching loads. *[add. 1-10]*

**b. Advising and/or Mentoring Students:** Advising students is also an important faculty responsibility and a key function of academic citizenship. Student advising may include: (1) overseeing course selection and scheduling; (2) seeking solutions to conflicts and academic problems; (3) working with students to develop career goals and identify employment opportunities; (4) making students aware of programs and sources for identifying employment opportunities, (5) facilitating undergraduate and graduate student participation in professional activities (e.g. conferences, workshops, demonstrations, applied research); and (6) serving as a faculty advisor to student organizations or clubs. Advising also includes attendance at sessions (e.g. workshops, training courses) sponsored by the university, college, unit, or professional organizations to enhance a faculty member's capacity to advise. *[add. 7-06, rev. 1-08, ed. 1-10]*

Effective advising performance may be documented by: (1) the evaluation of peers or other professionals in the unit or college; (2) undergraduate or graduate student advisees' evaluations; (3) level of activity and accomplishment of the student organization advised; (4) evaluations of persons being mentored by the candidate; (5) number of undergraduate and graduate students guided to completion; and (6) receiving awards for advising, especially those involving peer evaluation. *[add. 7-06, ed. 1-10]*

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

**C-2. SCHOLARSHIP AND CREATIVE ACTIVITIES:** Scholarship is creative intellectual work that is communicated and validated. The creative function of a university requires the appointment of faculty members devoted to scholarship and creative activities. The university promotes an environment that increases faculty engagement in interdisciplinary scholarship. The university's Carnegie designation as "research university high" fosters an emphasis on scholarly and creative activities. *[rev. 1-10]*

Scholarship and creative activities take diverse forms and are characterized by originality and critical thought. Both must be validated through internal and external peer review or critique and disseminated in ways having a significant impact on the university community and/or publics beyond the university. Both are ongoing obligations of all members of the faculty. *[rev. 7-06, 1-10]*

The basic role of a faculty member at the University of Idaho is to demonstrate and validate continuing sound and effective scholarship in the areas of teaching and learning, artistic creativity, discovery, integration, and outreach/application/engagement. While these areas may overlap, these distinctions are made for purposes of defining position descriptions and for developing performance standards. Units and colleges shall adopt criteria for the evaluation of scholarship and creative activities. Demonstrated excellence that is focused in only one of these scholarship and creative activity areas is acceptable if it is validated and judged to be in the best interests of the institution and the individual faculty member. *[rev. 7-06, 1-10]*

**a. Scholarship in Teaching and Learning:** can involve classroom action research (site-specific pedagogy), qualitative or quantitative research, case studies, experimental design and other forms of teaching and learning research. It consists of the development, careful study, and validated communication of new teaching or curricular discoveries, observations, applications and integrated knowledge and continued scholarly growth. Evidence that demonstrates this form of scholarship might include: publications and/or professional presentations of a pedagogical nature; publication of textbooks, laboratory manuals, or educational software; advancing educational technology; presentation in workshops related to teaching and learning; development and dissemination of new curricula and other teaching materials to peers; and individual and/or collective efforts in securing and carrying out education grants. *[ed. 7-00, rev. 7-06]*

The validation of scholarship in the area of teaching and learning is based in large measure on evaluation by the faculty member's peers both at the University and at other institutions of higher learning. *[rev. 7-06]*

**b. Scholarship in Artistic Creativity:** involves validated communication and may be demonstrated by significant achievement in an art related to a faculty member's work, such as musical composition, artistic performance, creative writing, mass media activity, or original design. *[rev. 7-06, 1-10]*

The validation of scholarship in the area of artistic creativity is based in large part on the impact that the activity has on the discipline and/or related fields as determined by the peer review process. Many modes of dissemination are possible depending on the character of the art form or discipline. For example, a published novel or book chapter for an anthology or edited volume or similar creative work is regarded as scholarship. Each mode of dissemination has its own form of peer review that may include academic colleagues, practitioner or performance colleagues, editorial boards, and exhibition, performance, or competition juries. *[rev. 7-06]*

**c. Scholarship in Discovery:** involves the generation and interpretation of new knowledge through individual or collaborative research. It may include: novel and innovative discovery; analyzing and synthesizing new and existing knowledge and/or research to develop new interpretations and new understanding; research of a basic or applied nature; individual and collaborative effort in securing and carrying out grants and research projects; membership on boards and commissions devoted to inquiry; and scholarly activities that support the mission of university research centers. *[rev. 7-06]*

Evidence of scholarship in this area may include: publication of papers in refereed and peer reviewed journals; published books and chapters; published law reviews; citation of a faculty member's work by other professionals in the field; published reviews and commentary about a faculty member's work; invited

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

presentations at professional meetings; seminar, symposia, and professional meeting papers and presentations; direction and contribution to originality and novelty in graduate student theses and dissertations; direction and contribution to undergraduate student research; awards, scholarships, or fellowships recognizing an achievement, body of work, or career potential based on prior work; appointment to editorial boards; and significant scholarly contributions to university research centers. The validation of scholarship in the area of discovery is based on evaluation by other professionals in the faculty member's discipline or sub-discipline. *[rev. 7-06]*

**d. Scholarship of Integration:** often interdisciplinary and at the borders of converging fields, is the serious, disciplined work that seeks to synthesize, interpret, contextualize, critically review, and bring new insights into, the larger intellectual patterns of the original research. Similar to the scholarship of discovery, the scholarship of integration can also seek to investigate, consolidate, and synthesize new knowledge as it integrates the original work into a broader context. It often, but not necessarily, involves a team or teams of scholars from different backgrounds working together, and it can often be characterized by a multidisciplinary or interdisciplinary investigative approach. The consolidation of knowledge offered by the scholarship of integration has great value in advancing understanding and isolating unknowns. Beyond the differences, the scholarship of integration can include many of the activities of scholarship of discovery and thus may be rigorously demonstrated and validated in a similar manner. *[add. 7-06]*

**e. Scholarship of Outreach/Application/Engagement:** These activities apply faculty members' knowledge and expertise to issues that impact individuals, communities, businesses, government, or the environment. Examples may include economic development, environmental sustainability, stimulation of entrepreneurial activity, integration of arts and sciences into people's lives, enhancement of human well being, and resolution of societal problems. Like other forms of scholarship and creative activities, the scholarship of outreach/application/engagement involves active communication and validation. Examples of validation may include (but are not limited to): peer reviewed or refereed publications and presentations; patents, copyrights, or commercial licensing; adoption or citation of techniques as standards of practice; invited presentation at a seminar, symposium or professional meeting; and citations of the faculty member's work. *[add. 7-06, rev. 1-10]*

**C-3. OUTREACH and EXTENSION:** Outreach activities are originated by every unit on UI's Moscow campus and from each of the University's physical locations around the state. *[add. 1-10]*

Outreach includes a wide variety of activities including, but not limited to, (a) extension (see 1565 B); (b) teaching, training, certification, and other dissemination of information to the general public, practitioner, and specialty audiences; (c) volunteer development and establishment/maintenance of relationships with private and public organizations; and (d) unpaid extramural consultation and other professional services to individuals, organizations, and communities. Delivery mechanisms include distance education, service learning, cooperative education, technology transfer, noncredit courses, and publications. Most of the examples provided, such as distance education, are not exclusively outreach. Instead, they lie at the intersection of outreach and teaching or research. Likewise, professional services may be associated with teaching, scholarship, or university service and leadership. A faculty member's position description specifies where his or her outreach activities will be counted. *[rev. 1-10]*

Evidence of effective outreach activities may include, but are not limited to, (1) documentation of the process by which needs were identified and what steps were taken to deliver carefully planned and implemented programs; (2) numbers of individuals and types of audiences affected; (3) evaluation by participants in outreach activities; (4) other measures of significance to the discipline/profession, state, nation, region and/or world; (5) quantity and quality of outreach publications and other mass-media outlets; (6) evaluation of the program's effects on participants and stakeholders; (7) awards, particularly those involving peer evaluation; (8) letters of commendation from individuals within organizations to whom service was provided; (9) service in a leadership role of a professional or scientific organization as an officer or other significant position; and (10) other evidence of professional service oriented projects/outputs. *[rev. 1-10]*

**C-4. UNIVERSITY SERVICE AND LEADERSHIP:** The university seeks to create formal and informal organizational structures, policies, and processes that enable the university community to be effective, while also

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

fostering a climate of participatory decision making and mutual respect. *[add. 1-10]*

**a. Intramural service** is an essential component of the University of Idaho mission and is the responsibility of faculty members in all units. Service by members of the faculty to the university in their special capacities as scholars should be a part of both the position description and annual performance review. *[add. 7-06, rev. 1-08, ed. 1-10]*

Within the university, intramural service includes participation in unit, college, and university committees, and any involvement in aspects of university governance and academic citizenship. University, college, and unit committee leadership roles are seen as more demanding than those of a committee member or just regularly attending faculty meetings. Because faculty members play an important role in the governance of the university and in the formulation of its policies, recognition should be given to faculty members who participate effectively in faculty and university governance. Intramural service can include clinical service, routine support, and application of specialized skills or interpretations, and expert consultancies. The beneficiaries of these forms of service can be colleagues and co-workers. *[rev. 1-10]*

Effective performance in intramural service may be documented by a variety of means. Examples include: (1) letters of support from university clientele to whom your service was provided; (2) serving as a member or chairperson of university, college, or unit committees; and (3) receiving University service awards, especially those involving peer evaluation. *[rev. 1-10]*

#### **b. Administration:**

**(1) Unit Administration** (see FSH 1565 B): FSH 1420 E describes the responsibilities and the selection and review procedures for unit administrators. Unit administration is not normally considered in tenure and promotion deliberations; it is accounted for insofar as expectations are proportionally adjusted in the other sections of the position description. For faculty in nonacademic units (e.g. faculty at large), administration may be considered in tenure and promotion deliberations. *[add. 7-06, rev. 1-10]*

**(2) Other:** Effective conduct of university programs requires administrative activities that support scholarship, outreach and teaching. Program support activities are to be noted in position descriptions and performance reviews. The role of the principal or co-investigator of a university program or project may include the following administrative responsibilities: (1) budgetary and contract management; (2) compliance with University purchasing and accounting standards; (3) supervision and annual review of support personnel; (4) purchasing and inventory management of goods; (5) graduate student and program personnel recruitment, training in University procedures/policies, and annual review; (6) collaborator coordination and communication; (7) management of proper hazardous waste disposal; (8) laboratory safety management; (9) authorization and management of proper research animal care and use; (10) authorization and management of human subjects in research; (11) funding agency reporting; (12) intellectual property reporting; and (13) compliance with local, state, and federal regulation as well as University research policy. *[add. 7-06, rev. 1-10]*

Demonstration of effective administration may be documented by a variety of means. Examples include: (1) compliance with applicable rules, standards, policies, and regulations; (2) successful initiation, conduct and closeout of research contracts and grants as evidenced by timely reporting and budget management; (3) completion of the research contract or proposal scope-of-work; organized program operations including personnel and property management. Documentation of effective university program operation, beyond scholarship, may also include input by graduate and undergraduate students participating in the university program; and input by collaborators, cooperators, funding agency and beneficiaries of the program. Documentation of effective administration may include evaluations by faculty and staff, as well as objective measures of performance under the incumbent's leadership. *[add. 7-06, rev. 1-10]*

#### **D. UNIVERSITY FACULTY (FSH 1520 Article II):**

**D-1. INSTRUCTOR:** Instructors may be appointed for the purpose of performing practicum, laboratory, or

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

classroom teaching. Appointment to instructor constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated below. To avoid confusion over university faculty (those who have voting rights per FSH 1520 II, Section 1) the title of Instructor shall not be used in any other university position.

**a. Instructor.** Appointment to this rank requires proof of advanced study in the field in which the instructor will teach, the promise of teaching effectiveness, and satisfactory recommendations. Instructors have charge of instruction in assigned classes or laboratory sections under the general supervision of the departmental administrator. When they are engaged in teaching classes with multiple sections, the objectives, content, and teaching methods of the courses will normally be established by senior members of the faculty or by departmental committees. Instructors are expected to assist in the general work of the department and to make suggestions for innovations and improvements.

**b. Senior Instructor.** Appointment to this rank requires qualifications that correspond to those for the rank of instructor and evidence of outstanding teaching ability. Instructors are promotable to senior instructor [see FSH 3560]. Effective teaching is the primary responsibility of anyone holding this rank and this primary responsibility is weighted accordingly in the annual performance evaluation and when a senior instructor is being considered for tenure. Except in very rare instances, this rank is considered terminal (i.e., it does not lead to promotion to the professorial ranks and there is no limitation on the number of reappointments). Prospective appointees to the rank of senior instructor must be fully informed of its terminal nature.

#### D-2. FACULTY:

**a. Assistant Professor.** Appointment to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons in the final stages of completing doctoral dissertations or with outstanding talents or experience may be appointed to this rank. Evidence of potential effective teaching and potential scholarship in teaching and learning, artistic creativity, discovery, and outreach/application/engagement is a prerequisite to appointment to the rank of assistant professor. Appointees in this rank have charge of instruction in assigned classes or laboratories and independent or shared responsibility in the determination of course objectives, methods of teaching, and the subject matter to be covered. Assistant professors are expected to demonstrate the ability to conduct and direct scholarly activities, and to provide intramural and extramural professional service. [1565 C] *[rev. 7-98, 7-00, 1-10, ed. 7-12]*

**b. Associate Professor.** Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. In some situations, however, persons with outstanding talents or experience may be appointed or promoted to this rank. Associate professors must have demonstrated maturity and conclusive evidence of having fulfilled the requirements and expectations of the position description. An appointee to this rank will have demonstrated effective teaching or the potential for effective teaching, the ability to conduct and direct scholarly activities in his or her special field, and provide service to the university and/or his or her profession. Evidence of this ability includes quality publications or manuscripts of publishable merit; and/or unusually productive scholarship in teaching and learning; and/or significant artistic creativity; and/or major contributions to the scholarship of outreach/application/engagement. Associate professors generally have the same responsibilities as those of assistant professors, except that they are expected to play more significant roles in initiating, conducting, and directing scholarly activities, and in providing intramural and extramural professional service. [1565 C] *[rev. 7-98, 1-10, rev. and ren. 7-00]*

**c. Professor.** Appointment or promotion to this rank normally requires the doctorate or appropriate terminal degree. A professor should have intellectual and academic maturity, demonstrated effective teaching or the potential for effective teaching and the ability to organize, carry out, and direct significant scholarship in his or her major field. A professor will have made major scholarly contributions to his or her field as evidenced by several quality publications and/or highly productive scholarship in one or more of the areas of teaching and learning, discovery, artistic creativity, and outreach/application/engagement. Professors have charge of courses and supervise research, and are expected to play a major role of leadership in the development of academic policy, and in providing intramural and extramural professional service. [1565 C] *[rev. 7-98, 1-10, rev. and ren. 7-00]*

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

#### D-3. RESEARCH FACULTY:

**a. Assistant, Associate and Professor.** Appointment to these ranks requires qualifications, except for teaching effectiveness, that correspond to their respective ranks as for faculty in D-2 above. *[ed. 7-12]*

#### D-4. EXTENSION FACULTY:

**a. Extension Faculty with Rank of Instructor.** Appointment to this rank requires: sound educational background and experience for the specific position; satisfactory standard of scholarship; personal qualities that will contribute to success in an extension role; evidence of a potential for leadership, informal instruction, and the development of harmonious relations with others. *[rev. 7-98]*

**b. Extension Faculty with Rank of Assistant Professor.** Appointment to this rank requires a master's degree along with the qualifications of extension faculty with rank of instructor and: demonstrated leadership ability in motivating people to analyze and solve their own problems and those of their communities; evidence of competence to plan and conduct an extension program; a record of effectiveness as an informal instructor and educational leader; proven ability in the field of responsibility; evidence of continued professional growth through study and participation in workshops or graduate training programs; acceptance of responsibility and participation in regional or national training conferences; membership in appropriate professional organizations, and scholarship in extension teaching or practical application of research; demonstrated ability to work in harmony with colleagues in the best interests of UI and of the people it serves. *[rev. 7-98]*

**c. Extension Faculty with Rank of Associate Professor.** In addition to the qualifications required of extension faculty with rank of assistant professor, appointment or promotion to this rank requires: achievement of a higher degree of influence and leadership in the field; continued professional improvement demonstrated by keeping up to date in subject matter, extension teaching methods, and organization procedures; progress toward an advanced degree if required in the position description; demonstrated further successful leadership in advancing extension educational programs; evidence of a high degree of insight into county and state problems of citizens and communities in which they live, and the contribution that education programs can make to their solution; an acceptance of greater responsibilities; a record of extension teaching or practical application of research resulting in publication or comparable productivity; a reputation among colleagues for stability, integrity, and capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context. *[rev. 7-98, ed. 1-10]*

**d. Extension Faculty with Rank of Professor.** In addition to the qualifications required of extension faculty with rank of associate professor, appointment or promotion to this rank requires: regional or national recognition in the special professional field or area of responsibility; a record of successful organization and direction of county, state, or national programs; an outstanding record of creative extension teaching or practical application of research resulting in significant publications or comparable scholarship; active membership and effective participation in professional committee assignments and other professional organization activities; demonstrated outstanding competence in the field of responsibility; achievement of full maturity as an effective informal teacher, wise counselor, leader of extension educational programs, and representative of the university. These activities may occur in a domestic or international context. *[rev. 7-98, ed. 1-10]*

#### D-5. LIBRARIAN:

**a. Librarian with Rank of Instructor.** Appointment to this rank requires an advanced degree in library science from a library school accredited by the American Library Association or an equivalent terminal degree and relevant experience and: (a) evidence of potential for successful overall performance and for development as an academic librarian; (b) when required for specific positions (e.g., cataloger, assistant in a subject library), knowledge of one or more subject areas or pertinent successful experience in library work.

**b. Librarian with Rank of Assistant Professor.** Appointment to this rank requires the qualifications for librarian with rank of instructor and: (a) demonstrated ability, competence, and effectiveness in performing

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

assigned supervisory-administrative, specialized public service, or technical service responsibilities; (b) demonstrated ability to establish and maintain harmonious working relationships with library colleagues and other members of the university community; (c) evidence of professional growth through study; creative activity; participation in workshops, conferences, seminars, etc.; participation in appropriate professional organizations; awareness of current developments in the profession and ability to apply them effectively in the area of responsibility; (d) service to the library, university, or community through committee work or equivalent activities.

**c. Librarian with Rank of Associate Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) acceptance of greater responsibilities, and conclusive evidence of success in the performance of them, e.g., bibliographical research performed in support of research activities of others; development of research collections; the preparation of internal administrative studies and reports; interpreting, and facilitating effective use of, the collections; effectively applying bibliographic techniques for organizing library collections; effective supervision of an administrative unit; (b) evidence of further professional growth, as demonstrated by keeping up to date in subject matter, methods, and procedures and by practical application of research resulting in significant improvement of library operations or in publication; effective participation in the work of appropriate professional organizations; and/or formal study, either in library science or in pertinent subject areas; (c) evaluation by colleagues as a person of demonstrated maturity, stability, and integrity, with the capacity for further significant intellectual and professional achievement. These activities may occur in a domestic or international context. [*ed. 1-10*]

**d. Librarian with Rank of Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of librarians and: (a) demonstrated outstanding competence in the area of responsibility; (b) achievement of an outstanding record of creative librarianship, of effective administration, or of practical application of research resulting in significant publications or comparable productivity; (c) an additional degree in library science or in a pertinent subject area or equivalent achievement; (d) regional or national recognition for contributions to the profession based on publications or active and effective participation in the activities of professional organizations; (e) evaluation by colleagues as an effective librarian who will continue to recognize that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context. [*ed. 1-10*]

#### D-6. PSYCHOLOGIST OR LICENSED PSYCHOLOGIST:

**a. Psychologist with Rank of Instructor.** Appointment to this rank requires: an advanced degree in counseling, counseling psychology, clinical psychology, or closely related field earned in a professional program accredited by the appropriate accrediting association; evidence of effective skills in counseling or therapy; and evidence of pursuit of a terminal degree.

**b. Psychologist or Licensed Psychologist with Rank of Assistant Professor.** Appointment to this rank requires the qualifications for psychologist with rank of instructor and: a doctoral or equivalent terminal degree; evidence of effective skills in counseling or therapy; awareness of current developments in the profession; and demonstrated potential for participation in appropriate professional organizations, service to the Counseling and Testing Center, the university, and the community through teaching, committee membership, or equivalent activities, and the development and execution of research projects or the development and execution of outreach services designed to benefit UI students.

**c. Licensed Psychologist with Rank of Associate Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: possession of a license as a psychologist in the state of Idaho; evidence of continued development of skills in counseling or therapy, as demonstrated by attendance at training workshops, personal study that leads to the presentation of workshops, classes, or seminars, or private study that leads to in-service training of personnel of the Counseling and Testing Center; evidence of continued professional development through service in professional organizations; evidence of effective teaching or training; completion of research that has resulted in quality publications or manuscripts of publishable merit, or the design and implementation of a continuing program in the Counseling and Testing Center that is of benefit to UI students and represents professional achievement of publishable merit; and



## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

continued service to the university and community through committee work or participation in community organizations. These activities may occur in a domestic or international context. *[ed. 1-10]*

**d. Licensed Psychologist with Rank of Professor.** Appointment or promotion to this rank requires the qualifications applicable to the lower ranks of psychologists and: demonstration of outstanding competence in counseling or therapy; establishment of an outstanding record in research and publication or in development of continuing programs that contribute to the betterment of university students; continued professional improvement through private study, directed study, or attendance at workshops, conventions, etc.; regional or national recognition for contributions to the profession through publication, presentation of workshops, or active and effective participation in the activities of professional organizations; and recognition by colleagues as an effective psychologist who realizes that optimum productivity is a reasonable personal goal. These activities may occur in a domestic or international context. *[ed. 1-10]*

**D-7. OFFICER-EDUCATION:** Appointment of persons to the faculties of the officer education programs was established for the purpose of ensuring the academic soundness of the programs. The dual role of these faculty members as military officers and academic instructors is recognized. The university expects the nominees to have demonstrated academic and intellectual capabilities and exemplary professional achievement. Specifically, UI expects: *[ed. 1-10]*

**a. Academic Preparation.** It is desirable for officer education faculty members to have at least a master's degree. In his or her most recent education, the officer should have a superior academic record as demonstrated by such measures as high grade-point average in graduate school, being in the upper half of the class in graduate school, or superior graduate-level ability as attested in letters of recommendation from graduate-school professors. *[ed. 1-10]*

**b. Specialized Preparation.** The officer must have significant education, experience, or formal preparation in the subject areas in which he or she will teach.

**c. Military Background and Preparation.** A junior officer is expected to have had significant professional performance and experience. It is also desirable that the officer have some formal military education beyond commissioning. A senior officer should have broad experience with excellent performance. He or she is expected to have attended a junior or senior military college and to have made a distinguished record there.

**d. Teaching.** It is desirable for officers to have had some teaching experience. It is recognized that this is not always possible for junior officers. For such an officer, there should be some evidence that he or she will become a satisfactory teacher. Heads of officer education programs are expected to be experienced instructors.

**e.** Nominees who will pursue graduate studies at UI for one year before becoming an instructor will be given preliminary approval. In their last semester of full-time graduate enrollment, the service should submit the required information to the Officer Education Committee for regular, final approval. For preliminary approval, the officer should, in addition to the military requirement, show promise of being successful in graduate studies. This could be demonstrated by (a) a high score on the Graduate Record Examination, if taken, (b) full enrollment status as a graduate student at UI, (c) a high overall grade-point average in college (3.00 or above on a 4-point scale), (d) a high grade-point average in a major area, or (e) a good record in the final year of college and graduate-level ability as attested by letters of recommendation from college professors. *[rev. 1-10]*

**f. Appointment:**

**1.** The following information is submitted by the nominee's service: (1) transcripts from undergraduate and graduate academic institutions; (2) transcripts or appropriate records from military schools and staff colleges; (3) at least three letters of recommendation from appropriate sources, such as former professors, military instructors, and supervisors or commanders. These letters should be concerned with matters such as the officer's civilian academic performance, military record and leadership ability, and actual or potential performance as a teacher. (Former supervisors or commanders could give their opinion based on the officer's demonstration of leadership ability and his or her experience as a training officer.); (4) a

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

summary of the officer's duty assignments and military and teaching positions held; (5) copies of favorable communications from the officer's file.

2. The following is provided by the program unit concerned: (1) a description of the military schools attended and courses completed by the nominee; (2) a description of the positions held by the nominee; (3) an explanation of the appropriateness of the officer's experience and training to the courses he or she will teach.

3. Copies of the requested material are distributed by the local unit to the members of the Officer Education Committee at least 72 hours before the meeting at which the committee will consider the nominee. For appointments commencing in the fall, this information should normally be made available not later than the preceding May 1.

4. In the case of a person nominated to head an officer education program, UI may require a personal interview.

5. A minimum of two weeks, after receipt of all required information, is necessary for consideration of the nominee. UI notifies the nominee's service of its decision within one month.

**D-8. UNIVERSITY DISTINGUISHED PROFESSOR:** Acknowledgment of outstanding academic contributions to the university is appropriate and desirable. The rank of University Distinguished Professor<sup>2</sup> is bestowed upon University of Idaho faculty in recognition of sustained excellence in teaching, scholarship<sup>3</sup>, outreach, and service. The rank will be held for the remainder of the recipient's active service at the University; if the recipient leaves the University and is eligible for emeritus status, the rank will change to University Distinguished Professor Emeritus. The rank is highly honorific and therefore will be conferred on no more than three faculty members university-wide in any given academic year. Selection of University Distinguished Professors will reflect the diversity of scholarly fields at the University. University Distinguished Faculty will receive a stipend of at least \$5,000 per year for five years to be used to enhance salary or support professional activities (e.g., professional travel, student support, equipment, materials and supplies, etc.). Final discretion in conferring the rank of Distinguished Professor and the number of appointments in a given year resides with the President. [*add. 7-10, rev. 7-12, 8-12*]

**a. Selection Criteria:** In general, University Distinguished Professors will have received national and usually international recognition. They will have brought distinction to the University through their work. [*ed. 7-12*]

University Distinguished Professors will have achieved a superior record in the following areas: scholarly, creative, and artistic achievement; breadth and depth of teaching; and University service and service involving the application of scholarship, creative, or artistic activities to addressing the needs of one or more external publics. [*rev. 7-12*]

University Distinguished Professorships will be conferred on members of the University of Idaho Faculty who have attained the rank of Professor and have completed a minimum of seven years of service at the University, typically at the rank of Professor. [*rev. 7-12*]

**b. Selection Process:** University Distinguished Professorships will be awarded by the president upon recommendation of The University Distinguished Professorship Advisory Committee a standing committee composed of four faculty members and three deans. The committee members should reflect all dimensions of diversity in the university community. They will be appointed by the Provost to serve three-year terms on a staggered basis. Nominations will be made by Faculty Senate and the Academic Deans, in consultation with faculty and administrators of units. Committee members must be tenured professors who themselves have outstanding records of teaching, research and/or outreach. [*rev. 7-12*]

---

<sup>2</sup> As a result of Development Fund efforts, endowment support eventually may be obtained for many University Distinguished Fellowships, in which case a donor's name may be added to the title. [*ed. 7-12*]

<sup>3</sup> Scholarship in this context includes scholarship of discovery, scholarship of pedagogy, scholarship of application and integration, and artistic creativity.

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

1. The Provost will request nominations from faculty, deans, directors and unit administrators annually. *[rev. 7-12]*
2. Written nominations will be submitted to the Provost and must include: *[ed. 7-12]*
  - a. A nominating letter with a brief summary of the candidate's achievements; *[rev. 7-12]*
  - b. The candidate's *curriculum vitae*, including a list of any significant previous awards;
  - c. Letters of endorsement from the appropriate deans and unit administrators or director(s). The candidate may also include a maximum of three additional letters of support, as appropriate, from students, colleagues at the University of Idaho, and/or other institutions. Letters should describe the impact of the nominee on her/his field, evidence of external recognition, and the context of her/his work over the course of her/his employment. *[rev. 7-12]*
3. The University Distinguished Professorship Advisory Committee reviews the nominations and makes recommendations to the Provost for transmittal to the President. *[rev. 7-12]*
4. Because the rank of University Distinguished Professorship is intended to be highly honorific, it is possible that in a given year no candidates will be selected. *[ed. 7-12]*
5. The applications of nominees who are not selected in the first year of nomination will remain active for a total of three years. Nominators will have the opportunity to update their nomination during subsequent years in which their candidate is under consideration.

**D-9. CLINICAL FACULTY:** Clinical faculty may be appointed for the purpose of performing practicum, laboratory, or classroom teaching. Clinical faculty is a non-tenure track position. Clinical faculty positions are appropriate for professional disciplines having strong applied and/or clinical elements or those serving university units or academic departments in a supporting capacity. Appointment to clinical-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, and confers responsibilities and privileges as stated in a below. Clinical faculty members may be appointed and/or promoted (FSH 3560 D-2) to the ranks of clinical assistant professor, clinical associate professor or clinical full professor. *[rev. 7-11, ed. 7-14]*

**a. Responsibilities, Privileges, and Rights.** A clinical faculty member has a primary employment responsibility in a UI unit. The relationship of a clinical faculty member to UI is essentially that of a collaborator with a UI unit, program, or faculty member. The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the clinical faculty. They have the same responsibilities and privileges as university faculty (FSH 1520 II 1) *[rev. 7-11]*

Clinical faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service.

1. Clinical faculty members may have teaching as a primary or major responsibility; in addition, they may advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees, engage in outreach and engagement activities, and act as expert advisers to faculty members or groups. *[rev. 7-11]*
2. The nature and extent of the services to be rendered are determined jointly by the clinical faculty member, his or her immediate supervisor, and the unit administrator(s) concerned.

**b. Qualifications.** Assignment to a clinical faculty position is based on demonstrated knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to those expected of faculty within the unit. *[ed. 7-11]*

**c. Conversion.** Instructors and senior instructors who meet the qualifications for clinical faculty defined in D-9 b. may be considered for clinical faculty status upon the recommendation of the unit administrator and dean, subject to approval by the provost. Credit for prior equivalent experience may be granted by the provost up to a maximum of four years. Conversion of an existing tenure-track or tenure line in a unit to clinical status requires the approval of the dean and provost. A unit must demonstrate that a clinical position better advances the university's strategic goals than a tenure-track position. *[add. 7-11, ren. 7-14]*

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

#### **E. EMERITI. (FSH 1520 II-2)**

**E-1. ELIGIBILITY.** A board appointed, benefit-eligible member of the university faculty who holds one of the ranks described in 1565 D and who leaves the university and has a minimum of 8 years of service, has attained 55 years of age, and attained the rule of 65 (age plus years of service is at least 65), is designated as “professor emeritus/emerita,” “research professor emeritus/emerita,” or “extension professor emeritus/emerita,” as applicable. A faculty member without such rank has the designation “emeritus” or “emerita,” as applicable, added to the administrative or service title held at the time of retirement. *[ed. 7-00, 7-02, 1-08, rev. 7-12, 1-14]*

In exceptional circumstances the provost, with the concurrence of Senate Chair, Vice Chair and Faculty Secretary, may suspend the above eligibility rules and award or deny emeritus status to a faculty member. *[add. 1-12]*

**E-2. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES.** Emeriti are faculty members in every respect, except for the change in salary and in certain fringe benefits, the obligation to perform duties, and the right to vote in faculty meetings. They continue to have access to research, library, and other UI facilities. Emeriti may take an active role in the service and committee functions of their department, college, and the university. UI encourages the voluntary continued participation of emeriti in the activities of the academic community.

#### **E-3. EMPLOYMENT OPPORTUNITIES.** *[add. 1-12]*

- a. Emeritus faculty may hold a part-time position at the University of Idaho after retirement, but not a full-time one. When it is in the university’s interest, exceptions may be made and the full-time employment limitation may be waived by the president. *[ed. 1-14]*
- b. Units wanting to employ emeritus faculty without a search must request, in writing, a search waiver from the Director of Human Rights, Access & Inclusion.
- c. Search waivers granted to emeritus faculty remain in effect for three full years. Units need only notify Human Resources if they want to continue to employ an emeritus faculty member while the search waiver is in effect. However, a unit is not obligated to employ the emeritus faculty member during this three year period.

#### **E-4. SPECIFIC PROVISIONS FOR EMERITUS PARTICIPATION.** *[ren. 7-12]*

- a. Departmental mailboxes continue to be available to emeriti who reside locally.
- b. A list of emeriti and their mailing addresses is maintained at each level--department, college, and university (Human Resources). *[ed. 7-06, 1-08]*
- c. The director of human resources is responsible for supplying information about emeriti for the Campus Directory.
- d. Emeriti who have campus mailboxes receive University of Idaho publications by campus mail or upon request by email. *[ed. 7-12]*
- e. Emeriti who have departmental mailboxes receive full distribution of notices; otherwise, special requests may be made to the departmental administrator.
- f. Ordinary office materials and supplies are available under the same issuing procedures applicable to other members of the department.
- g. Departmental postage may be used for professional mail.
- h. Offices for emeriti are provided on a space-available basis.
- i. One, free non-transferable gold parking permit each year. *[rev. 1-08]*

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

**j.** Any discounts available to other members of the faculty and staff through various UI agencies are available to emeriti.

**k.** Emeriti are included in appropriate university, college, and departmental faculty-staff functions.

**l.** In the appointment of committees, administrators at all levels and the Committee on Committees consider the availability and desire for significant service of emeriti.

**m.** There are many areas of activity, professional and other, such as service to the community and special groups within the community and university, in which emeriti may have the time and the inclination to make continuing contributions (e.g., guest lectures, research design, and consultation). In connection with such services, emeriti are not excluded from the travel budget, though they may generally have a lower priority.

**n.** Emeriti who elect to maintain an active computing account will retain access to services provided by Information Technology Services (ITS) including electronic communications (e.g. – email, instant messaging, etc.), technical support, and [offered software](#). [*add. 7-99, ren.1-08, ed. 7-12, rev. 7-15*]

**E-5. LISTING OF EMERITI IN THE COMMENCEMENT PROGRAM.** Names of faculty members who retire after meeting the eligibility requirements stated in E-1 are listed in the program of the commencement exercises held during the fiscal year in which their UI duties end; also, those whose service obligations are to end on or before August 31 following a given commencement will be listed in the program for that commencement. [*ed. 1-10, ren. 7-12*]

**E-6. MAINTENANCE OF TIES WITH EMERITI.** The Faculty Senate has urged UI units periodically to review their contacts with emeriti and to take steps to ensure that the provisions of this section--particularly b and c, above--are being carried out; moreover, the senate has urged all members of the UI community to seek additional ways of maintaining ties with emeriti and to provide opportunities and the means for them to continue to be a part of, and of service to, the university. [*ed. 1-08, 7-09, ren. 7-12*]

**F. ASSOCIATED FACULTY:** Associated faculty members (see FSH 1520 II-3) have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave. [*ed. 1-10*]

**F-1. AFFILIATE FACULTY:** [*ren. 7-98, 1-08, rev. 7-10*]

**a. General.** The affiliate faculty consists of professional personnel who serve academic departments in a supporting capacity. Appointment to affiliate-faculty status constitutes a recognition of the appointee's scholarly contributions and professional accomplishments, confers responsibilities and privileges as stated in subsection d below, and authorizes assignment of service functions as described in subsection d-2 below. It is also a means of encouraging greater cooperation between and among academic departments and other units. An affiliate faculty member holds a non-tenure-track faculty status in an appropriate academic discipline. [*ed. 7-00, 1-10, 12-16, rev. 7-10*]

**b. Employment Status.** An affiliate faculty member may, by virtue of his or her employment, have either one of the following relationships with UI: (1) that of a UI employee, normally an exempt employee, who is [a] a member of the faculty or staff of a unit of the university other than the one in which he or she has affiliate-faculty status, or [b] a member of the professional support staff of the same unit of the university in which he or she has affiliate-faculty status; (2) that of an employee of a governmental or private agency who is assigned by that agency to a UI unit or to one of the agency's units or programs that is officially associated with the university. [*rev. 7-10*]

**c. Distinction between Affiliate and Adjunct Faculties.** Members of the affiliate faculty have a more direct relationship with UI than do members of the adjunct faculty [see 1565 F-2]. Members of the adjunct faculty are not UI employees. An adjunct faculty member's primary employment is with a unit or program that is not officially associated with UI. Thus, the relationship of a member of this faculty category to UI is essentially

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

that of a collaborator with a UI unit, program, or faculty member. An affiliate faculty member, in contrast, has a primary employment responsibility in a UI unit or in a non-UI unit that is officially associated with UI. In addition, he or she has a secondary relationship to another unit in a supporting role, or has a secondary relationship to the academic program in the same unit in which he or she has a primary employment responsibility. These latter relationships are the kind that are recognized by the affiliate faculty membership. [ed. 7-00, 1-08, 1-10, rev. 7-10]

**d. Responsibilities, Privileges, and Rights.** The guarantees afforded by the principle of academic freedom [see 3160] are extended to members of the affiliate faculty. They have substantially the same responsibilities and privileges as do members of the university faculty; however, their right to vote in meetings of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. (Those who, in addition to their affiliate-faculty status, have status as members of the university faculty [e.g., psychologists in the Counseling and Testing Center and regular faculty members in other academic departments] have, of course, full rights of participation in meetings of the university faculty and of the constituent faculties to which they belong.) [ren. 1-10, rev. 7-10, ed. 7-11]

Affiliate faculty members perform administrative, analytical, and research functions that complement UI's mission in teaching, research, and service. [rev. 7-10]

1. Affiliate faculty members, as such, do not normally have teaching as a primary or major responsibility; however, with the approval of academic departments, they may teach classes, advise students on their academic or professional programs, participate in research projects, serve on graduate students' supervisory committees (with approval by the dean of graduate studies), or act as expert advisers to faculty members or groups. [rev. 7-10, ed. 7-12]

2. The nature and extent of the services to be rendered are determined jointly by the affiliate faculty member, his or her immediate supervisor, and the departmental administrator(s) concerned. [rev. 7-10]

3. Affiliate faculty qualify for the faculty-staff educational privilege [see 3740] [ed. 1-10, rev. 7-10]

**e. Qualifications.** Assignment to an affiliate faculty position is based on demonstrating knowledge and experience, academic degrees, scholarly contributions, or other professional accomplishments comparable to what is expected of faculty within that unit. [ed. 7-00, rev. 1-10, 7-10]

**f. Appointment.**

1. Appointments to the affiliate faculty may be made at any time. They are reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointment should be continued unless the affiliate faculty member remains in UI employment or continues in his or her assignment to an entity that is officially associated with the university. [rev. 7-10]

2. A recommendation for appointment to the affiliate faculty normally originates in the appropriate academic department and requires the concurrence of the nominee's immediate supervisor and the faculty of the appointing department. The appointment must be approved by the dean of the college, the president, and the regents. [rev. 7-10]

3. An appointment, termination, or other change in affiliate-faculty status is made official by means of a "Personnel Action" form. [rev. 7-10]

#### **F-2. ADJUNCT FACULTY:** [rev. 7-10]

**a. General.** The adjunct faculty includes highly qualified persons who are not employed by UI but are closely associated with its programs. [For the distinction between the affiliate and the adjunct faculty categories, see 1565 F-1-c.] [ed. 7-00, 1-08, rev. 7-10]

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

**b. Responsibilities.** Members of the adjunct faculty have the same academic freedom and responsibility as do members of the university faculty; however, their right to vote in meetings of the university faculty and of their constituent faculties is limited in accordance with the provisions of 1520 II-3-b. Adjunct faculty members may be assigned to advise students on their academic or professional programs at any level; to work in cooperative research projects; to serve on committees, including graduate students' supervisory committees (with approval by the College of Graduate Studies); to act as expert advisers to faculty members or groups; and to teach courses in their branch of learning. [rev. & ren. 1-10, rev. 7-10, ed. 7-11, 7-12]

**c. Qualifications.** Adjunct faculty members must be highly qualified in their fields of specialization and should have exhibited positive interest in UI programs in the field of their appointment. Their qualifications should ordinarily be equivalent to those required of regular members of the faculty in the area and at the level of the adjunct faculty member's responsibility. [ren. 1-10, rev. 7-10]

**d.** Adjunct faculty do not qualify for the faculty-staff educational privilege. (see 3740) [add. 1-10, rev. 7-10]

**e. Appointment.**

**1.** Appointments to the adjunct faculty may be made at any time. **b.** Appointments are for an indefinite period, but are to be reviewed by the dean of the college before publication of each issue of the *General Catalog*. No appointments should be continued unless the adjunct faculty member is actively engaged in the responsibilities for which he or she was appointed. [rev. 7-10]

**2.** Recommendations for appointment to the adjunct faculty are normally developed at the departmental level and have the concurrence of the departmental faculty. For interdisciplinary degree programs, adjunct faculty may also be assigned responsibilities with respect to the degree programs with approval of the program faculty and of the program director. Appointments must be approved by the dean of the college, the provost, the president, and the regents. [rev. 7-10]

**3.** Before formal appointment procedures are begun, the prospective adjunct faculty member must agree to serve under the provisions herein described. When necessary, the consent of the nominee's employer, if any, will be requested and recorded. [rev. 7-10]

**4.** Appointment information is recorded on the regular "Personnel Action" form.

**5.** The appointment of adjunct faculty members to graduate students' supervisory committees requires approval by the dean of the College of Graduate Studies. [rev. 7-10]

**G. TEMPORARY FACULTY:** Temporary faculty have access to the library and other UI facilities. Reimbursement for travel or for services to UI is at the unit's discretion. They are not eligible for sabbatical leave. [add. 1-10]

**G-1. LECTURER.** A teaching title that may be used at any level, i.e., it carries no specific connotation of rank among the professorial titles. This title is conferred on one who has special capabilities or a special instructional role. Lecturers are neither tenurable nor expected to progress through the professorial ranks. A lecturer qualifies for faculty status with vote during any semester in which he or she (a) is on an appointment greater than half-time and (b) has been on such appointment for at least four semesters. When a lecturer qualifies for faculty status they shall be reviewed at a minimum of every 5 years thereafter as determined by the unit's bylaws. The review committee defined by the unit's bylaws shall include tenure-track faculty within the unit. [rev. 7-01, rev. 7-14]

**G-2. VISITING FACULTY.** A designation that, when used with a professorial title, customarily indicates that the appointee holds a regular teaching or research position at another institution. A visiting appointee who does not hold a professorial rank elsewhere may be designated as a lecturer. Appointees with visiting academic ranks (e.g., visiting associate professor, visiting professor) are considered temporary members of the university faculty. Those on full-time appointment have the privilege of voting in meetings of the university faculty and of the appropriate constituent faculties.



## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1565: Academic Ranks and Responsibilities

---

**G-3. ACTING.** Persons who are judged competent to perform particular duties may be appointed for temporary service as acting members of the faculty. An acting appointment may also be used to establish a probationary period for an initial appointment of a person who, while being considered for a regular position on the faculty, is completing the required credentials for a permanent appointment. Persons on acting status are not voting members of the university faculty or of constituent faculties.

**G-4. ASSOCIATE.** A title for a nonstudent with limited credentials who is assigned to a specialized teaching, research, or outreach position. Associates are exempt staff and are not members of the university faculty or of constituent faculties. *[ed. 1-10]*

**H. NON-FACULTY:** Those within this category are not members of the faculty. *[ed. 1-10]*

**H-1. POSTDOCTORAL FELLOW.** Postdoctoral fellows are persons who hold the doctoral degree or its equivalent at the time of their appointment and are continuing their career preparation by engaging in research or scholarly activity. Postdoctoral fellows are special exempt employees in the category of “temporary or special” (FSH 3080 D-2 a) employees recognized by the regents. [See also 3710 B-1.b.] *[ed. 1-10]*

**H-2. GRADUATE STUDENT APPOINTEES:** The general nature of the following graduate assistantships is defined as an apprenticeship experience that consists of a work obligation partnered with educational and developmental activities, all of which are integrated with the graduate degree program of the student. All graduate assistants must be individually mentored by a faculty advisor and may receive additional mentoring from other faculty and/or staff on or off campus. All graduate assistant positions (H-2. a, b, c) are limited to twenty hours per week of work. All graduate student appointees must be academically qualified and registered. [See also 3080 D-2-a.] *[rev. 7-13, 7-18]*

**a. Graduate Teaching Assistant.** Graduate Teaching Assistants perform duties related to the instructional efforts of the unit in which they are employed under the supervision of a member of the university faculty, associated faculty, or temporary faculty (see FSH 1565 D, F, and G). These duties, which must be associated with academic credit instruction and constitute at least 50 percent of a Graduate Teaching Assistant’s effort, may include, but not be limited to: primary teaching responsibilities; grading assignments; assisting with the delivery of instruction through technology; and providing other assistance related to instruction. *[ed. 1-10, 7-18, rev. 7-13]*

**b. Graduate Research Assistant.** Graduate Research Assistants develop competence in performing professional-level work in support of research, scholarship, or creative activity. These positions can only have duties within the scope of work permitted by the funding source. *[ed. 1-10, 7-18, rev. 7-13]*

**c. Graduate Support Assistant.** Graduate Support Assistants perform a wide range of duties and can have varying responsibilities in academic and non-academic campus departments and programs. The specific duties depend on the needs of the office or project and on the qualifications and experiences of the Graduate Support Assistant. Graduate Support Assistants may provide academic and/or non-academic instruction, and/or assist with research, or provide other support functions. The duties must be directly related to the Graduate Support Assistant’s program of study. The College of Graduate Studies shall periodically publish standards governing the permissible scope of Graduate Support Assistant appointments on its website. *[add. 7-18]*

**I. QUALIFICATIONS OF NONFACULTY MEMBERS FOR TEACHING UI COURSES.** Persons who are not members of the university faculty but are selected to teach UI courses offered for university-level credit (including continuing-education courses and those offered by correspondence study) are required to have scholarly and professional qualifications equivalent to those required of faculty members.



University of Idaho  
Library



# U OF I LIBRARY BUDGET UPDATE

FACULTY SENATE  
MARCH 2020

# LIBRARY BUDGET OVERVIEW

## Salaries (30-40%)

- Faculty
- Staff
- Students

## Resources (50-65%)

- One-time purchases (e.g., print books, e-backfiles ~10-15%)
- Subscriptions (journals, databases, journal packages ~85-90%)

## Other expenses (5-10%)

- Library systems and software, consortial fees, ILL, etc.

# CHALLENGES

- Non-standard periodical inflation
- Subscriptions from other units passed to Library
- Structural issues with budget model
- Budget reductions

# GUIDING PRINCIPLES

- Financial sustainability
- Proportional allocations comparable to peer institutions
- Anticipate changes in scholarly communication



# FY18 – FY21 EXPENDITURES

	Faculty Librarians	Staff	Temporary Help	Total Salaries	Total Materials	Other Expenses	Total Expenses
FY18	\$1,324,100	\$869,747	\$206,633	\$2,400,480	\$4,660,284	\$308,312	\$7,369,076
FY19	\$1,118,180	\$875,269	\$157,546	\$2,150,968	\$4,694,316	\$431,753	\$7,277,037
FY20 (projected - estimate)	\$1,083,711	\$800,000	\$150,000	\$2,100,000	\$3,750,000	\$400,000	\$6,274,000
FY21 (projected - estimate)	\$1,150,000	\$750,000	\$150,000	\$2,050,000	\$3,200,000	\$400,000	\$5,650,000

# PEER COMPARISON



Peer institutions*	Headcount	Budget per headcount	Total budget	Total salaries	salary per headcount	salaries % of total	Total materials	materials per headcount	materials % of total	All other	other % of total
Kansas State University	22,343	\$639	\$14,288,123	\$7,085,845	\$317	49.59%	\$5,780,615	\$259	40.46%	\$1,421,663	9.95%
Washington State University	30,614	\$454	\$13,899,567	\$6,150,778	\$201	44.25%	\$6,929,277	\$226	49.85%	\$819,512	5.90%
University of Arkansas - Fayetteville	27,558	\$562	\$15,482,451	\$6,848,552	\$249	44.23%	\$7,044,281	\$256	45.50%	\$1,589,618	10.27%
University of Nebraska - Lincoln	26,087	\$673	\$17,543,752	\$7,726,880	\$296	44.04%	\$8,210,691	\$315	46.80%	\$1,606,181	9.16%
New Mexico State University - Main Campus	14,432	\$428	\$6,177,418	\$2,704,695	\$187	43.78%	\$2,962,974	\$205	47.96%	\$509,749	8.25%
Virginia Tech	34,440	\$697	\$24,015,933	\$9,919,048	\$288	41.30%	\$10,209,711	\$296	42.51%	\$3,887,174	16.19%
University of New Hampshire	15,644	\$712	\$11,143,526	\$4,508,356	\$288	40.46%	\$5,949,922	\$380	53.39%	\$685,248	6.15%
Utah State University	27,679	\$362	\$10,006,906	\$4,007,230	\$145	40.04%	\$5,486,736	\$198	54.83%	\$512,940	5.13%
Oregon State University	31,904	\$394	\$12,569,051	\$4,991,175	\$156	39.71%	\$5,780,510	\$181	45.99%	\$1,797,366	14.30%
Michigan State University	50,019	\$733	\$36,668,781	\$14,019,612	\$280	38.23%	\$18,838,903	\$377	51.38%	\$3,810,266	10.39%
Iowa State University	35,993	\$597	\$21,501,123	\$7,343,819	\$204	34.16%	\$11,945,388	\$332	55.56%	\$2,211,916	10.29%
Montana State University - Bozeman	16,703	\$539	\$9,008,281	\$2,923,311	\$175	32.45%	\$5,770,550	\$345	64.06%	\$314,420	3.49%
North Dakota State University	14,358	\$391	\$5,615,045	\$1,807,260	\$126	32.19%	\$3,490,862	\$243	62.17%	\$316,923	5.64%
University of Wyoming	12,397	\$1,103	\$13,677,985	\$2,853,200	\$230	20.86%	\$8,973,245	\$724	65.60%	\$1,851,540	13.54%
<b>Peer Average</b>	<b>25,727</b>	<b>\$592</b>	<b>\$15,114,139</b>	<b>\$5,920,697</b>	<b>\$230</b>	<b>38.95%</b>	<b>\$7,669,548</b>	<b>\$298</b>	<b>51.86%</b>	<b>\$1,523,894</b>	<b>10.08%</b>
<b>University of Idaho FY18</b>	<b>12,545</b>	<b>\$587</b>	<b>\$7,369,076</b>	<b>\$2,400,480</b>	<b>\$191</b>	<b>32.58%</b>	<b>\$4,660,284</b>	<b>\$371</b>	<b>63.24%</b>	<b>\$308,312</b>	<b>4.18%</b>
<b>University of Idaho (target FY21)</b>	<b>12,545</b>	<b>\$450</b>	<b>\$5,649,563</b>	<b>\$2,050,000</b>	<b>\$163</b>	<b>36.29%</b>	<b>\$3,200,000</b>	<b>\$255</b>	<b>56.64%</b>	<b>\$400,000</b>	<b>7.08%</b>

# PEER COMPARISON



	Total Library Budget per Headcount	Library Salary Expenditures per Headcount	% of total (salaries)	Library Materials Expenditures Per Headcount	% of total (materials)	Other Library Expenditures Per Headcount	% of total (other expenditures)
Peer Average	\$592	\$230	38.95%	\$298	51.86%	\$59	10.08%
University of Idaho FY18	\$587	\$191	32.58%	\$371	63.24%	\$25	4.18%
University of Idaho FY21 (target)	\$450	\$163	36.29%	\$255	56.64%	\$32	7.07%



# MOVING FORWARD

- Continuous two-way communication with campus on cancellations
  - Spring '19 Journal and Database Review
  - Elsevier ScienceDirect communications
  - Librarian outreach to individual departments
- Cut deep and then rebuild as possible based on input and data
- Enhance interlibrary loan
- Prioritize efforts to be part of the transformation of scholarly communication (e.g., open access, open source software, open educational resources)

University of Idaho  
2019 – 2020 Faculty Senate Agenda

Meeting #23

Tuesday, March 10, 2020 at 3:30 pm  
Paul Joyce Faculty- Staff Lounge & Zoom

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2019-2020 Faculty Senate Meeting #22 (March 3, 2020) **Attach. #1**
- III. Chair's Report
  - Temporary Emergency Policy for Vandal Gateway Program **Attach. #2**
- IV. Provost's Report
- V. Committee Reports
- VI. Other Announcements and Communications
  - APM and FSH non-voting Items – Brandi Terwilliger
    - FSH 3090 Temp Hourly Employment **Attach. #3**
    - AMP 55.39 Retiree Benefits Approval **Attach. #4**
    - APM 50.55 Writing UIJD **Attach. #5**
    - APM 50.53 Temp Hourly Employment **Attach. #6**
    - AMP 50.04 Verifying Employment New Employees **Attach. #7**
  - Campus Labs course evaluation software update – Sara Mahuron **Attach. #8**
  - Facilities Outsourcing Committee Report – Russ Meeuf **Attach. #9**
  - University Level Budget update – Brian Foisy, Vice President of Finance **Attach. #10**
- VII. Special Orders
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting #22 (March 3, 2020)
- **Attach. #2** Temporary Emergency Policy for Vandal Gateway Program
- **Attach. #3** FSH 3090 Temp Hourly Employment
- **Attach. #4** APM 55.39 Retiree Benefits Approval
- **Attach. #5** APM 50.55 Writing UIJD
- **Attach. #6** APM 50.53 Temp Hourly Employment
- **Attach. #7** APM 50.04 Verifying Employment New Employees
- **Attach. #8** Campus Labs course evaluation software update
- **Attach. #9** Facilities Outsourcing Committee Report
- **Attach. #10** University Level Budget Update

University of Idaho

2019 – 2020 Faculty Senate – **APPROVED**

Meeting # 23

Tuesday, March 10, 2020 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bridges, Caplan, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Meeuf, Paul, Rashed, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Wiencek (w/o vote)

**Present via Zoom:** Kern, McKellar, Tenuto

**Absent:** Carter, Hanigan, Raja

**Guests and Observers:** 12

**Guest Speakers:** Brandi Terwilliger, Brian Foisy, Sara Mahuron

**Call to Order:** Chair Grieb called the meeting to order at 3:31 pm.

**Approval of Minutes (vote):**

There was a motion (Dezzani/Tibbals) to approve the minutes of the 2019-2020 Faculty Senate Meeting #22 (March 3, 2020). Friendly amendment by Secretary Sammarruca: Senator Tibbals attended the meeting but was not listed as “Present” in the records. The motion to approve the minutes with the friendly amendment carried unanimously.

**Consent Agenda:** None.

**Chair’s Report:**

- Carlos Vazquez was welcomed as the new member of the support services team. He is an Organizational Sciences major and previous Vice President of ASUI.
- Welcome to Arash Rashed, Associate Professor of Ecological Entomology who joins us as a new Faculty Senator.
- A reminder that sabbatical applications for the 2021-2022 academic year are due March 31<sup>st</sup>. Submit completed applications to [provost@uidaho.edu](mailto:provost@uidaho.edu).
- Chair Grieb is still gathering questions for the Provost regarding Academic Affairs budget. He will coordinate those and send them to the Provost tomorrow afternoon.
- From Cassidy Hall in the Doceo Center. In response to demand, the Doceo Center has added two more Zoom trainings this semester. All training dates and registration links are listed below:
  - Monday, March 9, 11:30 to 12:20 - *Zoom for Teaching & Office Hours*. See details and register at: <https://www.webpages.uidaho.edu/cetl/workshops/Details.asp?618>
  - Tuesday, March 17, 11:30 to 12:20 - *Zoom for Teaching & Office Hours*. See details and register at: <https://www.webpages.uidaho.edu/cetl/workshops/Details.asp?623>
  - Tuesday, March 24, 11:30 to 12:20 - *Zoom for Effective Meetings*. See details and register at: <https://www.webpages.uidaho.edu/cetl/workshops/Details.asp?624>
  - Monday, March 30, 11:30 to 12:20 - *Zoom for Effective Meetings*. See details and register at: <https://www.webpages.uidaho.edu/cetl/workshops/Details.asp?619>

- Update on the Vandal Gateway Program (VGP) and admission policy. The Temporary Emergency Policy is now enacted and will allow matriculation of the 2020 VGP cohort. A new admission policy, to be included in the 2021-22 Catalog, has to be in place in order to admit subsequent cohorts. Plans will proceed with input from various people/groups, such as the Admissions Committee, CETL, the deans, and Vice Provosts for academic programs. Later in the semester, a proposal will be presented to the University Curriculum Committee and then to the Senate. The discussion will resume after Spring Break.
- Vice Provost Torrey Lawrence was invited by Chair Grieb to deliver an update on the COVID-19 situation. The Infectious Disease Response Team sub-groups are preparing for various scenarios and just met with the President about plans. For this week, campus operations will continue according to their normal course. On Monday and Tuesday after Spring Break, March 23 and 24, all classes will be offered only online, as a “test run” and an opportunity for everyone to experiment with online/remote/distance delivery. On Thursday, March 19<sup>th</sup>, a communication will go out to inform whether the online mode will continue past the 24<sup>th</sup>. CETL is offering additional training online as well as recordings of those training sessions. ITS is making sure their system is ready for increased traffic. The university has been in contact with WSU, ISU, and BSU to coordinate plans. They are handling questions as they come, in a fast-changing situation. The primary concern is health, while at the same time trying to minimize campus disruption.

#### Discussion:

Clarifications were asked as to whether, for the first two days after Spring break, students will be explicitly instructed not to come to class or whether they will have the option to come. Provost Wiencek and Vice Provost Lawrence answered that students will not have the option to attend classes in person. More will be known after the communication of Thursday March 19<sup>th</sup>. As for laboratory classes, faculty are encouraged to be creative in the way they deliver the instruction. The university is not dictating a particular way (such as, for instance, Zoom). Instructors should decide what works best for them and their students (Zoom, recorded lectures, or other ways). With regard to recorded lectures, the Provost reminded everyone that a recorded lecture that identifies a particular student is in violation of FERPA. In response to a concern, Vice Provost Lawrence said that Zoom is expecting heavy traffic and the company believes that they are able to handle it.

A Senator asked whether instructors will have access to their classrooms when delivering online. Vice Provost Lawrence replied that they will, although this will be clarified before next week’s communication. Students can be asked to meet online during the normal lecture time while instructors hold lecture from their offices or another location. The question was raised of how to protect the integrity of quizzes and tests. Vice Provost Lawrence recognized that this is another challenge of delivering online, and an aspect where instructors need to be creative. Blackboard may offer the best options.

There are serious concerns about students who do not have access to technology at home. Vice Provost Lawrence said that ITS is working to address this problem. About 100 computers may be made available to be checked out by students who do not have access to technology. Chair Grieb said he advised his students to go where they can have the best access to broadband.

Public spaces (dorms, dining halls, etc..) will remain open, although the situation can change between now and March 23<sup>rd</sup>. At this time the intent is to have those areas operate as usual. Everyone should follow CDC guidelines, such as washing their hands often. People should self-

monitor and use their best judgement when choosing to congregate or not. People are strongly encouraged to stay home if they are sick.

Students will be informed during the break whether they should stay at home a few extra days. The university is definitely going to go to online mode on Monday and Tuesday after the break, but it may be longer. March 19<sup>th</sup> is a key date to look for communications.

A Senator asked whether students are required to stay away from campus for 1-2 weeks, which is the typical virus incubation period. The Provost noted that students are not being told to stay away, but they can if they so choose.

A Senator asked whether the next Faculty Senate meeting will be via Zoom. Chair Grieb answered that he will be in the Faculty-Staff Lounge as usual but Zoom will be available to anyone who wishes to use that option.

Please click [here](#) for more about COVID-19.

### **Provost's Report:**

- The Provost thanked Vice provost Lawrence for being proactive and keeping ahead of the issues. He asked for everyone's support while we get through this challenge.
- Update on deans' searches. Dennis Becker, Professor of natural resource policy, was just named Dean of CNR. An announcement for CLASS is forthcoming. Interviews of three finalists will take place after Spring Break for the College of Arts and Architecture. Mark Chopin is the chair for that search. The College of Law has a different timeline: they build a pool during the spring and the summer and hold interviews in the Fall.
- Dean Ali Carr-Chellman will be leaving at the end of this academic year to take a position at the University of Dayton, in Ohio. She will be missed and the Provost wished her all the best.
- Today the College of Business and Economics had a good accreditation visit. The Provost heard strong positive words about the experiential learning opportunities in the college. Dean Chopin noted that, although nothing is official yet, it seems likely that it will be good news. Faculty, staff, alumni, came together and did great teamwork, even though the visit happened at a difficult time. He emphasized that obtaining accreditation for the college and for the accounting program is a significant achievement, as there are relatively few similarly accredited programs worldwide.
- Brief update on APPT. We will follow policy and procedures, but program closure is a presidential prerogative. Although it has been a practice for Senate to play an advisory role, our Constitution speaks of program closure as a presidential decision and does not require that Senate play a formal role. After the President's decisions are made (informed by the current processes and IPEC), UCC will be involved working with the Registrar's on implementing the necessary Catalog changes. Provost Wiencek suggested that, within their next year agenda, Senate could discuss ways in which Senate could provide input on proposed program closures.

There were no questions for the Provost.

### **Committee Reports: None**

### **Other Announcements and Communications:**

- [APM and FSH non-voting Items – Brandi Terwilliger](#)

- APM 50.04 Verifying Employment Eligibility for New Employees.  
These updates are necessary to comply with federal law and the current process. There were no questions or comments.
  - APM 50.55 Writing UI Job Descriptions.  
This revision is an update to be consistent with current process and language for how to best write a job description. There were no questions or comments.
  - APM 55.39 Retiree Benefits.  
These updates are made to reflect the correct benefit offerings. Dental coverage for retirees is removed. There were no questions or comments.
  - APM 50.53 Temp Hourly Employment.
  - FSH 3090 Temp Hourly Employment.  
These items are related. The updates reflect changes based on streamlined recruitment processes and to ensure compliance with state policies. There were no questions or comments.
- Campus Labs course evaluation software update – Sara Mahuron  
The main issue is when to make the transition from the old system to the new one, Campus Labs. Sara Mahuron noted that this is just a change in how the data are collected, not the substance of the actual evaluation process. Sara Mahuron reviewed the old and the new systems side by side. She explained that the old system is not sustainable, and that Campus Labs has more flexibility and is ready to function. It will provide a streamlined process to regroup, compare, and export data. Attachment #8 in the Faculty Senate meeting binder provides details on the system.

Discussion:

This change will not impact faculty or students in any fundamental way. Essentially, after the migration, one would log into Vandalweb and be redirected to Campus Lab. There was a general consensus that migrating earlier rather than later would be a good idea. Sara Mahuron invited the Senators to email her with any questions or if they need support.

A Senator noted that this change does not address the problem of low-response rate in course evaluations often seen by instructors. Chair Grieb recommended to take the last 15 minutes of the last lecture to have students who haven't already done it fill the evaluation form in class on their laptops or mobile devices.

- Facilities Outsourcing Committee Report – Russ Meeuf  
Senator Russ Meeuf started his presentation, included as Attachment #9 in the Faculty Senate meeting binder. The Facility Outsourcing Committee had a healthy debate. First, they discussed outsourcing as a strategy in general. That is, they debated whether outsourcing can successfully and quickly address some of the current budget challenges. The committee considered the pros and cons of outsourcing as a strategy. On the “pros” side: it was recognized that larger entities may be able to get better deals, through renegotiations of vendor contracts with a larger national identity; outside expertise can be healthy. On the “cons” side: the steep learning curve associated with bringing in outsiders; also, the opportunity for finding new efficiencies seems narrow in scope. Overall, the committee voted 4 to 2 in favor of outsourcing as a strategy.

Next, the committee discussed specifically Advanced Facility Services (AFS) as a partner. AFS submitted a management-only proposal with the option to transition into full outsourcing. Russ Meeuf noted that the AFS public presentation was not a good one. The presentation was not

sufficiently specific and lacked important details. Facilities employees who attended the presentation were not impressed.

At this point, Chair Grieb invited Staff Council Chair and Vice-Chair, Chad Neilson and Cari Espenschade, to provide comments. Chad Neilson recognized that this is not an easy discussion. On the one hand, he said, we care about the people in facilities; on the other, we are facing budget problems. Outsourcing is a mechanism that, in the end, may save money and thus protect jobs. There are advantages and risks “on both sides”. He supports the outsourcing of facilities.

#### Discussion:

The discussion focused on how savings could be generated over time. As UI employees leave voluntarily, they would be replaced by staff hired by AFS, with benefit packages lower than those offered at UI. The lower packages were perceived as a concern by some senators with regard to the possibility of recruiting and retaining qualified people. Also, the loss of knowledge and expertise from long-time UI employees with vast experience (for instance, with specialized lab equipment) was seen as a potential problem.

Russ Meeuf noted that the committee received 25 pages of feedback from facilities employees, covering a wide spectrum of opinions. One concern was that there is no strong indication that outsourcing will actually save money. Other employees felt it is disrespectful to bring outsiders while they would be happy to use their broad experience to help tackle the budget challenges.

Vice President Brian Foisy joined the discussion and commended Senator Meeuf for his objectivity through the committee work. He agreed that the AFS presentation was not strong. He had previous interaction with the firm, when he hired them in North Dakota to do facilities work and had a very positive experience. Thus, he had high hopes and was disappointed. There were 140-150 people in the room, 30 of whom provided comments. Of those comments, 7 were neutral or positive and 23 were negative. The low number of responses is an aspect to consider. After the presentation, employees had the opportunity to talk to AFS representatives, which indicates a level of interest on the part of AFS.

Vice President Foisy emphasized that, no matter what happens moving forward, not a single UI facilities employee would be fired. They all would keep their jobs, benefits, and access to education. The main change for them would be that they would have a new “boss”. He prepared a *pro forma* to project the savings which might be realized over a hypothetical 6-year period, and determined a projected saving of \$623,000, which can protect 15 positions in the future. This is an opportunity, he continued, to get off the circular pattern (“hamster’s wheel”) of budget cuts leading to cutting positions, which in turn leads to having to lay off employees, ultimately resulting in diminished service level and so on. Vice President Foisy noted that this is one of the few opportunities to get away from this pattern and cut base budget with no service level reduction. He also mentioned that the AFS CEO, during his campus visit about 18 months earlier, had shown a valuable outside perspective.

Chair Grieb noted that FSL had met with President Green just the day before and were informed that there will be a website to provide input on this matter. Collecting input will provide more information on how people feel about retention issues, impact of turnover on morale, etc...



Concerns about loss of knowledge and experience were reiterated. Russ Meeuf thought that the six-year projection reported by Vice President Foisy may be based on incomplete information. There is no compelling data to support the expectation of long-term savings and, therefore, partnership with AFS is a risky choice. The focus moved again on the (reduced) benefit package that AFS would provide to new employees. A few Senators asked that issue to be clarified. Brian Foisy explained that there is (about) a 10% differential between the AFS total compensation package and the one from UI. He added that these are average figures which were given without specific details and which we would need to explore further with the vendor. Without some differential, Vice President Foisy continued, there cannot be any real savings. As for pension plan and health insurance: AFS does not offer a pension plan, just 401(k) matching, and the health insurance coverage would be less than what UI employees are offered. For instance, UI provides OEA benefits. The health insurance package would not be as robust. AFS employees would have a compensation package more like the one that Sodexo offers.

Senator Meeuf reiterated that the AFS presentation showed lack of preparation, which gives reasons to be concerned. Another Senator noted that having received five proposals (none of which met the initial goal of immediate budget reduction) is worrisome. What if AFS does not find qualified personnel because they do not offer competitive packages? (This question was echoed by another Senator.) The same Senator asked how UI compares with peer institutions in terms of infrastructure expenses. Brian Foisy said we are below, with \$3.5 per square foot as compared to the average \$5 per square foot.

Brian Foisy argued that AFS had been around about 10 years and he trusts them to deliver what they promise, although he was disappointed with their presentation. Vice President Foisy agreed that it is possible we could experience increased problems with retention due to the lower compensation packages. On the other hand, he reiterated, reduced costs mean maintaining positions instead of eliminating them and continue to stay on the “hamster’s wheel”.

Provost Wiencek noted that, especially due to the low staff compensation packages, we may feel an impact from the turnover, but he is confident that in the end we will make a significant amount of progress. Brian Foisy observed that some employees prefer higher salaries and lower benefits, as he learned talking to AFS representatives. Instead, we don’t have that option, because we have a fixed benefit package for everybody. Thus, one may decide to focus on the hourly pay rather than benefits. He is confident that AFS would exercise the necessary flexibility to ensure successful recruiting and retention. This is one of the possibilities that was mentioned in the AFS presentation, namely, to increase hourly pay, if that is what employees prefer. AFS business model is not the one of a much larger corporation, but they have been in business long enough to deliver what they say they can do. A Senator suggested that AFS may be invited again to give another and better prepared presentation.

Senate will not meet on Tuesday, March 17<sup>th</sup> because of Spring Break. We will reconvene in two weeks, on March 24<sup>th</sup>.

**New Business:** None

**Adjournment:** A motion to adjourn (Dezzani/Schwarzlaender) passed unanimously. The meeting was adjourned at 5:07 pm.

Respectfully Submitted,

Francesca Sammarruca  
Secretary of the University Faculty & Secretary to Faculty Senate

Attach. #1

University of Idaho

2019 – 2020 Faculty Senate – **Pending Approval**

Meeting # 22

Tuesday, March 3, 2020 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bridges, Caplan, Carter, Chapman, Chopin, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Meeuf, Paul, Sammarruca (w/o vote), Schwarzlaender, A. Smith, Wiencek (w/o vote)

**Present via Zoom:** Kern, Vakanski (proxy for McKellar), Tenuto

**Absent:** Cosens, Hanigan, A. Smith, Raja

**Guests and Observers:** 7

**Guest Speakers:** Torrey Lawrence, Ling-Ling Tsao, Ben Hunter, Marco Seiferle-Valencia

**Call to Order:** Chair Grieb called the meeting to order at 3:33 pm.

**Approval of Minutes (vote):**

There was a motion (Dezzani/Fairley) to approve the minutes of the 2019-2020 Faculty Senate Meeting #21 (February 25, 2020). The motion to approve the minutes carried unanimously.

**Consent Agenda:** None.

**Chair's Report:**

- Chair Grieb welcomed Alex Vakanski, professor of Industrial Technology in Idaho Falls, proxy for Mike McKellar.
- Sabbatical applications for the 2021-2022 academic year are due March 31<sup>st</sup>. Completed applications must be submitted to [provost@uidaho.edu](mailto:provost@uidaho.edu).
- Windows 10 operating system upgrades are in process. See below:

**Windows 10 Operating System Upgrade Process Begins March 2**

*A Windows 10 Operating System major upgrade will be pushed to all managed Windows 10 computers starting on Monday, March 2, and will spread throughout the week with the final push happening on Wednesday, March 11. Computer users with a recent version of Windows 10 will be presented a choice to "Upgrade Tonight," "Upgrade Now" or "Upgrade Later." It is recommended to choose "Upgrade Tonight" as this upgrade will require several reboots of the computer. Leave computers plugged in and powered on but logged out. The upgrade will begin at 10 p.m. and can take several hours to complete. If a computer has an older, non-supported version of Windows 10, the only options are "Upgrade Tonight" or "Upgrade Now." Major updates include new features, options and compatibility with other Microsoft applications such as Office 365. Contact Local Support/TSP with any issues with the upgrade.*

- An update on the Infectious Disease Response Team and the Classroom Response Subgroup was given by Vice Provost Torrey Lawrence. The team met a few times, including today. There is no emergency at this time. Dean of Students Blaine Eckles chairs the IDRT has put together six subgroups who are working on different topics. These include 1) Care for Others, 2) Cleaning, 3) Classroom Response, 4) Campus Outbreak Response, 5) Communications, and 6) Travel. No comprehensive emergency plan will be shared at

this time, because it could lead to anxiety and panic. But it is important to know there are dedicated and highly trained people preparing for a variety of scenarios. Send any questions or suggestions you have about Classroom Response to Vice Provost Lawrence.

Discussion followed:

In response to a question about coordination with the City of Moscow, Vice Provost Lawrence said there was indeed coordination with the Idaho Public Health Regional Director as well as representatives from the City and the County. We are also in contact with WSU.

A Senator asked whether students are being advised to do anything differently than usual, such as staying away from the classroom should they feel safer doing so. At this time, Vice Provost Lawrence replied, the best advice is to follow the sanitation guidelines that have been distributed such as wash one's hands frequently, cover your cough, etc. Employees and students are asked to stay home if they are sick. Other than that, it is "business as usual" for now.

To the question whether test kits were available from CDC, it was replied that testing is taking place in Moscow, although the timeline to obtain a result is not instant and may take up to 48 hours.

#### **Provost's Report:**

- Deans have submitted budget plans February 20. Since then, there have been some more dialogue and a few last-minute changes. The good news is that Academic Affairs has met the targeted budget cuts. The Provost thanked everyone for their help, input, and constructive suggestions. Senate, Deans, and several other people were involved and engaged. Some difficult conversations are still to come, but we are getting close to the final plan to be implemented. Naturally, people want to see some level of detail. Probably next week, the plan will be shared and people will be able to ask any questions. Plans are on a college-by-college basis, unit-by-unit basis. Some plans may still be subjected to change. For instance, it can happen that some programs may stay, even though the deans had recommended them for closure. One more meeting of the APPT will take place.

Discussion:

A few Senators wished to have confirmation of the following: If a dean recommended a program for closure but APPT does not agree with that assessment, will the recommendation of APPT overwrite the dean's budgetary recommendation? The Provost replied that APPT is the primary path for closure decisions, and it is consistent with shared governance. Program Prioritization is a form of program review, and the programs being reviewed are part of budget resetting. But we also need to talk about what policy says in case of program closure and be sure to avoid conflicts with Board's policy. APPT is a clear path to program closures.

A Senator asked whether Senate will have the opportunity to review the closure decisions. Provost Wiencek reiterated that policy needs to be checked carefully. For sure, closure of programs requires the standard process through the University Curriculum Committee.

There were no more questions for the Provost.

**Committee Reports:** Library Affairs Committee (vote), FSH 1565 D-5, Ling-Ling Tsao.

The current language in policy requiring “an advanced degree in library science from a library school accredited by the American Library Association” is too restrictive. The flexibility that this revision would allow is necessary for a modern academic library.

There were no questions or comments for Ling-Ling Tsao. The seconded motion from Library Affairs passed unanimously.

**Other Announcements and Communications:** *Library budget and resources*, Ben Hunter (Dean of University Libraries), and *OER*, Marco Seiferle-Valencia (Open Education Librarian).

Marco Seiferle-Valencia started his presentation by giving a brief background about himself and his upbringing, which in part shaped his interest in affordable education material. He opened his remarks with the contemporary goals of better understanding open education resources (OER) and where we are in the discussion with SBOE. Marco Seiferle-Valencia went over the planned SBOE OER policy changes and the enormous impact it would have on students in terms of savings on textbooks. He said he hopes that an on-campus OER working group can be assembled. He then proceeded to elaborate on the advantages of open textbooks and the Library’s role in the outreaching and promotion of Open Access. Hopefully, by the end of the year, we will have a Board policy that combines the best of OER with academic and intellectual freedom. His complete presentation can be found at <https://tinyurl.com/UoflOER>.

Discussion:

A Senator asked how the requirement to read a large number of copyrighted books (say, 10 or 20) as it is often the case in a major such as English, can be reconciled with cheaper textbooks alternatives. Marco Seiferle-Valencia suggested partnership with the Library to request that books be placed on reserve, or pursuing eLicences. He also said that books required for English courses can often be purchased at a quite modest price. This is usually the case for novels. The Senator noted that, although each required book may be relatively inexpensive, altogether they may add up to significant costs for the students. Marco Seiferle-Valencia recognized that this is an issue that must be addressed creatively. Other solutions may include packaging digital contents as a book replacement.

Following up on the previous comments, a Senator observed that, with the shift from books to articles, a dramatic change in education is unavoidable, and that such change may not necessarily be for the best. Marco Seiferle-Valencia acknowledged that this is indeed a challenge to keep in mind. He hopes for solutions that can achieve cheaper options without fundamentally changing the pedagogy.

In response to a concern about the use of OERs perhaps narrowing the canon available for literature classes, a Senator responded that most assigned reading for literature classes (with the exception of translated works) are acceptable in any edition and that it is thus pretty easy for students to find very affordable copies.

The focus moved onto the author’s point of view. A Senator noted that he writes his own textbooks and makes them freely available to the students. However, in order to receive proper professional credit, one must eventually go through a publisher. Indeed, Marco Seiferle-Valencia noted, faculty do a significant amount of digital work for which they do not receive credit towards professional evaluation or Promotion and Tenure. Clearly, faculty need formal recognition for their digital work. Chair Grieb noted that the consistent and uniform evaluation of this type of academic accomplishments is an important college-level issue. Furthermore, proper recognition of these scholarly achievements

(authorship of books, chapters, etc...) is in line with the recent changes in the Promotion and Tenure policies.

A Senator asked how the distribution of revenues on a \$25 OpenStax book compared with the one showed during the presentation for a traditional \$100 textbook. Marco thought this was a very interesting question and will follow up with more information.

Dean of University Libraries Ben Hunter started his presentation, available as attachment #3. Dean Hunter gave a library budget overview broken down by salaries, resources, and other items. Dean Ben Hunter addressed structural issues with the budget model and the challenges of budget reductions (17.5%).

A detailed presentation of FY18-FY21 expenditures can be found in the attachment, along with a peer comparison. Dean Hunter noted that one of the Library's goals is to take U of I closer to our peers.

Moving forward, Dean Hunter emphasized the importance of continuous communication with campus about subscription cancellations. Unfortunately, successful negotiations with Elsevier could not be achieved. The Library will try to provide people with as much support as they can. But they will have to move forward with a very different approach than in the past. Scholarly communication is changing. They plan to enhance library loan services, join the on-going transformations with open access, open-source software, digital collections, and OER. They are trying to be part of the solution rather than adding to the current problems.

#### Discussion:

The Senator representing graduate students was interested in how campus input is going to be collected. Dean Hunter noted that there will be opportunities to submit formal requests, in addition to normal library communication.

In response to a question from another Senator, Dean Hunter confirmed that Elsevier will no longer be available as a full package. They "unbundled the package" and will buy individual titles.

The focus moved to the possibility of regional library sharing. In fact, Dean Hunter confirmed, the Library provides these services for physical materials through their membership in the Orbis Cascade Alliance, a network of academic libraries in the northwest, as well as through traditional interlibrary loan services. Electronic sharing is much more complicated due to copyright and licensing issues, though there are potential interlibrary loan service upgrades that the library is investigating that could decrease delivery time. One of these services utilizes "regional nodes" to enhance interlibrary loan services.

The questions moved on to whether there are records of patrons' library searches, particularly if they don't find what they are looking for. Dean Hunter emphasized that privacy has a long tradition with libraries, thus no such information is collected. There are vendor-provided statistics, although it is not clear how reliable they are. When something is not found, it is best to communicate directly with the Library. The Library's stand on privacy was viewed positively.

The question was raised whether, because of lesser spending in journals, more will be spent in books. On the contrary, Dean Hunter replied, much less is being spent on books, though there are some specific Library endowments that have allowed for book purchasing to continue.

A Senator noted that, as a humanities librarian, she tends to have the largest chunk of the monograph budget assigned to her (since she covers English, history, and other very book-focused areas) and that the books in those subject areas tend to be generally more affordable than in the sciences and social sciences. Thus she has still been able to do some purchasing even in the current budget situation, in order to avoid too many holes in the collection.

In reply to an inquiry from a Senator, Dean Hunter noted that libraries are potentially interested in acquiring private libraries. However, often times there is overlap among private collections.

An off-campus Senator inquired about possible impact on the interlibrary loan system, especially for those who are off-campus and cannot go to the library. Actually, Dean Hunter observed, they are investing more rather than less in interlibrary loan systems. There should be no adverse impact on the functionality of interlibrary loans.

**New Business:** None

Dean Blaine Eckles joined the meeting, having been unable to be present earlier. Chair Grieb asked whether Senators had additional questions for Dean Eckles about the Coronavirus situation. There were none.

**Adjournment:** A motion to adjourn (DeAngelis/Fairley) passed unanimously. The meeting was adjourned at 4:43 pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate



Attach. #2



OFFICE OF THE PRESIDENT  
875 Perimeter Drive MS 3151  
Moscow ID 83844-3151

208-885-6365  
president@uidaho.edu  
uidaho.edu/president

MEMORANDUM

TO: Francesca Sammarruca, Faculty Secretary  
Terrance Grieb, Faculty Senate Chair  
John Wiencek, Provost  
Diane Whitney, Policy Coordinator

FROM: C. Scott Green, President.

DATE: March 4, 2020

SUBJECT: Temporary Emergency Policy FSH 4345 Vandal Gateway Program

I have considered the resolution of the Faculty Senate (see Attachment 1 hereto) supporting the enactment of a temporary emergency policy establishing the Vandal Gateway Program (VGP). I find that enactment of a temporary policy establishing the VGP is necessary to protect the interests of the university and of the students who have already been offered admission to the VGP for Fall 2020.

Pursuant to FSH 1460 C-3, I hereby adopt FSH 4345 Vandal Gateway Program as set forth in Attachment 2 hereto. It is effective as of the date of my signature and will continue for 180 days or until revised admissions standards continuing the VGP are adopted, whichever occurs first.

Responsibility for communications regarding the VGP (including status reports outlined in the policy) shall lie within the Office of the Provost through the Office of Admissions and the College of Letters, Arts and Social Sciences. It is my expectation that the Provost's Office work with the faculty to define the areas of accountability, the tools to assess the VGP, and the reporting mechanism for the assessments.

It is my expectation that the Provost's Office and Faculty Senate Leadership will work with the Policy Coordinator to prepare and pass the appropriate adjustments to the admission standards of the University so as to continue the VGP into the future. In order to continue the VGP without interruption, and to assure the program continues for the students in the pilot cohort, the revised admission standards must be adopted before the end of the spring semester 2020.

Attached: 1: Faculty Senate Resolution of February 18, 2020.  
2: FSH 4345 Vandal Gateway Program

**FSH 4345 (Temporary Policy per FSH 1460 C-3)**  
**Vandal Gateway Program**

**A. General.** In furtherance of the University of Idaho’s commitment to educational access, the pilot Vandal Gateway Program (VGP) is established. The pilot program shall begin Fall semester of 2020 with a VGP pilot cohort as described below.

**B. Admission.**

1. The Office of Admissions is authorized to admit into the VGP pilot cohort, without additional review, students who meet the following admissions criteria:

<b>GPA</b>	<b>ACT Composite</b>	<b>SAT EBRW + Math</b>
2.60-2.99	11-14	650-820
2.50-2.59	14-16	780-910
2.40-2.49	15-17	830-950
2.30-2.39	17-20	920-1050
2.20-2.29	19-22	990-1120
2.00-2.19	20-36	1030-1600

2. The Office of Admissions shall manage acceptance notifications. The VGP pilot cohort will close when 100 VGP students have matriculated or on June 30, 2020, whichever comes first. For purposes of this policy matriculation will be deemed to have occurred upon completion of registration by a VGP-eligible student.
3. All VGP students shall be enrolled in the Bachelor of General Studies program for their first two semesters.

**C. Administration.**

1. The College of Letters, Arts, and Social Sciences (CLASS) will administer the pilot program.
2. CLASS shall work with the College of Science to establish academic course offerings for VGP students.
3. CLASS shall arrange for the provision of support programming for VGP students. Support programming may include extended classroom time, tutoring, social support programming, study hours, and similar services.
4. CLASS may establish program requirements such as residence in UI on-campus housing, class attendance, and participation in support programming.

**D. Assessment.** CLASS shall update the provost and faculty senate on the pilot program in the spring semester 2020 and at least once per year in subsequent calendar years for the duration of the pilot cohort regarding matriculation rates, program budgets, curriculum, and other performance metrics.

**E. Effectiveness.** This temporary emergency policy is adopted pursuant to FSH 1460 C-3. It shall be effective for 180 days after the date adopted by the President, or until a permanent policy is adopted, whichever comes first.

1  
2 **Full Text of Resolution of Faculty Senate passed in Meeting 20 on 2/18/2020**  
3  
4  
5

6 **Title:** Resolution on Temporary Emergency Policy for Admission to the Vandal Gateway Program

7 **Author:** University of Idaho Faculty Senate

8 WHEREAS The University of Idaho intends to enroll a pilot cohort for the Vandal Gateway Program (VGP)  
9 beginning in the Fall 2020 semester;

10 WHEREAS Students being accepted to the VGP do not meet the current standards for acceptance to the  
11 University of Idaho;

12 WHEREAS The University of Idaho wishes to admit students to this pilot VGP cohort without requiring a  
13 petition to the Admissions Committee as stated in the Faculty Staff Handbook and the Catalog;

14 WHEREAS It is deemed that the VGP has potential to improve access to higher education and to increase  
15 diversity in the student body.

16 BE IT RESOLVED THAT THE UNIVERSITY OF IDAHO FACULTY SENATE SUPPORTS the implementation of a  
17 Temporary Emergency Policy by President Scott Green as allowed by FSH 1460 C-3 to allow qualifying  
18 students to be directly admitted to the Vandal Gateway Program until 100 students matriculate or June  
19 30<sup>th</sup>, 2020, whichever comes first.

20 BE IT FURTHER RESOLVED THAT THE FACULTY SENATE RECOMMENDS that, in conjunction with the  
21 implementation of the pilot cohort of the VGP, the administration work with the faculty to define the  
22 areas of accountability, the tools to assess the program, and the reporting mechanism for the  
23 assessments.

24 BE IT FURTHER RESOLVED THAT THE FACULTY SENATE RECOMMENDS that SEM work in conjunction with  
25 faculty and administrators from the College of Letters, Arts, and Social Science and the College of  
26 Science to develop an academic curriculum and a program of support for students admitted to the pilot  
27 cohort of the VGP.

28 BE IT FURTHER RESOLVED THAT THE FACULTY SENATE SUPPORTS efforts to provide VGP qualified  
29 students with a program that provides reasonable support to help them succeed at the University of  
30 Idaho in a way that also recognizes the serious budget challenges facing the university.

31  
32 BE IT FURTHER RESOLVED THAT THE FACULTY SENATE REQUESTS a report later in the Spring 2020  
33 semester, and in each subsequent semester thereafter for this cohort, regarding matriculation rates,  
34 program budgets, curriculum, and other performance metrics for the VGP.<sup>1</sup>  
35  
36  
37  
38

---

<sup>1</sup> Final paragraph added by vote at Faculty Meeting 20 prior to full resolution passing

## POLICY COVER SHEET

(See *Faculty Staff Handbook* 1460 for instructions at UI policy website: [www.webs.uidaho.edu/uipolicy](http://www.webs.uidaho.edu/uipolicy))  
[3/09]

**Faculty/Staff Handbook [FSH]**  Addition  Revision\*  Deletion\*  Emergency  
 Minor Amendment   
**Chapter & Title:** FSH3090 Temporary Hourly Employment

**Administrative Procedures Manual [APM]**  Addition  Revision\*  Deletion\*  Emergency  
 Minor Amendment   
**Chapter & Title:** \_\_\_\_\_

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to [apm@uidaho.edu](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu) respectively.

\*Note: If revision/deletion request original document from [apm@uidaho.edu](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu), all changes must be made using "track changes."

**Originator(s):** Brandi Terwilliger July 10, 2018  
 (Please see FSH 1460 C) Name Date  
**Telephone & Email:** 885-3008 brandit@uidaho.edu

**Policy Sponsor:** (If different than originator.) Brian Foisy July 10, 2018-Reviewed and Approved  
 Name Date  
**Telephone & Email:** 885-7590 brianfoisy@uidaho.edu

**Reviewed by General Counsel**  Yes  No Name & Date: Kim Rytter, July 10, 2018

- I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.  
 Updating policy to reflect changes based on streamlined recruitment process that was finalized two years ago, current hiring practices and reflect current processes and procedures. Updates to ensure compliance with state policies.
- II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
 None
- III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.  
 No other policies or APM need updated due to changes.
- IV. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: \_\_\_\_\_

Policy Coordinator  
 Aprpr. & Date: \_\_\_\_\_  
 [Office Use Only]

*APM*

F&A Aprpr.: \_\_\_\_\_  
 [Office Use Only]

*FSH*

Aprpr. \_\_\_\_\_  
 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 UI EMPLOYEES

2009 July 10, 2018

June

3090

TEMPORARY HOURLY EMPLOYMENT

*PREAMBLE: This section defines 'temporary hourly employment' (until the July 1997 update to the Handbook known as 'temporary irregular help') and outlines the procedures for establishing such positions and securing temporary hourly employees. This section appeared in the 1979 Handbook and has been revised frequently for greater clarity and better to conform it to state and federal law the text following is July 1, 2002. For further information, contact Human Resources (208-885-4500/3602). [ed. 7-97, 7-02, 9-06]*

CONTENTS:

- A. Definition and Establishment of Positions
- B. Appointments [ed. 7-02]
- C. Benefits
- D. Restrictions on Use of Grievance Procedures
- E. Employment of Relatives
- F. Supervision
- G. ~~STAR & COMET Program~~ FAST Roster Program [ed. 7-06]

**A. Definition and Establishment of Positions.** Temporary Hourly (TH) positions are positions in which the employee is compensated on an hourly basis as the services are needed. Employment can be terminated at will, and the employee has no expectation of continuing employment. This employment category does not include temporary board-appointed positions that are temporary due to contingency upon work and/or funding or other contingency as noted in employment letter. [See 3080] [ed. 7-97, 7-00, 7-02]

**Commented [TB(1):** This language may need to remain. Further discussions can occur if necessary. I believe other policies reference this language and changing here may cause additional confusion although the board-appointed terminology is not accurate. Optional language provided "funded and approved"

**A-1.** A TH position is established when there is a temporary or intermittent need for services not expected to exceed 1385 hours per calendar year. [ed. 7-97]

**Field Code Changed**

**a.** If the temporary services are expected to exceed 1385 hours in any one year or a one year period, the department administrator will need to establish ~~should consider establishing~~ a temporary or continuing board appointed position and advertise the position through the University's recruitment system. [see 3080 for establishing a board-appointed position]. [rev. 7-02]

**Field Code Changed**

**A-2.** Department administrators are authorized to engage TH employees to be paid from the Department's TH budgets on an hourly basis. [ed. 7-97, 7-02]

**A-3.** Deans and directors are responsible to ensure ~~and are expected to~~ be able to document ~~that~~ recruitment, employment, personnel actions and personnel policies for TH employees comply with legal requirements and are conducted in a manner which is consistent with the principles of affirmative action and equal opportunity. Human Resources provides assistance in classifying positions, determining compensation ranges, writing job descriptions, recruiting, and hiring of temporary positions upon request. Required new hire paperwork is processed and verified by Human Resources such as payroll and verification of I-9 status. If a background check is required, it must be requested through Human Resources and the results obtained before any work is started and other paperwork is completed or before an EAPF is initiated. [ed. 7-97, 9-06]

**A-4.** Persons employed as TH employees may be terminated without prior notice without cause assigned. The supervisor may give advanced notice of termination when appropriate. [ed 7-97, rev. 7-02]

UI FACULTY-STAFF HANDBOOK  
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF  
Section 3090: Temporary Hourly Employment

**B. Appointments.** TH appointments must be entered and approved on the Electronic Personnel Action Form (EPAF) for each TH employee before employment begins. All data requested must be entered on the EPAF screen. [ed 7-97, rev. 7-02]

**B-1.** Each new TH employee must visit Human Resources to present information required to document I-9 status including and complete payroll, Social Security, tax withholding, and other related required documents before beginning employment. Appropriate alternate arrangements are made for persons employed at locations away from Moscow. [ed 7-97, 7-00, 9-06]

**B-2.** Contact Human Resources or a current HR Banner manual for instructions regarding reporting of hours worked. [rev. 7-02, ed. 9-06]

**C. Benefits.**

**C-1.** TH employees are eligible only for annual leave, sick leave and pay for holidays on which they do not work [see C-2 below and 3460 D-1-a] and said eligibility is contingent on participation in the Public Employees Retirement System (PERSI, see 3730 for PERSI eligibility). [ed. 7-97]

Field Code Changed  
Field Code Changed

**a.** Exemption from Social Security taxes for international students enrolled less than full-time or working more than 20 hours per week will be determined based on the visa type and length of stay in the United States. Contact HR for more information. [rev. 7-02, ed. 9-06]

**b.** TH employees normally working at least 20 hours a week for a period of 5 months are required to participate in PERSI. Department administrators are expected to record PERSI eligibility upon submission of employee's EPAF. Those not normally working at least 20 hours a week are ineligible to participate in PERSI. (See policy 3730 for a discussion of PERSI eligibility.) PERSI eligibility is governed by PERSI rules in place at the time of hire. [ed. 7-97, ed. 7-02]

Field Code Changed

**c.** Department administrators are responsible for notifying Human Resources when a TH employee who is expected to qualify for participation in PERSI is hired. This is generally conducted through the selection of a PERSI eligible EPAF category. Human Resources/Payroll Services will inform department administrators and TH employees when the TH employee has worked 20 or more hours a week for 4 consecutive months. The notice will explain that the employee is approaching the threshold for PERSI enrollment. The UI may choose from among the following options when this threshold is about to be met: (1) terminate employment, (2) reduce hours to less than 20 hours per week, or (3) enroll the employee in PERSI. [ed. 7-97, 9-06, rev. 7-02]

**d.** If the employee continues to work 20 or more hours a week (option 3 above) enrollment in PERSI is mandatory, and the enrollment will be retroactive to the original hiring date. When the employee is enrolled, the employing department and the employee are responsible for the appropriate contributions to PERSI from the date of hire. (See 3730 for a complete discussion of contributions.) Employees may be allowed to spread these contributions over a period not to exceed six months.

Field Code Changed

**e.** TH employees working at least 30 hours per week for a period of 5 months or longer are eligible to enroll in the University's medical and prescription healthcare may be eligible to enroll (under the Affordable Care Act (ACA)). Benefits, including contribution amounts, may differ from other employee groups and will be governed by the plan documents in effect at the time of eligibility.

Formatted: Indent: Left: 0.25"

**C-2.** TH employees who are paid for 40 or more hours in a biweekly pay period of 80 hours and who work for five consecutive months or longer are required to participate in PERSI and accrue annual leave during the first 10,400 hours of service (five years of full-time work) and sick leave on a pro-rata basis at the rate per hour worked which is represented by the proportion 96/2080. For example, an eligible TH employee who is paid for 62 hours in a two-



UI FACULTY-STAFF HANDBOOK  
Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF  
Section 3090: Temporary Hourly Employment

week pay period accrues 2.9 hours of annual leave and 2.9 hours of sick leave (62 hours times 96/2080, rounded to the nearest tenth of an hour). Sick leave accrual is unlimited; annual leave accrual is limited to 192 hours maximum. [ed. 7-97, 7-00, rev. 7-02]

a. ~~Department administrators~~ TH employees are responsible for entering into the UI Human Resources Information System (HRIS), the leave taken and hours worked into an electronic timesheet in Vandalweb. Annual leave must be preapproved by the employee's supervisor, by TH employees in their respective units. Leave for each biweekly pay period must be entered submitted between the second Friday of the pay period for which leave is being reported, and the following Tuesday before 5 p.m. The reporting day may be altered if affected by closure of UI for a designated holiday or other time constraints affecting reporting requirements. [See 3710 B-6 for applicable leave policies reporting for board appointed employees; questions regarding leave should be directed to Human Resources.] ~~The assistant vice president for~~ human resources or designee is responsible for monitoring paid leave taken by all UI employees. The provisions of this paragraph apply also to paid sick leave. [ed. 7-97, 9-06, rev. 7-02]

Field Code Changed

b. If a TH employee obtains a board-appointed position, his or her accrued annual and sick leave may will be paid out at the time of the new appointment, or transferred. Employees may be asked to reduce or eliminate annual leave prior to transferring to the hiring department, at the new hiring department's discretion. Sick leave is transferred. There is no annual leave pay out when transferring when positions without a required break in service. [ed. 7-97, rev. 7-02]

c. Upon termination or resignation, a TH employee is paid for unused accrued annual leave. All unused sick leave is forfeited when a TH employee is separated from service and no compensation is paid for unused sick leave. If an employee returns to eligible service within three years after separation, any sick leave that was forfeited at the time of separation will be reinstated. [ed. 7-97, ed. 7-02]

d. Departments are responsible for maintaining accurate annual and sick-leave records for their TH employees and ensuring proper web timesheets are submitted and approved in Vandalweb, entering the records into the Banner system each pay period. [ed. 7-97, ed. 7-02]

**D. Restrictions of Use of Grievance Procedures.** TH employees do not have access to the grievance procedures outlined in 3860; for matters pertaining to prohibited harassment or discrimination, TH employees should contact the Director of Human Rights, Access and Inclusion Office of Civil Rights and Investigations. [ed. 7-97, 7-98, 7-00, 7-02, 9-06, 6-09]

Field Code Changed

**E. Employment of Relatives.** The policies relating to the employment of relatives [see 6240 B and 6241 B] apply to TH employees. [ed. 7-97, 7-98, 7-00]

Field Code Changed

**F. Supervision.** The departmental administrator is responsible, subject to any provisions set by the appropriate dean or administrative officer, for the supervision of the employee's work. [ed. 7-98, 7-00]

**G. ~~STAR AND COMET~~FAST Roster Program.** Departmental administrators seeking part-time, short-term, intermittent or replacement TH clerical or laborer employees are encouraged to contact Human Resources regarding the Secretarial Technical Assistance Resource (STAR) Flexible Administrative Support Temps Roster program and the Combination of Maintenance Employment Tasks (COMET) program. Individuals in the FAST Roster STAR and COMET programs seek temporary or part-time employment. Completed applications are available for departmental administrators to review. [ed. 7-97, 7-00, 9-06, rev. 7-98, 7-02]



# University of Idaho

## POLICY COVER SHEET

(See Faculty Staff Handbook 1460 for instructions at UI policy website: [www.webs.uidaho.edu/uipolicy](http://www.webs.uidaho.edu/uipolicy))  
[3/09]

**Faculty/Staff Handbook [FSH]**  Addition  Revision\*  Deletion\*  Emergency  
 Minor Amendment   
**Chapter & Title:** \_\_\_\_\_

**Administrative Procedures Manual [APM]**  Addition  Revision\*  Deletion\*  Emergency  
 Minor Amendment   
**Chapter & Title:** APM55.39 Retiree Benefits

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to [apm@uidaho.edu](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu) respectively.

\*Note: If revision/deletion request original document from [apm@uidaho.edu](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu), all changes must be made using "track changes."

**Originator(s):** \_\_\_\_\_ Brandi Terwilliger January 8, 2020  
 (Please see FSH 1460 C) Name Date  
**Telephone & Email:** 885-3008 brandit@uidaho.edu

**Policy Sponsor:** (If different than originator.) \_\_\_\_\_ Brian Foisy \_\_\_\_\_  
 Name Date  
**Telephone & Email:** 885-7590 brianfoisy@uidaho.edu

**Reviewed by General Counsel**  Yes  No Name & Date: K Rytter – Reviewed & Approved 1-8-2020

**I. Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.  
 Updated APM to reflect correct benefit offerings. Retiree Dental is no longer an option for retirees as of 1/1/2020

**II. Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
 This was done as a cost saving measure recommended by Retiree Benefit Advisory Group and Approved by UI Leadership.

**III. Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.  
 None

**IV. Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.  
**January 1, 2020**

If not a minor amendment forward to: \_\_\_\_\_

Policy Coordinator  
 Appr. & Date: \_\_\_\_\_  
 [Office Use Only]

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)

POLICY COVER SHEET

(See Faculty Staff Handbook 1460 for instructions at UI policy website: www.webs.uidaho.edu/uipolicy) [3/09]

Faculty/Staff Handbook [FSH] Addition Revision\* Deletion\* Emergency
Minor Amendment
Chapter & Title:
Administrative Procedures Manual [APM] Addition XX Revision\* Deletion\* Emergency
Minor Amendment
Chapter & Title: APM50.55 Writing University of Idaho Job Descriptions (Title Change)

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to apm@uidaho.edu or fsh@uidaho.edu respectively.

\*Note: If revision/deletion request original document from apm@uidaho.edu or fsh@uidaho.edu, all changes must be made using "track changes."

Originator(s): Brandi Terwilliger July 10, 2018
(Please see FSH 1460 C) Name Date
Telephone & Email: 885-3008 brandit@uidaho.edu

Policy Sponsor: (If different than originator.) Brian Foisy July 10, 2018-Reviewed and Approved
Name Date
Telephone & Email: 885-7590 brianfoisy@uidaho.edu

Reviewed by General Counsel X Yes No Name & Date: Kim Rytter, July 10, 2018

I. Policy/Procedure Statement: Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual. Updating to current process and language

II. Fiscal Impact: What fiscal impact, if any, will this addition, revision, or deletion have? None

III. Related Policies/Procedures: Describe other policies or procedures existing that are related or similar to this proposed change. None

IV. Effective Date: This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy. ASAP

If not a minor amendment forward to:

Policy Coordinator Appr. & Date: [Office Use Only]

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]



## 50.55 -- Writing Results-Oriented Job University of Idaho Job Descriptions

Last updated November 7, 2006 July 10, 2018

A. **General.** Results-oriented University of Idaho job descriptions (UIJD) are written statements of defining a specific job based on the findings of a job analysis. The job description includes duties and responsibilities, minimum and preferred qualifications needed to perform the job, and working conditions. The job description is the foundation for performance expectations, classification, and compensation. The results that must be accomplished, the duties that must be performed in order to accomplish the results, and the minimum qualifications needed to perform those duties. Job descriptions provide a base to which management and employees can refer when questions arise. They provide the employee with a clear definition of the skills needed, the duties expected to be performed, the relative importance of priority of duties and responsibilities, the results that are expected, and the criteria to be considered in evaluation of performance.

B. **Process.** Job descriptions for new positions are prepared prior to recruitment by the administrator responsible for hiring, with assistance from Employment Services in Human Resources. Job descriptions are the "measuring stick" standard by which employee performance is evaluated. Therefore, job descriptions for continuing employees are reviewed annually by the supervisor, with the employee, and revised if necessary.

C. **Procedures.** To prepare a results-oriented job description (or to convert an existing job description to the results-oriented format), the administrator determines the desired results and identifies representative duties which will accomplish each result. Included are examples of specific tasks, types of equipment that must be operated and the frequency of operation; potential exposure to chemicals, human or animal fluids or secretions, vapors, dust or hazardous materials; educational requirements, certificates or licenses; work schedules; skill requirements, and necessary physical abilities. Essential and marginal functions, and the approximate percent of time allocated to each process, are identified. All job descriptions should contain the following specific elements of information:

C-1. **Job Title.** Use the official title of the position. Each title has a title number. Employment Services maintains the university's title table and this information is available by contacting Employment Services at (208) 885-3611.

C-2. **Job Summary.** A statement that highlights the major purpose and functions of the position. The purpose of the job summary is to give the employee an overall impression of the scope of work.

C-3. **Reporting Relationship.** Include an organization chart which shows where the position fits into the department or unit. The chart should show the title to which the position reports and the titles of employees supervised, if any.

C-4. **Responsibilities.** Identify the results to be accomplished and provide examples of major duties and responsibilities which will accomplish those results, listing them in order of importance. Also include the percentage of time to accomplish each result. The sum of the percentages must equal 100%. Identify each duty or result as essential or marginal. Essential elements of a position identify the need for the position, i.e., the reason the position exists. Marginal elements are required to be performed, but are not the reason for which this particular position exists and usually require a small percentage of time.

C-5. **Minimum Qualifications.** Summarize the knowledge required, the experience and education, the physical demands, any licenses or certificates required, and the equipment to be used on the job. Minimum qualifications must be tied to the essential duties and responsibilities. Applicants who do not meet minimum qualifications cannot be forwarded to the search committee.

C-6. **Additional Desirable Qualifications.** Education or experience that is desired but not required. Examples might include specific scores on clerical exams, typing speed, knowledge of a particular software product.

### D. Information:

D-1. **Equal Opportunity Employer.** The University of Idaho follows federal and state regulations in the employment process. These include but are not limited to the Fair Labor Standards Act, Affirmative Action, Equal Employment Opportunity, Americans With Disabilities Act, Age Discrimination in

Employment Act, Vietnam Era Veterans Readjustment Assistance Act, State of Idaho Codes affecting employment and other applicable regulations. Employment Services, the Affirmative Action Office, and Auditing Services assure that the University of Idaho is in compliance with these regulations. Questions about any of these codes, regulations or procedures may be addressed to the compensation and classification analyst in Employment Services.

D-2. **Preparation of University of Idaho Results-Oriented Job Descriptions.** The Employment Services analyst Human Resources is available to offer assistance in the development or revision of the results-oriented job descriptions. Training materials for writing UIJD can be found on the HR webpage. Forms are available at [www.hr.uidaho.edu/downloads](http://www.hr.uidaho.edu/downloads) to help organize the material in the standard UI format. Contact Human Resources at (208) 885-3638 or Employment Services at (208) 885-3611 or [hrbemployment@uidaho.edu](mailto:hrbemployment@uidaho.edu) for additional assistance.

Field Code Changed

## POLICY COVER SHEET

(See *Faculty Staff Handbook* 1460 for instructions at UI policy website: [www.webs.uidaho.edu/uipolicy](http://www.webs.uidaho.edu/uipolicy))  
[3/09]

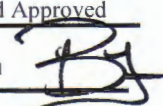
**Faculty/Staff Handbook [FSH]**  Addition  Revision\*  Deletion\*  Emergency  
 Minor Amendment   
**Chapter & Title:** \_\_\_\_\_

**Administrative Procedures Manual [APM]**  Addition  Revision\*  Deletion\*  Emergency  
 Minor Amendment   
**Chapter & Title:** APM50.53 Temporary Hourly Employment

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to [apm@uidaho.edu](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu) respectively.

\*Note: If revision/deletion request original document from [apm@uidaho.edu](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu), all changes must be made using "track changes."

**Originator(s):** \_\_\_\_\_ Brandi Terwilliger July 10, 2018  
 (Please see FSH 1460 C) Name Date  
**Telephone & Email:** 885-3008 brandit@uidaho.edu

**Policy Sponsor:** (If different than originator.) Brian Foisy July 17 2018-Reviewed and Approved  
 Name Date   
**Telephone & Email:** 885-7590 brianfoisy@uidaho.edu

**Reviewed by General Counsel**  Yes  No Name & Date: Kim Rytter, July 17, 2018

- I. Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.  
 Updating to reflect current process, procedures and approved streamlined process.
- II. Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
 None
- III. Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.  
 None
- IV. Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.  
 ASAP

If not a minor amendment forward to: \_\_\_\_\_

Policy Coordinator  
 Appr. & Date:  
 \_\_\_\_\_  
 [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)



## 50.53 -- Temporary Hourly Employment

Last updates ~~November 7, 2006~~ July 10, 2018

A. **General.** Temporary employment (Temporary Hourly or TH) positions are paid on an hourly basis as the services are needed. TH positions are not board-appointed positions. ~~Employment can be terminated at will with twenty-four (24) hours notice and the employee has no expectation of continuing employment. Temporary hourly employees have no expectation of continuing employment and can be terminated at-will. See FSH3090 for additional information.~~

A-1. **Establishment of Temporary Hourly (TH) Positions.** A Temporary Hourly (TH) position is established when there is a temporary or intermittent need for services not to exceed 1385 hours or one (1) year whichever is less per year. If the temporary services are expected to exceed 1385 hours per year, ~~the departmental administrator should consider department~~ establishes a temporary (contingent) board-appointed position that would be eligible for full subsidized benefits. Departmental administrators are authorized to engage temporary help to be paid from the department's budgets on an hourly basis. All TH positions are covered by FLSA so hours worked over 40 per week are paid at 1.5 times the hourly rate. TH employees do not accrue compensatory time.

i) Short-term Clerical Positions. Departmental administrators seeking part-time, short-term intermittent or replacement TH clerical employees are encouraged to contact ~~Employment Services in Human Resources regarding the Flexible Administrative Support Temps (FAST) Secretarial Technical Assistance Resource (STAR) Roster~~ program. Application materials completed by individuals on the FASTSTAR roster seeking temporary or part-time employment are available for departmental administrators to review.

ii) Exception. Teaching Assistants (TAs) and Research Assistants (RAs) serve pursuant to wage agreements which specify the hourly wage to be paid over the period of an academic or fiscal year. In all other respects, these employees are student TH employees whose terms and conditions of employment are described below.)

A-2. **Fringe Benefits.** TH employees ~~are may~~ not be eligible for the same health benefits as appointed employees. Benefits are determined by the benefit plan documents health, life, dependent life, accidental death and dismemberment insurance, or short or long-term disability insurance. Eligibility for a Vandal Card, annual leave, sick leave and pay for holidays on which they do not work is contingent on participation in the Public Employees Retirement System of Idaho (PERSI).

i) Social Security. TH employees who are students enrolled half-time or greater do not participate in Social Security.

ii) Retirement. TH employees not working at least 20 hours a week are not eligible to participate in PERSI. Those working more than 20 hours a week are eligible if they work at least five consecutive months and are not full-time students. Those who are eligible are required to participate in PERSI.

a) If, at the time of initial employment, the employer anticipates that the employee will qualify for participation in PERSI (because the employee is not a student employee and employment is anticipated to average 20 hours or more a week for five months or longer), the administrator should authorize PERSI enrollment for the employee to avoid retroactive enrollment requirements.

b) If the duration or amount of employment is not projected to exceed an average of 20 hours a week for five months, or if the amount or duration of employment are not known, the employee may defer participation until five months have elapsed.

c) In the event the employee actually works an average of 20 hours a week or more for five months or longer, he or she is required to enroll in PERSI. Retroactive contributions to PERSI for the 5 month period is required by state law. Retroactive adjustments for annual and sick leave accruals are credited to the employee's leave banks, but retroactive holiday pay is not.

d) If the employee elects to participate and then does not in fact work more than 20 hours a week for at least five months, he or she is entitled to a refund of the PERSI contributions.



e) Departmental administrators are responsible for notifying Benefit Services, in writing, when a TH employee who is expected to qualify for participation in PERSI is hired and which of the options above the employee has chosen.

f) Human Resources/PayrollBenefit Services will inform all ~~employers-departments~~ and TH employees not already participating in PERSI that the TH employee is required to enroll in PERSI because he or she has worked 20 hours or more per week for 5 consecutive months. The ~~employers-departments~~ and employees must then agree on one of the following options: (1) termination of employment, (2) a reduction of hours to less than 20 hours per week, or (3) enrollment of the employee in PERSI.

iii) Sick and Annual Leave.

a) TH employees who are paid for 40 or more hours in a biweekly pay period of 80 hours and who participate in PERSI accrue vacation and sick leave on a pro-rata basis at the rate of .0462 hours of vacation leave and .0462 hours of sick leave for each hour they are paid. TH employees who do not participate in PERSI do not accrue sick or annual leave.

b) If an employee is transferred from TH status to regular Board appointed ~~position, ment~~, he or she accrues vacation leave and sick leave, on the basis described above, from the date of his or her initial employment or July 1, 1979, whichever is the latter.

iv) In compliance with the Family Medical Leave Act of 1993, ~~the~~ UI will provide up to 12 weeks of unpaid leave to eligible employees for certain family and medical reasons. Employees are eligible if they have worked for the UI at least one year and for 1250 hours over the 12-month period before leave begins.

**B. Hiring Temporary Employees.** The term "Temporary" includes student hourly positions.

B-1. Responsibilities.

Departmental administrators must be able to document that TH recruitment, employment and other personnel actions for TH employees are conducted in a manner consistent with the principles of affirmative action and equal opportunity. Human Resources provides assistance in classifying positions, determining compensation ranges, writing job descriptions, recruiting ~~and~~, hiring of positions if requested. ~~Human Resources, and verification verifies of I-9 Forms status.~~ To provide guidance with compliance of UI policies and legal requirements, and to assist with recruiting qualified candidates, ~~Employment Services~~ Human Resources offers ~~an the~~ online electronic Applicant recruitment Tracking System (ATS). For more information on how to post a temporary position, contact ~~Employment Services~~ Human Resources at (208) 885-3737.

B-2. Process.

i) ~~Hiring managers, supervisors and departments may elect not to use the electronic applicant recruitment system and are responsible for following proper hiring policies and procedures, outlined in the Faculty Staff Handbook and Administrative Procedural Manual, as well as adhering to state and federal employment laws. Deans and directors are responsible to ensure, and be able to document that recruitment, employment, personnel actions and personnel policies for TH employees comply with legal requirements and are conducted in a manner which is consistent with the principles of affirmative action and equal opportunity.~~

~~a) If desired, Human Resources can provide assistance in the dDevelopment of the Job Description, or contact Human Resources for assistance. Contact your Affirmative Action Coordinator for assistance on to gain access to posting your job and reviewing receive applications using the electronic applicant recruitment online Applicant Tracking System. Review applications, interview applicants, and select the best qualified candidate. Employment Services may have a roster of applications for some positions available for departmental administrators to review within 24 hours' notice to reduce recruitment time. For more information contact Employment Services Human Resources at (208) 885-3638737.~~

~~a) A list of exceptions to conducting a temporary search, approved by the Human Rights Compliance Officer, is available on the Human Resources website at www.hr.uidaho.edu, or contacting (208) 885-3737.~~



ii) Persons needing to hire employees for out-of-state positions through the University must contact the Risk Management Officer at (208) 885-7177 BEFORE hiring to ensure worker's compensation coverage. Penalties can be assessed for failing to maintain worker's compensation coverage.

iii) Advise the selected applicant to visit Human Resources to present verification of eligibility to work and ~~other required complete payroll, Social Security, tax withholding, and~~ related documents, and receive information about UI employment, before beginning employment.

a) Exception. Appropriate alternate arrangements are made for persons employed at locations away from Moscow.

iv) Appoint the employee by entering ~~onan~~ on-line Electronic Personnel Action (EPAF) form [See 50.03], before employment begins and after a satisfactory criminal background check has been received from Human Resources if applicable, I-9 Form processed, and other required new hire paperwork, appropriate benefit and tax forms are completed.

~~B-2. **Payroll Processing.** The employing department enters hours worked on the on-line Banner PHAHOOR screens. The hours worked and any annual or sick leave used are entered on the on-line systems by 5:00 p.m. on the Tuesday after the end of the pay period. See FSH3090 for entering hours worked and APM 55.05 for information on Employee Pay Check Distribution. [See 55.05].~~

~~B-3. **Sick and Annual Leave Reporting.** Employing departments are responsible for maintaining vacation and sick leave records for their TH employees and entering leave used into the on-line systems each pay period. See FSH3090 for information on sick and annual leave reporting. For step-by-step instructions on entering leave taken and time worked, see HRIS Banner instructions distributed during HRIS module training.~~

B-4. **Information.** Additional information regarding job descriptions, hourly rates, hiring, payroll processing, benefits and other conditions of employment for student and temporary hourly employees may be obtained from Employment Services at (208) 885-3638737 or [employment@uidaho.edu](mailto:employment@uidaho.edu).

B-5. **Establishing Rate of Pay.** The rate of pay for all TH should be based on a defined job description. Employees must be paid at or above the current minimum wage and at a rate consistent with the job responsibilities. Departmental administrators must be able to document that TH recruitment, employment and other personnel actions for TH employees are conducted in a manner consistent with the principles of affirmative action and equal opportunity and compliance with University policies and procedures.

## POLICY COVER SHEET

(See *Faculty Staff Handbook* 1460 for instructions at UI policy website: [www.webs.uidaho.edu/uipolicy](http://www.webs.uidaho.edu/uipolicy))

[3/09]

**Faculty/Staff Handbook [FSH]**  Addition  Revision\*  Deletion\*  Emergency  
 Minor Amendment   
**Chapter & Title:** \_\_\_\_\_

**Administrative Procedures Manual [APM]**  Addition  Revision\*  Deletion\*  Emergency  
 Minor Amendment   
**Chapter & Title:** APM50.04 Verifying Employment Eligibility for New Employees

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to [apm@uidaho.edu](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu) respectively.

\*Note: If revision/deletion request original document from [apm@uidaho.edu](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu), all changes must be made using "track changes."

**Originator(s):** Brandi Terwilliger July 10, 2018  
 (Please see FSH 1460 C) Name Date  
**Telephone & Email:** 885-3008 brandit@uidaho.edu

**Policy Sponsor:** (If different than originator.) Brian Foisy July 10, 2018-Reviewed and Approved  
 Name Date  
**Telephone & Email:** 885-7590 brianfoisy@uidaho.edu

**Reviewed by General Counsel**  Yes  No Name & Date: Kim Rytter, July 10, 2018

- I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.  
 Updating to comply with federal law and current process
- II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
 None
- III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.  
 None
- IV. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.  
 ASAP

If not a minor amendment forward to: \_\_\_\_\_

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)



## 50.04 -- Verifying Employment Eligibility for New Employees

Last updated February 16, 2008  
July 10, 2018

**A. General.** The Immigration Reform and Control Act of 1986 requires the University to certify employment eligibility for new employees within 3 days of hire date. Because the certification process is combined with other new employee orientation procedures, including benefits enrollment, it is important that new employees are required to attend orientation or visit Human Resources as soon as possible after acceptance of an official job offer, but no later than the first day of employment. Alternative arrangements for off-site locations will be provided hiring preferably on the first day at work. Additionally, by executive order Governor Otter requires Idaho educational institutions to use the Employment Eligibility Verification Pilot Program, E-Verify, to verify employment eligibility of new employees. [rev. 2-08]

### A-1. Legal Requirements.

- i) Form I-9 Actions Required and Effective Date. The University of Idaho must verify identity and confirm eligibility to work in the United States for all employees hired after November 6, 1986, using the United States Citizenship and Immigration Services (USCIS) (formerly INS) Form I-9. [ed. 2-08]

ii) ) Form I-9 must be completed by the employee on or before the first day of employment, otherwise the UI could be liable for fines of \$1000 or more per employee. The employee must report to HR on the first day of employment, or to an HR approved representative to complete I-9. The University of Idaho uses E-verify to verify eligibility to work in the United States and follows the rules and regulations as outlined. The University will follow Federal requirements and processes to verify eligibility with the use of M-274 Handbook for Employers: Guidance for Completing Form I-9.

iii) E-Verify Actions Required and Effective Date. The University of Idaho must verify identity and confirm eligibility to work in the United States for all new employees hired after January 28, 2008, using the E-Verify program provided by United States Citizenship and Immigration Services in partnership with the Social Security Administration. Employees are required to provide original documents described by Form I-9 for the purpose of establishing identity and employment authorization.

ii) [add. 2-08]

iii) Form I-9 Required. The UI is required to maintain a valid Form I-9 on file for every employee currently on the payroll who was hired after November 6, 1986, and for a minimum of three years after such employees are hired or one year after the employee terminates employment, whichever is greater. [ed. 2-08]

iv) Proof of Verification Required. For every employee currently on the payroll whose identity and work eligibility was verified after January 27, 2008, the University of Idaho is required to keep with the completed Form I-9 the verification number provided by E-Verify. [add. 2-08]

v) Form I-9 Timing. Section 1 of the Form I-9 must be completed by the employee on or by the first day of work. Section 2 of the Form I-9 is required to be correctly completed within three days of the first day of work. BOTH Sections 1 and 2 of the Form I-9 must be completed on the first day of work IF the employee is expected to work less than three days. [ed. 2-08]

vi) E-Verify Timing. The E-Verify process must be initiated within three business days of the first day of work. The University must contact the employee as soon as possible to provide the employee an opportunity to contest a Tentative Non-confirmation. In the case of a Tentative Non-confirmation, the employee has eight Federal Government workdays from the date of referral to resolve the issue. The employee will not suffer any negative consequences during this process. [add. 2-08]

vii) Re-verification. The Form I-9 is required to be re-verified under three conditions. Specifically, (1) an employee changes his or her name; or (2) the employee's work authorization is about to expire (usually occurs when renewed documents or status changes are issued by the USCIS); or (3) the employee has

**Commented [TB(1)]:** Having a detailed policy can subject the UI to additional fines and legal liability. As recommended by general counsel, specific language is removed and replaced in ii above with reference to the Federal requirements and M-274 Handbook. By referring specifically to the M-274, we don't have to risk our policy going out of date compared to the M-274, and, in case the UI is ever audited, or if there is ever a complaint about unlawful employment practices in relation to national origin, our policy is always consistent with the M-274.

**Formatted:** Font color: Custom Color( RGB(31,73,125))

**Formatted:** Indent: Left: 0.5", No bullets or numbering

**Formatted:** Indent: Left: 0.5", Hanging: 0.25", Numbered + Level: 1 + Numbering Style: i, ii, iii, ... + Start at: 1 + Alignment: Left + Aligned at: 0" + Indent at: 0.5"

**Formatted:** Indent: Left: 0.5", Hanging: 0.25", Numbered + Level: 1 + Numbering Style: i, ii, iii, ... + Start at: 1 + Alignment: Left + Aligned at: 0" + Indent at: 0.5"

**Formatted:** Indent: Left: 0.5", Hanging: 0.25", Numbered + Level: 1 + Numbering Style: i, ii, iii, ... + Start at: 1 + Alignment: Left + Aligned at: 0" + Indent at: 0.5"

**Formatted:** Indent: Left: 0.5", Hanging: 0.25", Numbered + Level: 1 + Numbering Style: i, ii, iii, ... + Start at: 1 + Alignment: Left + Aligned at: 0" + Indent at: 0.5"

had a break in service, and the Form I-9 is three years old or older. The E-Verify process cannot be used to re-verify the Form I-9. [rev. 2-08]

viii) ~~Audit and Sanctions for Non-Compliance. The UI is subject to USCIS audit for compliance with this act, and the following sanctions for non-compliance:~~

a) ~~Penalties for non-compliance range from \$100 per incorrectly completed form; for technical violations up to \$2,000 per unauthorized worker (for the first violation).~~

iv) b) ~~An employer who fails to complete a valid Form I-9 within three days from the time a new employee begins work, and continues to employ that employee, is subject to fines up to \$5,000 for the second violation, and up to \$10,000 per violation for subsequent violations. [ed. 2-08]~~

## B. Process.

~~B-1. Verifying identity and eligibility to work, and completing tax and benefit forms is necessary to process payroll payments for all university employees.~~

~~B-2. Sign-up for all board-appointed employees (faculty and staff) is done through New Employee Registration Benefit Orientation (NERBO) presented by Benefit Services in Human Resources (HR). Sign-up for all other employees can be done during regular University business hours at HR [See 50.31].~~

**Commented [TB(2)]:** None of this is applicable to I-9 and employment verification. It does not make sense to have it in this APM.

i) ~~For new employees, such as new faculty, who are appointed several weeks or months in advance of the date they are expected to report for work, processing can be accomplished by mail.~~

## C. Procedures.

### C-1. All Employees:

i) ~~Prior to a new board-appointed employee's first day at work the administrator extending an offer of employment (or designee):~~

a) ~~Includes the following language in every letter of offer to a prospective employee: "This appointment is conditional upon satisfactory verification of eligibility to work in the United States through correct completion and submittal of United States Citizenship and Immigration Service I-9 Form to the University of Idaho by the end of the third day on which you perform services for the University." Additionally, the new employee should be directed to visit [www.hr.uidaho.edu](http://www.hr.uidaho.edu) for documents and information needed to successfully complete the orientation paperwork. Should use the template offer letters found on the HR website which include appropriate contingent language.~~

b) ~~Arranges for the new employee to begin work on Monday (unless the appointment coincides with the beginning of the fiscal year or a different day is required pursuant to the terms and conditions of a grant or contract, or Monday is a holiday).~~

c) ~~Schedules new board-appointed employees to attend New Employee Registration and Benefit Orientation (NERBO) within three days of beginning work. Orientations are held every Monday beginning at 8:30 a.m. at Human Resources.~~

ii) ~~On the new employee's first day at work the department the supervisor:~~

a) ~~Must eEnsures that a new board-appointed employee goes to HR attends the New Employee Registration and Benefits Orientation (NERBO) on the first Monday at work, so that the employee has the opportunity to become informed about applicable UI fringe benefits, complete benefit registration forms and complete Form I-9 verification. [ed. 2-08]~~

(i) ~~Exception. Off-campus Employees. Because it is not practical for employees working in locations other than Moscow to travel to Moscow on their first day at work, administrators HR designated authorized I-9 representatives at those locations are required responsible to complete the following employment Form I-9 verification processing procedures for new employees:~~



(a) ~~Provide new employee orientation, if applicable. The HR designated authorized I-9 representative must obtain and immediately fax Form I-9 along with any required documentation, Form W-4, Social Security card, Visa, passport and other new employee benefits documents to HR (208) 885-3602. [rev. 2-08]~~

(b) ~~Once confirmation is received from HR, the HR designated authorized I-9 representative must mail the original Form I-9 along with any required documentation, and other original new employee documents to verification number, and Form W-4 to HR the same day. Retain a copy of Form I-9 only until receiving confirmation that the original was received by HR. Destroy all copies using proper procedure to protect confidential employee information. [rev. 2-08]~~

(c) ~~The HR designated authorized I-9 representative may contact HR for assistance in establishing consistent procedures for processing new employees.~~

iii) ~~Within three days of a new employee's first day at work the required timeframe:~~

a) ~~HR will verify that identification and employment eligibility have been appropriately documented and a valid Form I-9 is on file. [ed. 2-08]~~

b) ~~If a valid Form I-9 is not on file at HR by the close of the third business day after the employee begins work, the hiring administrator must inform the employee that employment must be terminated suspended immediately and handled as per federal law. [ed. 2-08]~~

c) ~~If after following all E-Verify procedures, identity and work eligibility has not been confirmed, the hiring administrator must inform the employee that employment will be immediately terminated and handled as per federal law. [add. 2-08]~~

d) ~~It is the responsibility of the hiring administrator to ensure an EAPF is entered to effect the appointment and termination, if necessary. In the event of termination, the hiring administrator must immediately inform the employee that employment is being terminated as per federal law, due to failure to present verification of eligibility to work in the United States.~~

iv) Ongoing monitoring.

a) ~~Employees whose initial Form I-9 documentation was valid for a specified period of time are responsible for re-verifying their employment eligibility. HR will monitor continued employment eligibility status for such employees. [ed. 2-08]~~

b) ~~If employees with temporary employment eligibility do not re-verify eligibility, HR will immediately notify the departmental administrator.~~

c) ~~Once notified, it is the departmental administrator's responsibility to terminate employment of employees whose status changes from "eligible to work" in the United States to "ineligible to work" and immediately inform the employee of that action.~~

D. **Information.** Call Employment Services at (208) 885-38803728 for additional information regarding employment verification requirements for new employees.

~~**D-1. Penalties for Non-compliance.** Human Resources reviews all I-9 documentation for compliance with federal guidelines. Notification to the supervisor and other appropriate administrators will occur when necessary and non-compliance may result in disciplinary action. Pursuant to the principle that accountability follows responsibility, financial responsibility for any penalties assessed against the University for non-compliance with the Immigration Reform and Control Act of 1986, which result from failure to adhere to these procedures, lies with the management unit responsible for the action which led to the violation.~~

~~**D-2. Procedures May Change.** These procedures may change to stay in compliance with federal law. Our policy will always remain consistent with the M-274 Handbook for Employers: Guidance for Completing Form I-9. Changes are announced by HR as necessary.~~

Commented [TB(3)]: May need to include mention of monetary penalties that are being contemplated at the moment.

Yes, add reference to the \$1000 assessment.



# Build a compelling evaluation of teaching & learning one course at a time.

Take the next step in your teaching and learning evolution with **Campus Labs® Course Evaluations**. Your goal is to create an impactful academic journey, and with the right set of tools you can help both faculty and students reach that achievement. Design your process using our flexible surveys, powerful tools for institutional and nationwide comparisons, and efficient reporting for faculty and administrators, so you and your faculty will gain a deeper understanding of students—and a greater ability to support them.





# Best-in-class solution for measuring and strengthening your course evaluations



## Powerhouse reporting

Simplify your reporting through a streamlined data process. Aggregate, compare, and export your data to measure teaching and learning effectiveness

Observe real-time dashboard views for reporting and response rates, offering insights into course and faculty performance

Benefit from dynamic reporting features and easily share valuable metrics for both faculty and administrators



## Seamless integration

Use our ADA-compliant, LTI-ready tools to democratize access, drive response rates, and engage your entire campus community in the evaluation process

Activate alerts, embed surveys, or launch them directly from your LMS so you can provide stakeholders with easy access

Keep your faculty informed with real-time response rates and evaluation reports



## Automated processes

Leverage automated features through a single portal, so you can focus on instant access to insights

Keep things on track by designating custom start and end dates for your evaluations

Get rapid access to data imports, email notifications, and report exports to make better-informed decisions



## Configurable setup

Customize your evaluation experience to perfectly match your institution's hierarchy

Take advantage of our templates for your data imports, surveys, emails, and reports

Maintain positive branding by including your campus logo on all interior and exterior communications and documents

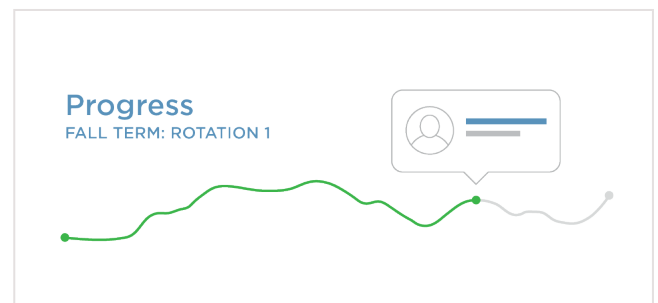


## Custom and validated instruments

Tailor your instruments according to your specific learning objectives and institutional goals

Compare data, provide online reporting, and use adaptive feedback for instructors with nationally normed and validated instruments, allowing them to adapt their evaluations by defined course targets

Align your questions with your institutional goals and let department chairs auto-select objectives



## Experiential learning

Track experiential learning progress with confidence and efficiency, even when students are engaged in hands-on training off campus

Add teaching sites and supervisors to any survey to accommodate even the most complex academic calendar

Offer flexible, on-site surveys for specialized disciplines, especially health professions



## In-depth customization

Organize your survey questions according to specific objectives, core and faculty-supplied topics, faculty roles, and course types with our extensive question bank

Pull vital and actionable information from our Feedback tool to conduct formative assessments, allowing faculty to map their teaching in real-time throughout the academic term.



## A better standard, a better IDEA

Our partnership with IDEA benefits you with a new standard for course evaluations: the Student Ratings of Instruction (SRI). IDEA is a nonprofit organization dedicated to improving

student learning in higher education through analytics and resources for professional development. Together we will help you translate valuable student feedback into actionable steps for better learning.



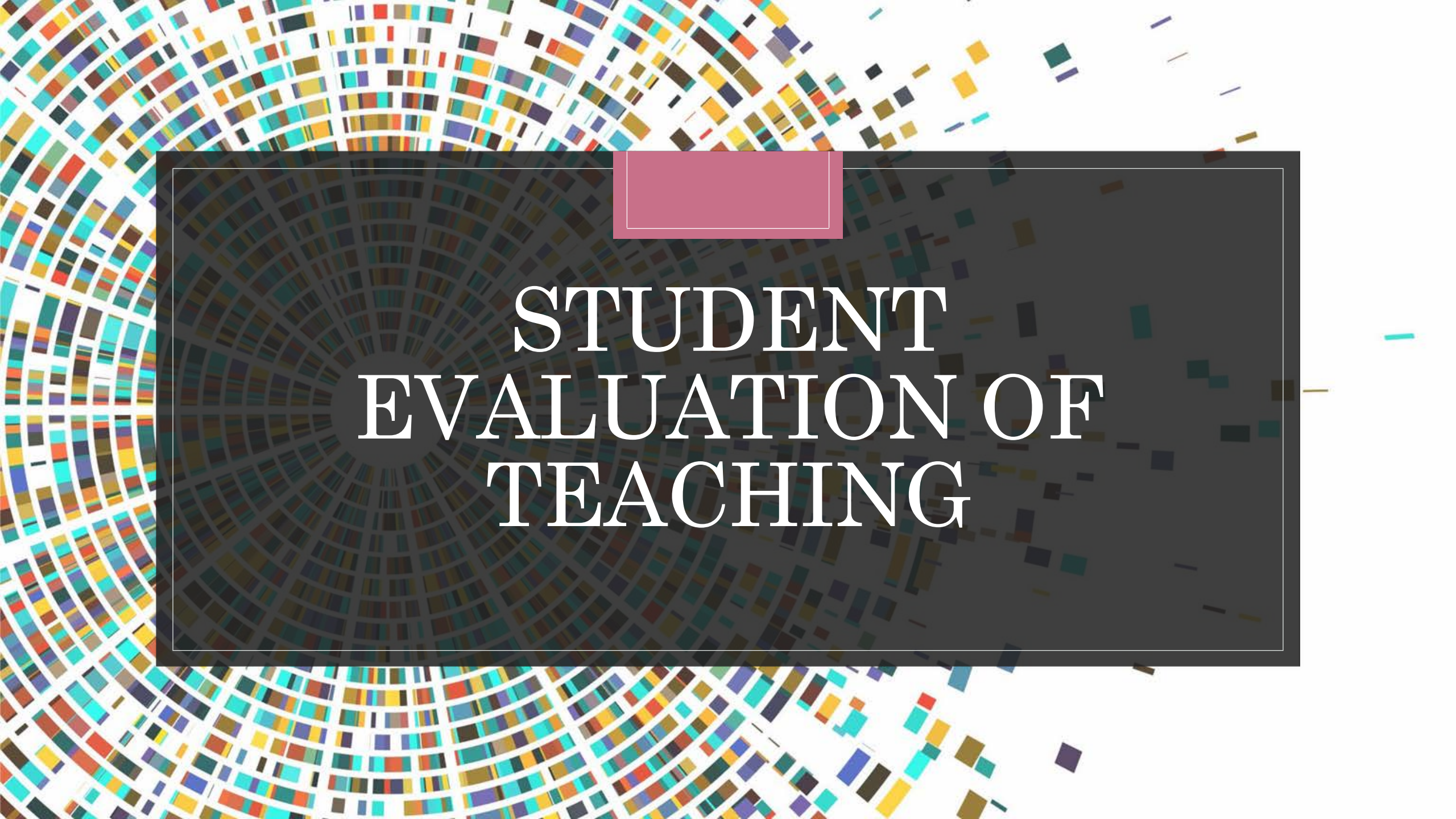
# Visualize Impact. Empower Change.

**An integrated platform to experience your data and reveal actionable insights**

The Campus Labs® platform provides a centralized hub for a holistic view of your campus, so you can collect and connect your data and then explore the right questions. Whether your goal is data-informed strategic planning, better outcomes assessment, or innovative tools for student engagement, our platform gives you the power to extract valuable insights about your institution's effectiveness.







STUDENT  
EVALUATION OF  
TEACHING

# Overview



Current system is supported by framework that is being phased out in the Banner 9 upgrade. We have known for almost 2 years that we need to move to a new system. CampusLabs' Course Evaluation module was purchased as the solution.



We were informed in recent weeks that the new CampusLabs system will be ready to do course evaluations for this semester. Our CampusLabs consultant has recommended we use it for this semester so that faculty have data in the system when we do more formal training in Fall.



We are here today to make a decision on whether or not to move it this semester, or wait until Fall 2020.

# Comparison of Old and New

## Current System

- Maintained by ITS on an ad-hoc basis;
- System limitations;
- Not sustainable – will be going away;
- Can still limp along another semester, if needed
- Reports generated by IR for faculty/unit-leaders
- Familiar and requires no change this semester

## CampusLabs System

- Ready for roll-out
- Actively maintained and supported
- Allows for greater flexibility in some areas such as user permissions and removing instructors who shouldn't be listed
- Maintains current questionnaire
- Faculty and unit-leaders have direct access to results
- Dashboard views, and customizable reports
- Real-time response rates you can see

# Considerations

- This is a change to process only – we are not talking about changes to the course evaluation questionnaire. Just where the data is collected and made available.
- We have already opened up course evaluations for the first 8 week, Spring 1 term. So we would have Spring 1 in the old system, and Spring 2 (second 8 weeks) and full Spring semester in the new system.
- Students will not experience much difference. They will simply click on a link as usual, and be taken to the questionnaire.
- Faculty who have selected custom questions in the old system for this semester, would need to set these up in the new system.

# Support Available



A “CHEAT SHEET” THAT FACULTY CAN USE TO WALK THEM THROUGH SELECTING QUESTIONS IN THE NEW SYSTEM.



SCREENCAST DEMONSTRATING HOW TO COMPLETE BASIC TASKS IN THE NEW SYSTEM, TO BE POSTED ON ASSESSMENT WEBSITE



SCHEDULED DROP-IN SESSIONS TO COME SET IT UP WITH THE SUPPORT OF AN ASSESSMENT STAFF MEMBER



ONE-ON-ONE APPOINTMENTS WHERE AN ASSESSMENT STAFF MEMBER CAN COME TO YOUR OFFICE, TO HELP YOU SET THIS UP





# QUESTIONS?

[sara@uidaho.edu](mailto:sara@uidaho.edu)

<https://www.campuslabs.com/campus-labs-platform/teaching-and-learning/course-evaluations/>

**Attach. #9**



**University  
of Idaho**

# **FACILITIES OUTSOURCING COMMITTEE REPORT**

Russ Meeuf, CLASS Senator

# CFP RESPONSES

We received five submissions from a variety of companies that specialize in facilities management with the goal of addressing the \$1.8M cut in the facilities budget for the next fiscal year (from \$9.8M to \$8M).

None of the proposals met this initial goal of immediate budget reduction, with all proposals adding costs to the budget in the first year.

The proposals ranged from \$11.8M to \$17M for a full outsourcing of our facilities operations.

# MANAGEMENT ONLY/HYBRID PROPOSAL

Advanced Facilities Services (AFS) submitted a management only proposal with a hybrid option to slowly transition into a full outsourcing.

Savings over time could be generated several ways:

- Possible savings through innovation and efficiencies brought by outside expertise.
- Possible savings through re-negotiations of vendor contracts with a larger, national entity.
- Possible savings by slowly shifting facilities staff into AFS. As existing UI employees leave of their own accord, their replacements would be hired by AFS, whose benefits costs are lower than ours.

# 1. OUTSOURCING AS A STRATEGY



## PROS

- I Benefit of outside perspective and expertise on our operations.
- I Possibility for vendor contract savings. Can use their size to negotiate better deals.
- I Savings through the reduction in benefits offered to facilities employees. Idaho state benefits packages are expensive compared to those offered in the private sector.

## CONS

- I Steep learning curve for outsiders who don't have existing knowledge of our buildings, grounds, equipment and operations.
- I Limited scope for new efficiencies. Our facilities operations have already been underfunded for years, so finding even more efficiencies becomes difficult.
- I Loss of institutional knowledge and expertise. Reductions in benefits packages could result in higher staff turnover, difficulty hiring skilled tradespeople, and an inability to retain qualified staff.

Committee Recommendation: 4-2 in favor of outsourcing as a strategy

# 1. AFS AS A PARTNER



## PROS

- I AFS personnel have extensive experience in facilities management at various institutions around the country.
- I Thiers is the only plan that offers the possibility of long-term cost savings.

**Committee Recommendation: 4-2 expressing significant concerns about AFS as a possible partner.**

## CONS

- I While AFS personnel have years of experience, that experience often came while they were working at other, larger companies. Idaho would be their largest and most ambitious undertaking to date as a company.
- I Their public presentation was vague and underwhelming, lacking important details.
- I The comments from facilities employees who attended the public session were overwhelmingly against AFS.
- I They didn't provide the committee with specific information about how their management costs scale as they take on more employees here. Impossible to know at this stage if the savings will be significant or negligible.

**FY 2021 BUDGET REDUCTION PROCESS UPDATE  
FACULTY SENATE  
MARCH 10, 2020**

**BUDGET REDUCTION TARGETS BY EXECUTIVE LEVEL:**

2010	President's Areas	\$ 838,000
2020	Provost / Academic Affairs	15,740,000
2030	Division of Finance & Administration	3,191,000
2040	Information Technology Services	1,246,000
2060	University Research	985,000
	Total	<u>\$ 22,000,000</u>

**BUDGET REDUCTION PLANS – SUMMARY BY CATEGORY AS OF 03/06/20:**

Salary and Benefits (includes Temp Help) *	\$ 17,787,812
Non-Personnel	<u>4,212,188</u>
Total	<u>\$ 22,000,000</u>

*\*Net of \$304,228 being held within Academic Affairs for ORIP/VSIP incentive payments*



## STATUS UPDATES AND SUMMARIES BY EXECUTIVE LEVEL:

### 2010 – PRESIDENT’S AREAS: In process

The plans for units reporting directly to the President have been approved by President Green and tentative detailed reduction templates have been submitted to University Budget and Planning for review and processing.

#### Summary of Reductions by Category:

Salary and Benefits	\$ 729,322
Non-Personnel *	108,678
Total	<u>\$ 838,000</u>

#### Summary of Reductions by Unit:

Intercollegiate Athletics	\$ 510,000
McClure Center	32,000
Civil Rights & Investigations	49,000
General Counsel *	110,000
Equity & Diversity *	137,000
Total	<u>\$ 838,000</u>

*\* Negative base reserve budgets will be entered into the system for portions of permanent holdback targets not specifically identified for FY 20201 – total of \$72,567. These amounts have been included in “Non-Personnel” for the purpose of this update.*

## 2020 – PROVOST/ACADEMIC AFFAIRS: In process

The plan for Provost/Academic Affairs has been approved by President Green and Academic Budget and Planning is in the process of reviewing detailed reduction templates prior to submittal to University Budget and Planning for processing.

### Summary of Reductions by Category – Subject to change upon final review:

Salary and Benefits	\$12,604,340
Non-Personnel	<u>3,439,888</u>
Total *	\$16,044,228

*\* Note: Additional reductions above the \$15.74M target will be held within Academic Affairs to be used toward ORIP and VSIP incentive payments and then returned to units after the three-year payout.*

### Summary of Reductions by Unit:

Student Affairs	370,868
Strategic Enrollment Management	58,183
Vice Provost for Faculty	43,509
Vice Provost for Academic Initiatives	247,539
University Outreach – Boise	0
University Outreach – Idaho Falls	344,845
University Outreach – Northern Idaho	221,428
Provost/Executive Vice President	362,542
General Library	1,208,955
College of Graduate Studies	1,230,776
College of Art & Architecture	708,330
College of Science	2,239,870
College of Law	438,019
College of Natural Resources	1,141,600
College of Engineering	2,687,279
College of Education, Health & Human Sciences	860,565
College of Business & Economics	919,152
College of Agricultural & Life Sciences	676,199
College of Letters, Arts & Social Sciences	2,284,570
Retained for ORIP / VSIP	<u>(304,228)</u>
Total	\$15,740,000

## 2030 – DIVISION OF FINANCE & ADMINISTRATION: In process

The plan for DFA has been approved by President Green. A portion of the detailed reduction templates have been submitted to University Budget and Planning with the remainder due by March 15.

### Summary of Reductions by Category:

Salary and Benefits	\$ 2,681,268
Non-Personnel	<u>509,732</u>
Total	\$ 3,191,000

### Summary of Reductions by Unit:

University Budget & Planning	\$ 154,000
Security	44,000
Administrative Operations	379,000
Controller	470,000
Human Resources	273,000
Facilities Management	1,770,000
Finance	<u>101,000</u>
Total	\$ 3,191,000

## 2040 – INFORMATION TECHNOLOGY SERVICES: Complete

The plan for ITS has been approved by President Green. The detailed reduction template has been submitted to University Budget and Planning and has been entered into the system.

### Summary of Reductions by Category:

Salary and Benefits (includes Temp Help)	<u>\$ 1,246,000</u>
Total	\$ 1,246,000

### Summary of Reductions by Unit:

Technology Innovation	\$ 434,295
Customer Engagement	372,971
Project & Portfolio Management	202,230
Enterprise Applications	196,385
ITS Administration	<u>40,119</u>
Total	\$ 1,246,000

**2060 – UNIVERSITY RESEARCH: In process**

The plan for University Research has been approved by President Green. The detailed reduction template has been submitted to University Budget and Planning for review and processing.

Summary of Reductions by Category:

Salary and Benefits	\$ 831,110
Non-Personnel	<u>153,890</u>
Total	\$ 985,000

Summary of Reductions by Unit:

Research Centers & Institutes	\$ 241,410
University Research	<u>743,590</u>
Total	\$ 985,000

University of Idaho  
2019 – 2020 Faculty Senate Agenda

Meeting #24

Tuesday, March 24, 2020 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2019-2020 Faculty Senate Meeting #23 (March 10, 2020) **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
  - University Curriculum Committee (Vote) – Jerry McMurtry, COGS Dean
    - UCC-20-62a – Masters' Degree Credits – **Attach. #2**
    - UCC-20-62b – Doctoral Degree Requirements – **Attach. #3**
    - UCC-20-62c – Non-Degree Requirements – **Attach. #4**
- VI. Other Announcements and Communications
  - OPEB discussion and vote – *Brian Foisy, VP of Finance* – **Attach. #5**
  - Budget Discussion – *Brian Foisy, VP of Finance* – **Attach. #6**
- VII. Special Orders
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting #23 (March 10, 2020)
- **Attach. #2** UCC-20-62a – Masters' Degree Credits
- **Attach. #3** UCC-20-62b – Doctoral Degree Requirements
- **Attach. #4** UCC-20-62c – Non-Degree Requirements
- **Attach. #5** OPEB Document
- **Attach. #6** Budget Handout

University of Idaho

2019 – 2020 Faculty Senate – **Approved**

Meeting # 24

Tuesday, March 24, 2020 at 3:30 pm

Zoom only

**Present:** Bridges, Carter, Caplan, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hanigan, Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Meeuf, Paul, Rashed, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Wiencek (w/o vote), Kern, McKellar, Tenuto

**Absent:** Raja

**Guest Speakers/Presenters:** Scott Green, Kent Nelson, Jerry McMurtry, Brian Foisy, Trina Mahoney.

**Call to Order:** Chair Grieb called the meeting to order at 3:33 pm.

Before proceeding to the approval of minutes, Chair Grieb reviewed the logistics of the Zoom meeting, as described in an email sent at 1:55pm that afternoon. Senators are asked not to phone in unless unavoidable; making/seconding motions will be done *via* the “chat box” Zoom function; voting will be done *via* voice (unless it gets confusing, in which case we will use the chat box); to submit questions/comments, Senators should type their names in the chat box and the names will be called in the order they appear; If Senators wish to just type a question/comment, Vice-Chair Kirchmeier will read the question/comment when their names come up.

**Approval of Minutes (vote):**

There was a motion (Lee-Painter/Tibbals) to approve the minutes of the 2019-2020 Faculty Senate Meeting #23 (March 10, 2020). Friendly amendment by Secretary Sammarruca: Senators Hanigan and Raja were absent but also appear in the “Present” list. The motion to approve the minutes with the friendly amendment carried unanimously.

**Consent Agenda:** None.

**Chair’s Report:**

- Circumstances are changing rapidly. Chair Grieb thanked the administration for reaching out to Faculty Senate Leadership to seek their input. Time to consider will be shorter than usual, but we must be flexible and diligent in providing input. Notifications for non-voting issues will sometimes happen via email and will not be part of the meeting binder, but it is important to monitor and consider all issues before the meetings. Senators are encouraged to keep an eye on their email.
- As a communication channel for faculty and staff with the administration, particularly as it applies to faculty challenges in delivering classes, advising, and carrying out their other duties, everyone is encouraged to share problems/concerns with a member of Faculty Staff Leadership (FSL). One member of FSL will attend the COVID-19 daily response calls to make sure those concerns get communicated.
- Discussions are currently going on about moving to a P/F grading option and extending the timeline for a student to drop or withdraw from a course. We need to exercise flexibility in this challenging situation. Suggestions, input, comments are welcome.

Discussion:

Cher Hendricks joined the conversation and provided additional information. Smaller groups are now looking into the P/F option. Deans are taking the issue to their colleges. Furthermore, they are looking at actions other schools are taking. Lindsey Brown joined in and clarified that as currently in the catalog, section B-11-d, the P/F for courses that otherwise have a letter grade only applies to grades of A,B, and C for all undergraduate courses students are enrolled. Discussions on the issue will continue.

A Senator commented that the P/F option is a great idea at a time where students are struggling with a variety of issues, including financial ones. Strong support for the policy was echoed by the Senator representing the Student Body. He has been receiving a large number of questions from students. Many believe that, in some cases, -dropping the class (i.e., using the extended withdrawal option) may be the best option.

A Senator who is involved with graduation suggested that advisors and students should communicate closely on this matter. The P/F option may have repercussions when, for instance, students need to raise their GPA in order to graduate.

In response to a question, it was clarified that the P/F option must be elected by the student and is not “automatic”.

Another Senator, who has vast experience with teaching P/F courses, expressed concern that students who opt for P/F may have troubles when trying to transfer to other schools. For instance, English 101 (which is P/F) does not transfer to Gonzaga. On the other hand, she hopes that other schools will exercise some degree of flexibility and will take into account the COVID-19 situation.

#### **Provost's Report:**

- Provost Wiencek announced that President Green was present.
- He reviewed briefly the Emergency Policy FSH 6990 and that its main purpose is to allow some latitude for the administration to act quickly in response to COVID-19. Kent Nelson will follow shortly on this matter followed by President Green. The discussion will then go back to Provost Wiencek for any questions or comments. Provost Wiencek said that concerned groups of faculty, staff, and students continue to be involved. The P/F matter discussed earlier is an example. Not everyone is going to agree with the decisions which are going to be made, but they will understand the rationale for those decisions having been involved in the process. Provost Wiencek noted that COVID-19 regular meetings now include student representation. Senate Vice-Chair Kirchmeier was on this morning call. The intent of FSH 6990 is agility in an emergency situation while continuing to communicate broadly.

Kent Nelson further elucidated the rationale for FSH 6990. He explained how during the previous week there was a considerable rush to draft the policy in response to the need to maintain proper pay-roll records for our employees. In the morning, there was a meeting which included FSL representatives. He said he appreciates the concerns from the Senate Chair expressed in last week's email communications as well as the analysis of the policy offered by Faculty Secretary Sammaruca in the meeting held on that morning. At first, Mr. Nelson had planned to make a list of policies which may potentially be impacted by the COVID-19 crisis, but realized it was not easy to make a prediction of what those policies could be. Instead, he utilized two main guidelines: 1) The policy is



limited to actions related to COVID-19; 2) Any action must be approved by the President (or designee).

This policy cannot overwrite Regents' policy. An example of its application is the need to enhance sick leave for our employees in line with state and federal mandates. Mr. Nelson emphasized that FSH 6990 is not an expansion of the President's power beyond the scope of FSH 1460 C-3.

President Green started his remarks saying that he expected concerns from the campus community and can appreciate the fears some have expressed. There was a lot of pressure the previous Friday and he had to act quickly. He emphasized that the intent is to continue to communicate broadly and with transparency.

The Provost was happy to take questions. Hearing none, Chair Grieb thanked the President, the Provost, and Mr. Nelson for the open communication.

A Senator expressed appreciation for the quick response.

#### Continuation of the Provost's report:

- Back to the P/F grading policy, deans are communicating with their colleges and so far all but one college have been supportive. Input is encouraged.
- A plan is being discussed to allow another year to faculty who will come up for P&T soon. Clinical faculty have a fixed P&T clock. Should they have a one-year extension? More? Probationary faculties who are beginning to work on their dossier should include a statement describing how COVID-19 has impacted their performance and they should be informed about this opportunity. Input and suggestions are welcome.

#### Discussion:

In response to a question, Provost Wiencek clarified that P&T processes currently going on will proceed as usual and letters are going out normally. In the Fall, probationary faculty may be given the opportunity to opt out or, as mentioned above, include a narrative of how COVID-19 has impacted their dossier.

A Senator, who was going on sabbatical overseas in the Fall, inquired whether plans about sabbatical leave are being discussed. The Provost recommended that the Senator to work with her dean. At this time, all is still open and flexible. The International Program Office can best provide information about travel restrictions, especially on international travel. The scenario may be different in the Fall.

#### **Committee Reports:**

- University Curriculum Committee (Vote) – Jerry McMurtry, Dean, COGS
  - UCC-20-62a, Masters' Degree Credits (attachment #2)  
Dean McMurtry gave a brief overview of the proposed changes. The motivation for not allowing 500 or 600 research credits was outlined. A Non-Thesis Masters is mostly about course work rather than research. This change prevents students who move to a non-thesis MS degree from bringing research credits into their study plan. There were no questions or comments. The seconded motion from UCC carried.
  - UCC-20-62b – Doctoral Degree Requirements – Attach. #3

Six credits of 599 (Non-thesis Research) can be counted towards Doctoral Research and Dissertation. There is updated language for doctoral degrees not requiring a dissertation. Courses numbered below 300 may not be used to fulfill the requirements for a doctoral degree. Courses numbered 300-399 may be used only in supporting areas and are not to be used to make up deficiencies. There was no discussion. Motion carried.

(At this point, Kent Nelson noted that abstentions should be recorded. Chair Grieb noted that abstentia voting is not part of Faculty Senate policy (see FSH 1580.V.11 for senate absentia voting policy) and asked the Senators to request that their abstention be recorded if they so desire.)

- o UCC-20-62c, Non-Degree Requirements (attachment #4)

Brief summary: A non-degree student may register for graduate level courses if they have earned an undergraduate or graduate degree with a cumulative grade point average of 3.00 or higher. Students desiring to have graduate level courses taken as a non-degree student placed on a graduate transcript must follow the policies on reserving courses for the graduate transcript.

Following some discussion, Senator Tibbals proposed to amend the UCC proposal by adding the language (in red) “...have earned an undergraduate or graduate degree *from a regionally accredited institution*...”. The motion was seconded by Senator Lee-Painter. The motion to amend carries. The vote on the proposal as amended carries.

Before moving on, Chair Grieb asked Dean McMurtry to give a brief update on COGS. Dean McMurtry reported that applications are up by 22.7% (as of today, compared to last year). More specifically, 1165 this year compared to 900 last year. Domestic applications are up from 528 (last year) to 714 (this year). International applications are also up, by 19.7%. Another piece of good news is that COGS can fully fund 12 positions for qualified Native American graduate students, for which they already have 8 applicants. On “visit day”, they had 23 students visiting. Dean McMurtry thanked the Provost for funding the visits and noted that, typically, 70% of the students who have visited choose to attend U of I.

Asked to comment about the P/F grading option for graduate students, Dean McMurtry said it is currently not allowed, although Graduate Council will discuss this matter.

The discussion moved to whether faculty members can or cannot reach out to applicants while the applications are not fully completed. The inability to reach out creates delays during which the students may be recruited by another school. Dean McMurtry noted that the faculty should not make a decision on a particular student before the application is complete, since important information may be missing, such as reference letters or the outcome of criminal background checks. In practice, though, faculty are allowed to see applications by contacting the Director of Graduate Studies in their unit. Faculty should be trained and be cautious before making a decision without the full picture, but they can reach out to the applicants if they determine that is the best way to proceed.

#### **Other Announcements and Communications:**

- OPEB (Other Post Employment Benefits) discussion and vote, Brian Foisy, Vice President of Finance (attachment #5)

The OPEB proposed changes to FSH 3730 reflect updates to the retiree health benefits as recommended by the OPEB Advisory Group. As this proposal does not come as a seconded motion, a motion is needed. A motion to approve the proposal was made and seconded (Kirchmeier/Tibbals). There was no discussion. Motion carries.

- Budget Discussion

- Vice President Brian Foisy started with a recap of how the \$22M in budget reductions happened. Rolling back to the beginning of the fiscal year, \$14M worth of one-time budget reductions were instituted, with the following make-up. A piece was connected to increases in employee benefit costs. The mechanism used to access those costs or to charge them to individual departments is often referred to as “consolidated fringe rate” or CFR. CFR went up during the current fiscal year, with an impact of about \$7M. Thus, half of the \$14M budget reduction was driven by increases in employee benefit costs. The second piece was a \$5M estimated impact as the result of full participation in the WUE program. About 6 or 7 years ago, the university made the decision to award WUE to students from certain states. About 2 years ago the Western Interstate Commission on Higher Education informed the Idaho State Board (SB) that they did not believe the U of I practice was consistent with the spirit of their program and insisted that we go “all in” WUE or “all out” of WUE. At that time, it was decided that going back into WUE fully was in the university long-term interest. So, for each of the 4 following years, students who graduated having been full non-resident payers from a state such as, say, Wyoming, were replaced by freshmen eligible for the WUE rate, which is considerably less than the non-resident rate. We knew that there would be some short-term financial impact. But, because of the potential enrollment growth from these states, it was determined that there may be long-term interest in making that decision. In addition to the \$7M CFR impact, we had another \$5M calculated impact for the second year transition into the WUE program. A \$2M buffer was also allowed for unknown conditions such as the possibility that a smaller or greater number of students would convert from non-resident payers to WUE payers. So, \$7M CFR impact, \$5M for the second year of WUE transition, and \$2M buffer brought us to \$14M. To go from \$14M to \$22M, there are two additional components, both directly connected to WUE. Year 2 of 4 of the WUE transition was accounted for, but President Green wanted to calculate the entire impact, so we could “be done with it” instead of getting into a multi-year cycle of budget reductions. The President asked for the anticipated impact of year 3 and year 4 of the WUE transition. We worked with Dale Pietrzak from Institutional Research to project what we expected to be a continuing decrease in enrollment over that same time period. The combined impact of year 3 and 4 of the WUE transition and what we projected as additional decrease in enrollment resulted in another \$8M impact, which was added to the \$14M to build up the \$22M. This summary sets the stage to describe the efforts of the Vice Presidents and the President for dealing with their share of the \$22M.
- Trina Mahoney from the Budget Office took over with a budget reduction process update (see attachment #6 for details), going over the hand-out in attachment #6. She started with Budget Reduction Targets broken by Executive Level, then moved on to: Budget Reduction Plans (summary by category as of 03/06/20); status updates and summaries by executive level. Those are: President’s area (in process), Provost/Academic Affairs (complete), Division of Finance and Administration (complete), Information Technology Services (complete), University Research (complete). She noted that the plan for the provost/Academic Affairs is completed as of yesterday. She noted that their portion was set slightly higher than the original target. Aside from some details, all reductions have been approved by the President and all have been processed with the exception of President’s Areas.

Discussion:

Chair Grieb asked how close we are to solving the problem. Vice President Foisy answered that current revenue estimates are coming in as anticipated when we set \$14M budget reduction (actually a bit shy of that). We made it through the fiscal year. The question continued: are there

items “on the radar screen” that could change the current status? Vice President Foisy replied that he feels confident about General Education. On the other hand, there will be impact of COVID-19, for instance, on summer enrollment, housing and dining refunds. If we refund prorated shares from March 23, we can end up with \$2.6M in auxiliary (\$1.5M housing and \$1.1M dining) There will be additional impact from canceling events, potentially lower enrollment in the Fall, and more. All bets are off at this point. It all depends on how soon COVID-19 is behind us.

Chair Grieb asked where we are relative to State Board of Education expectations. Vice President Foisy said that the SBOE was pleased with our 12/31/19 audit committee presentation. Since then, we made considerable progress, but we cannot be certain of the COVID-19 revenue impact. There is hope of state refund for some COVID-19 expenses. Just as we were beginning to see progress, COVID-19 set us back. We will not be treated unfairly by SBOE relative to other institutions.

Before closing, Chair Grieb pointed out one final item: in the OPEB redline document (just approved), the note “Discussion copy – not for official approval” appears in error at the bottom of the pages. This is, in fact, the copy ready for official approval.

**New Business:** None

**Adjournment:** A motion to adjourn (Fairley) passed unanimously. The meeting was adjourned at 5:02pm.

Respectfully Submitted,

Francesca Sammarruca  
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho

2019 – 2020 Faculty Senate – **Pending Approval**

Meeting # 23

Tuesday, March 10, 2020 at 3:30 pm

Paul Joyce Faculty- Staff Lounge & Zoom

**Present:** Bridges, Caplan, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hanigan, Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Meeuf, Paul, Raja, Rashed, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Wiencek (w/o vote)

**Present via Zoom:** Kern, McKellar, Tenuto

**Absent:** Carter, Hanigan, Raja

**Guests and Observers:** 12

**Guest Speakers:** Brandi Terwilliger, Brian Foisy, Sara Mahuron

**Call to Order:** Chair Grieb called the meeting to order at 3:31 pm.

**Approval of Minutes (vote):**

There was a motion (Dezzani/Tibbals) to approve the minutes of the 2019-2020 Faculty Senate Meeting #22 (March 3, 2020). Friendly amendment by Secretary Sammarruca: Senator Tibbals attended the meeting but was not listed as “Present” in the records. The motion to approve the minutes with the friendly amendment carried unanimously.

**Consent Agenda:** None.

**Chair’s Report:**

- Carlos Vazquez was welcomed as the new member of the support services team. He is an Organizational Sciences major and previous Vice President of ASUI.
- Welcome to Arash Rashed, Associate Professor of Ecological Entomology who joins us as a new Faculty Senator.
- A reminder that sabbatical applications for the 2021-2022 academic year are due March 31<sup>st</sup>. Submit completed applications to [provost@uidaho.edu](mailto:provost@uidaho.edu) .
- Chair Grieb is still gathering questions for the Provost regarding Academic Affairs budget. He will coordinate those and send them to the Provost tomorrow afternoon.
- From Cassidy Hall in the Doceo Center. In response to demand, the Doceo Center has added two more Zoom trainings this semester. All training dates and registration links are listed below:
  - Monday, March 9, 11:30 to 12:20 - *Zoom for Teaching & Office Hours*. See details and register at: <https://www.webpages.uidaho.edu/cetl/workshops/Details.asp?618>
  - Tuesday, March 17, 11:30 to 12:20 - *Zoom for Teaching & Office Hours*. See details and register at: <https://www.webpages.uidaho.edu/cetl/workshops/Details.asp?623>
  - Tuesday, March 24, 11:30 to 12:20 - *Zoom for Effective Meetings*. See details and register at: <https://www.webpages.uidaho.edu/cetl/workshops/Details.asp?624>
  - Monday, March 30, 11:30 to 12:20 - *Zoom for Effective Meetings*. See details and register at: <https://www.webpages.uidaho.edu/cetl/workshops/Details.asp?619>

- Update on the Vandal Gateway Program (VGP) and admission policy. The Temporary Emergency Policy is now enacted and will allow matriculation of the 2020 VGP cohort. A new admission policy, to be included in the 2021-22 Catalog, has to be in place in order to admit subsequent cohorts. Plans will proceed with input from various people/groups, such as the Admissions Committee, CETL, the deans, and Vice Provosts for academic programs. Later in the semester, a proposal will be presented to the University Curriculum Committee and then to the Senate. The discussion will resume after Spring Break.
- Vice Provost Torrey Lawrence was invited by Chair Grieb to deliver an update on the COVID-19 situation. The Infectious Disease Response Team sub-groups are preparing for various scenarios and just met with the President about plans. For this week, campus operations will continue according to their normal course. On Monday and Tuesday after Spring Break, March 23 and 24, all classes will be offered only online, as a “test run” and an opportunity for everyone to experiment with online/remote/distance delivery. On Thursday, March 19<sup>th</sup>, a communication will go out to inform whether the online mode will continue past the 24<sup>th</sup>. CETL is offering additional training online as well as recordings of those training sessions. ITS is making sure their system is ready for increased traffic. The university has been in contact with WSU, ISU, and BSU to coordinate plans. They are handling questions as they come, in a fast-changing situation. The primary concern is health, while at the same time trying to minimize campus disruption.

#### Discussion:

Clarifications were asked as to whether, for the first two days after Spring break, students will be explicitly instructed not to come to class or whether they will have the option to come. Provost Wiencek and Vice Provost Lawrence answered that students will not have the option to attend classes in person. More will be known after the communication of Thursday March 19<sup>th</sup>. As for laboratory classes, faculty are encouraged to be creative in the way they deliver the instruction. The university is not dictating a particular way (such as, for instance, Zoom). Instructors should decide what works best for them and their students (Zoom, recorded lectures, or other ways). With regard to recorded lectures, the Provost reminded everyone that a recorded lecture that identifies a particular student is in violation of FERPA. In response to a concern, Vice Provost Lawrence said that Zoom is expecting heavy traffic and the company believes that they are able to handle it.

A Senator asked whether instructors will have access to their classrooms when delivering online. Vice Provost Lawrence replied that they will, although this will be clarified before next week’s communication. Students can be asked to meet online during the normal lecture time while instructors hold lecture from their offices or another location. The question was raised of how to protect the integrity of quizzes and tests. Vice Provost Lawrence recognized that this is another challenge of delivering online, and an aspect where instructors need to be creative. Blackboard may offer the best options.

There are serious concerns about students who do not have access to technology at home. Vice Provost Lawrence said that ITS is working to address this problem. About 100 computers may be made available to be checked out by students who do not have access to technology. Chair Grieb said he advised his students to go where they can have the best access to broadband.

Public spaces (dorms, dining halls, etc..) will remain open, although the situation can change between now and March 23<sup>rd</sup>. At this time the intent is to have those areas operate as usual. Everyone should follow CDC guidelines, such as washing their hands often. People should self-

monitor and use their best judgement when choosing to congregate or not. People are strongly encouraged to stay home if they are sick.

Students will be informed during the break whether they should stay at home a few extra days. The university is definitely going to go to online mode on Monday and Tuesday after the break, but it may be longer. March 19<sup>th</sup> is a key date to look for communications.

A Senator asked whether students are required to stay away from campus for 1-2 weeks, which is the typical virus incubation period. The Provost noted that students are not being told to stay away, but they can if they so choose.

A Senator asked whether the next Faculty Senate meeting will be via Zoom. Chair Grieb answered that he will be in the Faculty-Staff Lounge as usual but Zoom will be available to anyone who wishes to use that option.

Please click [here](#) for more about COVID-19.

### **Provost's Report:**

- The Provost thanked Vice provost Lawrence for being proactive and keeping ahead of the issues. He asked for everyone's support while we get through this challenge.
- Update on deans' searches. Dennis Becker, Professor of natural resource policy, was just named Dean of CNR. An announcement for CLASS is forthcoming. Interviews of three finalists will take place after Spring Break for the College of Arts and Architecture. Mark Chopin is the chair for that search. The College of Law has a different timeline: they build a pool during the spring and the summer and hold interviews in the Fall.
- Dean Ali Carr-Chellman will be leaving at the end of this academic year to take a position at the University of Dayton, in Ohio. She will be missed and the Provost wished her all the best.
- Today the College of Business and Economics had a good accreditation visit. The Provost heard strong positive words about the experiential learning opportunities in the college. Dean Chopin noted that, although nothing is official yet, it seems likely that it will be good news. Faculty, staff, alumni, came together and did great teamwork, even though the visit happened at a difficult time. He emphasized that obtaining accreditation for the college and for the accounting program is a significant achievement, as there are relatively few similarly accredited programs worldwide.
- Brief update on APPT. We will follow policy and procedures, but program closure is a presidential prerogative. Although it has been a practice for Senate to play an advisory role, our Constitution speaks of program closure as a presidential decision and does not require that Senate play a formal role. After the President's decisions are made (informed by the current processes and IPEC), UCC will be involved working with the Registrar's on implementing the necessary Catalog changes. Provost Wiencek suggested that, within their next year agenda, Senate could discuss ways in which Senate could provide input on proposed program closures.

There were no questions for the Provost.

**Committee Reports:** None

### **Other Announcements and Communications:**

- [APM and FSH non-voting Items – Brandi Terwilliger](#)



- APM 50.04 Verifying Employment Eligibility for New Employees.  
These updates are necessary to comply with federal law and the current process. There were no questions or comments.
  - APM 50.55 Writing UI Job Descriptions.  
This revision is an update to be consistent with current process and language for how to best write a job description. There were no questions or comments.
  - APM 55.39 Retiree Benefits.  
These updates are made to reflect the correct benefit offerings. Dental coverage for retirees is removed. There were no questions or comments.
  - APM 50.53 Temp Hourly Employment.
  - FSH 3090 Temp Hourly Employment.  
These items are related. The updates reflect changes based on streamlined recruitment processes and to ensure compliance with state policies. There were no questions or comments.
- Campus Labs course evaluation software update – Sara Mahuron  
The main issue is when to make the transition from the old system to the new one, Campus Labs. Sara Mahuron noted that this is just a change in how the data are collected, not the substance of the actual evaluation process. Sara Mahuron reviewed the old and the new systems side by side. She explained that the old system is not sustainable, and that Campus Labs has more flexibility and is ready to function. It will provide a streamlined process to regroup, compare, and export data. Attachment #8 in the Faculty Senate meeting binder provides details on the system.

Discussion:

This change will not impact faculty or students in any fundamental way. Essentially, after the migration, one would log into Vandalweb and be redirected to Campus Lab. There was a general consensus that migrating earlier rather than later would be a good idea. Sara Mahuron invited the Senators to email her with any questions or if they need support.

A Senator noted that this change does not address the problem of low-response rate in course evaluations often seen by instructors. Chair Grieb recommended to take the last 15 minutes of the last lecture to have students who haven't already done it fill the evaluation form in class on their laptops or mobile devices.

- Facilities Outsourcing Committee Report – Russ Meeuf  
Senator Russ Meeuf started his presentation, included as Attachment #9 in the Faculty Senate meeting binder. The Facility Outsourcing Committee had a healthy debate. First, they discussed outsourcing as a strategy in general. That is, they debated whether outsourcing can successfully and quickly address some of the current budget challenges. The committee considered the pros and cons of outsourcing as a strategy. On the “pros” side: it was recognized that larger entities may be able to get better deals, through renegotiations of vendor contracts with a larger national identity; outside expertise can be healthy. On the “cons” side: the steep learning curve associated with bringing in outsiders; also, the opportunity for finding new efficiencies seems narrow in scope. Overall, the committee voted 4 to 2 in favor of outsourcing as a strategy.

Next, the committee discussed specifically Advanced Facility Services (AFS) as a partner. AFS submitted a management-only proposal with the option to transition into full outsourcing. Russ Meeuf noted that the AFS public presentation was not a good one. The presentation was not

sufficiently specific and lacked important details. Facilities employees who attended the presentation were not impressed.

At this point, Chair Grieb invited Staff Council Chair and Vice-Chair, Chad Neilson and Cari Espenschade, to provide comments. Chad Neilson recognized that this is not an easy discussion. On the one hand, he said, we care about the people in facilities; on the other, we are facing budget problems. Outsourcing is a mechanism that, in the end, may save money and thus protect jobs. There are advantages and risks “on both sides”. He supports the outsourcing of facilities.

#### Discussion:

The discussion focused on how savings could be generated over time. As UI employees leave voluntarily, they would be replaced by staff hired by AFS, with benefit packages lower than those offered at UI. The lower packages were perceived as a concern by some senators with regard to the possibility of recruiting and retaining qualified people. Also, the loss of knowledge and expertise from long-time UI employees with vast experience (for instance, with specialized lab equipment) was seen as a potential problem.

Russ Meeuf noted that the committee received 25 pages of feedback from facilities employees, covering a wide spectrum of opinions. One concern was that there is no strong indication that outsourcing will actually save money. Other employees felt it is disrespectful to bring outsiders while they would be happy to use their broad experience to help tackle the budget challenges.

Vice President Brian Foisy joined the discussion and commended Senator Meeuf for his objectivity through the committee work. He agreed that the AFS presentation was not strong. He had previous interaction with the firm, when he hired them in North Dakota to do facilities work and had a very positive experience. Thus, he had high hopes and was disappointed. There were 140-150 people in the room, 30 of whom provided comments. Of those comments, 7 were neutral or positive and 23 were negative. The low number of responses is an aspect to consider. After the presentation, employees had the opportunity to talk to AFS representatives, which indicates a level of interest on the part of AFS.

Vice President Foisy emphasized that, no matter what happens moving forward, not a single UI facilities employee would be fired. They all would keep their jobs, benefits, and access to education. The main change for them would be that they would have a new “boss”. He prepared a *pro forma* to project the savings which might be realized over a hypothetical 6-year period, and determined a projected saving of \$623,000, which can protect 15 positions in the future. This is an opportunity, he continued, to get off the circular pattern (“hamster’s wheel”) of budget cuts leading to cutting positions, which in turn leads to having to lay off employees, ultimately resulting in diminished service level and so on. Vice President Foisy noted that this is one of the few opportunities to get away from this pattern and cut base budget with no service level reduction. He also mentioned that the AFS CEO, during his campus visit about 18 months earlier, had shown a valuable outside perspective.

Chair Grieb noted that FSL had met with President Green just the day before and were informed that there will be a website to provide input on this matter. Collecting input will provide more information on how people feel about retention issues, impact of turnover on morale, etc...

Concerns about loss of knowledge and experience were reiterated. Russ Meeuf thought that the six-year projection reported by Vice President Foisy may be based on incomplete information. There is no compelling data to support the expectation of long-term savings and, therefore, partnership with AFS is a risky choice. The focus moved again on the (reduced) benefit package that AFS would provide to new employees. A few Senators asked that issue to be clarified. Brian Foisy explained that there is (about) a 10% differential between the AFS total compensation package and the one from UI. He added that these are average figures which were given without specific details and which we would need to explore further with the vendor. Without some differential, Vice President Foisy continued, there cannot be any real savings. As for pension plan and health insurance: AFS does not offer a pension plan, just 401(k) matching, and the health insurance coverage would be less than what UI employees are offered. For instance, UI provides OEA benefits. The health insurance package would not be as robust. AFS employees would have a compensation package more like the one that Sodexo offers.

Senator Meeuf reiterated that the AFS presentation showed lack of preparation, which gives reasons to be concerned. Another Senator noted that having received five proposals (none of which met the initial goal of immediate budget reduction) is worrisome. What if AFS does not find qualified personnel because they do not offer competitive packages? (This question was echoed by another Senator.) The same Senator asked how UI compares with peer institutions in terms of infrastructure expenses. Brian Foisy said we are below, with \$3.5 per square foot as compared to the average \$5 per square foot.

Brian Foisy argued that AFS had been around about 10 years and he trusts them to deliver what they promise, although he was disappointed with their presentation. Vice President Foisy agreed that it is possible we could experience increased problems with retention due to the lower compensation packages. On the other hand, he reiterated, reduced costs mean maintaining positions instead of eliminating them and continue to stay on the “hamster’s wheel”.

Provost Wiencek noted that, especially due to the low staff compensation packages, we may feel an impact from the turnover, but he is confident that in the end we will make a significant amount of progress. Brian Foisy observed that some employees prefer higher salaries and lower benefits, as he learned talking to AFS representatives. Instead, we don’t have that option, because we have a fixed benefit package for everybody. Thus, one may decide to focus on the hourly pay rather than benefits. He is confident that AFS would exercise the necessary flexibility to ensure successful recruiting and retention. This is one of the possibilities that was mentioned in the AFS presentation, namely, to increase hourly pay, if that is what employees prefer. AFS business model is not the one of a much larger corporation, but they have been in business long enough to deliver what they say they can do. A Senator suggested that AFS may be invited again to give another and better prepared presentation.

Senate will not meet on Tuesday, March 17<sup>th</sup> because of Spring Break. We will reconvene in two weeks, on March 24<sup>th</sup>.

**New Business:** None

**Adjournment:** A motion to adjourn (Dezzani/Schwarzlaender) passed unanimously. The meeting was adjourned at 5:07 pm.

Respectfully Submitted,

Francesca Sammarruca  
Secretary of the University Faculty & Secretary to Faculty Senate

**College of Graduate Studies  
Proposed Catalog Changes  
Effective Summer 2020**

## **Master's Degrees**

### **Credits**

All master's degree programs require a minimum of 30 credits. Some master's degree programs may require more. Additional work may be stipulated in individual cases to meet particular objectives or need for additional background. Courses used toward an undergraduate degree, professional development courses, or courses on a professional development transcript are not available to be used toward a graduate degree.

No more than three credits of workshop or workshop equivalent courses may be used toward the graduate degree.

Credit in course 500 (Master's Research and Thesis) or 600 (Dissertation) cannot be counted toward a non-thesis master's degree. Although no limit is imposed on the number of credits that may be earned in course 500 for degrees with thesis, only a maximum of 10 credits in course 500 in the major of the degree can be used to fulfill master's degree requirements (a lower limit may be set by the program). Up to ~~five~~six credits of course 599 (Non-thesis Research) are allowed to count towards a non-thesis master's degree; however, if a thesis option exists for the program, no more credits of course 599 are allowed toward the non-thesis master's degree than half the number of credits allowed for course 500 toward the program's master's degree.

College of Graduate Studies  
Proposed Catalog Changes  
Effective Summer 2020

## Doctoral Degrees

### Requirements for Doctoral Degrees

#### Credit Requirements

For the Ph.D. and Ed.D., a minimum of 78 credits beyond the bachelor's degree is required; of these, at least 52 credits must be at the 500 level or above and at least 33 of the 78 credits must be in courses other than 600 (Doctoral Research and Dissertation). A maximum of 45 credits in 600 (Doctoral Research and Dissertation) ~~and 5~~ including 6 credits of 599 (Non-thesis Research) or 500 (Master's Research and Thesis) may be used toward the degree. For the D.A.T., a minimum of 66 credits are required ~~(including all dissertation work)~~ and follow a prescribed set of courses set by the program.

Courses numbered below 300 may not be used to fulfill the requirements for a doctoral degree; courses numbered 300-399 may be used only in supporting areas and are not to be used to make up deficiencies. Individual programs may require additional course work. Applicants having a doctoral degree may obtain a second doctoral degree subject to the approval of the Graduate Council. The Graduate Council will establish the requirements for the second degree.

**College of Graduate Studies  
Proposed Catalog Changes  
Effective Summer 2020**

1. Add the following language to the catalog at the end of the College of Graduate Studies – Overview section:

**Non-degree Enrollment in the College of Graduate Studies**

A non-degree student may register for graduate level courses if they have earned an undergraduate or graduate degree with a cumulative grade point average of 3.00 or higher. Students desiring to register in graduate level courses should send a copy of their transcript showing degree date and GPA to the College of Graduate Studies (cogs-forms@uidaho.edu) to have the block on 500-level courses removed. Students desiring to have graduate level courses taken as a non-degree student placed on a graduate transcript must follow the policies on reserving courses for the graduate transcript.

**Reserving Non-Degree Courses for the Graduate Transcript**

Students desiring to move courses from their non-degree transcript to a graduate transcript may do so by filing the Credit Reservation Form with the College of Graduate Studies. Courses from the non-degree record may be moved to a graduate transcript if they meet the following criteria 1) the student has a cumulative GPA of 3.00 or greater; 2) the course is at the 400 level or higher; 3) the grade in the course is A, B or Pass. No more than 12 credits of non-degree work can be moved to the graduate transcript under this policy. The combined total of transfer credits, correspondence credits, non-degree credits, credits moved from an undergraduate transcript that were not used toward an undergraduate degree, and approved credits more than eight years old at the time the degree is awarded shall not exceed 12 credits for master's programs designated as requiring 36 or fewer credits, and shall not exceed one-third of the total credits in designated programs requiring more than 36 credits.

Students are responsible to initiate the course reservation process as soon as they enter a graduate program. Courses will not be reserved until final grades for the term have been posted. All courses placed on the graduate transcript, regardless of course level, will be assessed graduate fees.



Attachment #5



OFFICE OF THE PRESIDENT  
875 Perimeter Drive MS 3151  
Moscow ID 83844-3151

208-885-6365  
president@uidaho.edu  
uidaho.edu/president

March 9, 2020

To: Francesca Sammarruca, Faculty Secretary  
Terrance Grieb, Faculty Senate Chair

From: C. Scott Green, President

Subject: Other Post Employment Benefits (OPEB) Proposal

The purpose of this communication is to outline retiree benefit changes recommended by the OPEB Advisory Group. The group was tasked with identifying ways to meet our State Board of Education reserve requirements while still taking into consideration the needs of our employees and retirees. To summarize the recommendations:

1. Tier I benefits remain unchanged.
2. Pre-Medicare benefits remain unchanged for Tiers II and III.
3. Post-Medicare benefits remain unchanged for Tiers II and III for those already retired or eligible to retire by Jan. 1, 2021.
4. Post-Medicare benefits will be phased out by the end of 2023 for those in Tier II and III not eligible to retire by Jan. 1, 2021.
5. Pre-Medicare benefits remain unchanged for all Tier IV.
6. Post-Medicare benefits remain unchanged for those in Tier IV already retired or eligible to retire by Jan. 1, 2021.
7. Post-Medicare benefits will end for those in Tier IV not eligible to retire by Jan. 1, 2021, at the end of 2023.
8. Tier IV will be closed for employees hired after June 30, 2020.

We solicited feedback from across the university, including Faculty Senate, Staff Council, UIRA Board, Distinguished Professors, President's Cabinet, Deans and Center Executive Officers. The feedback was largely supporting of the OPEB Advisory Group recommendations. It is worth noting the OPEB Advisory Group recommendations are in line with the benefits offered by nearly all of our 16 peer institutions, based on analysis by our health plan actuary.

Based on the most recent OPEB census data (12/31/2018), there were 520 Tier III current employees not eligible to retire before 1/1/2021. All Tier II employees will be eligible to retire by that point and thus will not be impacted.

We anticipate a reduction in the University's OPEB liability of approximately \$11 million from implementation of these changes. These changes will also, in coming years after implementation, reduce the University's expenses associated with the benefits program.

Based on this, I am proposing policy revisions to align with the OPEB Advisory Group recommendations as described above. The proposed changes (which will be submitted to the Faculty Senate) are consistent with the changes outlined in my memo of January 24, 2020 to the Faculty Senate, Staff Council, UIRA Board and UI Distinguished Professors. I am asking the Faculty Senate to consider the specific policy changes which implement the OPEB Advisory Group recommendations. Implementation of these changes within the 19-20 fiscal year will be an immediate material benefit to the University's financial position.

# University of Idaho

## POLICY COVER SHEET

(See *Faculty Staff Handbook* 1460 for instructions at UI policy website: [www.webs.uidaho.edu/uipolicy](http://www.webs.uidaho.edu/uipolicy))  
[3/09]

**Faculty/Staff Handbook [FSH]**  Addition  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](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu) respectively.

\*Note: If revision/deletion request original document from [apm@uidaho.edu](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu), all changes must be made using "track changes."

**Originator(s):**

(Please see FSH 1460 C)

Telephone & Email:

Brandi Terwilliger March 11, 2020  
Name Date  
885-3008 brandit@uidaho.edu

**Policy Sponsor:** (If different than originator.)

Telephone & Email:

Brian Foisy  
Name Date  
885-7590 brianfoisy@uidaho.edu

Reviewed by General Counsel  Yes  No Name & Date: Kent Nelson, March 10, 2020

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

Update policy to reflect changes to the retiree health benefits as recommended by the OPEB Advisory Group.

II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

These changes reduce the unfunded OPEB liability by approximately \$11 million.

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.

NA

IV. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy. ASAP

If not a minor amendment forward to: \_\_\_\_\_

Policy Coordinator Appr. & Date: _____ [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)
--

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. The January 2008 version updated and supersedes all prior versions. In July 2015 updates were made due to Health Care Reform and in July 2019 changes were again made to comply with the retiree settlement. [rev. 7-19]

The benefits and programs described in this section are governed by applicable laws and plan documents and are subject to change at any time. In the event of a conflict between this policy and the applicable law or plan document, the law or plan document will control. Employees contemplating retirement should make an appointment with a Benefit Services Specialist to verify eligibility and discuss benefits and options for retirement. Further information regarding retirement is available from Human Resources, Benefit Services [www.uidaho.edu/benefits](http://www.uidaho.edu/benefits) (208-885-3697). [ed. 7-97, 7-02, 9-06, 12-06, 7-15, rev. 7-07]

CONTENTS:

- A. Introduction
- B. State and Federal Retirement Plans
- C. University of Idaho Privileges and Programs
- D. Disability Retirement
- E. Surviving Spouse and Children

**A. INTRODUCTION.** This policy describes the retirement privileges and programs available to eligible University of Idaho employees upon retirement. The University of Idaho through its Board of Regents reserves the right to change, amend or discontinue any part of the programs described within or any one or all of these programs in part or entirely at any time, to the extent allowed by law. This policy should not in any way be construed as a guarantee of continued employment.

**A-1. State and Federal Retirement Plans.** These include state and federal retirement plans such as the Public Employees Retirement System of Idaho (PERSI), the Idaho Optional Retirement Plan (IORP), the Civil Service Retirement System and the Federal Employees Retirement System. Eligibility criteria and benefits are determined under each plan and can be found in the respective plan documents, which are subject to change. In the event of a conflict between this policy and the plan documents, the plan documents control in all respects.

**A-2. University of Idaho Retirement Privileges and Programs.** These include faculty emeritus and honored staff retiree privileges, eligibility to participate in retiree health programs of the University of Idaho (Retiree Health Program).





1 C. UNIVERSITY OF IDAHO RETIREMENT PRIVILEGES AND PROGRAMS.

2

3 C-1. Definitions.

4

5 **C-1-a. Retirement.** An employee may bring about the termination of his or her  
6 employment by resigning [see 3930 A and 3940]. Resignation is considered to be  
7 "retirement" if the employee has qualified for certain benefits based on age and length  
8 of qualified service (defined below). The effective date of retirement shall coincide with  
9 the last work day in a calendar month or last work day of a fiscal year. The last day of  
10 employment is generally the last day worked [see FSH 3710 B-9]. *A discussion with*  
11 *benefit services regarding the anticipated specific date of retirement will help facilitate*  
12 *the transition of appropriate benefits and privileges in a seamless manner. [rev. 7-19]*  
13

14 **C-1-b. Retiree.** A retiree is a former employee who has terminated his or her  
15 employment through retirement.

16

17 **C-1-c. Qualified Service.** For purposes of determining retiree health program eligibility,  
18 qualified service includes service while employed at the University of Idaho in a position  
19 eligible for University of Idaho health benefits, excluding those who are only eligible  
20 under the Patient Protection and Affordable Care Act (PPACA). This PPACA group is not  
21 eligible under the University's criteria for University subsidized health benefits. Service  
22 to the University of Idaho will be counted if the employee has been on paid status at  
23 half time or greater.

24 Employees on regular academic year appointments receive credit for twelve (12)  
25 months of service, provided all other requirements of qualified service are met. Service  
26 while employed on a temporary hourly (TH) basis will not be recognized as qualified  
27 service. Qualified service performed prior to a break in service is permanently forfeited,  
28 except as provided in C-1-e. [rev. 7-15]

29

30 **C-1-d. Active Health Plan Enrollment.** For purposes of determining eligibility for the  
31 Retiree Health Program, years of active health Plan enrollment will be counted for each  
32 fiscal Plan year in which the employee has been enrolled as a primary subscriber for  
33 dental, life or disability benefits, or each year of employment in a position eligible for  
34 University of Idaho  
35 health benefits, excluding those who are only eligible under the Patient Protection and  
36 Affordable Care Act (PPACA). This PPACA group is not eligible under the University's  
37 criteria for University subsidized health benefits. [rev. 7-15]

38

39 **C-1-e. Break in Service.** A break in service occurs when there is a separation from  
40 qualified service for one day or more. For purposes of this policy, after a break in service  
41 an employee forfeits all prior qualified service, unless the employee had at least five (5)  
42 years of continuous qualified service prior to the break in service. A break in service  
43 does not include the following: (1) periods of any category of approved paid or unpaid  
44 leave of absence; or (2) periods during which the employee is eligible for and has opted  
45 to remain on the lay-off roster. Information on the lay-off process is found on the HR  
46 webpage. [rev. 7-19]

47

1 **C-1-f. Part-time Employees.** Qualified part-time employees who are employed in a  
2 health benefits eligible position are eligible for the Retiree Health Program upon  
3 retirement excluding those who are only eligible under the Patient Protection and  
4 Affordable Care Act (PPACA). This PPACA group is not eligible under the University's  
5 criteria for University subsidized health benefits. Service credit for part-time employees  
6 will be earned based on a prorated percentage of their full-time status. An employee  
7 who temporarily reduces his or her hours of work and remains employed in a health  
8 benefits eligible position may earn up to two (2) years of full-time service credit if hours  
9 have been temporarily reduced to accommodate transitioning into retirement or to  
10 accommodate a family or personal matter. In either case, the employee must obtain  
11 written approval in advance from his or her supervisor and Benefit Services. *[rev. 7-15]*  
12

## 13 **C-2. Honored Staff Retiree Privileges**

14  
15 **C-2-a. Eligibility Requirements.** Upon retirement, each member of the classified or  
16 exempt staff whose service to the University of Idaho meets one of the following  
17 criteria, and whose employment was not terminated for cause, is designated an  
18 honored staff retiree:  
19

- 20 i. Completion of 30 years of qualified service; **or**
- 21 ii. Completion of 15 years of qualified service and attainment of age 64; **or**
- 22 iii. Attainment of age 55 and completion of a number of years of qualified  
23 service, such that the sum of the years of age and the years of service is 80.  
24

25 **C-2-b. Privileges.** Each member of the classified or exempt staff meeting the above  
26 eligibility requirements is awarded a presidential commendation for long and faithful  
27 service, and his or her name is entered on the list of honored staff retirees especially  
28 worthy of continued recognition as members of the University of Idaho community.  
29 Privileges available to honored staff retirees are as follows:  
30

- 31 i. Membership in the University of Idaho Retirees Association (UIRA);
- 32 ii. Education privileges [see FSH 3760];
- 33 iii. One, free non-transferable gold parking permit each year;
- 34 iv. Listing in the campus directory;
- 35 v. Honored staff retirees who elect to maintain an active computing account  
36 will retain access to services provided by Information Technology Services  
37 (ITS) including electronic communications (e.g. e-mail, instant messaging,  
38 etc.), technical support, and offered software; *[rev. 7-15]*
- 39 vi. Eligibility to receive mailings (upon request), such as the University of Idaho  
40 *Register* and similar publications; **and**
- 41 vii. Inclusion in appropriate university, college, and departmental functions.  
42

43 **C-3. Privileges for Emeritus Faculty Retirees.** Privileges for emeritus faculty retirees are  
44 enumerated in FSH 1565 E-4. *[ed. 9-07, 6-09, 7-15]*  
45

1 **C-4. Retiree Health Program Eligibility.** The Retiree Health Program is divided into four  
2 tiers of eligibility requirements and includes varying levels of benefits. Benefits offered  
3 in each tier are subject to change. Enrollment in the UI medical plan is required at the  
4 time of retirement to transition to the retiree medical plan. As part of open enrollment  
5 Benefit Services shall inform employees they must be enrolled in a UI health plan at the  
6 time of retirement in order to be eligible for the retiree health plan. *[rev. 7-19]*  
7

8 **C-4-a. Tier I -- Eligibility Criteria.** To qualify for Tier I, an employee must be retired and  
9 covered under the Retiree Health Program pursuant to a prior version of this policy, or  
10 meet the following criteria on or before September 30, 2007, but may retire later:  
11

- 12 i. Hired on or before January 1, 2002; **and**
- 13 ii. Has been enrolled, or eligible to enroll, as the primary subscriber in the  
14 active health plan for at least (5) five years prior to retirement; **and** *[rev. 7-*  
15 *15]*
- 16 iii. Meets one of the following three criteria:
  - 17 1. Has completed at least 30 years of qualified service, regardless of age; **or**
  - 18 2. The sum of the number of years of age and qualified service is equal to  
19 or greater than 80, to include a minimum age of 55 years; **or**
  - 20 3. Has completed at least 15 years of qualified service and attained a  
21 minimum age of at least 64 years.

22  
23 **C-4-b. Tier II -- Eligibility Criteria.** To qualify for Tier II, an employee must meet the  
24 following criteria on or before June 30, 2011, but may retire later:  
25

- 26 i. Hired on or before January 1, 2002; **and**
- 27 ii. Has been enrolled, or eligible to enroll, as the primary subscriber in the  
28 active health plan for at least (15) fifteen years prior to retirement; **and** *[rev.*  
29 *7-15]*
- 30 iii. Meets one of the following criteria:
  - 31 1. Has completed at least 30 years of qualified service, regardless of age; **or**;
  - 32 2. The sum of the number of years of age, subject to a minimum age of 55  
33 years; plus qualified service, subject to a minimum of 15 years, is equal to  
34 or greater than 80.

35  
36 **C-4-c. Tier III -- Eligibility Criteria.** To qualify for Tier III, an employee must meet the  
37 following criteria on or after July 1, 2011, but may retire later:  
38

- 39 i. Hired on or before January 1, 2002; **and**
- 40 ii. Has been enrolled, or eligible to enroll, as the primary subscriber in the  
41 active health plan for at least (20) twenty years prior to retirement; **and**  
42 *[rev. 7-15]*
- 43 iii. Meets one of the following criteria:
  - 44 1. Has completed at least 30 years of qualified service, regardless of age; **or**



- 1                   2. Has completed at least 20 years of qualified service, and the sum of the  
2                   number of years of age, subject to a minimum age of 55 years, plus years  
3                   of qualified service is equal to or greater than 90.  
4

5                   **C-4-d. Tier IV -- Eligibility Criteria.** To qualify for Tier IV, an employee must meet the  
6                   following criteria:

- 7  
8                   i. Has been enrolled, or eligible to enroll, as the primary subscriber in the  
9                   active health plan for at least (10) ten years prior to retirement; **and** [rev. 7-  
10                   15]  
11                   ii. Has completed at least 10 years of qualified service; **and**  
12                   **iii.** Is at least 55 years of age; **and**  
13                   **iv.** the employee's current hire date is prior to July 1, 2020. [rev. 7-15\*\*\*]  
14

**Commented [NK(1):** This language closes Tier IV for employees hired July 1, 2020 and after.

15                   **C-4-e. Ineligible Employees.** Employees with a current hire date on or after July  
16                   1, 2020 are outside of the eligibility tiers and are not eligible for retiree health  
17                   benefits.  
18

**Commented [NK(2):** This language clarifies the cutoff of retirement health benefits for employees hired on or after July 1, 2020

19                   **C-5. Continued Eligibility for the Retiree Health Program.** Once a Retiree has qualified for the  
20                   University of Idaho Retiree Health Program, the following conditions must be met for continued  
21                   eligibility.  
22

23                   **C-5-a.** Retirees and their dependents must enroll in the Retiree Health Program when  
24                   first eligible or they will lose eligibility. Upon eligibility for the Program, retirees will be  
25                   required to make a one-time, irrevocable election of available plan options. Current  
26                   retirees made this election no later than July 1, 2007. Retirees, who are enrolled in the  
27                   Program; but fail to make a election will be automatically and irrevocably enrolled in the  
28                   selected default Plan.  
29                   Plan options and default plans may vary from year to year. Information regarding plan  
30                   options and which plans will be used for default is available from Benefit Services. [ed.  
31                   7-15]  
32

33                   **C-5-b.** For eligible retirees, coverage is effective on the first of the month following the  
34                   effective date of retirement. In order to avoid a gap in coverage between the last day of  
35                   work and the first day of coverage under the Retiree Health Program, coverage for  
36                   eligible retirees under the active health benefit program will continue until coverage  
37                   under Retiree Health Program begins. [rev. 7-19]  
38

39                   **C-5-c.** Covered dependents are first eligible on the same date the retiree becomes  
40                   eligible or on the date they later become a dependent.  
41

42                   **C-5-d.** All participants who qualify for Post-Medicare coverage, including covered  
43                   dependents, in any tier of the Retiree Health Program must elect Medicare Parts A and  
44                   B as their primary payer of benefits when they first become eligible, except to the  
45                   extent that federal law requires the Retiree Health Program to be primary. All  
46                   participants must comply with rules set forth in the Plan document for each Plan and/or

**Commented [NK(3):** This language is necessary because there will be different Post-Medicare coverage terms for the different tiers

1 tier of eligibility with respect to Medicare Prescription Drug Coverage (Part D). (See C-7  
2 below for additional information on post-Medicare coverage.)

**Commented [NK(4):** This language directs the reader to the section where the Post-Medicare coverage is described for each tier.

3  
4 **C-5-e.** All participants, including covered dependents, in any tier are subject to  
5 coordination of benefits rules as set forth in the applicable plan documents.  
6

7 **C-5-f.** If coverage under the Retiree Health Program is ended for any reason, there is no  
8 opportunity to rejoin the Program at a later date. The only exception is for a Retiree  
9 who returns to a benefit eligible position at the University of Idaho following his or her  
10 participation in the Retiree Health Program. In this instance, Retiree Health Program  
11 coverage will be temporarily suspended. After active employment ends, the Retiree will  
12 have the right of reinstatement in the same tier and Plan election(s) that applied on the  
13 original date of retirement.  
14

15 **C-6. Benefits.** Programs offered vary from tier to tier and benefits vary within the Plans available  
16 within each tier, as set forth in the applicable plan document(s). These are subject to change  
17 without notice. See benefits webpage for governing plan documents. *[rev. 7-19]*  
18

19 **C-7. Contributions and Post-Medicare Coverage.** Effective July 1, 2007, all Qualified retirees will  
20 share in the cost of coverage through a monthly contribution, unless a Plan option which  
21 requires no monthly contribution is elected (if applicable). Contribution Rates for retiree  
22 coverage are established annually by the University.

**Commented [NK(5):** Necessary because not all retirees will qualify for retiree health benefits and only the qualified retirees will be making contributions

**Commented [NK(6):** The discussion of rate setting was taken out of the individual sub-sections and replaced by this sentence.

23  
24 The University will offer at least one medical Plan option to Tier I retirees which does not  
25 require retiree cost sharing through monthly contributions. It is the intention of the University  
26 to offer at least one medical Plan option that is less costly, or that for ~~Tiers II~~ two and III ~~three~~  
27 may have no retiree cost sharing. The Plan with no cost or less retiree monthly cost sharing will  
28 have less generous benefits such as higher deductibles and higher out of pocket expenses.  
29

**Commented [NK(7):** cleanup

30 **C-7-a(i). Tier I Retirees – Contribution Rate Increase and Post-Medicare Coverage:**

31 • ~~Contribution rates charged to Tier I retirees shall not increase in any one year over~~  
32 ~~the previous year by more than 10%.~~

**Commented [NK(8):** This limitation on increases is relevant only to Tier I. Rate setting is addressed in C-7 above. The rest of the discussion in C-7-a regarding rates (now deleted) is no longer needed

33 ~~— Effective July 1, 2007, retiree cost sharing will begin for retirees in Tier I at a rate~~  
34 ~~of \$30.00 per month for non-Medicare eligible retirees and \$20.00 per month for~~  
35 ~~Medicare eligible retirees; or with no required retiree contribution if the Plan~~  
36 ~~option with less generous benefits (i.e., higher deductibles and other out of~~  
37 ~~pocket expenses) is elected.~~  
38

39 ~~— Rates are subject to increase annually. Limits on the amount of increase apply only~~  
40 ~~to Tier I retirees and shall not increase in any one year over the previous year by~~  
41 ~~more than 10%.~~  
42

43 • ~~All future retirees will make contributions based on the rate in effect for their~~  
44 ~~respective tier and Plan election at the time of retirement.~~  
45

- Tier I retirees continue to be eligible for Post-Medicare coverage as long as they stay eligible for participation in the Plan.

**Commented [NK(9):** This language maintains historic Post-Medicare coverage for Tier I.

**C-7-a(ii). Tier II and III Retirees – Post-Medicare Coverage:**

- Tier II and III employees who are eligible to retire prior to January 1, 2021 continue to be eligible for Post-Medicare coverage as long as they stay eligible for participation in the Plan.
- Tier II and III employees who are not eligible to retire prior to January 1, 2021 are eligible for Post-Medicare coverage only through December 31, 2023 and will pay contribution rates for post-Medicare coverage per the following schedule. 25% of the cost for Post-Medicare coverage in calendar year 2021, 50% of the cost for Post-Medicare coverage in calendar year 2022, and 75% of the cost for Post-Medicare coverage in calendar year 2023. Thereafter, Post Medicare coverage ceases.

**Commented [NK(10):** This language maintains historic Post-Medicare coverage for Tier II & III employees eligible to retire prior to January 1, 2021.

**Commented [NK(11):** This language establishes the phase-out of Post-Medicare coverage for those not eligible to retire until January 1, 2021 or after.

**C-7-b. Tier IV Retirees – Contributions and Post-Medicare Coverage:**

- Except for retirees who qualify as a retiree with a disability and are not yet eligible for Medicare, Tier IV retirees will bear responsible for 100 percent of the cost of retiree coverage.
- Tier IV employees who are retired or are eligible to retire prior to January 1, 2021 continue to be eligible for Post-Medicare coverage at full cost as long as they stay eligible for participation in the Plan.
- Tier IV employees who are not eligible to retire prior to January 1, 2021 are eligible for Post-Medicare coverage at full cost only through December 31, 2023. [rev. 7-19\*\*\*]

**Commented [NK(12):** This language maintains historic Post-Medicare coverage for Tier IV retirees up through those eligible to retire before January 1, 2021

**Commented [NK(13):** This language establishes the cut-off for Post-Medicare coverage for Tier IV employees who are not eligible to retire until after December 31, 2020.

**Commented [NK(14):** This language clarifies the historic practice that only Tier IV employees/retirees are able to use sick leave conversion to apply to the cost of health coverage.

**C-7-c. Sick Leave Conversion for Tier IV:** Tier IV is allowed sick leave conversion equal to 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, which may be used to pay for the cost of Tier IV retiree health coverage. [rev. 7-19]

**Commented [NK(15):** cleanup

EXAMPLE #1: At the time of retirement, Retiree has accrued 1000 hours of sick leave. Retiree may convert 500 hours to pay for retiree medical health coverage.

EXAMPLE #2: At the time of retirement, Retiree has accrued 1400 hours of sick leave. Retiree may convert 600 hours to pay for retiree health coverage. Only Retirees in Tier IV who had a sick leave balance eligible for sick leave conversion as described above are eligible for sick leave conversion. Sick leave conversion is limited to use for the cost of UI retiree medical coverage for the retiree only. [rev. 7-19]

**C-7-d. Dependents:** Retirees in all tiers will be responsible for payment of one hundred percent of the cost of coverage for all covered dependents.

**C-7-e. Payment:** The cost (if applicable) of retiree and/or dependent coverage must be paid in a timely manner. All plans of coverage will be terminated if the required

1 payment for all plans of coverage is not received within 30 days of the date it is due.  
2 [rev. 7-19]

3  
4 **D. Surviving Spouse and Children.** [ren. 7-19]

5  
6 **D-1. Faculty Emeritus or Honored Staff Retiree Privileges.** There is no transfer of Emeritus or  
7 Honored Staff privileges as described above or in FSH 1565 E-4. [ed. 6-09]

8  
9 **D-2. Retiree Health Program.** A covered dependent spouse or child may continue under the  
10 Retiree Health Program under the following terms and conditions:

11  
12 **D-2-a.** Following the death of the retiree, a covered dependent spouse or child may  
13 continue coverage under the Retiree Health Program, provided all other Program and  
14 plan eligibility requirements are met.

15  
16 **D-2-b.** Effective July 1, 2007, a covered dependent spouse of a deceased retiree may  
17 remain enrolled in the Retiree Health Program even if he or she later remarries,  
18 provided all other Program and plan requirements are met.

19  
20 **D-2-c.** A new spouse of a former covered dependent spouse, or any other newly  
21 acquired dependent, may not be added to the Retiree Health Program. However, a  
22 dependent child of the retiree who is born after the death of the retiree may be added  
23 within 30 days of birth.

24  
25 **D-2-d.** The covered dependent spouse or eldest covered dependent child will become  
26 the new "primary subscriber" in the same Plan election and tier of coverage that applied  
27 prior to the retiree's death, provided all other Program and plan eligibility requirements  
28 continue to be met. However, regardless of which tier applies, the new primary  
29 subscriber will be responsible for the entire cost of coverage based on the full subscriber  
30 rate for himself or herself and for all covered dependents, based on the subscriber and  
31 dependent rates in effect at that time.

32  
33 **D-2-e.** If the covered dependent spouse or eldest child does not have the same  
34 Medicare eligibility as the retiree had at the time of death, the surviving covered  
35 dependent(s) will be transferred to the retiree plan that is consistent with the new  
36 primary subscriber's own Medicare eligibility.

37  
38 **D-2-f.** If a covered dependent spouse or child becomes eligible for coverage under  
39 another employer's health plan as either the primary subscriber or as a dependent,  
40 eligibility for coverage under the Retiree Health Program will end. Waiving coverage  
41 under another employer's plan also will result in a loss of eligibility for the Retiree  
42 Health Program.

**UI FACULTY-STAFF HANDBOOK**

**CHAPTER THREE:**

**EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF**

July 2019

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. The January 2008 version updated and supersedes all prior versions. In July 2015 updates were made due to Health Care Reform and in July 2019 changes were again made to comply with the retiree settlement.[rev. 7-19]*

*The benefits and programs described in this section are governed by applicable laws and plan documents and are subject to change at any time. In the event of a conflict between this policy and the applicable law or plan document, the law or plan document will control. Employees contemplating retirement should make an appointment with a Benefit Services Specialist to verify eligibility and discuss benefits and options for retirement.*

*Further information regarding retirement is available from Human Resources, Benefit Services [www.uidaho.edu/benefits](http://www.uidaho.edu/benefits) (208-885-3697). [ed. 7-97, 7-02, 9-06, 12-06, 7-15, rev. 7-07]*

**CONTENTS:**

- A. Introduction**
- B. State and Federal Retirement Plans**
- C. University of Idaho Privileges and Programs**
- D. Disability Retirement**
- E. Surviving Spouse and Children**

**A. INTRODUCTION.** This policy describes the retirement privileges and programs available to eligible University of Idaho employees upon retirement. The University of Idaho through its Board of Regents reserves the right to change, amend or discontinue any part of the programs described within or any one or all of these programs in part or entirely at any time, to the extent allowed by law. This policy should not in any way be construed as a guarantee of continued employment.

Formatted: Font: Not Italic

**A-1. State and Federal Retirement Plans.** These include state and federal retirement plans such as the Public Employees Retirement System of Idaho (PERSI), the Idaho Optional Retirement Plan (IORP), the Civil Service Retirement System and the Federal Employees Retirement System. Eligibility criteria and benefits are determined under each plan and can be found in the respective plan documents, which are subject to change. In the event of a conflict between this policy and the plan documents, the plan documents control in all respects.

**A-2. University of Idaho Retirement Privileges and Programs.** These include faculty emeritus and honored staff retiree privileges, eligibility to participate in retiree health programs of the University of Idaho (Retiree Health Program).

**A-2-a. Emeritus Faculty and Honored Staff Retiree Privileges.** This policy sets forth the eligibility criteria for, and benefits of, honored staff retiree privileges. For faculty emeritus privileges, see FSH 1565 **HE.** Emeritus or honored staff retiree status does not automatically confer eligibility for the Retiree Health Program. [ed. -09]

Formatted: Font: Not Italic

**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

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF Section 3730: Retirement Benefits

year to year. Current contribution rates are available at [www.uidaho.edu/benefits](http://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]

Formatted: Font: Not Italic

**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](http://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]

Formatted: Font: Not Italic

#### **PERSI** **Public Employee Retirement System of Idaho**

Formatted: Indent: Left: 0.25", Tab stops: 0.25", Left

Formatted: Font: Bold

**B-2. Idaho Optional Retirement Plan (IORP).** IORP is a defined contribution retirement plan. There are currently two plan administrator choices for employees: The contracts for plan administrators are managed through the Board of Regents. For information on the plan offerings visit the benefit webpage. Eligible employees must enroll and select a Plan administrator and self-directed investments when they become eligible. In the event that a Plan administrator and/or investment options are not elected by the employee before contributions begin, default elections and/or investments will be selected. Employee and employer contributions will be directed to the default Plan administrator and deposited within default investment choices, unless or until these have been changed by the employee. Eligibility requirements and benefits are governed by the IORP plan document. For more information, contact the plan administrator. The contact information for each can be found on the benefits website. [ed. 7-15, 7-19]

Formatted: Normal, Right: 0", Tab stops: 0", Left + 0.38", Left + 1.13", Left + 1.36", Left + 1.63", Left + Not at 0.5" + 1" + 1.25" + 1.5"

Formatted: Font: Bold

Formatted: Condensed by 0.2 pt

Formatted: Condensed by 0.2 pt

Formatted: Font: Not Italic

Formatted: Condensed by 0.2 pt

Formatted: Font: Not Italic

Formatted: Font: Not Italic

**B-3. Federal Retirement Plans.** Certain grandfathered University of Idaho employees are eligible for benefits governed by the Federal Employees Retirement System. For complete information, go to [www.opm.gov/retire](http://www.opm.gov/retire). For assistance, contact Benefit Services at the University of Idaho. [rev. 7-19]

## C. UNIVERSITY OF IDAHO RETIREMENT PRIVILEGES AND PROGRAMS.

### C-1. Definitions.

**C-1.a. Retirement.** An employee may bring about the termination of his or her employment by resigning [see 3930 A and 3940]. Resignation is considered to be "retirement" if the employee has qualified for certain benefits based on age and length of qualified service (defined below). The effective date of retirement shall coincide with the last work day in a calendar month or last work day of a fiscal year. The last day of employment is generally the last day worked [see FSH 3710 B-9]. [ed. 7-15] –A discussion with benefit services regarding the anticipated specific date of retirement will help facilitate the transition of appropriate benefits and privileges in a seamless manner. [rev. 7-19]

Formatted: Normal (Web), Justified, Tab stops: 0.25", Left + 0.5", Left + 1", Left + 1.25", Left + 1.5", Left

Formatted: Font: Bold, Not Italic

Formatted: Default Paragraph Font, Font: 12 pt, Font color: Black

Formatted: Default Paragraph Font, Font: 12 pt, Font color: Black

Formatted: No underline, Font color: Black

Formatted: Font: Not Italic

Formatted: Font: 10 pt, Font color: Black

**C-1.b. Retiree.** A retiree is a former employee who has terminated his or her employment through retirement.

**C-1.c. Qualified Service.** For purposes of determining retiree health program eligibility, qualified service includes service while employed at the University of Idaho in a position eligible for University of Idaho health benefits excluding those who are only eligible under the Patient Protection and Affordable Care Act (PPACA). This PPACA group is not eligible under the University's criteria for University subsidized health benefits. Service to the University of Idaho will be counted if the employee has been on paid status at half time or greater. Employees on regular academic year appointments receive credit for twelve (12) months of service, provided all other requirements of qualified service are met. Service while employed on a temporary hourly (TH) basis will not be recognized as qualified service. Qualified service performed prior to a break in service is permanently forfeited, except as provided in C-1-e. [rev. 7-15]

Formatted: Font: Not Italic

**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

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF Section 3730: Retirement Benefits

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]

Formatted: Font: Not Italic

**C-1.e. Break in Service.** A break in service occurs when there is a separation from qualified service for one day or more. For purposes of this policy, after a break in service an employee forfeits all prior qualified service, unless the employee had at least five (5) years of continuous qualified service prior to the break in service. A break in service does not include the following: (1) periods of any category of approved paid or unpaid leave of absence; or (2) periods during which the employee is eligible for and has opted to remain on the lay-off roster. Information on the lay-off process is found on the [HR webpage](#). [rev. 7-19]

Formatted: Font: Not Italic

**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]

Formatted: Font: Not Italic

#### C-2. Honored Staff Retiree Privileges

**C-2.a. Eligibility Requirements.** Upon retirement, each member of the classified or exempt staff whose service to the University of Idaho meets one of the following criteria, and whose employment was not terminated for cause, is designated an honored staff retiree:

- i.1. Completion of 30 years of qualified service; or
- ii.2. Completion of 15 years of qualified service and attainment of age 64; or
- iii.3. Attainment of age 55 and completion of a number of years of qualified service, such that the sum of the years of age and the years of service is 80.

Formatted: Font: Not Bold

Formatted: Font: Not Bold

**C-2.b. Privileges.** Each member of the classified or exempt staff meeting the above eligibility requirements is awarded a presidential commendation for long and faithful service, and his or her name is entered on the list of honored staff retirees especially worthy of continued recognition as members of the University of Idaho community. Privileges available to honored staff retirees are as follows:

- i.1. Membership in the University of Idaho Retirees Association (UIRA);
- ii.2. Education privileges [see FSH 3760];
- iii.3. One, free non-transferable gold parking permit each year;
- iv.4. Listing in the campus directory;
- v.5. Honored staff retirees who elect to maintain an active computing account will retain access to services provided by Information Technology Services (ITS) including electronic communications (e.g. – email, instant messaging, etc.), technical support, and [offered software](#); [rev. 7-15]
- vi.6. Eligibility to receive mailings (upon request), such as the University of Idaho [Register](#) and similar publications; and
- vii.7. Inclusion in appropriate university, college, and departmental functions.

Formatted: Font: Not Italic

Formatted: Font: Not Italic

Formatted: Font: Not Bold

**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]

Formatted: Font: Not Italic

**C-4. Retiree Health Program Eligibility.** The Retiree Health Program is divided into four tiers of eligibility requirements and includes varying levels of benefits. Benefits offered in each tier are subject to change. Enrollment in the UI medical plan is required at the time of retirement to transition to the retiree medical plan. As part of open enrollment Benefit Services shall inform employees they must be enrolled in a UI health plan at the time of retirement in order to be eligible for the retiree health plan. [rev. 7-19]

Formatted: Font: Not Italic



**UI FACULTY-STAFF HANDBOOK**

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF  
Section 3730: Retirement Benefits

**C-4.a. Tier I -- Eligibility Criteria.** To qualify for Tier I, an employee must be retired and covered under the Retiree Health Program pursuant to a prior version of this policy, or meet the following criteria on or before September 30, 2007, but may retire later:

- i.1.** Hired on or before January 1, 2002; **and**
- ii.2.** Has been enrolled, or eligible to enroll, as the primary subscriber in the active health plan for at least (5) five years prior to retirement; **and** [rev. 7-15]
- iii.3.** Meets one of the following three criteria:
  - 1-a.** Has completed at least 30 years of qualified service, regardless of age; **or**
  - 2-b.** The sum of the number of years of age and qualified service is equal to or greater than 80, to include a minimum age of 55 years; **or**
  - 3-c.** Has completed at least 15 years of qualified service and attained a minimum age of at least 64 years.

Formatted: Font: Not Bold  
Formatted: Font: Not Bold  
Formatted: Font: Not Italic  
Formatted: Font: Not Bold  
Formatted: Font: Not Bold

**C-4.b. Tier II -- Eligibility Criteria.** To qualify for Tier II, an employee must meet the following criteria on or before June 30, 2011, but may retire later:

- i.1.** Hired on or before January 1, 2002; **and**
- ii.2.** Has been enrolled, or eligible to enroll, as the primary subscriber in the active health plan for at least (15) fifteen years prior to retirement; **and** [rev. 7-15]
- iii.3.** Meets one of the following criteria:
  - 1. Has completed at least 30 years of qualified service, regardless of age; **or**
  - 2. The sum of the number of years of age, subject to a minimum age of 55 years; plus qualified service, subject to a minimum of 15 years, is equal to or greater than 80.

Formatted: Font: Not Bold  
Formatted: Font: Not Bold  
Formatted: Font: Not Italic  
Formatted: Font: Not Bold

**C-4.c. Tier III -- Eligibility Criteria.** To qualify for Tier III, an employee must meet the following criteria on or after July 1, 2011, but may retire later:

- i.1.** Hired on or before January 1, 2002; **and**
- ii.2.** Has been enrolled, or eligible to enroll, as the primary subscriber in the active health plan for at least (20) twenty years prior to retirement; **and** [rev. 7-15]
- iii.3.** Meets one of the following criteria:
  - 1. Has completed at least 30 years of qualified service, regardless of age; **or**
  - 2. Has completed at least 20 years of qualified service, and the sum of the number of years of age, subject to a minimum age of 55 years, plus years of qualified service is equal to or greater than 90.

Formatted: Font: Not Bold  
Formatted: Font: Not Bold  
Formatted: Font: Not Italic  
Formatted: Font: Not Bold

**C-4.d. Tier IV -- Eligibility Criteria.** To qualify for Tier IV, an employee must meet the following criteria:

- i.1.** Has been enrolled, or eligible to enroll, as the primary subscriber in the active health plan for at least (10) ten years prior to retirement; **and** [rev. 7-15]
- ii.2.** Has completed at least 10 years of qualified service; **and**
- iii.3.** Is at least 55 years of age; **and**; [rev. 7-15]
- 4.** The employee's current hire date is prior to July 1, 2020; [rev. 7-15, 3-20]

Formatted: Font: Not Bold  
Formatted: Font: Not Italic  
Formatted: Font: Not Bold  
Formatted: Font: Bold

**e. Ineligible Employees.** Employees with a current hire date on or after July 2, 2020, are outside of the eligibility tiers and are not eligible for retiree health benefits. [add. 3-20]

Formatted: Font: Not Italic  
Formatted: Font: Not Italic  
Formatted: Indent: Left: 0.5", First line: 0", Tab stops: 0.88", Left + Not at 0.75"

**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,

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF Section 3730: Retirement Benefits

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]

Formatted: Font: Not Italic

**C-5-b.** For eligible retirees, coverage is effective on the first of the month following the effective date of retirement. In order to avoid a gap in coverage between the last day of work and the first day of coverage under the Retiree Health Program, coverage for eligible retirees under the active health benefit program will continue until coverage under Retiree Health Program begins. [rev. 7-19]

Formatted: Font: Not Italic

**C-5-c.** Covered dependents are first eligible on the same date the retiree becomes eligible or on the date they later become a dependent.

**C-5-d.** All participants who qualify for post-Medicare coverage, including covered dependents, in any tier of the Retiree Health Program must elect Medicare Parts A and B as their primary payer of benefits when they first become eligible, except to the extent that federal law requires the Retiree Health Program to be primary. All participants must comply with rules set forth in the Plan document for each Plan and/or tier of eligibility with respect to Medicare Prescription Drug Coverage (Part D). See C-7 for additional information on post-Medicare coverage. [rev. 3-20]

**C-5-e.** All participants, including covered dependents, in any tier are subject to coordination of benefits rules as set forth in the applicable plan documents.

**C-5-f.** If coverage under the Retiree Health Program is ended for any reason, there is no opportunity to rejoin the Program at a later date. The only exception is for a Retiree who returns to a benefit eligible position at the University of Idaho following his or her participation in the Retiree Health Program. In this instance, Retiree Health Program coverage will be temporarily suspended. After active employment ends, the Retiree will have the right of reinstatement in the same tier and Plan election(s) that applied on the original date of retirement.

**C-6. Benefits.** Programs offered vary from tier to tier and benefits vary within the Plans available within each tier, as set forth in the applicable plan document(s). These are subject to change without notice. See benefits webpage for governing plan documents. [rev. 7-19]

Formatted: Font: Not Italic

**C-7. Contributions and Post-Medicare Coverage.** Effective July 1, 2007, all Qualified retirees will share in the cost of coverage through a monthly contribution, unless a Plan option which requires no monthly contribution is elected (if applicable). Contribution rates for retiree coverage are established annually by the University. [rev. 3-20]

The University will offer at least one medical Plan option to Tier I retirees which does not require retiree cost sharing through monthly contributions. It is the intention of the University to offer at least one medical Plan option that is less costly, or that for tiers two and three may have no retiree cost sharing. The Plan with no cost or less retiree monthly cost sharing will have less generous benefits such as higher deductibles and higher out of pocket expenses.

**C-7-a. Tier I Retirees—Contribution Rate Increase and Post-Medicare Coverage.** [rev. 3-20]: Effective July 1, 2007, retiree cost sharing will begin for retirees in Tier I at a rate of \$30.00 per month for non-Medicare eligible retirees and \$20.00 per month for Medicare eligible retirees; or with no required retiree contribution if the Plan option with less generous benefits (i.e.; higher deductibles and other out of pocket expenses) is elected.

1. Contribution rates charged to Tier I retirees shall not increase in any one year over the previous year by more than 10%.

Formatted: Indent: Left: 0.75"

**UI FACULTY-STAFF HANDBOOK**

Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF  
Section 3730: Retirement Benefits

2. Tier I retirees continue to be eligible for post-Medicare coverage as long as they stay eligible for participation in the Plan.

**b. Tier II and Tier III Retirees—Post-Medicare Coverage.** [add. 3-20]

1. Tier II and Tier III employees who are eligible to retire prior to January 1, 2021, continue to be eligible for post-Medicare coverage as long as they stay eligible for participation in the Plan.

Formatted: Font: Bold

2. Tier II and Tier III employees who are not eligible to retire prior to January 1, 2021, are eligible for post-Medicare coverage only through December 31, 2023, and will pay contribution rates for post-Medicare coverage per the following schedule: 25% of the cost for post-Medicare coverage in calendar year 2021, 50% of the cost for post-Medicare coverage in calendar year 2022, and 75% of the cost for post-Medicare coverage in calendar year 2023. Thereafter, post-Medicare coverage ceases.

Rates are subject to increase annually. Limits on the amount of increase apply only to Tier I retirees and shall not increase in any one year over the previous year by more than 10%.

Formatted: Indent: Left: 0.5", First line: 0"

All future retirees will make contributions based on the rate in effect for their respective tier and Plan election at the time of retirement.

**c-7-b. Tier IV Retirees—Contributions and Post-Medicare Coverage.** [rev. 7-19, 3-20]

1. Except for retirees who qualify as a retiree with a disability and are not yet eligible for Medicare, Tier IV retirees will bear responsible for 100 percent of the cost of retiree coverage.

2. Tier IV employees who are retired or eligible to retire prior to January 1, 2021, continue to be eligible for post-Medicare coverage at full cost as long as they stay eligible for participation in the Plan.

Formatted: Indent: Left: 0.5", Hanging: 0.25"

3. Tier IV employees who are not eligible to retire prior to January 1, 2021, are eligible for post-Medicare coverage at full cost only through December 31, 2023.

Formatted: Indent: Left: 0.5", Hanging: 0.25"

**c-7-c. Sick Leave Conversion for Tier IV.** Tier IV is allowed sick leave conversion equal to ~~to~~ ~~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, which may be used to pay for the cost of Tier IV retiree health coverage. [rev. 3-20].

Formatted: Font: Bold

**EXAMPLE #1:** At the time of retirement, Retiree has accrued 1000 hours of sick leave. Retiree may convert 500 hours to pay for retiree ~~medical-health~~ coverage. [ed. 3-20]

**EXAMPLE #2:** At the time of retirement, Retiree has accrued 1400 hours of sick leave. Retiree may convert 600 hours to pay for retiree health coverage.

Only Retirees in Tier IV who had a sick leave balance eligible for sick leave conversion as described above are eligible for sick leave conversion. Sick leave conversion is limited to use for the cost of UI retiree medical coverage for the retiree only.

**c-7-d. Dependents:** Retirees in all tiers will be responsible for payment of one hundred percent of the cost of coverage for all covered dependents.

**c-7-e. Payment:** The cost (if applicable) of retiree and/or dependent coverage must be paid in a timely manner. All plans of coverage will be terminated if the required payment for all plans of coverage is not received within 30 days of the date it is due.

**D. Surviving Spouse and Children.** [ren. 7-19]

Formatted: Font: Not Italic

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF Section 3730: Retirement Benefits

---

**D-1. Faculty Emeritus or Honored Staff Retiree Privileges.** There is no transfer of Emeritus or Honored Staff privileges as described above or in FSH 1565 E-4. [ed. 6-09]

**D-2. Retiree Health Program.** A covered dependent spouse or child may continue under the Retiree Health Program under the following terms and conditions:

**D-2.a.** Following the death of the retiree, a covered dependent spouse or child may continue coverage under the Retiree Health Program, provided all other Program and plan eligibility requirements are met.

**D-2.b.** Effective July 1, 2007, a covered dependent spouse of a deceased retiree may remain enrolled in the Retiree Health Program even if he or she later remarries, provided all other Program and plan requirements are met.

**D-2.c.** A new spouse of a former covered dependent spouse, or any other newly acquired dependent, may not be added to the Retiree Health Program. However, a dependent child of the retiree who is born after the death of the retiree may be added within 30 days of birth.

**D-2.d.** The covered dependent spouse or eldest covered dependent child will become the new "primary subscriber" in the same Plan election and tier of coverage that applied prior to the retiree's death, provided all other Program and plan eligibility requirements continue to be met. However, regardless of which tier applies, the new primary subscriber will be responsible for the entire cost of coverage based on the full subscriber rate for himself or herself and for all covered dependents, based on the subscriber and dependent rates in effect at that time.

**D-2.e.** If the covered dependent spouse or eldest child does not have the same Medicare eligibility as the retiree had at the time of death, the surviving covered dependent(s) will be transferred to the retiree plan that is consistent with the new primary subscriber's own Medicare eligibility.

**D-2.f.** If a covered dependent spouse or child becomes eligible for coverage under another employer's health plan as either the primary subscriber or as a dependent, eligibility for coverage under the Retiree Health Program will end. Waiving coverage under another employer's plan also will result in a loss of eligibility for the Retiree Health Program.

## Attachment #6

### FY 2021 BUDGET REDUCTION PROCESS UPDATE FACULTY SENATE MARCH 10, 2020

#### BUDGET REDUCTION TARGETS BY EXECUTIVE LEVEL:

2010	President's Areas	\$ 838,000
2020	Provost / Academic Affairs	15,740,000
2030	Division of Finance & Administration	3,191,000
2040	Information Technology Services	1,246,000
2060	University Research	985,000
	Total	<u>\$ 22,000,000</u>

#### BUDGET REDUCTION PLANS – SUMMARY BY CATEGORY AS OF 03/06/20:

Salary and Benefits (includes Temp Help) *	\$ 17,787,812
Non-Personnel	<u>4,212,188</u>
Total	<u>\$ 22,000,000</u>

*\*Net of \$304,228 being held within Academic Affairs for ORIP/VSIP incentive payments*

## STATUS UPDATES AND SUMMARIES BY EXECUTIVE LEVEL:

### 2010 – PRESIDENT’S AREAS: In process

The plans for units reporting directly to the President have been approved by President Green and tentative detailed reduction templates have been submitted to University Budget and Planning for review and processing.

#### Summary of Reductions by Category:

Salary and Benefits	\$ 729,322
Non-Personnel *	108,678
Total	<u>\$ 838,000</u>

#### Summary of Reductions by Unit:

Intercollegiate Athletics	\$ 510,000
McClure Center	32,000
Civil Rights & Investigations	49,000
General Counsel *	110,000
Equity & Diversity *	137,000
Total	<u>\$ 838,000</u>

*\* Negative base reserve budgets will be entered into the system for portions of permanent holdback targets not specifically identified for FY 20201 – total of \$72,567. These amounts have been included in “Non-Personnel” for the purpose of this update.*

## 2020 – PROVOST/ACADEMIC AFFAIRS: In process

The plan for Provost/Academic Affairs has been approved by President Green and Academic Budget and Planning is in the process of reviewing detailed reduction templates prior to submittal to University Budget and Planning for processing.

### Summary of Reductions by Category – Subject to change upon final review:

Salary and Benefits	\$12,604,340
Non-Personnel	<u>3,439,888</u>
Total *	\$16,044,228

*\* Note: Additional reductions above the \$15.74M target will be held within Academic Affairs to be used toward ORIP and VSIP incentive payments and then returned to units after the three-year payout.*

### Summary of Reductions by Unit:

Student Affairs	370,868
Strategic Enrollment Management	58,183
Vice Provost for Faculty	43,509
Vice Provost for Academic Initiatives	247,539
University Outreach – Boise	0
University Outreach – Idaho Falls	344,845
University Outreach – Northern Idaho	221,428
Provost/Executive Vice President	362,542
General Library	1,208,955
College of Graduate Studies	1,230,776
College of Art & Architecture	708,330
College of Science	2,239,870
College of Law	438,019
College of Natural Resources	1,141,600
College of Engineering	2,687,279
College of Education, Health & Human Sciences	860,565
College of Business & Economics	919,152
College of Agricultural & Life Sciences	676,199
College of Letters, Arts & Social Sciences	2,284,570
Retained for ORIP / VSIP	<u>(304,228)</u>
Total	\$15,740,000



## 2030 – DIVISION OF FINANCE & ADMINISTRATION: In process

The plan for DFA has been approved by President Green. A portion of the detailed reduction templates have been submitted to University Budget and Planning with the remainder due by March 15.

### Summary of Reductions by Category:

Salary and Benefits	\$ 2,681,268
Non-Personnel	<u>509,732</u>
Total	\$ 3,191,000

### Summary of Reductions by Unit:

University Budget & Planning	\$ 154,000
Security	44,000
Administrative Operations	379,000
Controller	470,000
Human Resources	273,000
Facilities Management	1,770,000
Finance	<u>101,000</u>
Total	\$ 3,191,000

## 2040 – INFORMATION TECHNOLOGY SERVICES: Complete

The plan for ITS has been approved by President Green. The detailed reduction template has been submitted to University Budget and Planning and has been entered into the system.

### Summary of Reductions by Category:

Salary and Benefits (includes Temp Help)	<u>\$ 1,246,000</u>
Total	\$ 1,246,000

### Summary of Reductions by Unit:

Technology Innovation	\$ 434,295
Customer Engagement	372,971
Project & Portfolio Management	202,230
Enterprise Applications	196,385
ITS Administration	<u>40,119</u>
Total	\$ 1,246,000

**2060 – UNIVERSITY RESEARCH: In process**

The plan for University Research has been approved by President Green. The detailed reduction template has been submitted to University Budget and Planning for review and processing.

Summary of Reductions by Category:

Salary and Benefits	\$ 831,110
Non-Personnel	<u>153,890</u>
Total	\$ 985,000

Summary of Reductions by Unit:

Research Centers & Institutes	\$ 241,410
University Research	<u>743,590</u>
Total	\$ 985,000

University of Idaho  
2019 – 2020 Faculty Senate Agenda

Meeting #25

Tuesday, March 31, 2020 at 3:30 pm  
Zoom

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2019-2020 Faculty Senate Meeting #24 (March 24, 2020) **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
  - Committee on Committees (Vote)
    - FSH 1640.98-90 regarding UCGE and GEAC (Barb Kirchmeier and Dean Panttaja) **Attach. #2**
    - FSH 1540 UFM participation rules (Francesca Sammarucca) **Attach. #3**
  - University Curriculum Committee (Vote)
    - UCC-20-53 Upper-Division Credit Requirements (Registrar's Office) **Attach. #4**
    - UCC-20-55 Independent Study Courses (Registrar's Office) **Attach. #5**
    - UCC-20-60 First-Year Admission Requirements (Registrar's Office) **Attach. #6**
    - UCC-20-63 Gen Ed catalog changes (Registrar's Office) **Attach. #7**
- VI. Special Orders
  - APM 20.23 Payment Card Processing (Diane Whitney) **Attach. #8**
  - Update on Academic Affairs (John Wiencek) **Attach. #9 (TBD)**
- VII. New Business
- VIII. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting #24 (March 24, 2020)
- **Attach. #2** FSH 1640.98-90 regarding UCGE and GEAC
- **Attach. #3** FSH 1540 UFM participation rules
- **Attach. #4** UCC-20-53 Upper-Division Credit Requirements
- **Attach. #5** UCC-20-55 Independent Study Courses
- **Attach. #6** UCC-20-60 First-Year Admission Requirements
- **Attach. #7** UCC-20-63 Gen Ed catalog changes
- **Attach. #8** APM 20.23 Payment Card Processing
- **Attach. #9** Academic Affairs budget (TBD)

University of Idaho

2019 – 2020 Faculty Senate – Approved

Meeting # 25

Tuesday, March 31, 2020 at 3:30 pm

Zoom only

**Present:** Bridges, Carter, Caplan, Chapman, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hanigan, Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Meeuf, Paul, Raja, Rashed, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Wiencek (w/o vote), Kern, McKellar, Tenuto

**Absent:** Chopin

**Guest Speakers/Presenters:** Scott Green, Dean Panttaja, Lindsey Brown, Sherri Metlen, Diane Whitney

**Call to Order:** Chair Grieb called the meeting to order at 3:30 pm.

Chair Grieb announced that, because we are fortunate to have President Green join us today, he will suspend the order of the agenda to give priority to President Green's remarks. He will move directly to President Green and then the Provost will proceed with the updates. President Green said he basically wanted to be available for questions.

**Approval of Minutes (vote):**

There was a motion (Lee-Painter/A. Smith) to approve the minutes of the 2019-2020 Faculty Senate Meeting #24 (March 24, 2020). The motion to approve the minutes passed unanimously.

**Consent Agenda:** None.

**Chair's Report:** None.

**Provost's Report:** The Provost's report will be combined with the updates on academic affairs, which is supported by attachment #9 in the meeting binder.

Last week was consumed with COVID-related matters. If there are any questions for the Provost about that, Senators are invited to ask later in the meeting.

The Provost was asked a few weeks ago to provide updates on budget reset for those areas that report to him. He thinks it is good to do so after Brian Foisy's university-wide presentation on budget issues. Provost Wiencek will start with the budget reset updates and then move to the 15 questions which Chair Grieb collected from the Senators upon the Provost's request. President Green will interject when he wishes to add something or to address any questions which may be more relevant for the President.

First, the Provost gave a brief summary of budget reduction targets by executive level, with the goal of securing \$22M, as reviewed last week. Cuts were applied across the entire university, not just academic affairs, see p.3 of attachment #9 which shows that cuts were applied not only to academic programs. The Provost said he was pleased with people's focus on what the university needs to do collectively. We are all feeling the pain. Most of the expenses are in personnel areas, because salaries and benefits are where we spend most of our money.

The Provost's area had to come up with \$15.7M. The easiest thing to do is to apply this cut equally to everybody. In the past, we have tried to be strategic and attenuate cuts coming to the academic side. For the prior budget reset, we had identified \$5M for the non-academic side. This time, we cannot do that, as non-academic areas have already been severely cut. We first figured out what an "across the board" cut should be, as a sort of benchmark, and ended up with 13.26%. As it turns out, if we gave up a dollar of salary, we would actually get credit for \$1.40, because there is another source of funding that is held centrally from which fringe benefits are drawn.

There are anticipated expenses for next year. After talking with the Deans, we decided to go up to 17.5% across all areas that report to the Provost. People will take advantage of voluntary separation and early retirement incentive payouts over 3 years. Also, it is likely that we would need to refill vital positions, as we have no control over who takes those payouts. We therefore decided to aim for this higher target in order to have some discretion with expenses we knew were coming.

17.5% was applied to all non-academic units directly, and they were asked to come up with their plans. Some exceptions had to be made, such as with Boise, as the center in Boise could not be cut any more, as they had essentially no operating budget. They are an important liaison with the Boise community. Strategic Enrollment Management focuses mostly on revenue growth, so it was given quite a bit of protection, although they did take some cuts in portions of their operations.

Academic units as a whole were assigned a 17.5% cut as a whole. But after discussion with the President, we started to think how the new sustainable budget model might roll out and started to build some of the features from that model. Fundamentally, it is about rewarding performance, where performance means revenue production.

With the 17.5% cut, we did a 70/30 weighting, where 70% was across the board, while 30% was based on the typical amount of tuition revenue from a given college. The question is how to define what tuition revenue is. We took an average of two extreme cases: one, where tuition revenue is based completely on student credit hours, the other based on enrollment within a given program or college. Most models that look at tuition revenue are relatively insensitive to how the average is taken, so we decided that a 50/50 mix is a good proxy. This produced a differential cut across colleges primarily driven by relative enrollment or teaching, ranging from 15.5% (low end) to 18.75% (high end). The cuts assigned to Colleges were based on budgets, not budgets with benefits, so we had to make some assumptions on how to back that out. We looked at the average benefits cost that colleges were incurring and used that as a proxy, which turned out not to be sufficient. That is, it did not generate enough benefits savings, because the colleges tended to use non-personnel as their preferred choice in meeting their target. If we had done a mix comparable to our expenditures, we would have generated in excess of \$1.5M to deal with additional expenses. Instead, we did meet budget targets, but only generated \$387K in excess funding to be applied to upcoming expenses.

The next slide of the Provost's presentation showed targets that were assigned to the various units. By and large, all units met their targets (see large spreadsheet in the back of the slide deck), but the mix of the cuts did not yield sufficient fringe benefits. Every unit had an assigned target that was higher than what they actually implemented in their plans. After discussions with the Deans, they felt they had met the overall goal that had been set for them. The excess revenue is insufficient to meet short term expected expenses in the next few years. We did not want to go back and do additional layoffs and

position eliminations. Instead, we chose to adopt what we had put together and deal with additional expenses going forward.

Anticipated expenses include separation incentive payouts (early retirement, voluntary early separation), estimated to be about \$1.5M for next year, \$1M the year after, and an additional \$1M the year after that, for a total of \$3.5M. Also, the university must honor faculty terminal year payouts (about \$1M for FY21 but could be twice that amount). We are now assessing these numbers in more detail and collecting more data. Finally, temporary instructional costs are uncertain. Some colleges will need help to cover extra sections which may arise. A possible approach discussed with the Deans and the Executive leadership was to look at alternative revenue streams or utilize cash reserves over the next few years.

There were no questions for this part of the presentation. The Provost then addressed the 15 pre-submitted questions, which he had regrouped by theme.

Some questions were not about the budget itself, but about “softer” issues or the academic program prioritization process. He noted that a few questions were outside the Provost’s area – specifically, questions 1, 5, 6 on p.6 of the supporting document.

Question 1 (concerning facilities staff and outsourcing). President Green answered that facilities staff will remain university employees. Jobs will not be outsourced. They are still looking at a management-only arrangement, while considering what to do about future employees who will work for the outsourcing provider rather than for the university. They are still soliciting feedback about this issue, unfortunately COVID-19 caused a delay, but they are getting back to this issue. The working group is looking at facilities outsourcing questions such as: should we do a management-only contract? If we do, how will university treat future employees? There will be savings if future employees worked for the outsourcing provider. President Green wishes to poll Staff Council and the Senators and get everyone’s point of view before making decisions. If we don’t act on this, it is likely that we will have more jobs on the line. President Green emphasized that he is deeply worried about this issue.

Question 5 (“While we are considering laying off employees, why are we still running external searches?”). The President noted that we had 4 interim deans and needed permanent people in these positions. There is typically some turnover when a new president arrives. We needed a new Athletic Director and permanent people in the vacant dean positions. We were fortunate to have been able to fill 2 of them with internal candidates. For the others, there was desire for a search. For the position of Vice President for research, there is currently a good interim and we have good potential internal candidates. But feedback suggested that a robust search process is wanted. The university will take each case as they come. In some cases, an internal search may be the best way to go, but if the community wants more, then we will go that way.

Question 6 (“...disproportionate impact of the current financial crisis on faculty, while leadership is relatively untouched”). President Green said he is the one responsible for fixing the deficit (although he did not create it). Expenditures are down 15% in his area this year (although he is unsure if he can hold this given the impact of COVID-19), meaning that he is taking cuts too. A couple of areas that are revenue enhancing were held harmless, primarily Advancement as well as Marketing. There has been some turnover there as well and therefore some savings, which we are trying to turn around and put back into recruiting students.

A Senator asked whether a channel for feedback on facilities outsourcing is available and, if not, when we can expect it. The President answered that it shouldn't be long, perhaps a few days, depending on the COVID status. Although, he noted, they have received plenty of feedback already, mostly from people who are invested in the issue. More feedback from Staff Council and Faculty Senate will be solicited.

Question 2 (about money being allocated to refill critical teaching positions in the colleges). This was actually addressed earlier already and goes back to the need of utilizing cash reserves, although they are trying to avoid this approach at all costs. The next few years will be challenging. Thus, the strategy is still TBD.

Question 8 (about state support). President Green addressed this question. The state government is partially at fault for the current crisis. Scott Green spent a lot of time engaging with legislators and he is frustrated. Legislators are the most challenged stakeholders. Unfortunately, some elected officials are not supportive of higher education. Scott Green said we need to keep getting the word out as best as we can about how important U of I is to the community. We had some success getting out in front of the tuition argument. We tried to stand as eight presidents when discussing higher education. We had a couple of proposals coming out of JFAC, but they were blunted by the House. It is hard to change the minds of elected officials. Sen. Dan Johnson, Lewiston, co-sponsored a bill that would have given U of I a bit more money for extension operations. But he pulled his support, probably under pressure from the leadership, when it came time to a vote. The bill died in committee with a tie vote. Kingsley, Lewiston, said that universities should be "taken to the woodshed," even after we eliminated over 100 positions. We are doing our best to explain how U of I is bringing value to the state, but they are not listening.

The other presidents feel equally frustrated. We must "tell our story" to the community, have news articles about how the university is helping the state. We need some people to change their minds or get voted out of office.

As for State funding, we used to be 15% of the state budget. Over the last 30 years, we went down to 7.5% of state budget. Tuition increased by almost the same percentages. Legislators do not want tuition increase, but they do not support us financially. Therefore, legislators are responsible for higher tuition, but they don't see it that way.

There was a meeting to fix state funding and try to provide a more productive model. The Governor's staff became concerned about bandwidth to deal with funding model when COVID happened, and so meetings have been postponed.

There was a question about potential money at the federal level related to COVID-19 response. President Green said it translates into about \$7M for the university. 50% has to go directly to students in some form and cannot be used to make up for lost revenue. That means \$3.5M is left over. We already lost \$3M (housing, meals), and thus we are not better off than we would be otherwise. With the extra 1% holdback, we will have less discretionary money than before COVID-19. A big concern is the possibility of rescinding CEC, just in the news today. We are not sure how that would happen given it has already been appropriated. We were also informed that there is the possibility of another 5% holdback next year from the Governor's budget. President Green became aware of it just last Thursday and has no answers to what the implications might be. But mostly, he is concerned about enrollment. Uldaho



Bound is very important for us, it is usually a high-yield event, bringing in typically 600 students, while currently we only have approximately 260. Polls indicate that students are planning to go to college closer to home, which is not good for a destination campus like U of I. We all need to be out there identifying every single student we can get enrolled and keep the ones we have by reaching out to them. The College of Ag is calling its students. All-out effort is required to keep enrollment flat. Otherwise, another round of cuts may be unavoidable, which is the last thing the President wants to do. The university would balance the budget if enrollment holds up and the Governor doesn't take more away from us. We need to think about what we are going to do if enrollment is not what we were expecting.

There were no questions for the President at this point. The President received many thanks for his excellent answers, candor, and transparency during such challenging times.

The Provost then addressed the remaining questions – all related to academic program prioritization. There are three programs that are being asked to provide non-quantitative data. Meetings going on this week and next. They are looking to finish their work by the week of April 6. It has taken a week or two longer than expected, but it is important to take time to listen to people. The committee is working hard. The taskforce is mainly composed of faculty, mainly appointed by Faculty Senate, and also staff (8 or 9 faculty, 4 staff). Traditionally, this has been the structure for this type of committee. Senate Meeting No. 21 addressed this issue.

At this point, the Provost started to address the questions shown on p.10-18 of attachment #9, all related to Academic Program Prioritization (APP). Some comments/discussions, which may have gone beyond what is in attachment #9, are summarized below.

Question 4 (dealt with the leadership's plans for dealing with low morale). The Provost stressed that we are all leaders. Morale won't come just from presidents and vice presidents. We all need to lead in our own way. Resource reduction is hard, but it is the reality the university must face. The goal is to get through this pain quickly, then focus on the future.

President Green followed up and said it is important to provide hope. He wants to do as much as he can to help us get through these losses and anxiety. He addressed public-private partnerships and noted that there are some delays because potential investors cannot come to campus at this time. But markets are still operating. If the university is able to raise money this way, we may be able to fund strategic initiatives for a long time. We are still on track for this (according to Brian Foisy), so we still have ways to control our own destiny. We need to talk about the future. We cannot ignore current issues, but we need to work hard to improve our current position. If anyone has ideas to improve morale, they should let the President know. He is proud of what the university has done so far, including with respect to COVID response. Email the President with any ideas, concerns, suggestions.

Question 7 (regarding the recurrent "pruning of trees" analogy used by the Provost). Who is the arborist in this situation? The Provost mentioned the book "Necessary Endings," recommended by Richard Rock. Fundamentally, we are talking about programs that need to refresh their curriculum and the direction they are going. Faculty must take the leadership role and carry out what needs to be done. The provost's office is well positioned to partner with faculty, but faculty drive the curriculum. They are the ones who do the "pruning."

Questions 3 and 14 (asking about how eliminating majors saves money, and why mission essentiality is given a weight of 20%). English and math are fundamental, need to be considered – cannot eliminate them. APP committee – focused on this issue. percentage of courses that a program delivers for other majors should be considered. Like English and math. On the other hand, for other programs, different aspects – research, job placements for graduates, etc. – would need to compensate. As for the 20%, that was a committee’s choice. Essentiality has had that weight for a decade or so. It is basically a long-standing practice.

A Senator said that, in his understanding from a couple of slides ago, committee making decisions about prioritization is still ongoing. He asked whether it is correct that no final conclusion has been reached yet. The Provost confirmed. They are now looking at a short list of programs identified for elimination or restructuring. These programs will have a chance to make their case beyond the already measured quantitative issues. In this Senator’s college, documents were submitted that made it sound like decisions already had been made. The Senator is happy to learn that is not the case. But he wonders whether the committee will be given direct access to the faculty most involved with those programs presently being considered for elimination. Will faculty be able to provide a defense for the programs they are in? The Provost said that the committee will draft a final report and provide recommendations to the President, who has the final say. The Provost said that Food Science is likely what we are talking about. The Senator said that he was actually referring to another program. He would like to see faculty at issue to be able to defend their programs. The Provost said that there are multiple ways for programs to end up on a list for elimination. All steps required outreach to deans and department chairs, who indicate if they wish to make a presentation, engage in dialogue, or say that a specific emphasis or program could be let go. For example, in the situation where there is one major and five areas of emphasis, one or more of those areas could be combined with others or, potentially, eliminated. Decisions are given to deans and unit chairs. The Provost encouraged the Senator to contact members of the APP committee.

Question 9 (addressed the criteria by which the administration is assessing its own effectiveness). The Provost noted that no one is exempt. All units are going through the prioritization process, beginning with academic programs because those have the biggest impact on revenue. It is a time-consuming process. For non-academic units, it is easier to meet reduction targets. They don’t have aspects such as tenure to consider and can meet directives in a top-down way. Other units, such as Student Services, will be evaluated too.

Question 10 (focuses on the relationship between college decisions to achieve cuts and program prioritization). The Provost pointed to the issue with an individual receiving non-renewal. The Deans asked to meet hefty targets. Voluntary separation opportunities came with a big unknown (namely, who is going to accept). Then, prioritization came up. Deans developing plans assuming no program closures and no voluntary separation. As they got more information, they incorporated that into their plans. Early plans – October, November – were difficult; voluntary separation was a more palatable plan. Non-tenured faculty were always part of non-renewal discussion (clinical, research). Some plans included probationary faculty. Those plans were informally shared with impacted individuals so they could make plans. The Provost stressed that we review faculty who are not performing well. But here we are not talking about performance. Non-renewals are not part of prioritization. They are part of a normal process needed to meet budget restrictions.

Question 11 (regarding RBA metric). The next slide addresses Return on Budget Allocated (RBA) and how aspects such as future demand in the job market are accounted for in the RBA metric. The quantitative revenue vs. expense calculation should only be the initial message, combined with essentiality, to find out which programs we would want to ask questions such as: what is your alumni base like? Research? Are your students getting jobs?

Question 12 (how will prioritization be captured in aspects such as F&A distribution, interdisciplinary contributions, and more). Step 2 of the conversations occurs here. Program prioritization is required by board policy and is ongoing. Members of committee are critical of how things have been done and want to improve going forward. The process has improved from 2017 and will continue to improve.

Question 13 (can metrics from future program prioritization be kept confidential until complete). The committee will look to Faculty Senate to weigh in on this issue. But there is no reason to give complete access to everyone. People impacted should be able to see their own data to understand how they are being evaluated so they can improve and make adjustments.

Question 15 (focuses on the process used to ensure faculty input in closure decisions for Bioregional Planning and Food Science). Bioregional Planning was already being closed in Spring 2019 and was included in the prioritization process for consistency. No faculty are assigned to it and no students are being admitted into it. As for Food Science, a joint MOU with WSU was being evaluated strategically at university level. There was a contractual arrangement between the universities which required significant costs to continue. The decision was administrative/structural and falls outside of prioritization.

General counsel, Kent Nelson, provided the following information about confidentiality and prioritization: it is important to keep in mind that promises of confidentiality must give way to requirements of public records law. The Provost added that past decisions were made not to disclose certain data. But that decision would not avoid a FOIA, if a public request came forward.

Chair Grieb and a Senator thanked the Provost for the discussion. We will try to address some of the voting issues, given that the end of the semester is approaching.

#### **Committee Reports:**

- University Curriculum Committee
  - UCC-20-53, Lindsey Brown

The minimum upper division credit requirement was changed from 36 credits to 40 credits beginning in the 2017-2018 catalog year. This was in response to removing the limit on community college credit transfers, which was previously limited to 70 credits. This change has created a burden for certain departments, in particular those with programs that offer degrees in Coeur d'Alene where their foundational courses are completed at North Idaho College before completing the University of Idaho curriculum.

There was a question about 300+ credits in "3+2" programs where a limited number of graduate credits can be back-calculated towards the undergraduate degree. Lindsey Brown answered that there are some unique programs with unique needs, but those were not discussed at UCC. The Senator wondered whether some new language may be appropriate in the policy. Chair Grieb suggested to postpone this item until next week.

- UCC-20-55, Sherrie Metlen  
The proposal is that University of Idaho-sponsored ISI courses count as in-residence courses for the following purposes: meeting upper-division in-residence requirements, replacing a previously earned grade in the course, and providing quality points. Removing the barriers to applying upper-division UI-sponsored ISI courses to UI degree completion will facilitate timely graduation. This change will also allow students to use UI-sponsored ISI courses to retake a course to improve their grade or GPA. Thus, it will provide students an additional option for achieving course success through UI-sponsored ISI courses and will facilitate the transfer of UI sponsored ISI courses to other institutions. Certain institutions (e.g., Penn State University) view courses without quality points as not having been taken for credit. Non-University of Idaho-sponsored courses should fall under transfer courses, thus automatically excluding them from similar consideration. If necessary, in-/exclusionary language could be included such as “non-UI sponsored independent study courses” in regulation J-2, for example. After a brief discussion with a Senator, this item was postponed to the next meeting, after the Senator and Sherrie Metlen have an opportunity to discuss further.

Chair Grieb reminded the Senators to read the packet ahead of the meeting and, if they see a problem with a particular policy, to prepare an amendment for a motion to fix the problem.

**Special Orders:** None

**New Business:** None

**Adjournment:** All in favor to adjourn the meeting at 5:00pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

Attach. #1

University of Idaho

2019 – 2020 Faculty Senate – **Pending Approval**

Meeting # 24

Tuesday, March 24, 2020 at 3:30 pm

Zoom only

**Present:** Bridges, Carter, Caplan, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hanigan, Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Meeuf, Paul, Rashed, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Wiencek (w/o vote), Kern, McKellar, Tenuto

**Absent:** Raja

**Guest Speakers/Presenters:** Scott Green, Kent Nelson, Jerry McMurtry, Brian Foisy, Trina Mahoney.

**Call to Order:** Chair Grieb called the meeting to order at 3:33 pm.

Before proceeding to the approval of minutes, Chair Grieb reviewed the logistics of the Zoom meeting, as described in an email sent at 1:55pm that afternoon. Senators are asked not to phone in unless unavoidable; making/seconding motions will be done *via* the “chat box” Zoom function; voting will be done *via* voice (unless it gets confusing, in which case we will use the chat box); to submit questions/comments, Senators should type their names in the chat box and the names will be called in the order they appear; If Senators wish to just type a question/comment, Vice-Chair Kirchmeier will read the question/comment when their names come up.

**Approval of Minutes (vote):**

There was a motion (Lee-Painter/Tibbals) to approve the minutes of the 2019-2020 Faculty Senate Meeting #23 (March 10, 2020). Friendly amendment by Secretary Sammarruca: Senators Hanigan and Raja were absent but also appear in the “Present” list. The motion to approve the minutes with the friendly amendment carried unanimously.

**Consent Agenda:** None.

**Chair’s Report:**

- Circumstances are changing rapidly. Chair Grieb thanked the administration for reaching out to Faculty Senate Leadership to seek their input. Time to consider will be shorter than usual, but we must be flexible and diligent in providing input. Notifications for non-voting issues will sometimes happen via email and will not be part of the meeting binder, but it is important to monitor and consider all issues before the meetings. Senators are encouraged to keep an eye on their email.
- As a communication channel for faculty and staff with the administration, particularly as it applies to faculty challenges in delivering classes, advising, and carrying out their other duties, everyone is encouraged to share problems/concerns with a member of Faculty Staff Leadership (FSL). One member of FSL will attend the COVID-19 daily response calls to make sure those concerns get communicated.
- Discussions are currently going on about moving to a P/F grading option and extending the timeline for a student to drop or withdraw from a course. We need to exercise flexibility in this challenging situation. Suggestions, input, comments are welcome.

Discussion:

Cher Hendricks joined the conversation and provided additional information. Smaller groups are now looking into the P/F option. Deans are taking the issue to their colleges. Furthermore, they are looking at actions other schools are taking. Lindsey Brown joined in and clarified that as currently in the catalog, section B-11-d, the P/F for courses that otherwise have a letter grade only applies to grades of A,B, and C for all undergraduate courses students are enrolled. Discussions on the issue will continue.

A Senator commented that the P/F option is a great idea at a time where students are struggling with a variety of issues, including financial ones. Strong support for the policy was echoed by the Senator representing the Student Body. He has been receiving a large number of questions from students. Many believe that, in some cases, -dropping the class (i.e., using the extended withdrawal option) may be the best option.

A Senator who is involved with graduation suggested that advisors and students should communicate closely on this matter. The P/F option may have repercussions when, for instance, students need to raise their GPA in order to graduate.

In response to a question, it was clarified that the P/F option must be elected by the student and is not “automatic”.

Another Senator, who has vast experience with teaching P/F courses, expressed concern that students who opt for P/F may have troubles when trying to transfer to other schools. For instance, English 101 (which is P/F) does not transfer to Gonzaga. On the other hand, she hopes that other schools will exercise some degree of flexibility and will take into account the COVID-19 situation.

#### **Provost's Report:**

- Provost Wiencek announced that President Green was present.
- He reviewed briefly the Emergency Policy FSH 6990 and that its main purpose is to allow some latitude for the administration to act quickly in response to COVID-19. Kent Nelson will follow shortly on this matter followed by President Green. The discussion will then go back to Provost Wiencek for any questions or comments. Provost Wiencek said that concerned groups of faculty, staff, and students continue to be involved. The P/F matter discussed earlier is an example. Not everyone is going to agree with the decisions which are going to be made, but they will understand the rationale for those decisions having been involved in the process. Provost Wiencek noted that COVID-19 regular meetings now include student representation. Senate Vice-Chair Kirchmeier was on this morning call. The intent of FSH 6990 is agility in an emergency situation while continuing to communicate broadly.

Kent Nelson further elucidated the rationale for FSH 6990. He explained how during the previous week there was a considerable rush to draft the policy in response to the need to maintain proper pay-roll records for our employees. In the morning, there was a meeting which included FSL representatives. He said he appreciates the concerns from the Senate Chair expressed in last week's email communications as well as the analysis of the policy offered by Faculty Secretary Sammaruca in the meeting held on that morning. At first, Mr. Nelson had planned to make a list of policies which may potentially be impacted by the COVID-19 crisis, but realized it was not easy to make a prediction of what those policies could be. Instead, he utilized two main guidelines: 1) The policy is

limited to actions related to COVID-19; 2) Any action must be approved by the President (or designee).

This policy cannot overwrite Regents' policy. An example of its application is the need to enhance sick leave for our employees in line with state and federal mandates. Mr. Nelson emphasized that FSH 6990 is not an expansion of the President's power beyond the scope of FSH 1460 C-3.

President Green started his remarks saying that he expected concerns from the campus community and can appreciate the fears some have expressed. There was a lot of pressure the previous Friday and he had to act quickly. He emphasized that the intent is to continue to communicate broadly and with transparency.

The Provost was happy to take questions. Hearing none, Chair Grieb thanked the President, the Provost, and Mr. Nelson for the open communication.

A Senator expressed appreciation for the quick response.

#### Continuation of the Provost's report:

- Back to the P/F grading policy, deans are communicating with their colleges and so far all but one college have been supportive. Input is encouraged.
- A plan is being discussed to allow another year to faculty who will come up for P&T soon. Clinical faculty have a fixed P&T clock. Should they have a one-year extension? More? Probationary faculties who are beginning to work on their dossier should include a statement describing how COVID-19 has impacted their performance and they should be informed about this opportunity. Input and suggestions are welcome.

#### Discussion:

In response to a question, Provost Wiencek clarified that P&T processes currently going on will proceed as usual and letters are going out normally. In the Fall, probationary faculty may be given the opportunity to opt out or, as mentioned above, include a narrative of how COVID-19 has impacted their dossier.

A Senator, who was going on sabbatical overseas in the Fall, inquired whether plans about sabbatical leave are being discussed. The Provost recommended that the Senator to work with her dean. At this time, all is still open and flexible. The International Program Office can best provide information about travel restrictions, especially on international travel. The scenario may be different in the Fall.

#### **Committee Reports:**

- University Curriculum Committee (Vote) – Jerry McMurtry, Dean, COGS
  - UCC-20-62a, Masters' Degree Credits (attachment #2)  
Dean McMurtry gave a brief overview of the proposed changes. The motivation for not allowing 500 or 600 research credits was outlined. A Non-Thesis Masters is mostly about course work rather than research. This change prevents students who move to a non-thesis MS degree from bringing research credits into their study plan. There were no questions or comments. The seconded motion from UCC carried.
  - UCC-20-62b – Doctoral Degree Requirements – Attach. #3



Six credits of 599 (Non-thesis Research) can be counted towards Doctoral Research and Dissertation. There is updated language for doctoral degrees not requiring a dissertation. Courses numbered below 300 may not be used to fulfill the requirements for a doctoral degree. Courses numbered 300-399 may be used only in supporting areas and are not to be used to make up deficiencies. There was no discussion. Motion carried.

(At this point, Kent Nelson noted that abstentions should be recorded. Chair Grieb noted that abstentia voting is not part of Faculty Senate policy (see FSH 1580.V.11 for senate absentia voting policy) and asked the Senators to request that their abstention be recorded if they so desire.)

- o UCC-20-62c, Non-Degree Requirements (attachment #4)

Brief summary: A non-degree student may register for graduate level courses if they have earned an undergraduate or graduate degree with a cumulative grade point average of 3.00 or higher. Students desiring to have graduate level courses taken as a non-degree student placed on a graduate transcript must follow the policies on reserving courses for the graduate transcript.

Following some discussion, Senator Tibbals proposed to amend the UCC proposal by adding the language (in red) “...have earned an undergraduate or graduate degree *from a regionally accredited institution*...”. The motion was seconded by Senator Lee-Painter. The motion to amend carries. The vote on the proposal as amended carries.

Before moving on, Chair Grieb asked Dean McMurtry to give a brief update on COGS. Dean McMurtry reported that applications are up by 22.7% (as of today, compared to last year). More specifically, 1165 this year compared to 900 last year. Domestic applications are up from 528 (last year) to 714 (this year). International applications are also up, by 19.7%. Another piece of good news is that COGS can fully fund 12 positions for qualified Native American graduate students, for which they already have 8 applicants. On “visit day”, they had 23 students visiting. Dean McMurtry thanked the Provost for funding the visits and noted that, typically, 70% of the students who have visited choose to attend U of I.

Asked to comment about the P/F grading option for graduate students, Dean McMurtry said it is currently not allowed, although Graduate Council will discuss this matter.

The discussion moved to whether faculty members can or cannot reach out to applicants while the applications are not fully completed. The inability to reach out creates delays during which the students may be recruited by another school. Dean McMurtry noted that the faculty should not make a decision on a particular student before the application is complete, since important information may be missing, such as reference letters or the outcome of criminal background checks. In practice, though, faculty are allowed to see applications by contacting the Director of Graduate Studies in their unit. Faculty should be trained and be cautious before making a decision without the full picture, but they can reach out to the applicants if they determine that is the best way to proceed.

**Other Announcements and Communications:**

- OPEB (Other Post Employment Benefits) discussion and vote, Brian Foisy, Vice President of Finance (attachment #5)

The OPEB proposed changes to FSH 3730 reflect updates to the retiree health benefits as recommended by the OPEB Advisory Group. As this proposal does not come as a seconded motion, a motion is needed. A motion to approve the proposal was made and seconded (Kirchmeier/Tibbals). There was no discussion. Motion carries.

- Budget Discussion

- Vice President Brian Foisy started with a recap of how the \$22M in budget reductions happened. Rolling back to the beginning of the fiscal year, \$14M worth of one-time budget reductions were instituted, with the following make-up. A piece was connected to increases in employee benefit costs. The mechanism used to access those costs or to charge them to individual departments is often referred to as “consolidated fringe rate” or CFR. CFR went up during the current fiscal year, with an impact of about \$7M. Thus, half of the \$14M budget reduction was driven by increases in employee benefit costs. The second piece was a \$5M estimated impact as the result of full participation in the WUE program. About 6 or 7 years ago, the university made the decision to award WUE to students from certain states. About 2 years ago the Western Interstate Commission on Higher Education informed the Idaho State Board (SB) that they did not believe the U of I practice was consistent with the spirit of their program and insisted that we go “all in” WUE or “all out” of WUE. At that time, it was decided that going back into WUE fully was in the university long-term interest. So, for each of the 4 following years, students who graduated having been full non-resident payers from a state such as, say, Wyoming, were replaced by freshmen eligible for the WUE rate, which is considerably less than the non-resident rate. We knew that there would be some short-term financial impact. But, because of the potential enrollment growth from these states, it was determined that there may be long-term interest in making that decision. In addition to the \$7M CFR impact, we had another \$5M calculated impact for the second year transition into the WUE program. A \$2M buffer was also allowed for unknown conditions such as the possibility that a smaller or greater number of students would convert from non-resident payers to WUE payers. So, \$7M CFR impact, \$5M for the second year of WUE transition, and \$2M buffer brought us to \$14M. To go from \$14M to \$22M, there are two additional components, both directly connected to WUE. Year 2 of 4 of the WUE transition was accounted for, but President Green wanted to calculate the entire impact, so we could “be done with it” instead of getting into a multi-year cycle of budget reductions. The President asked for the anticipated impact of year 3 and year 4 of the WUE transition. We worked with Dale Pietrzak from Institutional Research to project what we expected to be a continuing decrease in enrollment over that same time period. The combined impact of year 3 and 4 of the WUE transition and what we projected as additional decrease in enrollment resulted in another \$8M impact, which was added to the \$14M to build up the \$22M. This summary sets the stage to describe the efforts of the Vice Presidents and the President for dealing with their share of the \$22M.
- Trina Mahoney from the Budget Office took over with a budget reduction process update (see attachment #6 for details), going over the hand-out in attachment #6. She started with Budget Reduction Targets broken by Executive Level, then moved on to: Budget Reduction Plans (summary by category as of 03/06/20); status updates and summaries by executive level. Those are: President’s area (in process), Provost/Academic Affairs (complete), Division of Finance and Administration (complete), Information Technology Services (complete), University Research (complete). She noted that the plan for the provost/Academic Affairs is completed as of yesterday. She noted that their portion was set slightly higher than the original target. Aside from some details, all reductions have been approved by the President and all have been processed with the exception of President’s Areas.

Discussion:

Chair Grieb asked how close we are to solving the problem. Vice President Foisy answered that current revenue estimates are coming in as anticipated when we set \$14M budget reduction (actually a bit shy of that). We made it through the fiscal year. The question continued: are there

items “on the radar screen” that could change the current status? Vice President Foisy replied that he feels confident about General Education. On the other hand, there will be impact of COVID-19, for instance, on summer enrollment, housing and dining refunds. If we refund prorated shares from March 23, we can end up with \$2.6M in auxiliary (\$1.5M housing and \$1.1M dining) There will be additional impact from canceling events, potentially lower enrollment in the Fall, and more. All bets are off at this point. It all depends on how soon COVID-19 is behind us.

Chair Grieb asked where we are relative to State Board of Education expectations. Vice President Foisy said that the SBOE was pleased with our 12/31/19 audit committee presentation. Since then, we made considerable progress, but we cannot be certain of the COVID-19 revenue impact. There is hope of state refund for some COVID-19 expenses. Just as we were beginning to see progress, COVID-19 set us back. We will not be treated unfairly by SBOE relative to other institutions.

Before closing, Chair Grieb pointed out one final item: in the OPEB redline document (just approved), the note “Discussion copy – not for official approval” appears in error at the bottom of the pages. This is, in fact, the copy ready for official approval.

**New Business:** None

**Adjournment:** A motion to adjourn (Fairley) passed unanimously. The meeting was adjourned at 5:02pm.

Respectfully Submitted,

Francesca Sammarruca  
Secretary of the University Faculty & Secretary to Faculty Senate



Attach. #2

# POLICY COVER SHEET

For instructions on policy creation and change, please see <https://sitecore.uidaho.edu/governance/policy>.

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu).

### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: 1640.89 & 1640.90

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Emergency x Minor Amendment

Chapter & Title: APM 40.29 Campus Advertising/Posting/Temporary Signage

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

Originator (see FSH 1460 C) **Dean Panttaja, Director of General Education**

**03/06/20**

Name

Date

5-9025

[panttaja@uidaho.edu](mailto:panttaja@uidaho.edu)

Telephone

Email

Policy Sponsor, if different from Originator: **Diane Whitney, Policy Coordinator**

**03/06/20**

Name

Date

5-6151

[dwhitney@uidaho.edu](mailto:dwhitney@uidaho.edu)

Telephone

Email

Reviewed by General Counsel X Yes \_\_\_ No Name & Date: Kent Nelson 3/23/20

- Policy/Procedure Statement:** The committees are being combined as 1. General education assessment informs general education curriculum selection and should not be separated. 2. Many members server on both committees so this is an efficiency of resources move and 3. The institutional representatives to SBOE statewide general education should be part of both the assessment and selection process.
- Fiscal Impact:** None
- Related Policies/Procedures:** None
- Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: \_\_\_ Committee on Committees

Policy Coordinator Appr. & Date: _____ <i>[Office Use Only]</i>
--

<i>FSH</i> Appr. _____ FC _____ GFM _____ Pres./Prov. _____  <i>[Office Use Only]</i>
---

Track # _____ Date Rec.: _____ Posted: t-sheet _____ h/c _____ web _____ Register: _____ <i>(Office Use Only)</i>
---

<i>APM</i> F&A Appr.: _____ <i>[Office Use Only]</i>
--

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1640: Committee Directory

July 2006

---

#### 1640.89

#### UNIVERSITY COMMITTEE FOR GENERAL EDUCATION

##### A. FUNCTION.

**A-1.** University Committee for General Education serves as the curriculum body for general education by soliciting and approving proposals and courses to be included in the University's general education and general education courses eligible for transfer to other state institutions (SBOE general education matriculation "GEM" courses). The UCGE committee also engages in program review and assessment and then makes recommendations for the continuous refinement of general education in conjunction with the Director of General Education and the Assistant Director of Institutional Research and Assessment (~~see General Education Assessment Committee, FSH 1640.90~~). Recommendations for change will be forwarded to UCC, Faculty Senate, and the university faculty. *[rev. 4-11, rev. 11-12, rev. 12-14]*

**A-2.** The committee reports periodically (at least once a year) to the Faculty Senate on the status of general education. *[ed. 7-06, 7-09, ren. 4-11, ren. & rev. 11-12]*

**A-3.** This committee traditionally meets on Thursdays at 3:30 p.m. *[add. 7-08, ren. 4-11, 11-12]*

[Information on University General Education can be accessed at the general education website: <http://www.uidaho.edu/class/general-education>] *[ed. 11-11, 11-12]*

**B. STRUCTURE AND MEMBERSHIP.** ~~Eleven faculty members.~~ At least one member from each of the six GEM areas who also serve as institutional representatives to SBOE on statewide general education, one of whom serves as chair, selected by Committee on Committees in consultation with the Director of General Education as follows: two from the College of Letters, Arts, and Social Sciences, two from the College of Science, and one each from the colleges of Agricultural and Life Sciences, Art and Architecture, Business and Economics, Education, Engineering, Natural Resources and Library; ~~one two~~ undergraduate students appointed by ASUI ~~and chosen to represent two different colleges~~; and the following without vote: Director of General Education, College of Letters, Arts and Social Sciences Dean, or designee, College of Science Dean, or designee, Registrar, or designee, Assistant Director of Institutional Research and Assessment, or designee, Director of Academic Advising, or designee, and Executive Director of International Programs or designee. *[rev. 7-06, 7-08, 7-10, 11-12, 10-14, 1-15, ed. 8-12]*

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1640: Committee Directory

---

#### **1640.90**

#### **GENERAL EDUCATION ASSESSMENT COMMITTEE**

*{created July 2015}*

#### **A. FUNCTION.**

~~A-1. General Education Assessment Committee (GEAC) serves as the body for oversight of general education assessment. The Director of General Education and the Director of Institutional Effectiveness and Accreditation, or designee, will provide coordination and leadership. {ed. 7-17}~~

~~A-2. The GEAC is charged with coordinating assessment of General Education. {rev. 7-17}~~

~~A-3. GEAC will have primary responsibility for assessing the Integrative Studies segment of the General Education curriculum and the Senior Experience through direct, indirect and face to face measures. {add. 7-17}~~

~~A-4. Working with University of Idaho members of the State Board of Education's General Education Task Force, GEAC will annually assess a representative sample of General Education Matriculation (GEM) courses. {add. 7-17}~~

~~A-5. The committee will review assessment findings, report regularly to UCGE, and make recommendations based on its findings to UCGE as well as to instructors who teach General Education courses. {rev. 7-17}~~

~~{Information on general education assessment can be accessed at the general education website: <http://www.uidaho.edu/class/general-education>}~~

**B. STRUCTURE AND MEMBERSHIP.** The committee is composed of up to 13 members as follows: Director of General Education as Chair, Director of Institutional Effectiveness and Accreditation, or designee, one UCGE member, two undergraduate students, and six faculty to include one from each of the SBOE GEM areas who are serving as the institution's representative to statewide general education, and two staff members associated with assessment practice and procedures. In consultation with the chair of UCGE, the Director of General Education is responsible for the selection of committee members. *{rev. 7-16, 7-17, 7-19}*



### POLICY COVER SHEET

For instructions on policy creation and change, please see [www.uidaho.edu/governance/policy](http://www.uidaho.edu/governance/policy).

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to [uofi-policy@uidaho.edu](mailto:uofi-policy@uidaho.edu).

**Faculty Staff Handbook (FSH)**

Addition  xRevision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: **FSH 1540 A-1**

**Standing Rules of the University Faculty**

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: \_\_\_\_\_

\*Note: If revision or deletion, request original document from [uofi-policy@uidaho.edu](mailto:uofi-policy@uidaho.edu). All changes must be made using "track changes."

Originator (see FSH 1460 C) \_\_\_\_\_

**Francesca Sammarruca** \_\_\_\_\_ **01/22/2020**

5-6738 Name fsammarr@uidaho.edu Date

Telephone Email

Policy Sponsor, if different from Originator \_\_\_\_\_

Name Date

Telephone Email

Reviewed by General Counsel X Yes \_\_\_ No Name & Date: Kent Nelson 3/23/20

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.

The purpose of the proposed revisions is to allow full participation of all U of I eligible faculty in University Faculty Meetings from any remote location. Under the current policy, faculty who are not on the Moscow campus can attend the meetings via videoconferencing but must travel to approved venues in order to participate with vote. Moreover, under the proposed revisions, we expect the presence of a quorum to be much more likely.

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.



If not a minor amendment forward to: \_\_\_\_\_

Policy Coordinator Appr. & Date: _____ <i>[Office Use Only]</i>
--

<i>APM</i> F&A Appr.: _____ <i>[Office Use Only]</i>
--

<i>FSH</i> Appr. _____ FC _____ GFM _____ Pres./Prov. _____  <i>[Office Use Only]</i>
---

Track # _____ Date Rec.: _____ Posted: t-sheet _____ h/c _____ web _____ Register: _____ <i>(Office Use Only)</i>
---

STANDING RULES OF THE UNIVERSITY FACULTY

*PREAMBLE: The university faculty have adopted for their convenience certain standing rules, given in this section. This section appeared for the first time in the 1979 edition of the Handbook and remains essentially in the form it took then. In 2009 constitutional changes giving off-campus faculty voting rights at faculty meetings necessitated adding venue determination to A. In July 2011 processes were clarified and updated to current practice and again in January 2012. In July 2012 changes were made to D in order to align with Idaho's open meeting law and clarify non-members' attendance at faculty meetings. In January 2017 changes in E were made to update processes for the fall university faculty meeting. For further information, consult the Office of the Faculty Secretary (208-885-6151). [ed. 7-97, rev. 7-09, 7-11, 1-12, 7-12, 1-17]*

CONTENTS:

- A. Voting Privilege
- B. Referral of Catalog-Change Proposals
- C. Circulation of Curricular and Policy Proposals
- D. Admission of Nonmembers to Faculty Meetings
- E. Procedures for First Fall Meeting
- F. Minutes
- G. Identification of Speakers

**A. VOTING PRIVILEGE.** Constituent faculties of colleges and other UI units must limit the voting privilege to those who are qualified under the provisions of the constitution of the university faculty. [See 1520 II-1 and II-3.] Moreover, those who are qualified cannot be deprived of their vote in meetings of constituent faculties. [See 1520 IV-8.] Emeritus and adjunct faculty, staff, students, and others may be permitted to participate in faculty meetings in an advisory capacity only, and they may serve as voting members of committees (see FSH 1520 Article II, Section 3 for affiliate voting rights). [rev. 1-12]

**A-1. Eligible faculty (see 1520 II-1) who are unable to attend in person can participate fully in faculty meetings through a combination of technology platforms remote meeting and voting technology. Information on how to participate and vote from remote locations is provided prior to the meeting. Participation in person, when possible, is encouraged. Venue Determination.** Remote sites that seek full participation at faculty meetings must submit to the Office of the Faculty Secretary by April 15<sup>th</sup> (when senate elections are due) a participation form for approval of their venue by Faculty Senate. The form is available on the Faculty Senate website under University Faculty Meetings. (see also 1520, III 1 A). [add. 7-09, ed. 7-11, rev. 1-12]

**B. REFERRAL OF CATALOG-CHANGE PROPOSALS.** When substantive catalog changes of a curricular nature that have not been considered by the University Curriculum Committee are presented directly to the university faculty, such proposals are referred automatically to the University Curriculum Committee for study and recommendation.

**C. CIRCULATION OF CURRICULAR AND POLICY PROPOSALS.**

**C-1. Routine Catalog-Change Proposals.** Additions, deletions, and changes of courses and changes in existing curricula may, after approval by the University Curriculum Committee, be circulated in a general curriculum report (GCR) to the faculty for consideration and published at an appropriate UI web-site. [ed. 7-02, rev. 7-11]

**C-2. Policy-Change Proposals.** Proposals that affect university policy see FSH 1460. General university academic requirements, e.g., those in part 3 of the catalog, or that concern the addition or expansion of instructional programs may, after approval by the Faculty Senate, be circulated in a general policy report (GPR) to the faculty for consideration. The report is also published on the Faculty Senate web-site and its publication announced through electronic means to the faculty. [ed. 7-02, 7-09, rev. 7-11]

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1540: Standing Rules of the University Faculty

---

**C-3.** Actions of the University Curriculum Committee and of the Faculty Senate that are circulated in general curriculum-policy reports (C-1 and C-2) are considered to have the necessary faculty approvals unless a petition requesting further consideration of specific items is signed by five faculty members and submitted to the chair of the Faculty Senate within 14 calendar days after the date of circulation. If no petition is received within 14 days, the entire report is submitted to the president for approval and transmittal to the regents, if regents' action is required. *[ed. 7-09, 7-11]*

**C-4.** If a petition is received, the items in the report for which further consideration is requested will be referred to the Faculty Senate, and the remainder of the report will move forward. On items referred to it, the Senate may (a) affirm the action and report it to a meeting of the university faculty, (b) amend the action and report it to a meeting of the university faculty, or (c) rescind the action. [NOTE: If a petition concerns courses or curricula in the College of Letters and Science or in the College of Agriculture, and is signed by five faculty members of the respective college, those items will be returned to the college concerned for further consideration.] *[ed. 7-09]*

**C-5. Faculty Approval.** Any policy item approved by Senate and not circulated on a general policy report will be included in the agenda of the next appropriate university faculty meeting for faculty approval. Items approved at a university faculty meeting are forwarded to the president for approval and transmittal to the regents, if regents' action is required. See 1420 A-1 c. for time periods for presidential action on Faculty Senate items. *[add. 7-11]*

**C-6. Interim Approval.** If there is insufficient opportunity for the faculty to act on a routine catalog-change proposal [see C-1] between the time of its approval by the University Curriculum Committee and the date that it is to be effective, it may be reported directly to the president. Upon approval by the president, the change will be considered temporarily approved for implementation. Such interim approval is valid only until the end of the succeeding semester. Actions thus approved will be reported to the faculty at the earliest possible time, either in the agenda for a faculty meeting or in a general curriculum-policy report. Continuing approval of the change is subject to ratification at a faculty meeting or by the procedures described in C-3 and C-4. (To illustrate: Late in the spring semester, the University Curriculum Committee approves a routine catalog change that is to be effective during the next fall semester. That action is reported to the president and, if approved by the president, the change can be put into effect. If it is included in a curriculum-policy report that is circulated to the resident faculty early in the fall semester, the approval of the change may, by means of the steps outlined in C-3 and C-4, become permanent or it may be terminated at the end of that semester. Alternatively, the faculty may take either of these actions in a meeting if the change is included in the agenda.) *[ren. 7-11]*

**D. ADMISSION OF NONMEMBERS TO FACULTY MEETINGS.** Nonmembers are welcome to attend meetings of the university faculty. Nonmembers who wish to speak at such a meeting must submit a request to the faculty secretary at least two business days in advance of the meeting specifying both the topic and purpose of their comments. The faculty secretary shall notify the senate chair and the President's Office. The president and chair will decide whether to allow the guest to speak. All nonmember speakers must identify themselves at the onset of their remarks. *[ed. 7-09, rev. 7-12]*

#### **E. PROCEDURES FOR FIRST FALL MEETING.**

**E-1.** Within the first six weeks of the fall semester, the president shall convene a meeting of the University Faculty for the purpose of introducing new academic and administrative officers, as well as new faculty. The president may also present brief remarks and respond to questions from faculty. *[add. 1-17]*

**E-2.** Substantive policy matters are not included in the agenda for the first fall meeting of the university faculty unless emergency action is needed on particular items. *[ren. 1-17]*

**E-3.** To expedite the proceedings, each new member of the faculty attending the meeting is introduced by name and department only. Faculty members outside of Moscow are similarly introduced by video conferencing. The person's name, degrees, past experience, new assignment, campus telephone number, and the location of his or her office are supplied by each dean or division head to the president's office by the 10<sup>th</sup> day of the fall semester.

Commented [SF(1)]: This would remain true.

## **UI FACULTY-STAFF HANDBOOK**

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

#### Section 1540: Standing Rules of the University Faculty

---

The president's office compiles the information provided by colleges or similar units and posts it on the university's website no later than October 1 of each year. A copy will also be sent to the Department of Special Collections and Archives in the University Library. *[7-02, ren. & rev. 1-17]*

**F. MINUTES.** Minutes of the meetings of the university faculty, constituent faculties, and committees are to be sent on a regular basis to the Department of Special Collections and Archives in the University Library.

**G. IDENTIFICATION OF SPEAKERS.** Those who are recognized by the chair for the purpose of speaking at meetings of the university faculty are to identify themselves by name and discipline or position.

Attach. #4

**Office of the Registrar  
Proposed Catalog Changes  
Effective Summer 2020**

**J-1. Credit Requirements****J-1-a**

Students must have earned a minimum of 120 credits to be granted a baccalaureate degree from the University of Idaho. Some programs require a higher minimum. For the minimum number of credits required in each degree program, see the major curricula of the various degree-granting units in the individual departmental section.

**J-1-b**

A minimum of ~~40~~ [36](#) credits in upper-division courses (numbered 300 or above) is required for a baccalaureate degree.

**Rationale:** The minimum upper division credit requirement was changed from 36 credits to 40 credits beginning in the 2017-2018 catalog year. This was in response to removing the limit on community college credit transfers, which was previously limited to 70 credits. This change has created a burden for certain departments, in particular those with programs that offer degrees in Coeur d'Alene where their foundational courses are completed at North Idaho College before completing the University of Idaho curriculum.

## Idaho and Peer Institution Upper-Division Credit Requirements

UI currently requires **40** upper-division credits to graduate with a Bachelor's degree

<b>State Institution</b>	<b>UPDV Credit Requirement</b>
Boise State University	40
Idaho State University	36
Lewis and Clark State College	36
<b>Peer Institution</b>	
Arkansas State University	45
Clemson University	No requirement listed
Colorado State University	42
Kansas State University	45
Montana State University	42
New Mexico State University	48
North Dakota State University	36
Oregon State University	60 quarter credits (40 semester credits)
University of Nebraska-Lincoln	Varies by degree
University of Wyoming	42
Utah State University	40
Washington State University	40

Attach. #5

**Proposed Catalog Changes  
Independent Study of Idaho  
Effective Summer 2020**

## **B-4. Independent Study Courses**

A student enrolled in the regular program is permitted to carry independent study courses for college credit only with the prior written approval of his or her academic ~~dean~~[advisor](#). Credit for correspondence-study courses will not be accepted without such approval.

**Rationale:** Deans already refer students back to their advisors, as advisors generally know the students' situations. Making this change will reduce approval time for students.

## **E-4. Computing Grade-Point Averages**

Grades are converted by assigning the following number of points per credit for each grade: A-4, B-3, C-2, D-1, F-0. In computing the grade-point average, neither credits attempted nor grade points earned are considered for the following: courses graded I, IP, P, S, W, WU, N, CR, NC, ~~correspondence courses~~, continuing education units, credits earned under regulation I, or courses taken at another institution. Credit earned at non-U.S. institutions is recorded as pass (P) or fail (F), except for some courses taken through an approved study abroad program.

The UI considers only the *Institutional* grade-point average official. Although both institutional and overall grade-point averages are printed on transcripts, the overall grade-point average (which includes transfer courses) is informational only. To calculate a grade-point average divide the *Quality Points* (course credits times the points assigned for the grade earned) by the *GPA Hours* (course credits attempted *not* including grades of I, IP, P, W, WU, or N). *Earned Hours* indicate the total number of semester credits successfully completed (course grades of A, B, C, D, or P earned). Grades of P are included in *Earned Hours* but do not earn any quality points; grades of F are included in *GPA Hours*, but not in *Earned Hours*.

## **J-2. Residency Requirements**

A student must earn a minimum of 30 upper-division credits in UI courses. No credits awarded for alternative credit opportunities (see regulation I) ~~or independent study~~ can be counted among these 30 UI credits. Study abroad and student exchange credits may be counted toward this requirement with prior approval by the student's academic department and dean.



## J-9. Academic Minors

...

### J-9-c

Transfer credits may be applied to a minor, however, at least 9 credits of those completing the minor's requirements must be in UI courses. Similar to the residency requirements for a baccalaureate degree in J-2, no credits awarded for ~~independent study~~, bypassed courses (see I-2-d), credit by examination (see I-1-a, I-1-c, or I-2-a), College Level Examination Program (CLEP – see I-2-b), or experiential learning (see I-2-b) can be counted among these 9 UI credits. Study abroad and student exchange credits may be counted toward this requirement with prior approval by the student's academic department and dean.

**Rationale:** The proposal is that University of Idaho-sponsored ISI courses count as in-residence courses for the following purposes: meeting upper-division in-residence requirements, replacing a previously earned grade in the course, and providing quality points.

Removing the barriers to applying upper-division UI-sponsored ISI courses to UI degree completion will facilitate timely graduation. This change will also allow students to use UI-sponsored ISI courses to retake a course to improve their grade or GPA. Thus, it will provide students an additional option for achieving course success through UI-sponsored ISI courses and will facilitate the transfer of UI-sponsored ISI courses to other institutions. Certain institutions (e.g., Penn State University) view courses without quality points as not having been taken for credit.

Non-University of Idaho-sponsored courses should fall under transfer courses, thus automatically excluding them from similar consideration. If necessary, in-/exclusionary language could be included such as "non-UI sponsored independent study courses" in regulation J-2, for example.

Attach. #6

**Office of Admissions  
Proposed Catalog Changes  
Effective Summer 2020**

## First-Year Admission Requirements

First-year applicants graduating from high school prior to 1995 must meet the requirements in effect for their graduation year. A degree-seeking applicant applying directly from high school or with fewer than 14 semester credits of transferable college work earned after high school graduation must:

1. Submit ACT or SAT scores.
2. Graduate from a regionally accredited high school with a combination of cumulative GPA<sup>1</sup> and test scores<sup>2</sup> as defined in the following table:

Test Scores			
High School GPA	ACT Composite	SAT <a href="#">Critical Reading</a> <del>Verbal</del> + Math (SAT taken prior to <a href="#">March 2016</a> )	SAT <a href="#">Evidence Based Reading &amp; Writing</a> + Math (SAT taken <a href="#">March 2016 and after</a> )
3.00 - 4.00	Any test score	Any test score	<a href="#">Any test score</a>
2.60 - 2.99	15 - 36	740 - 1600	<a href="#">830-1600</a>
2.50 - 2.59	17 - 36	830 - 1600	<a href="#">910-1600</a>
2.40 - 2.49	19 - 36	910 - 1600	<a href="#">990-1600</a>
2.30 - 2.39	21 - 36	990 - 1600	<a href="#">1070-1600</a>
2.20 - 2.29	23 - 36	1070 - 1600	<a href="#">1140-1600</a>

1

Unweighted

2

Written sections of the test not required for admission.

3. Complete specified high school courses with a minimum 2.00 GPA as listed below. A credit is defined as a course taken with a minimum of 70 hours of classroom instruction. A high school credit can be counted in only one category.
  - a. **English:** A minimum of 8 credits (4 years), selected from composition and literature courses or courses that integrate composition, language, and literature.
  - b. **Mathematics:** A minimum of 6 credits (3 years) including algebra I or applied math I, geometry or applied math II, and algebra II. An additional 2 credits are strongly recommended. Other courses may include probability, discrete math, analytic geometry, calculus, statistics, and trigonometry. **Four of the required mathematics credits must be taken in the 10th, 11th, and 12th grades.**
  - c. **Social Science:** A minimum of 5 credits (2 ½ years), selected from American government (state and local), geography, U.S. history, world history, psychology, sociology, and

economics (consumer economics courses approved by the Idaho State Board of Education may be counted toward this requirement).

- d. **Natural Science:** A minimum of 6 credits (3 years), selected from anatomy, biology, chemistry, geology, earth science, physical science, physiology, physics, zoology, and applied science courses jointly approved by the State Department of Education (SDOE) and the State Department of Professional-Technical Education (DSPTE) (maximum of two credits in this category). Ecology will count if SDOE approved. At least two credits must involve laboratory science experience. Note: A laboratory science course is defined as one in which at least one class period each week is devoted to providing students the opportunity to manipulate equipment, materials, or specimens; develop skills in observation and analysis; and discover, demonstrate, illustrate, or test scientific principles or concepts.
- e. **Humanities/Foreign Language:** A minimum of 2 credits (1 year), selected from literature, history, philosophy, foreign language, fine arts, and interdisciplinary humanities (related study of two or more of the traditional humanities disciplines). These courses should emphasize history, appreciation, theory, analysis, and/or critique. History courses beyond those required for state high school graduation may be counted. Foreign language study is strongly recommended. Native American language (five Idaho tribes) may meet this requirement if taught by certified high school faculty.
- f. **Other College Preparation:** A minimum of 3 credits (1 ½ years), of which no more than one credit may be in speech or debate (debate must be taught by a certified teacher). Other courses may include studio/performing arts (art, dance, drama, and music) or foreign language (beyond any foreign language credit applied in the humanities/foreign language category). May include no more than two credits in SDPTE-approved classes in agricultural science and technology, business and office education, health occupations education, family and consumer sciences education, occupational family and consumer science education, trade, industrial, and technical education, and individualized occupational training.  
Applicants with fewer than 14 semester hours of transfer credit completed after high school graduation must meet both first-year and transfer admission requirements, including submission of the required test scores. (See "First-Year Admission Requirements" above.)

Students who have participated in running start, dual credit or accelerated learning programs who concurrently enroll in college credit courses while still in high school need to meet first-year requirements for admission and submit all of the appropriate high school documentation regardless of the number of transferable credits completed. See First-Year Admission Requirements.

If a first-year applicant does not qualify for regular admission or satisfies one of the criteria below, he or she may apply to the Admissions Committee for consideration (see Applying to the Admissions Committee).

1. Graduates from a non-accredited high school,
2. Is home schooled,

3. Obtains a General Educational Development (GED) certificate,
4. Deserves consideration because of special circumstances (i.e. disadvantaged or minority status, delayed entry, returning veteran, a talented student wishing to enter college early, and/or similar situations).

Attach. #7

**University Committee on General Education  
Proposed Catalog Changes  
Effective Summer 2020**

**J-3-b. Oral Communication (2-3 credits)**

Students who receive a passing grade in one of the following 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.

Code	Title	Hours
COMM 101	Fundamentals of Public Speaking	2
COMM 150	Online Oral Communication	3
<del>ENGL 313</del>	<del>Business Writing</del>	<del>3</del>
<del>ENGL 317</del>	<del>Technical Writing</del>	<del>3</del>
PHIL 102	Reason and Rhetoric	2

**University Committee on General Education  
Proposed Catalog Changes  
Effective Summer 2020**

### **J-3-d. Mathematical Ways of Knowing (3 cr)**

These courses develop analytical, quantitative, and problem solving skills by involving students in doing mathematics, statistics, or computer science and by focusing on understanding the concepts of these disciplines.

Students receiving passing grades in mathematics, statistics, or computer science will have the ability to recognize, analyze, and solve problems.

CS 112	Computational Thinking and Problem Solving	3
MATH 123	Mathematics Applied to the Modern World	3
MATH 130	Finite Mathematics	3
MATH 143	Pre-calculus Algebra and Analytic Geometry	3
<a href="#">MATH 153/ STAT 153</a>	<a href="#">Introduction to Statistical Reasoning</a>	<a href="#">3</a>
MATH 160	Survey of Calculus	4
MATH 170	Analytic Geometry and Calculus I	4
MATH 175	Analytic Geometry and Calculus II	4
MATH 275	Analytic Geometry and Calculus III	3
STAT 251	Statistical Methods	3

**University Committee on General Education  
Proposed Catalog Changes  
Effective Summer 2020**

**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
<a href="#">CHIN 110 (101)</a>	<a href="#">Elementary Chinese I</a>	<a href="#">4</a>
<a href="#">CHIN 111 (102)</a>	<a href="#">Elementary Chinese II</a>	<a href="#">4</a>
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
<a href="#">ENGL 290</a>	<a href="#">Introduction to Creative Writing</a>	<a href="#">3</a>
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
<a href="#">JAPN 101</a>	<a href="#">Elementary Japanese I</a>	<a href="#">4</a>
<a href="#">JAPN 102</a>	<a href="#">Elementary Japanese II</a>	<a href="#">4</a>
MUSH 101	Survey of Music	3
MUSH 111	Introduction to Music Literature	3
MUSH 201	History of Rock and Roll	3
<a href="#">NEZP 101</a>	<a href="#">Elementary Nez Perce I</a>	<a href="#">4</a>
<a href="#">NEZP 102</a>	<a href="#">Elementary Nez Perce II</a>	<a href="#">4</a>
PHIL 103	Ethics	3
PHIL 200	Philosophy of Alcohol	3
PHIL 201	Critical Thinking	3
PHIL 208	Business Ethics	3
PHIL 240	Belief and Reality	3
PHIL 351	Philosophy of Science	3
PHIL 361	Professional Ethics	3
SPAN 101	Elementary Spanish I	4

SPAN 102	Elementary Spanish II	4
THE 101	Introduction to the Theatre	3
THE 468	Theatre History	3
WGSS 201	Introduction to Women's, Gender, and Sexuality Studies	3

Approved Social and Behavioral Ways of Knowing Courses:

ANTH 100	Introduction to Anthropology	3
ANTH 101	Biological Anthropology	3
ANTH 102	Peoples of the World	3
ANTH 261	Language and Culture	3
ANTH 329	North American Indians	3
ANTH 350	Food, Culture, and Society	3
ANTH 462	Human Issues in International Development	3
COMM 233	Interpersonal Communication	3
COMM 335	Intercultural Communication	3
COMM 410	Conflict Management	3
ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
ECON 272	Foundations of Economic Analysis	4
EDCI 201	Contexts of Education	3
EDCI 301	Learning, Development, and Assessment	3
FLEN 270	Introduction to Greek and Roman Civilization	3
FLEN 307	Institutions of the European Union	3
FLEN 308	European Immigration and Integration	3
GEOG 165	Human Geography	3
GEOG 200	World Regional Geography	3
GEOG 260	Introduction to Geopolitics	3
GEOG 365	Political Geography	3
HIST 101	History of Civilization 1	3
HIST 102	History of Civilization 2	3
HIST 111	Introduction to U.S. History	3
HIST 112	Introduction to U.S. History	3
HIST 180	Introduction to East Asian History	3
HIST 270	Introduction to Greek and Roman Civilization	3
HIST 315	Comparative African-American Cultures	3
HIST 462	History of the American West	3
HIST 461	Idaho and the Pacific Northwest	3
HIST 380	Disease and Culture:History of Western Medicine	3
HIST 382	History of Biology: Conflicts and Controversies	3
HIST 388	History of Mathematics	3
HIST 412	Revolutionary North America and Early National Period	3
HIST 419	Topics in the American West	3
HIST 420	History of Women in American Society	3
HIST 424	American Environmental History	3

HIST 426	Red Earth White Lies: American Indian History 1840-Present	3
HIST 430	U.S. Diplomatic History	3
HIST 431	Stolen Continents, The Indian Story: Indian History to 1840	3
HIST 438	Modern Mexico and the Americas	3
HIST 439	Modern Latin America	3
HIST 440	Social Revolution in Latin America	3
HIST 441	Slavery and Freedom in the Americas	3
HIST 449	Tudor-Stuart Britain 1485-1660	3
HIST 452	Europe in the Age of the Revolution, 1770-1880	3
HIST 456	Anti-Semitism and the Holocaust	3
HIST 457	History of the Middle East	3
HIST 460	Conspiracies and Secret Societies in History	3
HIST 466	Eastern Europe Since 1774	3
HIST 467	Russia to 1894	3
HIST 468	Russia and Soviet Union Since 1894	3
HIST 482	Japan, 1600 to Present	3
HIST 484	Modern China, 1840s to Present	3
IS 325	The Contemporary Muslim World	3
IS 326	Africa Today	3
IS 350	Sports and International Affairs	3
NRS 125	Introduction to Conservation and Natural Resources	3
POLS 101	Introduction to Political Science and American Government	3
POLS 205	Introduction to Comparative Politics	3
POLS 237	Introduction to International Politics	3
POLS 275	American State and Local Government	3
POLS 331	American Political Parties and Elections	3
POLS 332	American Congress	3
POLS 333	American Political Culture	3
POLS 338	American Foreign Policy	3
POLS 381	European Politics	3
PSYC 101	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3
SOC 130	Introduction to Criminology	3
SOC 230	Social Problems	3
SOC 201	Introduction to Diversity and Stratification	3
SOC 336	Comparative Criminal Justice Systems	3
SOC 340	Social Change & Globalization	3
SOC 343	Power, Politics, and Society	3
SOC 423	Economic (In)Justice in the United States	3
SOC 424	Sociology of Gender	3
SOC 427	Racial and Ethnic Relations	3
SOC 431	Personal and Social Issues in Aging	3
SOC 439	Inequalities in the Justice System	3
SOC 450	Dynamics of Social Protest	3

**University Committee on General Education  
Proposed Catalog Changes  
Effective Summer 2020**

**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

<a href="#">DAN 100</a>	<a href="#">Dance in Society</a>	<a href="#">3</a>
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
<a href="#">MUSI 101</a>	<a href="#">Introduction to Music</a>	<a href="#">3</a>
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:

<a href="#">AFST 101</a>	<a href="#">Africana Studies</a>	<a href="#">3</a>
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
<a href="#">GEOG 260</a>	<a href="#">Introduction to Geopolitics</a>	<a href="#">3</a>
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 Britain 1485-1660	3
HIST 452	Europe in the Age of the Revolution, 1770-1880	3
HIST 456	Anti-Semitism and the Holocaust	3
HIST 457	History of the Middle East	3
HIST 460	Conspiracies and Secret Societies in History	3
HIST 466	Eastern Europe Since 1774	3
HIST 467	Russia to 1894	3
HIST 468	Russia and Soviet Union Since 1894	3
HIST 482	Japan, 1600 to Present	3
HIST 484	Modern China, 1840s to Present	3



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
<a href="#">LAS 413</a>	<a href="#">Spanish American Short Fiction</a>	<a href="#">3</a>
LAS 422	Mexican Culture through Cinema	3
MUSH 420	Studies in World Music	3
PHIL 367	Global Justice	3
POLS 205	Introduction to Comparative Politics	3
POLS 237	Introduction to International Politics	3
POLS 338	American Foreign Policy	3
POLS 381	European Politics	3
POLS 385	Political Psychology	3
POLS 420	Introduction to Asian Politics	3
POLS 441	Genes and Justice: Comparative Biotechnology Policy Formation	3
POLS 449	World Politics and War	3
POLS 480	Politics of Development	3
POLS 487	Political Violence and Revolution	3
SOC 336	Comparative Criminal Justice Systems	3
SOC 340	Social Change & Globalization	3
SOC 343	Power, Politics, and Society	3
SPAN 101	Elementary Spanish I	4
SPAN 102	Elementary Spanish II	4
SPAN 104	Elementary Spanish Transition	4
SPAN 201	Intermediate Spanish I	4
SPAN 202	Intermediate Spanish II	4
SPAN 301	Advanced Grammar	3
SPAN 302	Advanced Composition	3
SPAN 303	Spanish Conversation	3
SPAN 305	Culture and Institutions of Spain	3
SPAN 306	Culture and Institutions of Latin America	3
SPAN 308	Proficiency in Reading	3
SPAN 310	Spanish for the Professions I	3

SPAN 401	Readings: Spanish Literature	3
SPAN 402	Readings: Spanish American Literature	3
SPAN 409	Modern Latin American Society	3
SPAN 412	Spanish Short Fiction	3
SPAN 413	Spanish American Short Fiction	3
SPAN 419	Latin America Theatre Through Literature	3
SPAN 420	Modern Spanish Theatre Through Literature	3
SPAN 421	Bilingual and Bicultural Literature	3
SPAN 422	Mexican Culture through Cinema	3
SPAN 423	Gender and Identity in Spanish Cinema	3
THE 468	Theatre History	3

**University Committee on General Education  
Proposed Catalog Changes  
Effective Summer 2020**

### **J-3-g. Senior Experience**

One course chosen from the approved Senior Experience courses listed below.

Approved Senior Experience Courses:

<u>AGEC 478</u>	Advanced Agribusiness Management	3
<u>AGED 471</u>	Senior Capstone in Agricultural Education	1
<u>AGED 498</u>	Internship (Max 10 credits)	1-10
<u>ARCH 454</u>	Architectural Design: Vertical Studio	6
<u>ART 410</u>	Professional Practices	2
<u>ART 490</u>	BFA Art/Design Studio	6
<u>ART 491</u>	Information Design	3
<u>ART 495</u>	BFA Senior Thesis	2
<u>AVS 450</u>	Issues in Animal Agriculture	2
<u>BE 478</u>	Engineering Design I	3
<u>BE 479</u>	Engineering Design II	3
<u>BE 491</u>	Senior Seminar	1
<u>BIOL 401</u>	Undergraduate Research	1-4
<u>BIOL 405</u>	Practicum in Anatomy Laboratory Teaching	2-4
<u>BIOL 407</u>	Practicum in Biology Laboratory Teaching	2-6
<u>BIOL 408</u>	Practicum in Human Physiology Laboratory Teaching	2-4
<u>BIOL 411</u>	Senior Capstone	2
<u>BIOL 425</u>	<a href="#">Experimental Field Ecology</a>	3
<u>BIOL 491</u>	Practicum in Teaching	2
<u>BUS 490</u>	Strategic Management	3
<u>CE 494</u>	Senior Design Project	3
<u>CHE 452</u>	Environmental Management and Design	1-16
<u>CHE 454</u>	Process Analysis and Design II	3
<u>CHEM 409</u>	Proseminar	1
<u>COMM 453</u>	Communication Theory	3
<u>CS 481</u>	CS Senior Capstone Design II	3
<u>ECE 481</u>	EE Senior Design II	3
<u>ECE 483</u>	Computer Engineering Senior Design II	3
<u>ECON 490</u>	Economic Theory and Policy	3
<u>ENGL 440</u>	Client-Based Writing	3
<u>ENGL 490</u>	Senior Seminar	3
<u>EDCI 401</u>	Internship Seminar	1
<u>EDCI 485</u>	Secondary Internship	15
<u>ENT 438</u>	Pesticides in the Environment	3
<u>ENVS 497</u>	Senior Research	2-4
<u>FCS 401</u>	Professional Ethics and Practice in CFCS	1

<u>FCS 424</u>	Senior Experience: Apparel Design	4
<u>FCS 432</u>	Apparel Promotion and Merchandising	3
<u>FCS 486</u>	Nutrition in the Life Cycle	3
<u>FCS 492</u>	Nutrition Education in the Life Cycle	3
<u>FCS 497</u>	Internship Preschool	1-16
<u>FISH 418</u>	Fisheries Management	4
<u>FISH 473</u>	ECB Senior Presentation	1
<u>FISH 495</u>	Fisheries Seminar	1
<u>FL 401</u>	MLC International Experience	1
<u>FOR 424</u>	Silviculture Principles and Practices	4
<u>FOR 427</u>	Prescribed Burning Lab	3
<u>FOR 473</u>	ECB Senior Presentation	1
<u>FS 489</u>	Food Product Development	3
<u>GEOG 493</u>	Senior Capstone in Geography	3
<u>GEOL 490</u>	Geology Field Camp	3
<u>HIST 495</u>	History Senior Seminar	3
<u>ID 452</u>	Interior Design VI	6
<u>INDT 484</u>	Industrial Technology Capstone I	3
<u>INTR 401</u>	Career and Leadership Development	2
<u>IS 495</u>	International Studies Senior Seminar	3
<u>JAMM 448</u>	Law of Mass Media	3
<u>JAMM 476</u>	Advanced Digital Media Production II	3
<u>LARC 480</u>	The Resilient Landscape	3
<u>MATH 415</u>	Cryptography	3
<u>ME 424</u>	Mechanical Systems Design I	3
<u>ME 426</u>	Mechanical Systems Design II	3
<u>MUSA 490</u>	Half Recital	0
<u>MUSA 491</u>	Recital	0
<u>MUSC 481</u>	Senior Thesis in Music Theory II	1
<u>MUSC 490</u>	Senior Recital	0
<u>MUSH 481</u>	Senior Thesis in Music History II	1
<u>MUST 432</u>	Practicum: Music Teaching	11
<u>MVSC 486</u>	Healthy Active Lifestyle Assessment and Intervention	3
<u>NRS 411</u>	Environmental Project Management & Decision Making	4
<u>NRS 473</u>	ECB Senior Presentation	1
<u>NRS 475</u>	Conservation Planning and Management	4
<u>ORGS 410</u>	Capstone Project in Organizational Sciences	1-6
<u>PEP 498</u>	Internship in Exercise Science & Health	1-16
<u>PHIL 490</u>	Senior Seminar	3
<u>PHYS 407</u>	Communicating Science	1
<u>PHYS 492</u>	Senior Research	1
<u>POLS 490</u>	Senior Experience	3
<u>PSYC 415</u>	History and Systems of Psychology	3
<u>REC 498</u>	Internship in Recreation, Sport, and Tourism	1-16
<u>REM 456</u>	Integrated Rangeland Management	3

<u>REM 473</u>	ECB Senior Presentation	1
<u>RMAT 473</u>	ECB Senior Presentation	1
<u>RMAT/MKTG 495</u>	Product Development and Brand Management	3
<u>SOC 460</u>	Capstone: Sociology in Action	3
<u>SOC 461</u>	Capstone:Justice Policy Issues	3
<u>SOC 462</u>	Senior Practicum	3
<u>SOC 464</u>	Criminology Abroad	3
<u>SOIL 427</u>	<a href="#">Sustainable Food Systems</a>	3
<u>THE 483</u>	Senior Capstone Project	1
<u>VTD 457</u>	Capstone Design Studio I	6
<u>WLF 473</u>	ECB Senior Presentation	1
<u>WLF 492</u>	Wildlife Management	4

# University of Idaho

## POLICY COVER SHEET

(See Faculty Staff Handbook 1460 for instructions at UI policy website: [www.webs.uidaho.edu/uipolicy](http://www.webs.uidaho.edu/uipolicy))  
[3/09]

**Faculty/Staff Handbook [FSH]**  Addition  Revision\*  Deletion\*  Emergency  
Minor Amendment

**Chapter & Title:** \_\_\_\_\_

**Administrative Procedures Manual [APM]**  Addition  Revision\*  Deletion\*  Emergency  
Minor Amendment

**Chapter & Title:** 20.23 Payment Card Processing

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to [apm@uidaho.edu](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu) respectively.

\*Note: If revision/deletion request original document from [apm@uidaho.edu](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu), all changes must be made using "track changes."

**Originator(s):**  
(Please see FSH 1460 C)

**Telephone & Email:**

Linda Campos 3/21/2019  
Name Date

5-6530 lcampos@uidaho.edu

**Policy Sponsor:** (If different than originator.)

**Telephone & Email:**

Brian Foisy 3/22/19  
Name Date

5-7090 brianfoisy@uidaho.edu

*Brian Foisy* 3/21/19

**Reviewed by General Counsel**  Yes  No Name & Date: Kent Nelson 3/7/2019

**I. Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

These sections of the APM have been updated to reflect changes in the PCI compliance rules and best practice policy language from peer institutions.

**II. Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

There are no foreseeable fiscal impacts.

**III. Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.

No related policies will change due to changes made.

**IV. Effective Date:** This policy shall be effective upon approval by the VP for Finance and Administration in order to ensure compliance with law..

If not a minor amendment forward to: \_\_\_\_\_

Policy  
Coordinator  
Appr. & Date:  
\_\_\_\_\_

FSH  
Appr.  
\_\_\_\_\_  
FC

Track #  
\_\_\_\_\_  
Date Rec.:  
\_\_\_\_\_  
Posted: t-sheet

APM  
F&A Appr.:  
\_\_\_\_\_  
[Office Use  
Only]

**APM 20.23 - Payment Card Processing**

Created/updated date: ~~March 21, 2017~~

**Preamble:** The University of Idaho (UI) is committed to providing a secure credit and debit card processing environment for our customers to protect against loss and fraud. To protect customers and limit University liability, we must comply with Payment Card Industry (PCI) requirements for securely processing, transmitting, and disposing of cardholder data. This policy will be effective immediately upon final approval. Pursuant to delegation from the President, the Vice President for Finance and Administration approved on ~~March 21, 2019~~ March 21, 2017. [rev. 3/17]

Formatted: Font: Not Italic

Formatted: Font: Not Italic

**Contents:**

- A. Definitions
- B. Policy
- C. Scope
- D. [Process, Procedure and](#) Guidelines
- E. Exceptions
- F. Contact Information

**A. Definitions.**

**A-1. Owner:** The senior employee with direct responsibility for all credit card payment processing activities for their unit. [ed. 3-17]

Formatted: Font: Not Italic

**A-2. Contact:** The documented employee on file responsible for maintenance and coordination of payment card systems for their unit. [ed. 3-17]

Formatted: Font: Not Italic

**A-3. Operator:** Any employee tasked with processing card payments for their unit.

**A-4. Cardholder Data:** Any payment card information that is processed on behalf of the University of Idaho. This includes card numbers, expiration dates, security codes (CVC/CVV/CID code located on the back of credit cards) and cardholder personal data. [ed. 3-17]

Formatted: Font: Not Italic

**A-5. PCI-DSS:** Payment Card Industry – Data Security Standards.

**A-6. PA-DSS:** Payment Application – Data Security Standards.

**A-7. SAQ:** Self-Assessment Questionnaire.

**A-8. Merchant:** Any University unit that accepts debit or credit cards as part of its business process.

**A-9. Unit:** refers to primary management units within the University of Idaho (University), including recognized colleges, administrative units, and recognized University Centers located remotely from the main Moscow campus. [add. 3-17]

Formatted: Font: Not Italic

**A-10. Vendor:** Any person or company contracted by the University to facilitate payment card transactions. [ren. 3-17]

Formatted: Font: Not Italic

**A-11. Critical Technology:** Any technology device used within, or to connect to or from, the payment card processing environment network or equipment. [ren. 3-17]

Formatted: Font: Not Italic

**B. Policy.** All University of Idaho owners, contacts, and operators of any point-of-sale systems, credit payment terminals, or credit processing systems must maintain compliance with current PCI-DSS.









compliance has been regained to the satisfaction of the Controller's Office and the ITS Security Office. [ren. 3-17]

Formatted: Font: Not Italic

**C. Scope.** This policy applies to all entities processing credit cards directly or on behalf of the University of Idaho.

**D. Process, Procedure, and Guidelines.** Additional guidelines, processes, and procedures may be distributed or published by the Controller's Office and ITS in support of this policy and current PCI standards. Please see their websites for current information:

<https://support.uidaho.edu/TDClient/KB/?CategoryID=10><http://www.uidaho.edu/infrastructure/its/departments/security>  
<http://www.uidaho.edu/finance/controller> [ed. 3-17]

Field Code Changed

Formatted: Font: Not Italic

Field Code Changed

**E. Exceptions.** Requests for exceptions in all or part of this policy may be submitted in writing to the University Controller or his or her designee, for review and possible approval. Any exceptions must be renewed annually.

**F. Contact Information.** The Controller's Office can assist with questions regarding this policy and PCI compliance. Phone: (208) 885-2719 or [pci-compliance@uidaho.edu](mailto:pci-compliance@uidaho.edu). [ed. 3-17]

University of Idaho  
2019 – 2020 Faculty Senate Agenda

Meeting #26

Tuesday, April 7, 2020 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2019-2020 Faculty Senate Meeting #25 (March 31, 2020) **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
  - Committee on Committees (Vote)
    - FSH 1640.89-90 regarding UCGE and GEAC -Barb Kirchmeier and Dean Panttaja **Attach. #2**
  - Multi-Campus Communication Committee (Vote)
    - FSH 1540 UFM participation rules – Francesca Sammarruca **Attach. #3**
  - University Curriculum Committee (Vote)
    - UCC-20-53 Upper-Division Credit Requirements (Lindsey Brown) **Attach. #4**
    - UCC-20-013 Posthumous Degrees (Lindsey Brown) **Attach. #5**
    - UCC-20-55 Independent Study Courses (Sherrie Metlen) **Attach. #6**
    - UCC-20-60 First-Year Admission Requirements (Melissa Goodwin) **Attach. #7**
    - UCC-20-63 Gen Ed catalog changes (Dean Panttaja) **Attach. #8**
    - UCC-20-032 Changes to B.A. and B.S. in Sociology (Leontina Hormel) **Attach. #9**
- VI. Special Orders
  - APM 20.23 Payment Card Processing (Diane Whitney, Linda Campos) **Attach. #10**
  - CETL & Online Delivery (Brian Smentkowski) **Attach. #11\***
- VII. New Business
- VIII. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting #25 (March 31, 2020)
- **Attach. #2** FSH 1640.89-90 regarding UCGE and GEAC
- **Attach. #3** FSH 1540 UFM participation rules
- **Attach. #4** UCC-20-53 Upper-Division Credit Requirements
- **Attach. #5** UCC-20-013 Posthumous Degrees
- **Attach. #6** UCC-20-55 Independent Study Courses
- **Attach. #7** UCC-20-60 First-Year Admission Requirements

- **Attach. #8** UCC-20-63 Gen Ed catalog changes
- **Attach. #9** UCC-20-032 Changes to B.A. and B.S. in Sociology
- **Attach. #10** APM 20.23 Payment Card Processing
- **Attach. #11** CETL and faculty response to online delivery\*\*

University of Idaho

2019 – 2020 Faculty Senate – **Approved Minutes**

Meeting # 26

Tuesday, April 7, 2020 at 3:30 pm

Zoom only

**Present:** Bridges, Carter, Caplan, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hanigan, Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Meeuf, Paul, Raja, Rashed, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Wiencek (w/o vote), Kern, McKellar, Tenuto

**Absent:**

**Guest Speakers/Presenters:** Dean Panttaja, Lindsey Brown, Sherrie Metlen, Diane Whitney, Linda Campos, Brian Smentkowski, Leontina Hormel, Melissa Goodwin

**Call to Order:** Chair Grieb called the meeting to order at 3:31 pm.

**Approval of Minutes (vote):**

There was a motion (A. Smith/Tibbals) to approve the minutes of the 2019-2020 Faculty Senate Meeting #25 (March 31, 2020). The motion to approve the minutes passed unanimously.

**Consent Agenda:** None.

**Chair's Report:**

- Chair Grieb thanked Mary Stout, Joana Espinoza, and Carlos Vazquez for the valuable support they provide to Senate. He also extended thanks to the Faculty Secretary for her service during a year of transition. He acknowledged Vice provosts Cher Hendricks and Torrey Lawrence, Policy Coordinator Diane Whitney, and Registrar Lindsey Brown for the hard work they do, often "behind the scenes." Last but not least, he thanked and wished all the best to Provost John Wiencek and congratulated him on his new position.
- Senators were asked to remind the faculty in their colleges to fill out the COVID-19 timesheets so that we can maximize our federal support for this emergency. Instructions for doing this will be included in the talking points.
- Senators who are completing their term on Senate were reminded that the results of their college elections need to be communicated to Senate Leadership no later than April 21<sup>st</sup>.

There were some requests of clarification concerning the COVID-19 timesheets, as exempt employees are usually unfamiliar with time reporting. Faculty who can work at home full-time can report a maximum of 40 hours per week.

**Provost's Report:**

- Provost Wiencek has accepted an offer at the University of Akron in Ohio, where he will be closer to his family. He enjoyed the time at U of I, where he leaves many friends and dear colleagues. He hopes to stay in touch with all of them. Torrey Lawrence was just appointed Interim Provost. Provost Wiencek will prepare to leave during the month of May.



Discussion:

A Senator brought up an ITS issue. ITS has changed their rules about “sponsored accounts”, which could be used, for instance, by post-doctoral fellows to continue collaborations when they leave U of I to take a permanent position. Apparently, the policy was changed without any communication. Both Provost Wiencek and Vice Provost Lawrence were not aware of this change but will ask Dan Ewart about it.

**Committee Reports:**

- Committee on Committees (Voting items)

FSH 1640.89-90 regarding UCGE and GEAC -Barb Kirchmeier and Dean Panttaja (attachment #2). The two committees are being combined because: 1) General education assessment informs general education curriculum selection and should not be separated; 2) Many members serve on both committees so this is an efficiency of resources move; and 3) The institutional representatives to SBOE statewide general education should be part of both the assessment and the selection processes.

Discussion:

There was a friendly amendment to replace in Section B the old name “College of Education” with the current name of “College of Education, Health, and Human Sciences”.

Vote: motion carries.

- Multi-Campus Communication Committee (Voting item)

FSH 1540 UFM participation rules – Francesca Sammarruca (attachment #3).

Per current FSH 1540 A-1, full participation (that is, with vote) in university faculty meetings (UFM) is possible if off-campus faculty join one of 4 approved locations (typically in Boise, Coeur d’Alene, Twin Falls, Idaho Falls). Already last Fall, the idea came up to allow full participation remotely to any eligible voter from anywhere. The rationale is: 1) to encourage broader participation and 2) to increase the probability of having a quorum.

Discussion:

Following a comment from Chair Grieb, Sammarruca confirmed that the next UFM, on May 6<sup>th</sup>, 2020, will take place via Zoom because COVID-19 Temporary Emergency Policy FSH 6990 allows suspension of current FSH 1540 A-1.

Vote: motion carries.

- University Curriculum Committee (Voting item)

- UCC-20-53 Upper-Division Credit Requirements – Lindsey Brown (attachment #4).

This was discussed last week. There are no changes and the Registrar’s Office is ready to move forward.

Discussion:

A Senator noted that we are lowering the number of required credits while our peers have higher requirements. Lindsey Brown replied that this choice allows for greater flexibility, particularly when providing instruction to other campuses.

Vote: motion carries.

- UCC-20-013 Posthumous Degrees – Lindsey Brown (attachment #5).

The purpose is to have a fully vetted and approved policy. It went through UCC, Graduate Council, and the College of Law. It also provides for an appeal process.

Vote: motion carries.

- UCC-20-55 Independent Study Courses – Sherrie Metlen (attachment #6).

The discussion continued from the previous week. Senator Tibbals was invited by Chair Grieb to propose the amendments which he was considering last week. The amendments are as follows:

1. In section B-4, replace “independent study” and “correspondence study” with “Independent Study in Idaho”.
2. Motion to amend the proposed language in Regulation E-4 to replace the struck language with the following: “...non-U of I sponsored independent study courses...”
3. Motion to amend the proposed language in Regulation J-2 to replace the struck language with the following: “...or non-U of I sponsored independent study courses...”
4. Motion to amend the proposed language in Regulation J-9-c to replace the struck language with the following: “...non-U of I sponsored independent study courses...”

Rationale for the amendments: Readers may not fully realize that we are making a distinction between ISI courses offered by the U of I and those offered by BSU, ISU, and LCSC for the purposes of grades and residency. Added clarity may help prevent confusion for students and advisors. The motion by Tibbals to approve all 4 amendments was seconded by DeAngelis. The motion to approve the amendments carries. The motion to approve the language as amended carries.

- UCC-20-60 First-Year Admission Requirements – Melissa Goodwin (attachment #7).  
When new SAT scores were introduced, they did not get into the Catalog. Thus, this proposal is just to enter in the Catalog changes that were actually made already in March 2016.  
The proposal went smoothly through UCC.  
Vote: motion carries.
- UCC-20-63 GenEd catalog changes – Dean Panttaja (attachment #8).  
UCC-20-63-(b, d, e, f, g) will be presented and voted as a packet.  
Starting with Catalog J-3-b, English requested that ENGL 317 and 313 be removed primarily because it was really difficult to adjust to State Board (SB) learning outcomes for Communication classes.  
Catalog item J-3-d concerns “Mathematical Ways of Knowing”. Because we have separate Mathematics and Statistics departments, MATH 153/STAT 153 was added as a cross listed class to be consistent with SB course indexing. Changes to J-3-e “Humanistic and Artistic Ways of Knowing”, J-3-f “American Diversity and International Courses”, and J-3-g “Senior Experience,” were presented next.  
There was some discussion on the fact that ENGL 317 and ENGL 313 (Technical Writing and Business Writing), although still offered, will no longer count towards Oral Communication requirements. They now have a much stronger writing focus. Degrees and programs can still have them in their curriculums designated as Communication classes. Another Senator expressed discontent with this change, as some students will now have to take an additional course to cover both the oral and writing communication requirements.  
The discussion moved to Senior Experience and Capstone. A Senator inquired whether there had been any talk about eliminating the Senior Experience, following the removal of the ISEM. Dean Panttaja said it would be a vary bad idea for the institution to move away from the Senior Experience or Capstone. Those are the greatest opportunity an institution has to capture the students’ success and what they have actually learned. It is not only a profound experience for the student and a great benefit towards their future professional lives, but also a unique opportunity to capture data to report back on. Discussions on Capstones have been about UCC wanting to move them back to the programs rather than having them considered as part of General Education. It is most important to continue to have that “touch” with the students before they leave. We also use it as a matter of accreditation and assessment. Discussions have been about where Senior Experience belong, not whether it should be removed.

Friendly amendment on **J-3-b**: drop the word “four” from “...one of the following four courses...”.

Vote: motion carries.

- UCC-20-032 Changes to B.A. and B.S. in Sociology – Leontina Hormel (attachment #9).  
Rationale: The changes to the Sociology major curriculum are a response to Criminology becoming a separate major starting in July 2020. We removed the Criminology emphasis and removed “General” from our third emphasis so it is now “Sociology.” All courses draw on the expertise of our current faculty and thus no additional resources are needed. Courses will be assessed as part of regular departmental assessment.  
Discussion:  
There was a friendly amendment to strike “general” and leave “Sociology”.  
Vote: motion carries.

### Special Orders:

- APM 20.23 Payment Card Processing – Linda Campos (attachment #10).  
These sections of the APM have been updated to reflect changes in the PCI compliance rules and best practice policy language from peer institutions.  
A brief discussion followed. There are no fundamental changes nor additional costs to vendors or to the university. Chair Grieb thanked Linda Campos for presenting this advisory item.
- CETL & Online Delivery – Brian Smentkowski (attachment #11).  
Before starting his presentation (the slides are attached to this binder), Brian Smentkowski acknowledged the amazing way faculty have made the transition to different teaching strategies. He showed “snapshots” of Bblearn usage on campus at any given time before and after Spring Break, revealing, most recently, a greater concentration of student usage outside of business hours. It was interesting to see how Bblearn usage in Moscow dropped by 50%, as students log on from other locations. A break-down by states, nationally, was also displayed.

The focus moved to U of I faculty surveys concerning faculty use of Zoom, BbLearn, or other teaching strategies. Use of Zoom for meeting, advising, or mentoring has been overwhelmingly large. Faculty seem to feel very confident using BbLearn, but they are also willing and able to find “cool” and creative ways to connect with students. They are talking to students to get a sense of what works for them. They listen and communicate in order to find a path forward.

There has been a large volume of email communication from CETL. Workshops have often made use of faculty’s creative ideas and suggestions. There is good bonding between students and faculty. At CETL, they have heard many success stories of faculty connecting, engaging, and demonstrating flexibility about students’ needs.

Brian Smentkowski wanted to end his presentation as he started it, namely by thanking the faculty. He encouraged faculty to reach out and let CETL know how they can help.

Chair Grieb thanked Brian Smentkowski and opened the space to discussion.

A Senator asked whether there are data about how many students do not have easy access to technology while away from campus. To Brian Smentkowski’s knowledge, such data is not available. ITS may have that information.

Chair Grieb brought up the issue of “Zoom bombing.” This disruption can be difficult and demoralizing to faculty. Should we require that students sign in in order to access a zoom class? Brian Smentkowski noted that it is best to observe protocol and restrict our students’ space to make it safe, comfortable, and free of incivility. Again, faculty are strongly encouraged to contact CETL if they encounter this or other problems. There are resources available on zoom protection.

Chair Grieb thanked Brian Smentkowski again and CETL’s great work since they started, in August 2017. A number of helpful links appeared on the Zoom “chat space” of which Senators were encouraged to take note.

**New Business:** None

**Adjournment:** Motion to adjourn (Tibbals/Fairley). The meeting was adjourned at 4:55pm.

Respectfully Submitted,

Francesca Sammarruca  
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho

2019 – 2020 Faculty Senate – **Pending Approval**

Meeting # 25

Tuesday, March 31, 2020 at 3:30 pm

Zoom only

**Present:** Bridges, Carter, Caplan, Chapman, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hanigan, Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Meeuf, Paul, Raja, Rashed, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Wiencek (w/o vote), Kern, McKellar, Tenuto

**Absent:** Chopin

**Guest Speakers/Presenters:** Scott Green, Dean Panttaja, Lindsey Brown, Sherri Metlen, Diane Whitney

**Call to Order:** Chair Grieb called the meeting to order at 3:30 pm.

Chair Grieb announced that, because we are fortunate to have President Green join us today, he will suspend the order of the agenda to give priority to President Green's remarks. He will move directly to President Green and then the Provost will proceed with the updates. President Green said he basically wanted to be available for questions.

**Approval of Minutes (vote):**

There was a motion (Lee-Painter/A. Smith) to approve the minutes of the 2019-2020 Faculty Senate Meeting #24 (March 24, 2020). The motion to approve the minutes passed unanimously.

**Consent Agenda:** None.

**Chair's Report:** None.

**Provost's Report:** The Provost's report will be combined with the updates on academic affairs, which is supported by attachment #9 in the meeting binder.

Last week was consumed with COVID-related matters. If there are any questions for the Provost about that, Senators are invited to ask later in the meeting.

The Provost was asked a few weeks ago to provide updates on budget reset for those areas that report to him. He thinks it is good to do so after Brian Foisy's university-wide presentation on budget issues. Provost Wiencek will start with the budget reset updates and then move to the 15 questions which Chair Grieb collected from the Senators upon the Provost's request. President Green will interject when he wishes to add something or to address any questions which may be more relevant for the President.

First, the Provost gave a brief summary of budget reduction targets by executive level, with the goal of securing \$22M, as reviewed last week. Cuts were applied across the entire university, not just academic affairs, see p.3 of attachment #9 which shows that cuts were applied not only to academic programs. The Provost said he was pleased with people's focus on what the university needs to do collectively. We are all feeling the pain. Most of the expenses are in personnel areas, because salaries and benefits are where we spend most of our money.

The Provost's area had to come up with \$15.7M. The easiest thing to do is to apply this cut equally to everybody. In the past, we have tried to be strategic and attenuate cuts coming to the academic side. For the prior budget reset, we had identified \$5M for the non-academic side. This time, we cannot do that, as non-academic areas have already been severely cut. We first figured out what an "across the board" cut should be, as a sort of benchmark, and ended up with 13.26%. As it turns out, if we gave up a dollar of salary, we would actually get credit for \$1.40, because there is another source of funding that is held centrally from which fringe benefits are drawn.

There are anticipated expenses for next year. After talking with the Deans, we decided to go up to 17.5% across all areas that report to the Provost. People will take advantage of voluntary separation and early retirement incentive payouts over 3 years. Also, it is likely that we would need to refill vital positions, as we have no control over who takes those payouts. We therefore decided to aim for this higher target in order to have some discretion with expenses we knew were coming.

17.5% was applied to all non-academic units directly, and they were asked to come up with their plans. Some exceptions had to be made, such as with Boise, as the center in Boise could not be cut any more, as they had essentially no operating budget. They are an important liaison with the Boise community. Strategic Enrollment Management focuses mostly on revenue growth, so it was given quite a bit of protection, although they did take some cuts in portions of their operations.

Academic units as a whole were assigned a 17.5% cut as a whole. But after discussion with the President, we started to think how the new sustainable budget model might roll out and started to build some of the features from that model. Fundamentally, it is about rewarding performance, where performance means revenue production.

With the 17.5% cut, we did a 70/30 weighting, where 70% was across the board, while 30% was based on the typical amount of tuition revenue from a given college. The question is how to define what tuition revenue is. We took an average of two extreme cases: one, where tuition revenue is based completely on student credit hours, the other based on enrollment within a given program or college. Most models that look at tuition revenue are relatively insensitive to how the average is taken, so we decided that a 50/50 mix is a good proxy. This produced a differential cut across colleges primarily driven by relative enrollment or teaching, ranging from 15.5% (low end) to 18.75% (high end). The cuts assigned to Colleges were based on budgets, not budgets with benefits, so we had to make some assumptions on how to back that out. We looked at the average benefits cost that colleges were incurring and used that as a proxy, which turned out not to be sufficient. That is, it did not generate enough benefits savings, because the colleges tended to use non-personnel as their preferred choice in meeting their target. If we had done a mix comparable to our expenditures, we would have generated in excess of \$1.5M to deal with additional expenses. Instead, we did meet budget targets, but only generated \$387K in excess funding to be applied to upcoming expenses.

The next slide of the Provost's presentation showed targets that were assigned to the various units. By and large, all units met their targets (see large spreadsheet in the back of the slide deck), but the mix of the cuts did not yield sufficient fringe benefits. Every unit had an assigned target that was higher than what they actually implemented in their plans. After discussions with the Deans, they felt they had met the overall goal that had been set for them. The excess revenue is insufficient to meet short term expected expenses in the next few years. We did not want to go back and do additional layoffs and

position eliminations. Instead, we chose to adopt what we had put together and deal with additional expenses going forward.

Anticipated expenses include separation incentive payouts (early retirement, voluntary early separation), estimated to be about \$1.5M for next year, \$1M the year after, and an additional \$1M the year after that, for a total of \$3.5M. Also, the university must honor faculty terminal year payouts (about \$1M for FY21 but could be twice that amount). We are now assessing these numbers in more detail and collecting more data. Finally, temporary instructional costs are uncertain. Some colleges will need help to cover extra sections which may arise. A possible approach discussed with the Deans and the Executive leadership was to look at alternative revenue streams or utilize cash reserves over the next few years.

There were no questions for this part of the presentation. The Provost then addressed the 15 pre-submitted questions, which he had regrouped by theme.

Some questions were not about the budget itself, but about “softer” issues or the academic program prioritization process. He noted that a few questions were outside the Provost’s area – specifically, questions 1, 5, 6 on p.6 of the supporting document.

Question 1 (concerning facilities staff and outsourcing). President Green answered that facilities staff will remain university employees. Jobs will not be outsourced. They are still looking at a management-only arrangement, while considering what to do about future employees who will work for the outsourcing provider rather than for the university. They are still soliciting feedback about this issue, unfortunately COVID-19 caused a delay, but they are getting back to this issue. The working group is looking at facilities outsourcing questions such as: should we do a management-only contract? If we do, how will university treat future employees? There will be savings if future employees worked for the outsourcing provider. President Green wishes to poll Staff Council and the Senators and get everyone’s point of view before making decisions. If we don’t act on this, it is likely that we will have more jobs on the line. President Green emphasized that he is deeply worried about this issue.

Question 5 (“While we are considering laying off employees, why are we still running external searches?”). The President noted that we had 4 interim deans and needed permanent people in these positions. There is typically some turnover when a new president arrives. We needed a new Athletic Director and permanent people in the vacant dean positions. We were fortunate to have been able to fill 2 of them with internal candidates. For the others, there was desire for a search. For the position of Vice President for research, there is currently a good interim and we have good potential internal candidates. But feedback suggested that a robust search process is wanted. The university will take each case as they come. In some cases, an internal search may be the best way to go, but if the community wants more, then we will go that way.

Question 6 (“...disproportionate impact of the current financial crisis on faculty, while leadership is relatively untouched”). President Green said he is the one responsible for fixing the deficit (although he did not create it). Expenditures are down 15% in his area this year (although he is unsure if he can hold this given the impact of COVID-19), meaning that he is taking cuts too. A couple of areas that are revenue enhancing were held harmless, primarily Advancement as well as Marketing. There has been some turnover there as well and therefore some savings, which we are trying to turn around and put back into recruiting students.



A Senator asked whether a channel for feedback on facilities outsourcing is available and, if not, when we can expect it. The President answered that it shouldn't be long, perhaps a few days, depending on the COVID status. Although, he noted, they have received plenty of feedback already, mostly from people who are invested in the issue. More feedback from Staff Council and Faculty Senate will be solicited.

Question 2 (about money being allocated to refill critical teaching positions in the colleges). This was actually addressed earlier already and goes back to the need of utilizing cash reserves, although they are trying to avoid this approach at all costs. The next few years will be challenging. Thus, the strategy is still TBD.

Question 8 (about state support). President Green addressed this question. The state government is partially at fault for the current crisis. Scott Green spent a lot of time engaging with legislators and he is frustrated. Legislators are the most challenged stakeholders. Unfortunately, some elected officials are not supportive of higher education. Scott Green said we need to keep getting the word out as best as we can about how important U of I is to the community. We had some success getting out in front of the tuition argument. We tried to stand as eight presidents when discussing higher education. We had a couple of proposals coming out of JFAC, but they were blunted by the House. It is hard to change the minds of elected officials. Sen. Dan Johnson, Lewiston, co-sponsored a bill that would have given U of I a bit more money for extension operations. But he pulled his support, probably under pressure from the leadership, when it came time to a vote. The bill died in committee with a tie vote. Kingsley, Lewiston, said that universities should be "taken to the woodshed," even after we eliminated over 100 positions. We are doing our best to explain how U of I is bringing value to the state, but they are not listening.

The other presidents feel equally frustrated. We must "tell our story" to the community, have news articles about how the university is helping the state. We need some people to change their minds or get voted out of office.

As for State funding, we used to be 15% of the state budget. Over the last 30 years, we went down to 7.5% of state budget. Tuition increased by almost the same percentages. Legislators do not want tuition increase, but they do not support us financially. Therefore, legislators are responsible for higher tuition, but they don't see it that way.

There was a meeting to fix state funding and try to provide a more productive model. The Governor's staff became concerned about bandwidth to deal with funding model when COVID happened, and so meetings have been postponed.

There was a question about potential money at the federal level related to COVID-19 response. President Green said it translates into about \$7M for the university. 50% has to go directly to students in some form and cannot be used to make up for lost revenue. That means \$3.5M is left over. We already lost \$3M (housing, meals), and thus we are not better off than we would be otherwise. With the extra 1% holdback, we will have less discretionary money than before COVID-19. A big concern is the possibility of rescinding CEC, just in the news today. We are not sure how that would happen given it has already been appropriated. We were also informed that there is the possibility of another 5% holdback next year from the Governor's budget. President Green became aware of it just last Thursday and has no answers to what the implications might be. But mostly, he is concerned about enrollment. Uldaho

Bound is very important for us, it is usually a high-yield event, bringing in typically 600 students, while currently we only have approximately 260. Polls indicate that students are planning to go to college closer to home, which is not good for a destination campus like U of I. We all need to be out there identifying every single student we can get enrolled and keep the ones we have by reaching out to them. The College of Ag is calling its students. All-out effort is required to keep enrollment flat. Otherwise, another round of cuts may be unavoidable, which is the last thing the President wants to do. The university would balance the budget if enrollment holds up and the Governor doesn't take more away from us. We need to think about what we are going to do if enrollment is not what we were expecting.

There were no questions for the President at this point. The President received many thanks for his excellent answers, candor, and transparency during such challenging times.

The Provost then addressed the remaining questions – all related to academic program prioritization. There are three programs that are being asked to provide non-quantitative data. Meetings going on this week and next. They are looking to finish their work by the week of April 6. It has taken a week or two longer than expected, but it is important to take time to listen to people. The committee is working hard. The taskforce is mainly composed of faculty, mainly appointed by Faculty Senate, and also staff (8 or 9 faculty, 4 staff). Traditionally, this has been the structure for this type of committee. Senate Meeting No. 21 addressed this issue.

At this point, the Provost started to address the questions shown on p.10-18 of attachment #9, all related to Academic Program Prioritization (APP). Some comments/discussions, which may have gone beyond what is in attachment #9, are summarized below.

Question 4 (dealt with the leadership's plans for dealing with low morale). The Provost stressed that we are all leaders. Morale won't come just from presidents and vice presidents. We all need to lead in our own way. Resource reduction is hard, but it is the reality the university must face. The goal is to get through this pain quickly, then focus on the future.

President Green followed up and said it is important to provide hope. He wants to do as much as he can to help us get through these losses and anxiety. He addressed public-private partnerships and noted that there are some delays because potential investors cannot come to campus at this time. But markets are still operating. If the university is able to raise money this way, we may be able to fund strategic initiatives for a long time. We are still on track for this (according to Brian Foisy), so we still have ways to control our own destiny. We need to talk about the future. We cannot ignore current issues, but we need to work hard to improve our current position. If anyone has ideas to improve morale, they should let the President know. He is proud of what the university has done so far, including with respect to COVID response. Email the President with any ideas, concerns, suggestions.

Question 7 (regarding the recurrent "pruning of trees" analogy used by the Provost). Who is the arborist in this situation? The Provost mentioned the book "Necessary Endings," recommended by Richard Rock. Fundamentally, we are talking about programs that need to refresh their curriculum and the direction they are going. Faculty must take the leadership role and carry out what needs to be done. The provost's office is well positioned to partner with faculty, but faculty drive the curriculum. They are the ones who do the "pruning."

Questions 3 and 14 (asking about how eliminating majors saves money, and why mission essentiality is given a weight of 20%). English and math are fundamental, need to be considered – cannot eliminate them. APP committee – focused on this issue. percentage of courses that a program delivers for other majors should be considered. Like English and math. On the other hand, for other programs, different aspects – research, job placements for graduates, etc. – would need to compensate. As for the 20%, that was a committee’s choice. Essentiality has had that weight for a decade or so. It is basically a long-standing practice.

A Senator said that, in his understanding from a couple of slides ago, committee making decisions about prioritization is still ongoing. He asked whether it is correct that no final conclusion has been reached yet. The Provost confirmed. They are now looking at a short list of programs identified for elimination or restructuring. These programs will have a chance to make their case beyond the already measured quantitative issues. In this Senator’s college, documents were submitted that made it sound like decisions already had been made. The Senator is happy to learn that is not the case. But he wonders whether the committee will be given direct access to the faculty most involved with those programs presently being considered for elimination. Will faculty be able to provide a defense for the programs they are in? The Provost said that the committee will draft a final report and provide recommendations to the President, who has the final say. The Provost said that Food Science is likely what we are talking about. The Senator said that he was actually referring to another program. He would like to see faculty at issue to be able to defend their programs. The Provost said that there are multiple ways for programs to end up on a list for elimination. All steps required outreach to deans and department chairs, who indicate if they wish to make a presentation, engage in dialogue, or say that a specific emphasis or program could be let go. For example, in the situation where there is one major and five areas of emphasis, one or more of those areas could be combined with others or, potentially, eliminated. Decisions are given to deans and unit chairs. The Provost encouraged the Senator to contact members of the APP committee.

Question 9 (addressed the criteria by which the administration is assessing its own effectiveness). The Provost noted that no one is exempt. All units are going through the prioritization process, beginning with academic programs because those have the biggest impact on revenue. It is a time-consuming process. For non-academic units, it is easier to meet reduction targets. They don’t have aspects such as tenure to consider and can meet directives in a top-down way. Other units, such as Student Services, will be evaluated too.

Question 10 (focuses on the relationship between college decisions to achieve cuts and program prioritization). The Provost pointed to the issue with an individual receiving non-renewal. The Deans asked to meet hefty targets. Voluntary separation opportunities came with a big unknown (namely, who is going to accept). Then, prioritization came up. Deans developing plans assuming no program closures and no voluntary separation. As they got more information, they incorporated that into their plans. Early plans – October, November – were difficult; voluntary separation was a more palatable plan. Non-tenured faculty were always part of non-renewal discussion (clinical, research). Some plans included probationary faculty. Those plans were informally shared with impacted individuals so they could make plans. The Provost stressed that we review faculty who are not performing well. But here we are not talking about performance. Non-renewals are not part of prioritization. They are part of a normal process needed to meet budget restrictions.

Question 11 (regarding RBA metric). The next slide addresses Return on Budget Allocated (RBA) and how aspects such as future demand in the job market are accounted for in the RBA metric. The quantitative revenue vs. expense calculation should only be the initial message, combined with essentiality, to find out which programs we would want to ask questions such as: what is your alumni base like? Research? Are your students getting jobs?

Question 12 (how will prioritization be captured in aspects such as F&A distribution, interdisciplinary contributions, and more). Step 2 of the conversations occurs here. Program prioritization is required by board policy and is ongoing. Members of committee are critical of how things have been done and want to improve going forward. The process has improved from 2017 and will continue to improve.

Question 13 (can metrics from future program prioritization be kept confidential until complete). The committee will look to Faculty Senate to weigh in on this issue. But there is no reason to give complete access to everyone. People impacted should be able to see their own data to understand how they are being evaluated so they can improve and make adjustments.

Question 15 (focuses on the process used to ensure faculty input in closure decisions for Bioregional Planning and Food Science). Bioregional Planning was already being closed in Spring 2019 and was included in the prioritization process for consistency. No faculty are assigned to it and no students are being admitted into it. As for Food Science, a joint MOU with WSU was being evaluated strategically at university level. There was a contractual arrangement between the universities which required significant costs to continue. The decision was administrative/structural and falls outside of prioritization.

General counsel, Kent Nelson, provided the following information about confidentiality and prioritization: it is important to keep in mind that promises of confidentiality must give way to requirements of public records law. The Provost added that past decisions were made not to disclose certain data. But that decision would not avoid a FOIA, if a public request came forward.

Chair Grieb and a Senator thanked the Provost for the discussion. We will try to address some of the voting issues, given that the end of the semester is approaching.

#### **Committee Reports:**

- University Curriculum Committee
  - UCC-20-53, Lindsey Brown

The minimum upper division credit requirement was changed from 36 credits to 40 credits beginning in the 2017-2018 catalog year. This was in response to removing the limit on community college credit transfers, which was previously limited to 70 credits. This change has created a burden for certain departments, in particular those with programs that offer degrees in Coeur d'Alene where their foundational courses are completed at North Idaho College before completing the University of Idaho curriculum.

There was a question about 300+ credits in "3+2" programs where a limited number of graduate credits can be back-calculated towards the undergraduate degree. Lindsey Brown answered that there are some unique programs with unique needs, but those were not discussed at UCC. The Senator wondered whether some new language may be appropriate in the policy. Chair Grieb suggested to postpone this item until next week.

- UCC-20-55, Sherrie Metlen

The proposal is that University of Idaho-sponsored ISI courses count as in-residence courses for the following purposes: meeting upper-division in-residence requirements, replacing a previously earned grade in the course, and providing quality points. Removing the barriers to applying upper-division UI-sponsored ISI courses to UI degree completion will facilitate timely graduation. This change will also allow students to use UI-sponsored ISI courses to retake a course to improve their grade or GPA. Thus, it will provide students an additional option for achieving course success through UI-sponsored ISI courses and will facilitate the transfer of UI sponsored ISI courses to other institutions. Certain institutions (e.g., Penn State University) view courses without quality points as not having been taken for credit. Non-University of Idaho-sponsored courses should fall under transfer courses, thus automatically excluding them from similar consideration. If necessary, in-/exclusionary language could be included such as “non-UI sponsored independent study courses” in regulation J-2, for example.

After a brief discussion with a Senator, this item was postponed to the next meeting, after the Senator and Sherrie Metlen have an opportunity to discuss further.

Chair Grieb reminded the Senators to read the packet ahead of the meeting and, if they see a problem with a particular policy, to prepare an amendment for a motion to fix the problem.

**Special Orders:** None

**New Business:** None

**Adjournment:** All in favor to adjourn the meeting at 5:00pm.

Respectfully Submitted,

Francesca Sammarruca  
Secretary of the University Faculty & Secretary to Faculty Senate



# POLICY COVER SHEET

For instructions on policy creation and change, please see <https://sitecore.uidaho.edu/governance/policy>.

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu).

### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: 1640.89 & 1640.90

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Emergency x Minor Amendment

Chapter & Title: **APM 40.29 Campus Advertising/Posting/Temporary Signage**

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

**Originator (see FSH 1460 C) Dean Panttaja, Director of General Education**

**03/06/20**

Name

Date

5-9025

[panttaja@uidaho.edu](mailto:panttaja@uidaho.edu)

Telephone

Email

**Policy Sponsor, if different from Originator: Diane Whitney, Policy Coordinator**

**03/06/20**

Name

Date

5-6151

[dwhitney@uidaho.edu](mailto:dwhitney@uidaho.edu)

Telephone

Email

**Reviewed by General Counsel** X Yes \_\_\_ No Name & Date: Kent Nelson 3/23/20

- Policy/Procedure Statement:** The committees are being combined as 1. General education assessment informs general education curriculum selection and should not be separated. 2. Many members server on both committees so this is an efficiency of resources move and 3. The institutional representatives to SBOE statewide general education should be part of both the assessment and selection process.
- Fiscal Impact:** None
- Related Policies/Procedures:** None
- Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: \_\_\_ Committee on Committees \_\_\_\_\_

Policy Coordinator Appr. & Date:  [Office Use Only]
--

<i>FSH</i>
Appr. _____
FC _____
GFM _____
Pres./Prov. _____
[Office Use Only]

Track # _____
Date Rec.: _____
Posted: t-sheet _____
h/c _____
web _____
Register: _____
(Office Use Only)

<i>APM</i>
F&A Appr.: _____
[Office Use Only]

**1640.89**

**UNIVERSITY COMMITTEE FOR GENERAL EDUCATION**

**A. FUNCTION.**

**A-1.** University Committee for General Education serves as the curriculum body for general education by soliciting and approving proposals and courses to be included in the University's general education and general education courses eligible for transfer to other state institutions (SBOE general education matriculation "GEM" courses). The UCGE committee also engages in program review and assessment and then makes recommendations for the continuous refinement of general education in conjunction with the Director of General Education and the Assistant Director of Institutional Research and Assessment (~~see General Education Assessment Committee, FSH 1640.90~~). Recommendations for change will be forwarded to UCC, Faculty Senate, and the university faculty. *[rev. 4-11, rev. 11-12, rev. 12-14]*

**A-2.** The committee reports periodically (at least once a year) to the Faculty Senate on the status of general education. *[ed. 7-06, 7-09, ren. 4-11, ren. & rev. 11-12]*

**A-3.** This committee traditionally meets on Thursdays at 3:30 p.m. *[add. 7-08, ren. 4-11, 11-12]*

[Information on University General Education can be accessed at the general education website: <http://www.uidaho.edu/class/general-education>] *[ed. 11-11, 11-12]*

**B. STRUCTURE AND MEMBERSHIP.** ~~Eleven faculty members,~~ At least one member from each of the six GEM areas who also serve as institutional representatives to SBOE on statewide general education, one of whom serves as chair, selected by Committee on Committees in consultation with the Director of General Education as follows: two from the College of Letters, Arts, and Social Sciences, two from the College of Science, and one each from the colleges of Agricultural and Life Sciences, Art and Architecture, Business and Economics, Education, Engineering, Natural Resources and Library; ~~one two~~ undergraduate students appointed by ASUI ~~and chosen to represent two different colleges;~~ and the following without vote: Director of General Education, College of Letters, Arts and Social Sciences Dean, or designee, College of Science Dean, or designee, Registrar, or designee, Assistant Director of Institutional Research and Assessment, or designee, Director of Academic Advising, or designee, and Executive Director of International Programs or designee. *[rev. 7-06, 7-08, 7-10, 11-12, 10-14, 1-15, ed. 8-12]*



**1640.90**  
**GENERAL EDUCATION ASSESSMENT COMMITTEE**  
*[created July 2015]*

**A. FUNCTION.**

~~A-1. General Education Assessment Committee (GEAC) serves as the body for oversight of general education assessment. The Director of General Education and the Director of Institutional Effectiveness and Accreditation, or designee, will provide coordination and leadership. [ed. 7-17]~~

~~A-2. The GEAC is charged with coordinating assessment of General Education. [rev. 7-17]~~

~~A-3. GEAC will have primary responsibility for assessing the Integrative Studies segment of the General Education curriculum and the Senior Experience through direct, indirect and face-to-face measures. [add. 7-17]~~

~~A-4. Working with University of Idaho members of the State Board of Education's General Education Task Force, GEAC will annually assess a representative sample of General Education Matriculation (GEM) courses. [add. 7-17]~~

~~A-5. The committee will review assessment findings, report regularly to UCGE, and make recommendations based on its findings to UCGE as well as to instructors who teach General Education courses. [rev. 7-17]~~

~~[Information on general education assessment can be accessed at the general education website: <http://www.uidaho.edu/class/general-education>]~~

**B. STRUCTURE AND MEMBERSHIP.** The committee is composed of up to 13 members as follows: Director of General Education as Chair, Director of Institutional Effectiveness and Accreditation, or designee, one UCGE member, two undergraduate students, and six faculty to include one from each of the SBOE GEM areas who are serving as the institution's representative to statewide general education, and two staff members associated with assessment practice and procedures. In consultation with the chair of UCGE, the Director of General Education is responsible for the selection of committee members. [rev. 7-16, 7-17, 7-19]



### POLICY COVER SHEET

For instructions on policy creation and change, please see [www.uidaho.edu/governance/policy](http://www.uidaho.edu/governance/policy).

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to [uofi-policy@uidaho.edu](mailto:uofi-policy@uidaho.edu).

**Faculty Staff Handbook (FSH)**  
 Addition  xRevision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: **FSH 1540 A-1**

**Standing Rules of the University Faculty**  
 \_\_\_\_\_

**Administrative Procedures Manual (APM)**  
 Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: \_\_\_\_\_

\*Note: If revision or deletion, request original document from [uofi-policy@uidaho.edu](mailto:uofi-policy@uidaho.edu). All changes must be made using "track changes."

Originator (see FSH 1460 C) \_\_\_\_\_

Francesca Sammarruca \_\_\_\_\_ **01/22/2020**  
 Name Date  
 5-6738 fsammarr@uidaho.edu

Telephone \_\_\_\_\_ Email \_\_\_\_\_

Policy Sponsor, if different from Originator \_\_\_\_\_  
 Name Date

Telephone \_\_\_\_\_ Email \_\_\_\_\_

Reviewed by General Counsel X Yes \_\_\_ No Name & Date: Kent Nelson 3/23/20

- Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.  
  
 The purpose of the proposed revisions is to allow full participation of all U of I eligible faculty in University Faculty Meetings from any remote location. Under the current policy, faculty who are not on the Moscow campus can attend the meetings via videoconferencing but must travel to approved venues in order to participate with vote. Moreover, under the proposed revisions, we expect the presence of a quorum to be much more likely.
- Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
  
 None.
- Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
- Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: \_\_\_\_\_

Policy Coordinator Appr. & Date: _____ <i>[Office Use Only]</i>
--

<i>APM</i> F&A Appr.: _____ <i>[Office Use Only]</i>
--

<i>FSH</i> Appr. _____ FC _____ GFM _____ Pres./Prov. _____  <i>[Office Use Only]</i>
---

Track # _____ Date Rec.: _____ Posted: t-sheet _____ h/c _____ web _____ Register: _____ <i>(Office Use Only)</i>
---

## STANDING RULES OF THE UNIVERSITY FACULTY

*PREAMBLE: The university faculty have adopted for their convenience certain standing rules, given in this section. This section appeared for the first time in the 1979 edition of the Handbook and remains essentially in the form it took then. In 2009 constitutional changes giving off-campus faculty voting rights at faculty meetings necessitated adding venue determination to A. In July 2011 processes were clarified and updated to current practice and again in January 2012. In July 2012 changes were made to D in order to align with Idaho's open meeting law and clarify non-members' attendance at faculty meetings. In January 2017 changes in E were made to update processes for the full university faculty meeting. For further information, consult the Office of the Faculty Secretary (208-885-6151). [ed. 7-97, rev. 7-09, 7-11, 1-12, 7-12, 1-17]*

## CONTENTS:

- A. Voting Privilege
- B. Referral of Catalog-Change Proposals
- C. Circulation of Curricular and Policy Proposals
- D. Admission of Nonmembers to Faculty Meetings
- E. Procedures for First Fall Meeting
- F. Minutes
- G. Identification of Speakers

**A. VOTING PRIVILEGE.** Constituent faculties of colleges and other UI units must limit the voting privilege to those who are qualified under the provisions of the constitution of the university faculty. [See 1520 II-1 and II-3.] Moreover, those who are qualified cannot be deprived of their vote in meetings of constituent faculties. [See 1520 IV-8.] Emeritus and adjunct faculty, staff, students, and others may be permitted to participate in faculty meetings in an advisory capacity only, and they may serve as voting members of committees (see FSH 1520 Article II, Section 3 for affiliate voting rights). [rev. 1-12]

**A-1. Eligible faculty (see 1520 II-1) who are unable to attend in person can participate fully in faculty meetings through a combination of technology platforms remote meeting and voting technology. Information on how to participate and vote from remote locations is provided prior to the meeting. Participation in person, when possible, is encouraged. Venue Determination.** ~~Remote sites that seek full participation at faculty meetings must submit to the Office of the Faculty Secretary by April 15<sup>th</sup> (when senate elections are due) a participation form for approval of their venue by Faculty Senate. The form is available on the Faculty Senate website under University Faculty Meetings. (see also 1520, III-1-A). [add. 7-09, ed. 7-11, rev. 1-12]~~

**B. REFERRAL OF CATALOG-CHANGE PROPOSALS.** When substantive catalog changes of a curricular nature that have not been considered by the University Curriculum Committee are presented directly to the university faculty, such proposals are referred automatically to the University Curriculum Committee for study and recommendation.

**C. CIRCULATION OF CURRICULAR AND POLICY PROPOSALS.**

**C-1. Routine Catalog-Change Proposals.** Additions, deletions, and changes of courses and changes in existing curricula may, after approval by the University Curriculum Committee, be circulated in a general curriculum report (GCR) to the faculty for consideration and published at an appropriate UI web-site. [ed. 7-02, rev. 7-11]

**C-2. Policy-Change Proposals.** Proposals that affect university policy see FSH 1460. General university academic requirements, e.g., those in part 3 of the catalog, or that concern the addition or expansion of instructional programs may, after approval by the Faculty Senate, be circulated in a general policy report (GPR) to the faculty for consideration. The report is also published on the Faculty Senate web-site and its publication announced through electronic means to the faculty. [ed. 7-02, 7-09, rev. 7-11]

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE Section 1540: Standing Rules of the University Faculty

---

**C-3.** Actions of the University Curriculum Committee and of the Faculty Senate that are circulated in general curriculum-policy reports (C-1 and C-2) are considered to have the necessary faculty approvals unless a petition requesting further consideration of specific items is signed by five faculty members and submitted to the chair of the Faculty Senate within 14 calendar days after the date of circulation. If no petition is received within 14 days, the entire report is submitted to the president for approval and transmittal to the regents, if regents' action is required. *[ed. 7-09, 7-11]*

**C-4.** If a petition is received, the items in the report for which further consideration is requested will be referred to the Faculty Senate, and the remainder of the report will move forward. On items referred to it, the Senate may (a) affirm the action and report it to a meeting of the university faculty, (b) amend the action and report it to a meeting of the university faculty, or (c) rescind the action. [NOTE: If a petition concerns courses or curricula in the College of Letters and Science or in the College of Agriculture, and is signed by five faculty members of the respective college, those items will be returned to the college concerned for further consideration.] *[ed. 7-09]*

**C-5. Faculty Approval.** Any policy item approved by Senate and not circulated on a general policy report will be included in the agenda of the next appropriate university faculty meeting for faculty approval. Items approved at a university faculty meeting are forwarded to the president for approval and transmittal to the regents, if regents' action is required. See 1420 A-1 c. for time periods for presidential action on Faculty Senate items. *[add. 7-11]*

**C-6. Interim Approval.** If there is insufficient opportunity for the faculty to act on a routine catalog-change proposal [see C-1] between the time of its approval by the University Curriculum Committee and the date that it is to be effective, it may be reported directly to the president. Upon approval by the president, the change will be considered temporarily approved for implementation. Such interim approval is valid only until the end of the succeeding semester. Actions thus approved will be reported to the faculty at the earliest possible time, either in the agenda for a faculty meeting or in a general curriculum-policy report. Continuing approval of the change is subject to ratification at a faculty meeting or by the procedures described in C-3 and C-4. (To illustrate: Late in the spring semester, the University Curriculum Committee approves a routine catalog change that is to be effective during the next fall semester. That action is reported to the president and, if approved by the president, the change can be put into effect. If it is included in a curriculum-policy report that is circulated to the resident faculty early in the fall semester, the approval of the change may, by means of the steps outlined in C-3 and C-4, become permanent or it may be terminated at the end of that semester. Alternatively, the faculty may take either of these actions in a meeting if the change is included in the agenda.) *[ren. 7-11]*

**D. ADMISSION OF NONMEMBERS TO FACULTY MEETINGS.** Nonmembers are welcome to attend meetings of the university faculty. Nonmembers who wish to speak at such a meeting must submit a request to the faculty secretary at least two business days in advance of the meeting specifying both the topic and purpose of their comments. The faculty secretary shall notify the senate chair and the President's Office. The president and chair will decide whether to allow the guest to speak. All nonmember speakers must identify themselves at the onset of their remarks. *[ed. 7-09, rev. 7-12]*

#### **E. PROCEDURES FOR FIRST FALL MEETING.**

**E-1.** Within the first six weeks of the fall semester, the president shall convene a meeting of the University Faculty for the purpose of introducing new academic and administrative officers, as well as new faculty. The president may also present brief remarks and respond to questions from faculty. *[add. 1-17]*

**E-2.** Substantive policy matters are not included in the agenda for the first fall meeting of the university faculty unless emergency action is needed on particular items. *[ren. 1-17]*

**E-3.** To expedite the proceedings, each new member of the faculty attending the meeting is introduced by name and department only. Faculty members outside of Moscow are similarly introduced by video conferencing. The person's name, degrees, past experience, new assignment, campus telephone number, and the location of his or her office are supplied by each dean or division head to the president's office by the 10<sup>th</sup> day of the fall semester.

**Commented [SF1]:** This would remain true.

**UI FACULTY-STAFF HANDBOOK**

Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE  
Section 1540: Standing Rules of the University Faculty

---

The president's office compiles the information provided by colleges or similar units and posts it on the university's website no later than October 1 of each year. A copy will also be sent to the Department of Special Collections and Archives in the University Library. *[7-02, ren. & rev. 1-17]*

**F. MINUTES.** Minutes of the meetings of the university faculty, constituent faculties, and committees are to be sent on a regular basis to the Department of Special Collections and Archives in the University Library.

**G. IDENTIFICATION OF SPEAKERS.** Those who are recognized by the chair for the purpose of speaking at meetings of the university faculty are to identify themselves by name and discipline or position.

Attach. 4

**Office of the Registrar  
Proposed Catalog Changes  
Effective Summer 2020**

**J-1. Credit Requirements****J-1-a**

Students must have earned a minimum of 120 credits to be granted a baccalaureate degree from the University of Idaho. Some programs require a higher minimum. For the minimum number of credits required in each degree program, see the major curricula of the various degree-granting units in the individual departmental section.

**J-1-b**

A minimum of ~~40~~ 36 credits in upper-division courses (numbered 300 or above) is required for a baccalaureate degree.

**Rationale:** The minimum upper division credit requirement was changed from 36 credits to 40 credits beginning in the 2017-2018 catalog year. This was in response to removing the limit on community college credit transfers, which was previously limited to 70 credits. This change has created a burden for certain departments, in particular those with programs that offer degrees in Coeur d'Alene where their foundational courses are completed at North Idaho College before completing the University of Idaho curriculum.



## Idaho and Peer Institution Upper-Division Credit Requirements

UI currently requires **40** upper-division credits to graduate with a Bachelor's degree

<b>State Institution</b>	<b>UPDV Credit Requirement</b>
Boise State University	40
Idaho State University	36
Lewis and Clark State College	36
<b>Peer Institution</b>	
Arkansas State University	45
Clemson University	No requirement listed
Colorado State University	42
Kansas State University	45
Montana State University	42
New Mexico State University	48
North Dakota State University	36
Oregon State University	60 quarter credits (40 semester credits)
University of Nebraska-Lincoln	Varies by degree
University of Wyoming	42
Utah State University	40
Washington State University	40

Attach. 5

**Office of the Registrar  
Proposed Catalog Changes  
Effective Summer 2020**

**POSTHUMOUS DEGREES.** In the instance of a student's death prior to degree completion, it is important that the university recognize the effort made toward degree achievement.

**A-1. Undergraduate Posthumous Degrees.** Requests for the award of a posthumous degree at the undergraduate level should be referred to the Registrar's Office.

**A-2. Criteria.**

- a. Posthumous degrees may be awarded to deceased undergraduate students who have completed all but thirty (30) credit hours of the requirements for graduation and have been enrolled as a student within the past two regular semesters. The remaining thirty (30) credit hours would complete their degree requirements and meet all university, college, and department GPA requirements.
- b. Posthumous degree must be approved by the academic department and college.

**A-3. Appeal.** If the student could not have reasonably completed all requirements in the final thirty (30) credits of attendance, but the request has the support of the academic department and college office, the request must be reviewed and approved by the Academic Petitions Committee. In instances where the award of the degree posthumously is not appropriate due to remaining requirements, the college may wish to grant a certificate acknowledging a student's course of study in a particular discipline.

**B-1. Graduate Posthumous Degrees.** Due to the nature of studies at the graduate level, requests for posthumous degrees for master, specialist, or doctoral-level students are referred to the College of Graduate Studies. The College of Graduate Studies determines whether a posthumous degree for a particular student will be considered. If so, the College of Graduate Studies will review the request with the appropriate academic department and college office. The College of Graduate Studies will inform the Registrar of the decision.

**B-2. Criteria.**

- a. Posthumous degrees in non-thesis graduate programs or in College of Law programs may be awarded to deceased graduate and law student who have completed 75% of the required coursework, were in good academic standing, were registered within the last year, and would have likely finished the degree within one academic year.
- b. Posthumous degrees in masters thesis or doctoral programs may be awarded to deceased graduate students who have completed all required coursework, have successfully defended a proposal of their research to their committee, are in good academic standings, and would have likely defended their thesis or dissertation within one academic year. Additionally, doctoral students must have been successfully advanced to candidacy.

**B-3. Appeal.** If the student could not have reasonably completed all requirements in an academic year, but the request has the support of the academic department and college the request must be petitioned for consideration to the University Graduate Council for approval. If the student does not meet the criteria for a posthumous degree or in instances where the award of the degree posthumously is not appropriate due to remaining requirements, the college may wish to grant a certificate acknowledging a student's course of study in a particular discipline.

**C-1. Transcript Notation.** Upon posting of the degree, the transcript will be annotated to indicate that the degree was awarded posthumously.

## Attach. 6

**Proposed Catalog Changes  
Independent Study of Idaho  
Effective Summer 2020**

### **B-4. Independent Study Courses**

A student enrolled in the regular program is permitted to carry independent study courses for college credit only with the prior written approval of his or her academic ~~dean~~ [advisor](#). Credit for correspondence-study courses will not be accepted without such approval.

**Rationale:** Deans already refer students back to their advisors, as advisors generally know the students' situations. Making this change will reduce approval time for students.

### **E-4. Computing Grade-Point Averages**

Grades are converted by assigning the following number of points per credit for each grade: A-4, B-3, C-2, D-1, F-0. In computing the grade-point average, neither credits attempted nor grade points earned are considered for the following: courses graded I, IP, P, S, W, WU, N, CR, NC, ~~correspondence courses~~, continuing education units, credits earned under regulation I, or courses taken at another institution. Credit earned at non-U.S. institutions is recorded as pass (P) or fail (F), except for some courses taken through an approved study abroad program.

The UI considers only the *Institutional* grade-point average official. Although both institutional and overall grade-point averages are printed on transcripts, the overall grade-point average (which includes transfer courses) is informational only. To calculate a grade-point average divide the *Quality Points* (course credits times the points assigned for the grade earned) by the *GPA Hours* (course credits attempted *not* including grades of I, IP, P, W, WU, or N). *Earned Hours* indicate the total number of semester credits successfully completed (course grades of A, B, C, D, or P earned). Grades of P are included in *Earned Hours* but do not earn any quality points; grades of F are included in *GPA Hours*, but not in *Earned Hours*.

### **J-2. Residency Requirements**

A student must earn a minimum of 30 upper-division credits in UI courses. No credits awarded for alternative credit opportunities (see regulation I) ~~or independent study~~ can be counted among these 30 UI credits. Study abroad and student exchange credits may be counted toward this requirement with prior approval by the student's academic department and dean.

## J-9. Academic Minors

...

### J-9-c

Transfer credits may be applied to a minor, however, at least 9 credits of those completing the minor's requirements must be in UI courses. Similar to the residency requirements for a baccalaureate degree in J-2, no credits awarded for ~~independent study~~, bypassed courses (see I-2-d), credit by examination (see I-1-a, I-1-c, or I-2-a), College Level Examination Program (CLEP – see I-2-b), or experiential learning (see I-2-b) can be counted among these 9 UI credits. Study abroad and student exchange credits may be counted toward this requirement with prior approval by the student's academic department and dean.

**Rationale:** The proposal is that University of Idaho-sponsored ISI courses count as in-residence courses for the following purposes: meeting upper-division in-residence requirements, replacing a previously earned grade in the course, and providing quality points.

Removing the barriers to applying upper-division UI-sponsored ISI courses to UI degree completion will facilitate timely graduation. This change will also allow students to use UI-sponsored ISI courses to retake a course to improve their grade or GPA. Thus, it will provide students an additional option for achieving course success through UI-sponsored ISI courses and will facilitate the transfer of UI-sponsored ISI courses to other institutions. Certain institutions (e.g., Penn State University) view courses without quality points as not having been taken for credit.

Non-University of Idaho-sponsored courses should fall under transfer courses, thus automatically excluding them from similar consideration. If necessary, in-/exclusionary language could be included such as "non-UI sponsored independent study courses" in regulation J-2, for example.

Attach. 7

**Office of Admissions  
Proposed Catalog Changes  
Effective Summer 2020**

## First-Year Admission Requirements

First-year applicants graduating from high school prior to 1995 must meet the requirements in effect for their graduation year. A degree-seeking applicant applying directly from high school or with fewer than 14 semester credits of transferable college work earned after high school graduation must:

1. Submit ACT or SAT scores.
2. Graduate from a regionally accredited high school with a combination of cumulative GPA<sup>1</sup> and test scores<sup>2</sup> as defined in the following table:

Test Scores			
High School GPA	ACT Composite	SAT <a href="#">Critical Reading</a> <del>Verbal</del> + Math (SAT taken prior to <a href="#">March 2016</a> )	SAT Evidence Based <a href="#">Reading &amp; Writing + Math</a> (SAT taken <a href="#">March 2016 and after</a> )
3.00 - 4.00	Any test score	Any test score	<a href="#">Any test score</a>
2.60 - 2.99	15 - 36	740 - 1600	<a href="#">830-1600</a>
2.50 - 2.59	17 - 36	830 - 1600	<a href="#">910-1600</a>
2.40 - 2.49	19 - 36	910 - 1600	<a href="#">990-1600</a>
2.30 - 2.39	21 - 36	990 - 1600	<a href="#">1070-1600</a>
2.20 - 2.29	23 - 36	1070 - 1600	<a href="#">1140-1600</a>

1

Unweighted

2

Written sections of the test not required for admission.

3. Complete specified high school courses with a minimum 2.00 GPA as listed below. A credit is defined as a course taken with a minimum of 70 hours of classroom instruction. A high school credit can be counted in only one category.
  - a. **English:** A minimum of 8 credits (4 years), selected from composition and literature courses or courses that integrate composition, language, and literature.
  - b. **Mathematics:** A minimum of 6 credits (3 years) including algebra I or applied math I, geometry or applied math II, and algebra II. An additional 2 credits are strongly recommended. Other courses may include probability, discrete math, analytic geometry, calculus, statistics, and trigonometry. **Four of the required mathematics credits must be taken in the 10th, 11th, and 12th grades.**
  - c. **Social Science:** A minimum of 5 credits (2 ½ years), selected from American government (state and local), geography, U.S. history, world history, psychology, sociology, and

economics (consumer economics courses approved by the Idaho State Board of Education may be counted toward this requirement).

- d. **Natural Science:** A minimum of 6 credits (3 years), selected from anatomy, biology, chemistry, geology, earth science, physical science, physiology, physics, zoology, and applied science courses jointly approved by the State Department of Education (SDOE) and the State Department of Professional-Technical Education (DSPTE) (maximum of two credits in this category). Ecology will count if SDOE approved. At least two credits must involve laboratory science experience. Note: A laboratory science course is defined as one in which at least one class period each week is devoted to providing students the opportunity to manipulate equipment, materials, or specimens; develop skills in observation and analysis; and discover, demonstrate, illustrate, or test scientific principles or concepts.
- e. **Humanities/Foreign Language:** A minimum of 2 credits (1 year), selected from literature, history, philosophy, foreign language, fine arts, and interdisciplinary humanities (related study of two or more of the traditional humanities disciplines). These courses should emphasize history, appreciation, theory, analysis, and/or critique. History courses beyond those required for state high school graduation may be counted. Foreign language study is strongly recommended. Native American language (five Idaho tribes) may meet this requirement if taught by certified high school faculty.
- f. **Other College Preparation:** A minimum of 3 credits (1 ½ years), of which no more than one credit may be in speech or debate (debate must be taught by a certified teacher). Other courses may include studio/performing arts (art, dance, drama, and music) or foreign language (beyond any foreign language credit applied in the humanities/foreign language category). May include no more than two credits in SDPTE-approved classes in agricultural science and technology, business and office education, health occupations education, family and consumer sciences education, occupational family and consumer science education, trade, industrial, and technical education, and individualized occupational training.  
Applicants with fewer than 14 semester hours of transfer credit completed after high school graduation must meet both first-year and transfer admission requirements, including submission of the required test scores. (See "First-Year Admission Requirements" above.)

Students who have participated in running start, dual credit or accelerated learning programs who concurrently enroll in college credit courses while still in high school need to meet first-year requirements for admission and submit all of the appropriate high school documentation regardless of the number of transferable credits completed. See First-Year Admission Requirements.

If a first-year applicant does not qualify for regular admission or satisfies one of the criteria below, he or she may apply to the Admissions Committee for consideration (see Applying to the Admissions Committee).

1. Graduates from a non-accredited high school,
2. Is home schooled,



3. Obtains a General Educational Development (GED) certificate,
4. Deserves consideration because of special circumstances (i.e. disadvantaged or minority status, delayed entry, returning veteran, a talented student wishing to enter college early, and/or similar situations).

## Attach. 8

**University Committee on General Education  
Proposed Catalog Changes  
Effective Summer 2020**

**J-3-b. Oral Communication (2-3 credits)**

Students who receive a passing grade in one of the following 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.

Code	Title	Hours
COMM 101	Fundamentals of Public Speaking	2
COMM 150	Online Oral Communication	3
<del>ENGL 313</del>	<del>Business Writing</del>	<del>3</del>
<del>ENGL 317</del>	<del>Technical Writing</del>	<del>3</del>
PHIL 102	Reason and Rhetoric	2

**University Committee on General Education  
Proposed Catalog Changes  
Effective Summer 2020**

### **J-3-d. Mathematical Ways of Knowing (3 cr)**

These courses develop analytical, quantitative, and problem solving skills by involving students in doing mathematics, statistics, or computer science and by focusing on understanding the concepts of these disciplines.

Students receiving passing grades in mathematics, statistics, or computer science will have the ability to recognize, analyze, and solve problems.

CS 112	Computational Thinking and Problem Solving	3
MATH 123	Mathematics Applied to the Modern World	3
MATH 130	Finite Mathematics	3
MATH 143	Pre-calculus Algebra and Analytic Geometry	3
<a href="#">MATH 153/ STAT 153</a>	<a href="#">Introduction to Statistical Reasoning</a>	<a href="#">3</a>
MATH 160	Survey of Calculus	4
MATH 170	Analytic Geometry and Calculus I	4
MATH 175	Analytic Geometry and Calculus II	4
MATH 275	Analytic Geometry and Calculus III	3
STAT 251	Statistical Methods	3

**University Committee on General Education  
Proposed Catalog Changes  
Effective Summer 2020**

**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
<a href="#">CHIN 110 (101)</a>	<a href="#">Elementary Chinese I</a>	<a href="#">4</a>
<a href="#">CHIN 111 (102)</a>	<a href="#">Elementary Chinese II</a>	<a href="#">4</a>
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
<a href="#">ENGL 290</a>	<a href="#">Introduction to Creative Writing</a>	<a href="#">3</a>
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
<a href="#">JAPN 101</a>	<a href="#">Elementary Japanese I</a>	<a href="#">4</a>
<a href="#">JAPN 102</a>	<a href="#">Elementary Japanese II</a>	<a href="#">4</a>
MUSH 101	Survey of Music	3
MUSH 111	Introduction to Music Literature	3
MUSH 201	History of Rock and Roll	3
<a href="#">NEZP 101</a>	<a href="#">Elementary Nez Perce I</a>	<a href="#">4</a>
<a href="#">NEZP 102</a>	<a href="#">Elementary Nez Perce II</a>	<a href="#">4</a>
PHIL 103	Ethics	3
PHIL 200	Philosophy of Alcohol	3
PHIL 201	Critical Thinking	3
PHIL 208	Business Ethics	3
PHIL 240	Belief and Reality	3
PHIL 351	Philosophy of Science	3
PHIL 361	Professional Ethics	3
SPAN 101	Elementary Spanish I	4

SPAN 102	Elementary Spanish II	4
THE 101	Introduction to the Theatre	3
THE 468	Theatre History	3
WGSS 201	Introduction to Women's, Gender, and Sexuality Studies	3

Approved Social and Behavioral Ways of Knowing Courses:

ANTH 100	Introduction to Anthropology	3
ANTH 101	Biological Anthropology	3
ANTH 102	Peoples of the World	3
ANTH 261	Language and Culture	3
ANTH 329	North American Indians	3
ANTH 350	Food, Culture, and Society	3
ANTH 462	Human Issues in International Development	3
COMM 233	Interpersonal Communication	3
COMM 335	Intercultural Communication	3
COMM 410	Conflict Management	3
ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
ECON 272	Foundations of Economic Analysis	4
EDCI 201	Contexts of Education	3
EDCI 301	Learning, Development, and Assessment	3
FLEN 270	Introduction to Greek and Roman Civilization	3
FLEN 307	Institutions of the European Union	3
FLEN 308	European Immigration and Integration	3
GEOG 165	Human Geography	3
GEOG 200	World Regional Geography	3
GEOG 260	Introduction to Geopolitics	3
GEOG 365	Political Geography	3
HIST 101	History of Civilization 1	3
HIST 102	History of Civilization 2	3
HIST 111	Introduction to U.S. History	3
HIST 112	Introduction to U.S. History	3
HIST 180	Introduction to East Asian History	3
HIST 270	Introduction to Greek and Roman Civilization	3
HIST 315	Comparative African-American Cultures	3
HIST 462	History of the American West	3
HIST 461	Idaho and the Pacific Northwest	3
HIST 380	Disease and Culture:History of Western Medicine	3
HIST 382	History of Biology: Conflicts and Controversies	3
HIST 388	History of Mathematics	3
HIST 412	Revolutionary North America and Early National Period	3
HIST 419	Topics in the American West	3
HIST 420	History of Women in American Society	3
HIST 424	American Environmental History	3

HIST 426	Red Earth White Lies: American Indian History 1840-Present	3
HIST 430	U.S. Diplomatic History	3
HIST 431	Stolen Continents, The Indian Story: Indian History to 1840	3
HIST 438	Modern Mexico and the Americas	3
HIST 439	Modern Latin America	3
HIST 440	Social Revolution in Latin America	3
HIST 441	Slavery and Freedom in the Americas	3
HIST 449	Tudor-Stuart Britain 1485-1660	3
HIST 452	Europe in the Age of the Revolution, 1770-1880	3
HIST 456	Anti-Semitism and the Holocaust	3
HIST 457	History of the Middle East	3
HIST 460	Conspiracies and Secret Societies in History	3
HIST 466	Eastern Europe Since 1774	3
HIST 467	Russia to 1894	3
HIST 468	Russia and Soviet Union Since 1894	3
HIST 482	Japan, 1600 to Present	3
HIST 484	Modern China, 1840s to Present	3
IS 325	The Contemporary Muslim World	3
IS 326	Africa Today	3
IS 350	Sports and International Affairs	3
NRS 125	Introduction to Conservation and Natural Resources	3
POLS 101	Introduction to Political Science and American Government	3
POLS 205	Introduction to Comparative Politics	3
POLS 237	Introduction to International Politics	3
POLS 275	American State and Local Government	3
POLS 331	American Political Parties and Elections	3
POLS 332	American Congress	3
POLS 333	American Political Culture	3
POLS 338	American Foreign Policy	3
POLS 381	European Politics	3
PSYC 101	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3
SOC 130	Introduction to Criminology	3
SOC 230	Social Problems	3
SOC 201	Introduction to Diversity and Stratification	3
SOC 336	Comparative Criminal Justice Systems	3
SOC 340	Social Change & Globalization	3
SOC 343	Power, Politics, and Society	3
SOC 423	Economic (In)Justice in the United States	3
SOC 424	Sociology of Gender	3
SOC 427	Racial and Ethnic Relations	3
SOC 431	Personal and Social Issues in Aging	3
SOC 439	Inequalities in the Justice System	3
SOC 450	Dynamics of Social Protest	3



**University Committee on General Education  
Proposed Catalog Changes  
Effective Summer 2020**

**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

<a href="#">DAN 100</a>	<a href="#">Dance in Society</a>	<a href="#">3</a>
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
<a href="#">MUSI 101</a>	<a href="#">Introduction to Music</a>	<a href="#">3</a>
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:

<a href="#">AFST 101</a>	<a href="#">Africana Studies</a>	<a href="#">3</a>
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
<a href="#">GEOG 260</a>	<a href="#">Introduction to Geopolitics</a>	<a href="#">3</a>
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
<a href="#">LAS 413</a>	<a href="#">Spanish American Short Fiction</a>	<a href="#">3</a>
LAS 422	Mexican Culture through Cinema	3
MUSH 420	Studies in World Music	3
PHIL 367	Global Justice	3
POLS 205	Introduction to Comparative Politics	3
POLS 237	Introduction to International Politics	3
POLS 338	American Foreign Policy	3
POLS 381	European Politics	3
POLS 385	Political Psychology	3
POLS 420	Introduction to Asian Politics	3
POLS 441	Genes and Justice: Comparative Biotechnology Policy Formation	3
POLS 449	World Politics and War	3
POLS 480	Politics of Development	3
POLS 487	Political Violence and Revolution	3
SOC 336	Comparative Criminal Justice Systems	3
SOC 340	Social Change & Globalization	3
SOC 343	Power, Politics, and Society	3
SPAN 101	Elementary Spanish I	4
SPAN 102	Elementary Spanish II	4
SPAN 104	Elementary Spanish Transition	4
SPAN 201	Intermediate Spanish I	4
SPAN 202	Intermediate Spanish II	4
SPAN 301	Advanced Grammar	3
SPAN 302	Advanced Composition	3
SPAN 303	Spanish Conversation	3
SPAN 305	Culture and Institutions of Spain	3
SPAN 306	Culture and Institutions of Latin America	3
SPAN 308	Proficiency in Reading	3
SPAN 310	Spanish for the Professions I	3

SPAN 401	Readings: Spanish Literature	3
SPAN 402	Readings: Spanish American Literature	3
SPAN 409	Modern Latin American Society	3
SPAN 412	Spanish Short Fiction	3
SPAN 413	Spanish American Short Fiction	3
SPAN 419	Latin America Theatre Through Literature	3
SPAN 420	Modern Spanish Theatre Through Literature	3
SPAN 421	Bilingual and Bicultural Literature	3
SPAN 422	Mexican Culture through Cinema	3
SPAN 423	Gender and Identity in Spanish Cinema	3
THE 468	Theatre History	3

**University Committee on General Education  
Proposed Catalog Changes  
Effective Summer 2020**

### J-3-g. Senior Experience

One course chosen from the approved Senior Experience courses listed below.

Approved Senior Experience Courses:

<u>AGEC 478</u>	Advanced Agribusiness Management	3
<u>AGED 471</u>	Senior Capstone in Agricultural Education	1
<u>AGED 498</u>	Internship (Max 10 credits)	1-10
<u>ARCH 454</u>	Architectural Design: Vertical Studio	6
<u>ART 410</u>	Professional Practices	2
<u>ART 490</u>	BFA Art/Design Studio	6
<u>ART 491</u>	Information Design	3
<u>ART 495</u>	BFA Senior Thesis	2
<u>AVS 450</u>	Issues in Animal Agriculture	2
<u>BE 478</u>	Engineering Design I	3
<u>BE 479</u>	Engineering Design II	3
<u>BE 491</u>	Senior Seminar	1
<u>BIOL 401</u>	Undergraduate Research	1-4
<u>BIOL 405</u>	Practicum in Anatomy Laboratory Teaching	2-4
<u>BIOL 407</u>	Practicum in Biology Laboratory Teaching	2-6
<u>BIOL 408</u>	Practicum in Human Physiology Laboratory Teaching	2-4
<u>BIOL 411</u>	Senior Capstone	2
<u>BIOL 425</u>	<a href="#">Experimental Field Ecology</a>	3
<u>BIOL 491</u>	Practicum in Teaching	2
<u>BUS 490</u>	Strategic Management	3
<u>CE 494</u>	Senior Design Project	3
<u>CHE 452</u>	Environmental Management and Design	1-16
<u>CHE 454</u>	Process Analysis and Design II	3
<u>CHEM 409</u>	Proseminar	1
<u>COMM 453</u>	Communication Theory	3
<u>CS 481</u>	CS Senior Capstone Design II	3
<u>ECE 481</u>	EE Senior Design II	3
<u>ECE 483</u>	Computer Engineering Senior Design II	3
<u>ECON 490</u>	Economic Theory and Policy	3
<u>ENGL 440</u>	Client-Based Writing	3
<u>ENGL 490</u>	Senior Seminar	3
<u>EDCI 401</u>	Internship Seminar	1
<u>EDCI 485</u>	Secondary Internship	15
<u>ENT 438</u>	Pesticides in the Environment	3
<u>ENVS 497</u>	Senior Research	2-4
<u>FCS 401</u>	Professional Ethics and Practice in CFCS	1



<u>FCS 424</u>	Senior Experience: Apparel Design	4
<u>FCS 432</u>	Apparel Promotion and Merchandising	3
<u>FCS 486</u>	Nutrition in the Life Cycle	3
<u>FCS 492</u>	Nutrition Education in the Life Cycle	3
<u>FCS 497</u>	Internship Preschool	1-16
<u>FISH 418</u>	Fisheries Management	4
<u>FISH 473</u>	ECB Senior Presentation	1
<u>FISH 495</u>	Fisheries Seminar	1
<u>FL 401</u>	MLC International Experience	1
<u>FOR 424</u>	Silviculture Principles and Practices	4
<u>FOR 427</u>	Prescribed Burning Lab	3
<u>FOR 473</u>	ECB Senior Presentation	1
<u>FS 489</u>	Food Product Development	3
<u>GEOG 493</u>	Senior Capstone in Geography	3
<u>GEOL 490</u>	Geology Field Camp	3
<u>HIST 495</u>	History Senior Seminar	3
<u>ID 452</u>	Interior Design VI	6
<u>INDT 484</u>	Industrial Technology Capstone I	3
<u>INTR 401</u>	Career and Leadership Development	2
<u>IS 495</u>	International Studies Senior Seminar	3
<u>JAMM 448</u>	Law of Mass Media	3
<u>JAMM 476</u>	Advanced Digital Media Production II	3
<u>LARC 480</u>	The Resilient Landscape	3
<u>MATH 415</u>	Cryptography	3
<u>ME 424</u>	Mechanical Systems Design I	3
<u>ME 426</u>	Mechanical Systems Design II	3
<u>MUSA 490</u>	Half Recital	0
<u>MUSA 491</u>	Recital	0
<u>MUSC 481</u>	Senior Thesis in Music Theory II	1
<u>MUSC 490</u>	Senior Recital	0
<u>MUSH 481</u>	Senior Thesis in Music History II	1
<u>MUST 432</u>	Practicum: Music Teaching	11
<u>MVSC 486</u>	Healthy Active Lifestyle Assessment and Intervention	3
<u>NRS 411</u>	Environmental Project Management & Decision Making	4
<u>NRS 473</u>	ECB Senior Presentation	1
<u>NRS 475</u>	Conservation Planning and Management	4
<u>ORGS 410</u>	Capstone Project in Organizational Sciences	1-6
<u>PEP 498</u>	Internship in Exercise Science & Health	1-16
<u>PHIL 490</u>	Senior Seminar	3
<u>PHYS 407</u>	Communicating Science	1
<u>PHYS 492</u>	Senior Research	1
<u>POLS 490</u>	Senior Experience	3
<u>PSYC 415</u>	History and Systems of Psychology	3
<u>REC 498</u>	Internship in Recreation, Sport, and Tourism	1-16
<u>REM 456</u>	Integrated Rangeland Management	3

<u>REM 473</u>	ECB Senior Presentation	1
<u>RMAT 473</u>	ECB Senior Presentation	1
<u>RMAT/MKTG 495</u>	Product Development and Brand Management	3
<u>SOC 460</u>	Capstone: Sociology in Action	3
<u>SOC 461</u>	Capstone: Justice Policy Issues	3
<u>SOC 462</u>	Senior Practicum	3
<u>SOC 464</u>	Criminology Abroad	3
<u>SOIL 427</u>	<a href="#">Sustainable Food Systems</a>	<a href="#">3</a>
<u>THE 483</u>	Senior Capstone Project	1
<u>VTD 457</u>	Capstone Design Studio I	6
<u>WLF 473</u>	ECB Senior Presentation	1
<u>WLF 492</u>	Wildlife Management	4

Attach. 9

**College of Letters, Arts and Social Sciences  
Proposed Catalog Changes  
Effective Summer 2020**

**Department of Sociology and Anthropology**

1. Make the following changes to the **B.A. and B.S. in Sociology**:

**Sociology (B.A. or B.S.)**

Required course work includes the university requirements (see regulation J-3), the general requirements for either the B.A. or B.S. degree and the following courses (electives must be approved by the student's advisor):

<del>ANTH 100</del>	<del>Introduction to Anthropology</del>	<del>3</del>
SOC 101	Introduction to Sociology	3
<del>SOC 201</del>	<del>Introduction to Inequalities and Inclusion</del>	<del>3</del>
<del>SOC 311</del>	<del>Development of Social Theory</del>	<del>3</del>
Select one course from the following:		3
<del>ANTH 101</del>	<del>Biological Anthropology</del>	
<del>ANTH 102</del>	<del>Cultural Anthropology</del>	
<del>ANTH 103</del>	<del>Introduction to Archaeology</del>	
Select two courses from the following:		6
SOC 309	Social Science Research Methods	
SOC 416	Qualitative Social Science Methods	
SOC 417	Social Data Analysis	
STAT 251	Statistical Methods	
Select one course from the following:		3
<del>SOC</del> <del>CRIM</del> 421	Gender and Crime	
<del>CRIM 439</del>	<del>Inequalities in the Justice System</del>	
SOC 423	Economic (In)Justice in the United States	
SOC 424	Sociology of Gender	
SOC 427	Racial and Ethnic Relations	
<del>SOC 439</del>	<del>Inequalities in the Justice System</del>	
Select <del>12-9</del> credits in related fields as approved by student's advisor <sup>1</sup>		<del>129</del>
<b>Emphases</b>		
Select one of the following emphases:		<del>2421</del>
<del>Criminology</del>		

## Inequalities and Globalization

~~General~~ Sociology

Total Hours

51

<sup>1</sup> E.g. American Indian Studies, Africana Studies, Anthropology, Criminology, Economics, Environmental Science, Geography, History, Political Science, Psychology, Statistics, and Women's, Gender, and Sexuality Studies

**A. Criminology**

SOC 130	Introduction to Criminology	3
SOC 331	Criminology Theory	3
Select one course from the following:		3
SOC 460	Capstone: Sociology in Action	
SOC 461	Capstone: Justice Policy Issues	
SOC 462	Senior Practicum	
SOC 464	Criminology Abroad	
Select 15 credits from upper-division emphasis electives:		15
SOC 325	Family, Violence, and Society	
SOC 328	Deviant Behavior	
SOC 329	Homicide	
SOC 330	Juvenile Delinquency	
SOC 332	Sociology of Punishment	
SOC 333	Elite and White Collar Crime	
SOC 334	Police and Social Control	
SOC 335	Terrorism, Society and Justice	
SOC 336	Comparative Criminal Justice Systems	
SOC 337	Violence and Society	
SOC 338	Regulation of Vice	
SOC 339	Crime and the Media	
SOC 345	Criminology	
SOC 346	Responding to Risk	
SOC 403	Workshop	
SOC 404	Special Topics	
SOC 420	Sociology of Law	
SOC 421	Gender and Crime	
SOC 435	Psychopathy and Crime	

SOC 436	Mental Health and Crime	
SOC 439	Inequalities in the Justice System	
SOC 442	Substance Use and Society	
SOC 450	Dynamics of Social Protest	
SOC 465	Environment, Policy, and Justice	
SOC 498	Internship (No more than 6 credits may be counted toward major.)	
SOC 499	Directed Study (No more than 6 credits may be counted toward major.)	
Total Hours		24

## **BA. Inequalities and Globalization**

ANTH/SOC 201	Introduction to Inequalities & Inclusion	3
SOC 311	Development of Social Theory	3
<u>Select one of the following:</u>		<u>3</u>
<u>CRIM 421</u>	<u>Gender and Crime</u>	
<u>CRIM 439</u>	<u>Inequalities in the Justice System</u>	
<u>SOC 423</u>	<u>Economic (In)Justice in the United States</u>	
<u>SOC 424</u>	<u>Sociology of Gender</u>	
<u>SOC 427</u>	<u>Racial and Ethnic Relations</u>	
Select one of the following:		3
SOC 460	Capstone: Sociology in Action	
SOC 462	Senior Practicum	
<del>SOC 464</del>	<del>Criminology Abroad</del>	
Select from these emphasis electives:		15
AIST/ANTH <del>314/SOC 317</del>	Tribal Sovereignty and Federal Policy	
AIST/ANTH <del>321/SOC 319</del>	Tribal Elders Series ( <u>No more than three credits may be counted toward this major.</u> )	
AIST 344	Indigenous Ways of Knowing	
AIST 401	Contemporary American Indian Issues	
AIST 422	<del>Plateau Indians</del> <u>Contemporary Pacific Northwest Indians</u>	
<del>ANTH 425</del>	<u>Pop Culture and Consumerism</u>	
ANTH 462	Human Issues in International Development	
<del>SOC-CRIM 335</del>	Terrorism, Society and Justice	
<del>SOC-CRIM 336</del>	Comparative Criminal Justice Systems	
<del>SOC-CRIM 421</del>	Gender and Crime	

<del>SOC</del> CRIM 439	Inequalities in the Justice System	
<del>SOC 325</del>	<del>Family, Violence, and Society</del>	
SOC 327	Sociology of the Family	
SOC 340	<del>Social Change &amp; Globalization</del> <u>Environmental Sociology and Globalization</u>	
SOC 341	Science, Technology, and Society	
SOC 342	Gender and Science	
SOC 343	Power, Politics, and Society	
SOC 345	<del>Criminology</del> <u>Extremism and American Society</u>	
SOC 346	Responding to Risk	
SOC 350	Food, Culture, and Society	
SOC 403	Workshop	
SOC 404	Special Topics	
SOC 420	Sociology of Law	
SOC 423	Economic (In)Justice in the United States	
SOC 424	Sociology of Gender	
SOC 427	Racial and Ethnic Relations	
SOC 428	Self and Society	
SOC 450	Dynamics of Social Protest	
SOC 465	Environment, Policy, and Justice	
<del>SOC 466</del>	<del>Climate Change and Society</del>	
SOC 498	Internship (No more than 6 credits may be counted toward major.)	
SOC 499	Directed Study (no more than 6 credits may be counted toward major)	
Total Hours		<u>2421</u>

**Courses to total 120 credits for this degree**

**CB. General ~~Sociology~~**

<del>ANTH/SOC 201</del>	<del>Introduction to Inequalities &amp; Inclusion</del>	<del>3</del>
<del>SOC 311</del>	<del>Development of Social Theory</del>	<del>3</del>
Select one course from the following:		3
SOC 460	Capstone: Sociology in Action	
SOC 462	Senior Practicum	
SOC 464	Criminology Abroad	

Select ~~15~~18 credits from upper-division emphasis electives:

~~15~~18

<del>SOC 319</del> AIST 321	Tribal Elders Series <u>(No more than three credits may be counted toward this major.)</u>
AIST 344	<u>Indigenous Ways of Knowing</u>
<del>SOC-CRIM</del> 325	Family, Violence, and Society
<del>SOC-CRIM</del> 335	Terrorism, Society and Justice
<del>SOC-CRIM</del> 337	Violence and Society
<del>SOC-CRIM</del> 428	Self and Society
<del>SOC-CRIM</del> 439	Inequalities in the Justice System
SOC 327	Sociology of the Family
SOC 340	Social Change & Globalization
SOC 341	Science, Technology, and Society
SOC 342	Gender and Science
SOC 343	Power, Politics, and Society
SOC 345	Criminology
SOC 346	Responding to Risk
SOC 350	Food, Culture, and Society
SOC 403	Workshop
SOC 404	Special Topics
SOC 416	Qualitative Social Science Methods
SOC 417	Social Data Analysis
SOC 420	Sociology of Law
SOC 423	Economic (In)Justice in the United States
SOC 424	Sociology of Gender
SOC 427	Racial and Ethnic Relations
SOC 450	Dynamics of Social Protest
SOC 465	Environment, Policy, and Justice
<u>SOC 466</u>	<u>Climate Change and Society</u>
SOC 498	Internship (No more than 6 credits may be counted toward major.)
SOC 499	Directed Study (No more than 6 credits may be counted toward major.)

**Total Hours**

~~24~~21

### Courses to total 120 credits for this degree

**Rationale:** The changes to the Sociology major curriculum are a response to Criminology becoming a separate major starting in July 2020. We removed the Criminology emphasis and removed "General" from our third emphasis so it is now "Sociology."



All courses draw on the expertise of our current faculty; no additional resources are needed.

All courses will be assessed as part of regular departmental assessment.

# University of Idaho

## POLICY COVER SHEET

(See Faculty Staff Handbook 1460 for instructions at UI policy website: [www.webs.uidaho.edu/uipolicy](http://www.webs.uidaho.edu/uipolicy))  
[3/09]

Faculty/Staff Handbook [FSH]  Addition  Revision\*  Deletion\*  Emergency  
Minor Amendment

Chapter & Title: \_\_\_\_\_

Administrative Procedures Manual [APM]  Addition  Revision\*  Deletion\*  Emergency  
Minor Amendment

Chapter & Title: 20.23 Payment Card Processing

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to [apm@uidaho.edu](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu) respectively.

\*Note: If revision/deletion request original document from [apm@uidaho.edu](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu), all changes must be made using "track changes."

Originator(s):  
(Please see FSH 1460 C)

Linda Campos 3/21/2019  
Name Date  
5-6530 lcampos@uidaho.edu

Telephone & Email:

Policy Sponsor: (If different than originator.)

Brian Foisy 3/22/19  
Name Date  
5-7090 brianfoisy@uidaho.edu

*Brian Foisy* 3/21/19

Telephone & Email:

Reviewed by General Counsel  Yes  No Name & Date: Kent Nelson 3/7/2019

I. **Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.  
These sections of the APM have been updated to reflect changes in the PCI compliance rules and best practice policy language from peer institutions.

II. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
There are no foreseeable fiscal impacts.

III. **Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.  
No related policies will change due to changes made.

IV. **Effective Date:** This policy shall be effective upon approval by the VP for Finance and Administration in order to ensure compliance with law..

If not a minor amendment forward to: \_\_\_\_\_

Policy  
Coordinator  
Appr. & Date:  
\_\_\_\_\_

FSH  
Appr. \_\_\_\_\_  
FC

Track # \_\_\_\_\_  
Date Rec.: \_\_\_\_\_  
Posted: t-sheet

APM  
F&A Appr.: \_\_\_\_\_  
[Office Use  
Only]

**APM 20.23 - Payment Card Processing**

Created/updated date: ~~March 21, 2017~~

**Preamble:** The University of Idaho (UI) is committed to providing a secure credit and debit card processing environment for our customers to protect against loss and fraud. To protect customers and limit University liability, we must comply with Payment Card Industry (PCI) requirements for securely processing, transmitting, and disposing of cardholder data. This policy will be effective immediately upon final approval. Pursuant to delegation from the President, the Vice President for Finance and Administration approved on ~~March 21, 2019~~ ~~March 21, 2017~~. [rev. 3/17]

Formatted: Font: Not Italic

Formatted: Font: Not Italic

**Contents:**

- A. Definitions
- B. Policy
- C. Scope
- D. [Process, Procedure and Guidelines](#)
- E. Exceptions
- F. Contact Information

**A. Definitions.**

**A-1. Owner:** The senior employee with direct responsibility for all credit card payment processing activities for their unit. [ed. 3-17]

Formatted: Font: Not Italic

**A-2. Contact:** The documented employee on file responsible for maintenance and coordination of payment card systems for their unit. [ed. 3-17]

Formatted: Font: Not Italic

**A-3. Operator:** Any employee tasked with processing card payments for their unit.

**A-4. Cardholder Data:** Any payment card information that is processed on behalf of the University of Idaho. This includes card numbers, expiration dates, security codes (CVC/CVV/CID code located on the back of credit cards) and cardholder personal data. [ed. 3-17]

Formatted: Font: Not Italic

**A-5. PCI-DSS:** Payment Card Industry – Data Security Standards.

**A-6. PA-DSS:** Payment Application – Data Security Standards.

**A-7. SAQ:** Self-Assessment Questionnaire.

**A-8. Merchant:** Any University unit that accepts debit or credit cards as part of its business process.

**A-9. Unit:** refers to primary management units within the University of Idaho (University), including recognized colleges, administrative units, and recognized University Centers located remotely from the main Moscow campus. [add. 3-17]

Formatted: Font: Not Italic

**A-10. Vendor:** Any person or company contracted by the University to facilitate payment card transactions. [ren. 3-17]

Formatted: Font: Not Italic

**A-11. Critical Technology:** Any technology device used within, or to connect to or from, the payment card processing environment network or equipment. [ren. 3-17]

Formatted: Font: Not Italic

**B. Policy.** All University of Idaho owners, contacts, and operators of any point-of-sale systems, credit payment terminals, or credit processing systems must maintain compliance with current PCI-DSS.







compliance has been regained to the satisfaction of the Controller's Office and the ITS Security Office. [ren. 3-17]

Formatted: Font: Not Italic

C. **Scope.** This policy applies to all entities processing credit cards directly or on behalf of the University of Idaho.

D. **Process, Procedure, and Guidelines.** Additional guidelines, processes, and procedures may be distributed or published by the Controller's Office and ITS in support of this policy and current PCI standards. Please see their websites for current information:

<https://support.uidaho.edu/TCClient/KB/?CategoryID=10>~~<http://www.uidaho.edu/infrastructure/its/departments/security>~~  
<http://www.uidaho.edu/finance/controller> [ed. 3-17]

Field Code Changed

Formatted: Font: Not Italic

Field Code Changed

E. **Exceptions.** Requests for exceptions in all or part of this policy may be submitted in writing to the University Controller or his or her designee, for review and possible approval. Any exceptions must be renewed annually.

F. **Contact Information.** The Controller's Office can assist with questions regarding this policy and PCI compliance. Phone: (208) 885-2719 or [pci-compliance@uidaho.edu](mailto:pci-compliance@uidaho.edu). [ed. 3-17]



University of Idaho  
2019 – 2020 Faculty Senate Agenda

Meeting #27

Tuesday, April 14, 2020 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2019-2020 Faculty Senate Meeting #26 (April 7, 2020) **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Committee Reports
  - Faculty Affairs (Vote)
    - FSH 1565 Emeriti (Alexandra Teague) **Attach. #2**
  - University Curriculum Committee (Vote)
    - UCC-20-064 PEP 495 as Senior Experience (Matthew Smitley) **Attach. #3**
    - UCC-20-069 COGS Continuing Registration, Finishing Status, Provisional Admission Policy, and Probation, Disqualification, and Reinstatement (Jerry McMurty) **Attach. #4**
    - UCC-20-071 MS Dietetics and Related Courses (Hydee Becker) **Attach. #5**
    - UCC-20-014 Honors Policy (Lindsey Brown) **Attach. #6**
    - UCC-20-054 v2 Replacing a Grade by Repeating a Course (Lindsey Brown) **Attach. #7**
- VI. Special Orders
  - Rescinding Friendly Amendment regarding "general" for UCC-20-032. (Terry Grieb)
  - APM 40.23 Municipal Waste Disposal (Diane Whitney) **Attach. #8**
- VII. New Business
- VIII. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting #26 (April 7, 2020)
- **Attach. #2** FSH 1656 Emeriti
- **Attach. #3** UCC-20-064 PEP 495 as Senior Experience
- **Attach. #4** UCC-20-069 COGS Continuing Registration, Finishing Status, Provisional Admission Policy, and Probation, Disqualification, and Reinstatement
- **Attach. #5** UCC-20-071 MS Dietetics and Related Courses
- **Attach. #6** UCC-20-014 Honors
- **Attach. #7** UCC-20-054 v2 Replacing a Grade by Repeating a Course
- **Attach. #8** APM 40.23 Municipal Waste Disposal

University of Idaho

2019 – 2020 Faculty Senate – **Approved**

Meeting # 27

Tuesday, April 14, 2020 at 3:30 pm

Zoom only

**Present:** Bridges, Carter, Caplan, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hanigan, Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Meeuf, Paul, Raja, Rashed, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Wiencek (w/o vote), Kern, McKellar, Tenuto

**Absent:**

**Guest Speakers/Presenters:** Lindsey Brown, Alexandra Teague, Matthew Smitley, Jerry McMurtry, Hydee Becker, Diane Whitney, Charles Zillinger

**Call to Order:** Chair Grieb called the meeting to order at 3:33 pm.

**Approval of Minutes (vote):**

There was a motion (Lee-Painter/Hanigan) to approve the minutes of the 2019-2020 Faculty Senate Meeting #26 (April 7, 2020). The motion to approve the minutes passed unanimously.

**Consent Agenda:** None.

**Chair's Report:**

- The next University Faculty Meeting (UFM) will be on May 6<sup>th</sup>, 2020, 2:30-4:00 (PT).
- Chair Grieb expressed gratitude to the chairs of all standing committees, in particular: Alexandra Teague (Faculty Affairs Committee), Lori Baker-Eveleth (University Curriculum Committee), and Barb Kirchmeier (Senate Vice-Chair and chair of the Committee on Committees). While all chairs deserve equal appreciation, these three committees had an especially large volume of items to address. Thanks are also due to Aaron Johnson (Teaching and Advising committee), Cassidy Hall, who chaired both the IT committee and the University Committee on General Education, and Ralph Neuhaus, chair of Admissions Committee.
- FSH and Catalog items must be approved by next Tuesday, April 21<sup>st</sup>, in order to be presented at the May 6<sup>th</sup> UFM.
- Discussion on the Vandal Gateway Program (VGP) will be on the agenda next week.
- We have 3 more meetings, April 14<sup>th</sup>, 21<sup>st</sup>, and 28<sup>th</sup>. Based on what is typically done, on the 28<sup>th</sup> the 2019-20 Senate will retire, and the new Senate will hold their first meeting. We still have additional discussions/updates on the Academic Prioritization Program (APP) whose final report is currently with President Green for approval, the Sustainable Financial Model Working Group, and outsourcing. Therefore, we may need a meeting of the 2019-20 Senate on May 5<sup>th</sup> to wrap up any unfinished business.
- Many thanks to Joana Espinoza for her extensive and innovative work with the Committee on Committees.
- Lastly, an issue of continuity of Senate operations in the summer, see FSH 1580.VII which prescribes the function of an Executive Committee. If anything requiring a formal response from Senate cannot

be addressed *via* Emergency Policy FSH 6990, the 2019-20 Senators may need to meet during the summer.

### **Provost's Report (delivered by Torrey Lawrence):**

- The report from the APP Taskforce was provided to the Institutional Planning and Effectiveness Committee (IPEC). IPEC will forward its recommendation to the President for final decisions.
- Two new COVID-19 emergency policies have gone to FSL and other groups for comments and are about to be submitted. They concern: 1) extension of Promotion and Tenure timelines, which is not automatic but can be requested); and 2) course evaluations for Spring and Summer 2020. This created an implementation challenge because we were in the middle of moving from the current system (Banner) to Campus Labs. Due to COVID-related delays, we will stay with Banner for this spring and move to the new system in the summer.
- Three dean searches are underway, for the College of Education, Health and Human Sciences, where the search for an interim dean is being prepared, the College of Law, and the College of Arts and Architecture (for which finalists have been identified).
- The President's budget memo from the end of last week contains information on the challenges still ahead of us.
- COVID-19 update: The university's current plan is to be open in the Fall, pending state/federal orders and public health guidance.

In response to a question, Vice Provost Lawrence clarified that course evaluations will be collected as usual, but faculty will be able to "opt-out," in the sense that they can look at those evaluations and choose to have them dropped from their records. The deadline to opt-out may be sometime in September, but that needs to be confirmed.

### **Committee Reports:**

- Faculty Affairs Committee (Voting item)  
FSH 1565 Emeriti – Alexandra Teague, attachment #2.  
Alexandra Teague gave a brief overview on how these revisions came to be. Francesca Sammarruca, Faculty Secretary, asked FAC to look at 1565 E-1 (now E-3-b) to consider clarifying the term "exceptional circumstances." Once FAC began to look at the policy, they realized that not only did that terminology need clarification (which was done by referencing FSH 3910 A-1), but that the process for becoming Emeritus also needed to be clarified, as did the possibility that emeritus status could be revoked in exceptional circumstances (which current policy left no mechanism for). The committee also realized that information in E-2 through E-4 was sometimes unclear, redundant, and/or no longer accurate. The revised policy does not substantively change the privileges or employment opportunities of emeritus status; it only brings those into alignment with current employment policies in HR and helps to clarify policy—e.g. requiring 60 days' notice for revoking office or lab space allocation—to protect both emeritus faculty and the full university community.

#### Discussion:

A Senator raised the issue of whether Emeriti can serve as (non-chair) members at graduate committees. Dean of COGS Jerry McMurtry noted that engagement of Emeriti is encouraged. There was general agreement that this would be a great topic for Graduate Council to undertake in the Fall. It was noted that it had been practice for Emeriti (who were approved as graduate faculty prior

to retirement) to be able to serve on graduate student committees and anyone needing a waiver prior to Graduate Council addressing this oversight should contact the Dean of the College of Graduate Studies.

Senator A. Smith proposed a first amendment, which consisted of adding the language underlined below to the opening paragraph of section E-3 as approved by FAC:

*“Faculty must request consideration for emeritus status. This request may be made in the notice of resignation or in a request made directly to the provost. This request may be made along with or at any point following the submission of the letter of resignation. If a faculty member who is eligible for emeritus status under section E-2 does not request consideration for emeritus status in their resignation letter, then their college or department will send a notice to the faculty member asking if they wish to request emeritus status. The college or department will send a similar notice to any eligible faculty who receives a terminal contract due to program closure or similar circumstances. [rev. 2-20]”* This addition would prevent eligible faculty from “falling through the cracks”. The motion to amend was seconded by Senator Fairley. The chair of FAC noted that this is a great addition to the policy. The motion carried.

There was a second amendment. Senator A. Smith proposed to amend section E-3-b as approved by FAC to read as follows, where underlines and deletions represent changes to the section that was approved by FAC: *“In exceptional circumstances, the provost may suspend the above eligibility rules and award, deny, or revoke a faculty member’s emeritus status, with a written notification to the faculty member stating the reasons for the decision and notifying them of the ability to appeal. A faculty member may appeal this decision to the Faculty Senate Chair, Faculty Senate Vice Chair, and Faculty Secretary, where the provost’s decision must be upheld by a unanimous vote in order to be enacted. ~~to be affirmed or denied based on a majority vote.~~ Examples of exceptional circumstances include the reasons outlined in FSH 3910 A-1. [add. 1-12, rev. 2-20]”* The reason for this second amendment, which replaces “majority vote” with “unanimous vote,” as it was in the original policy, is to provide stronger protection to the prospective emeritus in the identification of exceptional circumstances. Chair Teague observed that FAC had chosen not to go that direction to avoid giving too much power to a single person. Both Chair Grieb and Secretary Sammarruca made comments in support of Senator A. Smith’s amendment. The motion was seconded by Senator Fairley. The motion carried.

A Senator moved back to the issue of Emeriti serving on graduate committees. This Senator is about to become Emerita and is currently serving on 7 such committees, for which it would be very difficult to find replacements for her. She will follow up with Dean McMurtry, who reiterated that Graduate Council does support Emeriti serving. Chair Grieb noted that we can come back to this should an additional vote be required. It was also noted that Emeriti can serve on UI committees per FSH 1565. Are graduate committees not included because they are not standing committees? Graduate Council will look into this question.

The vote was called on FSH 1565 as amended. The motion carried.

- University Curriculum Committee (Voting items)
  - UCC-20-069 COGS regarding Continuing Registration, Finishing Status, Provisional Admission Policy, and Probation, Disqualification, and Reinstatement – Jerry McMurtry, Attachment #4. All these items will be voted as a package.

Dean McMurtry explained the rationale for the changes in the definition of “current” graduate student, which allows better consistency with many other institutions. There were no questions or comments on this item.

Moving to the second item, the new language sets some parameters around “Provisional Admission,” which was done informally up to this point. Provisional admission is available to students who are academically eligible but lack departmental requirements or are deficient in coursework necessary for full admission to the program. Their progress is monitored, and the students can then be moved to regular admission, if appropriate. Typically, this happens within one or two semesters.

The changes to Probation, Disqualification, and Reinstatement procedures have the advantage of streamlining the process, as there is no longer the need to search for reversion grades (a very time-consuming task).

Discussion:

There was a brief discussion on the meaning and consequences of disqualification, and under which circumstances it can occur. A student’s GPA must fall below 3.0 for two consecutive semesters. A grade of “P” which the student may earn doing research over the summer does not count towards raising the GPA to 3.0 during the second semester. However, even when disqualified, the student is still part of the university. They can be reinstated with the recommendation of the major professor and their department chair. After disqualification, they can petition so that they don’t have to sit out for one semester.

Back to Provisional Admission, a Senator asked why this option is not available to international students. Dean McMurtry explained that this is mandated by Homeland Security.

Another Senator suggested to look into regulation L11 to verify consistency of language with regard to Reinstatement.

Vote: The motion carried.

- UCC-20-064 PEP 495 as Senior Experience – Matthew Smitley, attachment #3.  
Matthew Smitley introduced himself as the Director of the MS in the Athletic Training program, which is housed in CEHHS. This is an 84-credit, two-year, six-semester MS degree that prepares for a national certification exam both for health care workers and athletic trainers. Within the degree pathway, no class was offered that would be suitable as a Senior Experience. After extensive discussion with UCGE and UCC, they proposed PEP 495, a one-unit practicum course. In this class, students gain experience in exercise science or a health science field. It requires 40 hours of participation in assigned sites and allows students to apply the knowledge they have acquired in their degree pathway while obtaining real-world experience. Thus this course meets the standards of a Senior Experience as students utilize what they have learnt in their coursework. Activities include active reflection, goal setting, and real-time participation at clinical sites.

Vote: the motion carried.

- UCC-20-071 regarding MS Dietetics and Related Courses – Hydee Becker, attachment #5.  
Effective January 1, 2024, the Commission on Dietetic Registration (CDR) will require a

minimum of a master's degree to be eligible to take the credentialing exam to become a registered dietitian nutritionist (RDN). The School of Family and Consumer Sciences (FCS) is proposing to offer a new degree program called the Master of Science in Dietetics (MS D). This degree will include 59 credit hours (33 credits of 500-level courses) and at least 1,200 hours of supervised experiential learning in nutrition and dietetics settings culminating in the successful completion of a comprehensive final exam. The purpose of the degree is to meet the requirements needed for graduates to take the credentialing exam to become RDNs (previously referred to as registered dietitians, RDs). Currently, FCS offers a Bachelor of Science in family and consumer sciences (BS FCS) with a major in Foods and Nutrition. The current undergraduate enrollment of students in food and nutrition is expected to grow, as students will seek a seamless transition from the undergraduate to graduate degree. In fact, University of Idaho students will be encouraged to apply for the MS in their junior year and begin the MS D in their senior year. Current students accepted into the program will complete the BS and MS within five years in this 3 + 2 program. Students who already have a BS degree in another major or from another institution who wish to work as RDNs may apply for the two year (four semesters) ACNED-accredited MS D.

Discussion:

There was some discussion regarding how the program differs from the one at ISU. Hydee Becker explained that Dietetics is a field in transition. Historically, ISU offered an undergraduate degree to provide course work and a separate internship in dietetics. At U of I, both of these aspects will be coordinated. By going for an MS in Dietetics, they are moving to a new model, thus giving students more options. To meet accreditation requirements, ISU has now changed their internship into a master's degree. Thus it is similar to what we do, yet different.

A Senator asked whether the closure of the UG program was part of the Program Prioritization done this year. Hydee Becker noted that already some time ago they had taken the Dietetics option out of their UG degree, leaving the BS in Food and Nutrition.

Vote: the motion carried.

- UCC-20-014 regarding Honors Policy – Lindsey Brown, attachment #6.  
With these revisions, academic honors are based solely on U of I GPA (not GPAs from other institutions). Also, a chart is included in the Catalog which will make it easier to understand the requirements for the various levels of academic honors.  
Vote: the motion carried.
- UCC-20-054 v2 Replacing a Grade by Repeating a Course – Lindsey Brown, attachment #7.  
Currently, a student who has received a D or F in a course at UI may repeat the course at the UI provided credit has not been earned in a more advanced vertically related course in the same subject area. Although all grades remain on the record, the first repeat will replace the grade and credit earned initially in the course. The second and subsequent repeats of the same course will be averaged in the student's institutional GPA. The proposed policy would change this to keep all grades on the student's records, but the most recent grade received will be calculated within the student's GPA and credit earned in the course. See the College of Law section for the exception to this regulation applicable to students in that college.

Discussion:

A Senator said that the best grade should count as it applied to the credit earned in the course and was not supportive of UCC's choice. Chair Grieb proposed to postpone the possible presentation of an amendment until next week, after the interested parties have had a chance to discuss it.

Motion to postpone: Tibbals/Schwarzlaender. The motion carried.

### **Special Orders:**

- Rescinding Friendly Amendment regarding "general" for UCC-20-032. (Terry Grieb)  
The friendly amendment from Meeting #26 to replace "Sociology" with "General" was due to a misunderstanding and should be revoked before presentation to UFM. The intent was to reflect that the Sociology major had two emphases as follows: Inequalities and Globalization, and General Sociology. There were no objections.
- APM 40.23 Municipal Waste Disposal – Charles Zillinger, attachment #8.  
These changes were actually made and implemented in 2013. Thus, this is just to formalize what is already being applied. The current policy is cleaner and simplified, and only deals with solid waste and no other kind of waste.  
There were no questions or comments.

### **New Business:**

- Senator Hanigan reported that some students who use the Center for Disability Access and Resources (CDAR) as a resource asked for more visibility on campus as part of our diversity mission. ASUI is working to bring more light on that fraction of our student body as a diversity aspect. They are preparing a survey for faculty and students. Information on a survey (for which approval is pending) will be included in the Senate Talking Points as soon as it becomes available.
- A reminder that election results for 2020-2021 Senators must be in by Monday April 20<sup>th</sup> (later corrected to Tuesday April 21<sup>st</sup>.)

**Adjournment:** A motion to adjourn was made by Kirchmeier. The meeting was adjourned at 5:03pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate



Attach. #1

University of Idaho

2019 – 2020 Faculty Senate – **Pending Approval**

Meeting # 26

Tuesday, April 7, 2020 at 3:30 pm

Zoom only

**Present:** Bridges, Carter, Caplan, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hanigan, Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Meeuf, Paul, Raja, Rashed, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Wiencek (w/o vote), Kern, McKellar, Tenuto

**Absent:**

**Guest Speakers/Presenters:** Dean Panttaja, Lindsey Brown, Sherrie Metlen, Diane Whitney, Linda Campos, Brian Smentkowski, Leontina Hormel, Melissa Goodwin

**Call to Order:** Chair Grieb called the meeting to order at 3:31 pm.

**Approval of Minutes (vote):**

There was a motion (A. Smith/Tibbals) to approve the minutes of the 2019-2020 Faculty Senate Meeting #25 (March 31, 2020). The motion to approve the minutes passed unanimously.

**Consent Agenda:** None.

**Chair's Report:**

- Chair Grieb thanked Mary Stout, Joana Espinoza, and Carlos Vazquez for the valuable support they provide to Senate. He also extended thanks to the Faculty Secretary for her service during a year of transition. He acknowledged Vice provosts Cher Hendricks and Torrey Lawrence, Policy Coordinator Diane Whitney, and Registrar Lindsey Brown for the hard work they do, often “behind the scenes.” Last but not least, he thanked and wished all the best to Provost John Wiencek and congratulated him on his new position.
- Senators were asked to remind the faculty in their colleges to fill out the COVID-19 timesheets so that we can maximize our federal support for this emergency. Instructions for doing this will be included in the talking points.
- Senators who are completing their term on Senate were reminded that the results of their college elections need to be communicated to Senate Leadership no later than April 21<sup>st</sup>.

There were some requests of clarification concerning the COVID-19 timesheets, as exempt employees are usually unfamiliar with time reporting. Faculty who can work at home full-time can report a maximum of 40 hours per week.

**Provost's Report:**

- Provost Wiencek has accepted an offer at the University of Akron in Ohio, where he will be closer to his family. He enjoyed the time at U of I, where he leaves many friends and dear colleagues. He hopes to stay in touch with all of them. Torrey Lawrence was just appointed Interim Provost. Provost Wiencek will prepare to leave during the month of May.

Discussion:

A Senator brought up an ITS issue. ITS has changed their rules about “sponsored accounts”, which could be used, for instance, by post-doctoral fellows to continue collaborations when they leave U of I to take a permanent position. Apparently, the policy was changed without any communication. Both Provost Wiencek and Vice Provost Lawrence were not aware of this change but will ask Dan Ewart about it.

**Committee Reports:**

- Committee on Committees (Voting items)  
FSH 1640.89-90 regarding UCGE and GEAC -Barb Kirchmeier and Dean Panttaja (attachment #2). The two committees are being combined because: 1) General education assessment informs general education curriculum selection and should not be separated; 2) Many members serve on both committees so this is an efficiency of resources move; and 3) The institutional representatives to SBOE statewide general education should be part of both the assessment and the selection processes.  
Discussion:  
There was a friendly amendment to replace in Section B the old name “College of Education” with the current name of “College of Education, Health, and Human Sciences”.  
Vote: motion carries.
- Multi-Campus Communication Committee (Voting item)  
FSH 1540 UFM participation rules – Francesca Sammarruca (attachment #3).  
Per current FSH 1540 A-1, full participation (that is, with vote) in university faculty meetings (UFM) is possible if off-campus faculty join one of 4 approved locations (typically in Boise, Coeur d’Alene, Twin Falls, Idaho Falls). Already last Fall, the idea came up to allow full participation remotely to any eligible voter from anywhere. The rationale is: 1) to encourage broader participation and 2) to increase the probability of having a quorum.  
Discussion:  
Following a comment from Chair Grieb, Sammarruca confirmed that the next UFM, on May 6<sup>th</sup>, 2020, will take place via Zoom because COVID-19 Temporary Emergency Policy FSH 6990 allows suspension of current FSH 1540 A-1.  
Vote: motion carries.
- University Curriculum Committee (Voting item)
  - UCC-20-53 Upper-Division Credit Requirements – Lindsey Brown (attachment #4).  
This was discussed last week. There are no changes and the Registrar’s Office is ready to move forward.  
Discussion:  
A Senator noted that we are lowering the number of required credits while our peers have higher requirements. Lindsey Brown replied that this choice allows for greater flexibility, particularly when providing instruction to other campuses.  
Vote: motion carries.
  - UCC-20-013 Posthumous Degrees – Lindsey Brown (attachment #5).  
The purpose is to have a fully vetted and approved policy. It went through UCC, Graduate Council, and the College of Law. It also provides for an appeal process.  
Vote: motion carries.
  - UCC-20-55 Independent Study Courses – Sherrie Metlen (attachment #6).  
The discussion continued from the previous week. Senator Tibbals was invited by Chair Grieb to propose the amendments which he was considering last week. The amendments are as follows:

1. *In section B-4, replace “independent study” and “correspondence study” with “Independent Study in Idaho”.*
2. *Motion to amend the proposed language in Regulation E-4 to replace the struck language with the following: “...non-U of I sponsored independent study courses,...”*
3. *Motion to amend the proposed language in Regulation J-2 to replace the struck language with the following: “...or non-U of I sponsored independent study courses...”*
4. *Motion to amend the proposed language in Regulation J-9-c to replace the struck language with the following: “...non-U of I sponsored independent study courses,...”*

Rationale for the amendments: Readers may not fully realize that we are making a distinction between ISI courses offered by the U of I and those offered by BSU, ISU, and LCSC for the purposes of grades and residency. Added clarity may help prevent confusion for students and advisors. The motion by Tibbals to approve all 4 amendments was seconded by DeAngelis. The motion to approve the amendments carries. The motion to approve the language as amended carries.

- UCC-20-60 First-Year Admission Requirements – Melissa Goodwin (attachment #7).  
When new SAT scores were introduced, they did not get into the Catalog. Thus, this proposal is just to enter in the Catalog changes that were actually made already in March 2016.  
The proposal went smoothly through UCC.  
Vote: motion carries.
- UCC-20-63 GenEd catalog changes – Dean Panttaja (attachment #8).  
UCC-20-63-(b, d, e, f, g) will be presented and voted as a packet.  
Starting with Catalog J-3-b, English requested that ENGL 317 and 313 be removed primarily because it was really difficult to adjust to State Board (SB) learning outcomes for Communication classes.  
Catalog item J-3-d concerns “Mathematical Ways of Knowing”. Because we have separate Mathematics and Statistics departments, MATH 153/STAT 153 was added as a cross listed class to be consistent with SB course indexing. Changes to J-3-e “Humanistic and Artistic Ways of Knowing”, J-3-f “American Diversity and International Courses”, and J-3-g “Senior Experience,” were presented next.  
There was some discussion on the fact that ENGL 317 and ENGL 313 (Technical Writing and Business Writing), although still offered, will no longer count towards Oral Communication requirements. They now have a much stronger writing focus. Degrees and programs can still have them in their curriculums designated as Communication classes. Another Senator expressed discontent with this change, as some students will now have to take an additional course to cover both the oral and writing communication requirements.  
The discussion moved to Senior Experience and Capstone. A Senator inquired whether there had been any talk about eliminating the Senior Experience, following the removal of the ISEM. Dean Panttaja said it would be a vary bad idea for the institution to move away from the Senior Experience or Capstone. Those are the greatest opportunity an institution has to capture the students’ success and what they have actually learned. It is not only a profound experience for the student and a great benefit towards their future professional lives, but also a unique opportunity to capture data to report back on. Discussions on Capstones have been about UCC wanting to move them back to the programs rather than having them considered as part of General Education. It is most important to continue to have that “touch” with the students before they leave. We also use it as a matter of accreditation and assessment. Discussions have been about where Senior Experience belong, not whether it should be removed.

Friendly amendment on **J-3-b**: drop the word “four” from “...one of the following four courses...”.

Vote: motion carries.

- UCC-20-032 Changes to B.A. and B.S. in Sociology – Leontina Hormel (attachment #9).  
Rationale: The changes to the Sociology major curriculum are a response to Criminology becoming a separate major starting in July 2020. We removed the Criminology emphasis and removed “General” from our third emphasis so it is now “Sociology.” All courses draw on the expertise of our current faculty and thus no additional resources are needed. Courses will be assessed as part of regular departmental assessment.

Discussion:

There was a friendly amendment to strike “general” and leave “Sociology”.

Vote: motion carries.

### Special Orders:

- APM 20.23 Payment Card Processing – Linda Campos (attachment #10).  
These sections of the APM have been updated to reflect changes in the PCI compliance rules and best practice policy language from peer institutions.  
A brief discussion followed. There are no fundamental changes nor additional costs to vendors or to the university. Chair Grieb thanked Linda Campos for presenting this advisory item.
- CETL & Online Delivery – Brian Smentkowski (attachment #11).  
Before starting his presentation (the slides are attached to this binder), Brian Smentkowski acknowledged the amazing way faculty have made the transition to different teaching strategies. He showed “snapshots” of Bblearn usage on campus at any given time before and after Spring Break, revealing, most recently, a greater concentration of student usage outside of business hours. It was interesting to see how Bblearn usage in Moscow dropped by 50%, as students log on from other locations. A break-down by states, nationally, was also displayed.

The focus moved to U of I faculty surveys concerning faculty use of Zoom, BbLearn, or other teaching strategies. Use of Zoom for meeting, advising, or mentoring has been overwhelmingly large. Faculty seem to feel very confident using BbLearn, but they are also willing and able to find “cool” and creative ways to connect with students. They are talking to students to get a sense of what works for them. They listen and communicate in order to find a path forward.

There has been a large volume of email communication from CETL. Workshops have often made use of faculty’s creative ideas and suggestions. There is good bonding between students and faculty. At CETL, they have heard many success stories of faculty connecting, engaging, and demonstrating flexibility about students’ needs.

Brian Smentkowski wanted to end his presentation as he started it, namely by thanking the faculty. He encouraged faculty to reach out and let CETL know how they can help.

Chair Grieb thanked Brian Smentkowski and opened the space to discussion.

A Senator asked whether there are data about how many students do not have easy access to technology while away from campus. To Brian Smentkowski’s knowledge, such data is not available. ITS may have that information.

Chair Grieb brought up the issue of “Zoom bombing.” This disruption can be difficult and demoralizing to faculty. Should we require that students sign in in order to access a zoom class? Brian Smentkowski noted that it is best to observe protocol and restrict our students’ space to make it safe, comfortable, and free of incivility. Again, faculty are strongly encouraged to contact CETL if they encounter this or other problems. There are resources available on zoom protection.

Chair Grieb thanked Brian Smentkowski again and CETL’s great work since they started, in August 2017. A number of helpful links appeared on the Zoom “chat space” of which Senators were encouraged to take note.

**New Business:** None

**Adjournment:** Motion to adjourn (Tibbals/Fairley). The meeting was adjourned at 4:55pm.

Respectfully Submitted,

Francesca Sammarruca  
Secretary of the University Faculty & Secretary to Faculty Senate



# POLICY COVER SHEET

For instructions on policy creation and change, please see [www.uidaho.edu/governance/policy](http://www.uidaho.edu/governance/policy).

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to [uofi-policy@uidaho.edu](mailto:uofi-policy@uidaho.edu).

**Faculty Staff Handbook (FSH)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: **Section 1565: Emeritus Status, Section E**

**Administrative Procedures Manual (APM)**

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: \_\_\_\_\_

\*Note: If revision or deletion, request original document from [uofi-policy@uidaho.edu](mailto:uofi-policy@uidaho.edu). All changes must be made using "track changes."

**Originator (see FSH 1460 C)** Alexandra Teague, Chair, Faculty Affairs Committee

415-702-7104 / [ateague@uidaho.edu](mailto:ateague@uidaho.edu) / 24 February 2020

**Policy Sponsor, if different from Originator** \_\_\_\_\_  
Name Date

Telephone Email

**Reviewed by General Counsel** X Yes \_\_\_No Name & Date: Kim Rytter 3/31/20

- 1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.

Francesca Sammaruca, Faculty Secretary, asked FAC to look at 1565 E-1 (now E-3-b) to consider clarifying the term "exceptional circumstances" in "In exceptional circumstances the provost, with the concurrence of Senate Chair, Vice Chair and Faculty Secretary, may suspend the above eligibility rules and award or deny emeritus status to a faculty member" because in a case brought to Senate Leadership, this had been hard to define. Once FAC began to look at the policy, we realized that not only did that terminology need clarification (which we did by referencing FSH 3910 A-1), but that the process for becoming Emeritus also needed to be clarified, as did the possibility that emeritus status could be revoked in exceptional circumstances (which current policy left no mechanism for). We also realized that information in E-2 through E-4 was sometimes unclear, redundant, and/or no longer accurate. The revised policy does not substantively change the privileges or employment opportunities of emeritus status; it only brings those into alignment with current employment policies in HR and helps to clarify policy—e.g. requiring 60 days' notice for revoking office or lab space allocation—to protect both emeritus faculty and the full university community.

- 2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

none

- 3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

none

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: \_\_\_\_\_

Policy Coordinator Appr. & Date: _____ <i>[Office Use Only]</i>
--

<i>APM</i> F&A Appr.: _____ <i>[Office Use Only]</i>
--

<i>FSH</i> Appr. _____ FC _____ GFM _____ Pres./Prov. _____  <i>[Office Use Only]</i>
---

Track # _____ Date Rec.: _____ Posted: t-sheet _____ h/c _____ web _____ Register: _____ <i>(Office Use Only)</i>
---



1565  
ACADEMIC RANKS AND RESPONSIBILITIES

**E. EMERITUS STATUS~~1~~ (FSH 1520 II-2)**

**E-1. PURPOSE.** Emeritus status benefits both the university and emeriti by providing opportunities for emeriti to maintain ties with faculty members and continue service to the university and community. [add. 2-20]

**E-2. ELIGIBILITY.** A board-appointed, benefit-eligible member of the university faculty who holds one of the ranks described in 1565 D and who leaves the university and has a minimum of 8 years of service, has attained 55 years of age, and attained the rule of 65 (age plus years of service is at least 65); is designated as eligible for emeritus status.

“professor emeritus/emerita,” “research professor emeritus/emerita,” or “extension professor emeritus/emerita,” as applicable. A faculty member without such rank has the designation “emeritus” or “emerita,” as applicable, added to the administrative or service title held at the time of retirement. [ed. 7-00, 7-02, 1-08, rev. 7-12, 1-14, 2-20]

In exceptional circumstances the provost, with the concurrence of Senate Chair, Vice Chair and Faculty Secretary, may suspend the above eligibility rules and award or deny emeritus status to a faculty member. [add. 1-12]

**E-3. APPOINTMENT.**

a. Faculty shall must request consideration for emeritus status. This request may be made in the notice of resignation or in a request made directly to the provost. This request may be made along with or at any point following the submission of the letter of resignation. [rev. 2-20]

a. In ordinary circumstances, the provost will grant emeritus status if the eligibility requirements specified in E-2 are satisfied. [rev. 2-20]

b. In exceptional circumstances, the provost may suspend the above eligibility rules and award, deny, or revoke a faculty member’s emeritus status. A faculty member may appeal this decision to the Faculty Senate Chair, Faculty Senate Vice Chair, and Faculty Secretary, to be affirmed or denied based on a majority vote. Examples of exceptional circumstances may include the reasons outlined in FSH 3910 A-1. [add. 1-12, rev. 2-20]

c. A list of emeriti is maintained by the Provost’s office. [rev. 2-20]  
Emeriti are responsible for updating contact information with the university. [ed. 7-12, rev. 2-20]

d.

**E-4. RIGHTS, PRIVILEGES, AND RESPONSIBILITIES.** [rev. 2-20]

Emeriti are faculty members in every respect, except for the change in salary and in certain fringe benefits, the obligation to perform duties, and the right to vote in faculty meetings.

**Voting.** Emeriti may vote in faculty meetings as described in FSH XYZ.

a. **Access.** They Emeriti continue to have access to research, library, and other UI facilities. [rev. 2-20]

b. **Participation.** UI encourages the voluntary continued participation of emeriti in the activities of the academic community. Emeriti may take an active role in the service and committee functions of their department, college, and the university y, as described in FSH 1520 Article II, Section 2. Other activities are subject to approval by the provost. UI encourages the voluntary continued participation of emeriti in the activities of the academic community. [rev. 2-20]

c. **Title.** Emeriti may use the title “professor emeritus/emerita,” “research professor emeritus/emerita,” or “extension professor emeritus/emerita,” as applicable. A faculty member without such rank has the designation “emeritus” or “emerita,” as applicable, added to the administrative or service title held at the time of retirement.

d. **Mail.** Departmental mailboxes continue to be available to emeriti who reside locally. Emeriti who have departmental mailboxes receive full distribution of departmental notices unless otherwise requested.

e. **Office supplies.** Office materials and supplies are available under the same issuing procedures applicable to other faculty regular departmental procedures members of the department. [rev. 2-20]

a. **Postage.** Departmental postage may be used for professional mail.

**Commented [LT-V(1)]:** Check with HR – any concerns? Insurance/liability covered?

**Commented [LT-V(2R1)]:** Implication is employment with no pay. Not allowed.

**Commented [LT-V(3)]:** To comply with labor law (e.g. emeriti not volunteering to teach a course)

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE Section 1565: Academic Ranks and Responsibilities

- ~~f. 5~~
- ~~g. **Parking.** One Emeriti receive one non-transferable gold parking permit annually. [rev. 1-08, 2-20]~~
- ~~h. **Discount programs.** Any Emeriti receive any discounts available to other faculty members of the faculty through various UI programs. [rev. 2-20]~~
- ~~i. **Functions.** Emeriti are invited to the same university, college, and departmental functions on the same basis as active faculty. [rev. 2-20]~~
- ~~j. **Travel funding.** Travel funding may be used to support professional activities of emeriti in service to the university (e.g. guest lectures, research design, consultation, etc.). Emeriti may have a lower priority for travel funding than active faculty and such funding is at the discretion of the unit administrator or dean. [rev. 2-20]~~
- ~~k. **Office/lab space.** Offices and labs for emeriti are provided on a space-available basis as determined by the unit administrator or dean, giving higher priority to active faculty and unit needs. Office and lab space allocations to emeriti may be revoked upon 60 days' notice. [rev. 2-20]~~
- ~~l. **Information technology services.** Emeriti who elect to maintain an active computing account will retain access to services provided by Information Technology Services (ITS) including electronic communications (e.g., email, instant messaging, etc.), technical support, and offered software. [add. 7-99, ren. 1-08, ed. 7-12, rev. 7-15, 2-20]~~

#### **E-53. EMPLOYMENT OPPORTUNITIES.** [add. 1-12, rev. 2-20]

- ~~a. Emeritus faculty Emeriti may hold a temporary or permanent part-time position (0.49 FTE or less) at the University of Idaho after retirement, subject to regular employment procedures, but not a full-time one. When it is in the university's interest, exceptions may be made and the full-time employment limitation may be waived by the president. It is the responsibility of emeriti to consult with HR regarding impact to benefits. [ed. 1-14, rev. 2-20]~~

~~Units wanting to employ emeritus faculty in temporary roles may appoint them through the normal process for up to three consecutive semesters.~~
- ~~b. Emeriti shall not serve as supervisors of other employees unless they hold a position as outlined in E-35-a herein. [rev. 2-20]~~
- ~~b. Units wanting to employ emeritus faculty in a permanent part-time position without a search must request, in writing, a search waiver from the Director of Human Rights, Access & Inclusion. Search waivers granted to emeritus faculty remain in effect for three full years. Units need only notify Human Resources if they want to continue to employ an emeritus faculty member while the search waiver is in effect. However, a unit is not obligated to employ the emeritus faculty member during this three year period.~~

#### **E-4. SPECIFIC PROVISIONS FOR BENEFITS OF EMERITUS PARTICIPATION STATUS.** [ren. 7-12]

- ~~a. Departmental mailboxes continue to be available to emeriti who reside locally. Emeriti who have departmental mailboxes receive full distribution of departmental notices unless otherwise requested.~~
- ~~b. A list of emeriti is maintained by the Provost's office and their mailing addresses is maintained at each level—department, college, and university (Human Resources). [ed. 7-06, 1-08]~~
- ~~c. The director of human resources is Emeriti are responsible for supplying updating contact information with the university about emeriti for the Campus Directory.~~
- ~~d. Emeriti who have campus mailboxes receive University of Idaho publications by campus mail or upon request by email. [ed. 7-12]~~
- ~~e. Emeriti who have departmental mailboxes receive full distribution of notices; otherwise, special requests may be made to the departmental administrator.~~

## UI FACULTY-STAFF HANDBOOK

### Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE Section 1565: Academic Ranks and Responsibilities

~~f. Ordinary office materials and supplies are available under the same issuing procedures applicable to other faculty members of the department.~~

~~g. Departmental postage may be used for professional mail.~~

~~h. Offices for emeriti are provided on a space available basis.~~

~~i. One, free non-transferable gold parking permit annually each year. [rev. 1-08]~~

~~j. Any discounts available to other members of the faculty and staff through various UI agencies programs are available to emeriti.~~

~~k. Emeriti are included invited to appropriate university, college, and departmental faculty-staff functions on the same basis as active faculty.~~

~~l. In the appointment of committees, administrators at all levels and the Committee on Committees are encouraged to consider the availability and desire for significant service of emeriti for service on committees.~~

~~m. There are many areas of activity, professional and other, such as service to the community and special groups within the community and university, in which emeriti may have the time and the inclination to make continuing contributions (e.g., guest lectures, research design, and consultation). In connection with such services, emeriti are not excluded from the travel budget, though they may generally have a lower priority.~~

~~Travel funding may be used to support professional activities of emeriti in service to the university (e.g. guest lectures, research design, consultation, etc.). Emeriti may have a lower priority for travel funding than active faculty and such funding is at the discretion of the unit administrator or dean.~~

~~h. Offices and labs for emeriti are provided on a space available basis as determined by the unit administrator or dean, giving higher priority to active faculty and unit needs. Office and lab space allocations to emeriti may be revoked upon 3060 days notice.~~

~~n. Emeriti who elect to maintain an active computing account will retain access to services provided by Information Technology Services (ITS) including electronic communications (e.g., email, instant messaging, etc.), technical support, and offered software offered software. [add. 7-99, ren.1-08, ed. 7-12, rev. 7-15]~~

~~**E-5. LISTING OF EMERITI IN THE COMMENCEMENT PROGRAM.** Names of faculty members who retire after meeting the eligibility requirements stated in E-1 are listed in the program of the commencement exercises held during the fiscal year in which their UI duties end; also, those whose service obligations are to end on or before August 31 following a given commencement will be listed in the program for that commencement. [ed. 1-10, ren. 7-12]~~

~~**E-6. MAINTENANCE OF TIES WITH EMERITI.** The Faculty Senate has urged UI units periodically to review their contacts with emeriti and to take steps to ensure that the provisions of this section—particularly b and c, above—are being carried out; moreover, the senate has urged all members of the UI community to seek additional ways of maintaining ties with emeriti and to provide opportunities and the means for them to continue to be a part of, and of service to, the university. [ed. 1-08, 7-09, ren. 7-12]~~

Commented [LT-V(4)]: Removed bad hyperlink.

Commented [LT-V(5)]: Commencement is about students. Idea: we can recognize emeriti at the last faculty meeting, excellence awards, etc.

**University Committee on General Education  
Proposed Catalog Changes  
Effective Summer 2020**

### **J-3-g. Senior Experience**

One course chosen from the approved Senior Experience courses listed below.

Approved Senior Experience Courses:

AGEC 478	Advanced Agribusiness Management	3
AGED 471	Senior Capstone in Agricultural Education	1
AGED 498	Internship (Max 10 credits)	1-10
ARCH 454	Architectural Design: Vertical Studio	6
ART 410	Professional Practices	2
ART 490	BFA Art/Design Studio	6
ART 491	Information Design	3
ART 495	BFA Senior Thesis	2
AVS 450	Issues in Animal Agriculture	2
BE 478	Engineering Design I	3
BE 479	Engineering Design II	3
BE 491	Senior Seminar	1
BIOL 401	Undergraduate Research	1-4
BIOL 405	Practicum in Anatomy Laboratory Teaching	2-4
BIOL 407	Practicum in Biology Laboratory Teaching	2-6
BIOL 408	Practicum in Human Physiology Laboratory Teaching	2-4
BIOL 411	Senior Capstone	2
BIOL 425	Experimental Field Ecology	3
BIOL 491	Practicum in Teaching	2
BUS 490	Strategic Management	3
CE 494	Senior Design Project	3
CHE 452	Environmental Management and Design	1-16
CHE 454	Process Analysis and Design II	3
CHEM 409	Proseminar	1
COMM 453	Communication Theory	3
CS 481	CS Senior Capstone Design II	3
ECE 481	EE Senior Design II	3
ECE 483	Computer Engineering Senior Design II	3
ECON 490	Economic Theory and Policy	3
ENGL 440	Client-Based Writing	3
ENGL 490	Senior Seminar	3
EDCI 401	Internship Seminar	1
EDCI 485	Secondary Internship	15
ENT 438	Pesticides in the Environment	3
ENVS 497	Senior Research	2-4
FCS 401	Professional Ethics and Practice in CFCS	1

FCS 424	Senior Experience: Apparel Design	4
FCS 432	Apparel Promotion and Merchandising	3
FCS 486	Nutrition in the Life Cycle	3
FCS 492	Nutrition Education in the Life Cycle	3
FCS 497	Internship Preschool	1-16
FISH 418	Fisheries Management	4
FISH 473	ECB Senior Presentation	1
FISH 495	Fisheries Seminar	1
FL 401	MLC International Experience	1
FOR 424	Silviculture Principles and Practices	4
FOR 427	Prescribed Burning Lab	3
FOR 473	ECB Senior Presentation	1
FS 489	Food Product Development	3
GEOG 493	Senior Capstone in Geography	3
GEOL 490	Geology Field Camp	3
HIST 495	History Senior Seminar	3
ID 452	Interior Design VI	6
INDT 484	Industrial Technology Capstone I	3
INTR 401	Career and Leadership Development	2
IS 495	International Studies Senior Seminar	3
JAMM 448	Law of Mass Media	3
JAMM 476	Advanced Digital Media Production II	3
LARC 480	The Resilient Landscape	3
MATH 415	Cryptography	3
ME 424	Mechanical Systems Design I	3
ME 426	Mechanical Systems Design II	3
MUSA 490	Half Recital	0
MUSA 491	Recital	0
MUSC 481	Senior Thesis in Music Theory II	1
MUSC 490	Senior Recital	0
MUSH 481	Senior Thesis in Music History II	1
MUST 432	Practicum: Music Teaching	11
MVSC 486	Healthy Active Lifestyle Assessment and Intervention	3
NRS 411	Environmental Project Management & Decision Making	4
NRS 473	ECB Senior Presentation	1
NRS 475	Conservation Planning and Management	4
ORGS 410	Capstone Project in Organizational Sciences	1-6
<a href="#">PEP 495</a>	<a href="#">Practicum</a>	<a href="#">1</a>
PEP 498	Internship in Exercise Science & Health	1-16
PHIL 490	Senior Seminar	3
PHYS 407	Communicating Science	1
PHYS 492	Senior Research	1
POLS 490	Senior Experience	3
PSYC 415	History and Systems of Psychology	3
REC 498	Internship in Recreation, Sport, and Tourism	1-16

REM 456	Integrated Rangeland Management	3
REM 473	ECB Senior Presentation	1
RMAT 473	ECB Senior Presentation	1
RMAT/MKTG 495	Product Development and Brand Management	3
SOC 460	Capstone: Sociology in Action	3
SOC 461	Capstone: Justice Policy Issues	3
SOC 462	Senior Practicum	3
SOC 464	Criminology Abroad	3
SOIL 427	Sustainable Food Systems	3
THE 483	Senior Capstone Project	1
VTD 457	Capstone Design Studio I	6
WLF 473	ECB Senior Presentation	1
WLF 492	Wildlife Management	4

Attach. #4

**College of Graduate Studies  
Proposed Catalog Changes  
Effective Summer 2020**

1. Replace the existing **Annual Enrollment** section of the **College of Graduate Studies – General Graduate Regulations** page with new **Continuous Registration** and **Graduate Finishing Status** sections:

### **~~Annual Enrollment Policy~~**

~~Annual enrollment is required for all degree-seeking graduate students. Annual enrollment is defined as registering for at least one credit at the 500 or higher level every 12 months. Professional development courses do not satisfy the annual enrollment requirement.~~

~~If annual enrollment is not maintained and the absence has been five or fewer terms, a request for reenrollment in the program is required prior to any future registration by completing the Request for Reenrollment form available on the College of Graduate Studies website. The reenrollment decision is made at the program level with final approval through the College of Graduate Studies and should be requested well in advance of the requested semester of return.~~

~~If annual enrollment is not maintained and the absence has been for more than five terms, a request for readmission to the program is processed through the Graduate Admissions Office as well as reenrollment through the College of Graduate Studies. The readmission decision is made at the program level and forwarded to the Graduate Admissions Office. The reenrollment decision is made at the program level and forwarded to the College of Graduate Studies.~~

~~A student may request approval of a planned leave if the anticipated absence will be longer than one year but for no more than five terms. Approval must be given in advance of the time of absence by completing the Approval of Planned Leave form with signatures from the major professor, program administrator, and the dean of the College of Graduate Studies.~~

~~A reenrollment fee is charged each time a reenrollment application or readmission form is processed. Any appeals to this policy are to be made to the dean of the College of Graduate Studies.~~

### **Continuous Registration**

Students admitted to a graduate program at the University of Idaho are required to be continuously registered in the fall and spring semester through their degree programs. Continuous enrollment is a special course for which graduate students may register in place of credit-bearing courses any semester they are not attending the University of Idaho in order to remain admitted to their degree program. Students may request a Leave of Absence for a situation which, temporarily, will not allow them to continue in their program. A student may petition for a leave of absence for up to one year. Leave of Absence petitions are submitted to the College of Graduate Studies.

To meet the continuous enrollment requirement, students may register for any academic credit-bearing course(s) or in a continuous enrollment course. Continuous enrollment registration carries a reduced fee which is 25% of the cost of a regular academic credit. Registration in a continuous enrollment course, does not carry academic credit and therefore does not defer student loans.



Registration in a continuous enrollment course does maintain graduate student status and allows for the purchase of student health insurance – SHIP (contact the SHIP office for details on enrollment while in continuous registration status). Registration in a continuous enrollment course allows the student access to the library, laboratory, campus computer services, etc. Registration in a continuous enrollment course does not allow students access to any campus function or activity which is paid for by student fees (e.g. Rec Center). TA and RA positions are not available to students who are registered in a continuous enrollment course.

Students who do not maintain continuous enrollment by registering for regular courses or a continuous enrollment course will be required to apply for re-enrollment into their previous academic program. If a student does not enroll in either regular coursework or a continuous enrollment course for two consecutive terms (excluding Summer) they will be required to apply for re-admission to their previous graduate program if they wish to continue their studies. Re-admission and re-enrollment decisions are made at the program level and forwarded to the College of Graduate Studies. Students are allowed a maximum of two consecutive semesters of continuous enrollment registration. Beyond two semesters, the student must register for regular credit bearing courses or petition for a Leave of Absence through the College of Graduate Studies. Students who wish to register for a continuous enrollment course must follow the same procedures and rules which apply to regular registration.

## **Graduate Finishing Status**

It is expected that all graduate students using university facilities or faculty time be registered in an appropriate number of credits which reflects the amount of effort expected by the student and the faculty. Master's degree candidates who have completed their study plan and doctoral degree candidates who have completed their study plan and passed their preliminary examination but have yet to finish their research/project/performance may register in a finishing status course. Finishing status registration carries a reduced fee which is 25% of the cost of a regular academic credit. Students can register for a finishing status course for up to two semesters. Beyond two semesters, the finishing status course is not available, and the student must register for at least one credit of regular course work per term through graduation. Graduate degree candidates must be either enrolled for at least one regular academic credit or must register in a finishing status course during the term (Fall, Spring, or Summer) they will complete their degree requirements.

Registration in a finishing status course does not carry academic credit and therefore does not defer student loans. International students who wish to remain in the country are not eligible to register in a finishing status course and must register for a regular research credit.

Registration in a finishing status course does maintain graduate student status and allows for the purchase of student health insurance – SHIP (contact the SHIP office for details on enrollment while in graduate finishing status). Registration in a finishing status course allows the student access to the library, laboratory, campus computer services, etc. Registration in a finishing status course does not allow students access to any campus function or activity which is paid for by student fees (e.g. Campus Rec). TA and RA positions are not available to students registering in a finishing status course.

[Students who wish to register for a finishing status course must follow the same procedures and rules which apply to regular registration.](#)

2. Add the following **Provisional Admission** section to the **College of Graduate Studies – General Graduate Regulations** page:

### **Provisional Admission**

Provisional admission is available to students who are academically eligible but lack departmental requirements or are deficient in coursework necessary for full admission to the program. The program is responsible to track the provisions and communicate with COGS when the student meets the conditions. The conditions specified for a student's advancement to regular admission are established at the time of his or her acceptance and must not be changed (i.e., either strengthened or relaxed) thereafter.

A student who is not eligible for regular admission may be considered for provisional admission (on the Master's level only) if approved by the Director of Graduate Studies and there is evidence for success in graduate-level work as demonstrated by one of the following:

1. the student's undergraduate GPA shows satisfactory improvement
2. the student has taken post-baccalaureate course work with A and/or B grades
3. the student has relevant post-bachelors work experience and/or has been working for at least one year in the field of the proposed graduate major
4. the student has a letter of support from a faculty member in the discipline who is willing to serve as the student's major professor

Provisional admission is not available to International students who hold non-resident alien visas or students who are to be appointed to assistantships.

A student may not remain in provisional enrollment status for more than one academic year, or after the completion of 9 credits.

A student will be advanced to regularly admitted provided he or she maintains a GPA of at least 3.00 each semester (a higher GPA may be specified), fulfills the conditions that were specified at the time of initial enrollment, and receives no incompletes.

A student who does not meet the stated conditions for advancement cannot continue in the College of Graduate Studies or enroll in 500-level courses and is subject to normal disqualification and reinstatement procedures. It is the student's responsibility to be in touch with the administrative unit regarding his or her progress toward meeting the conditions for regular admission.

Academic units need not require a student to make up ALL of his or her academic deficiencies while in provisional enrollment. Performance on a limited selection of courses should suffice to demonstrate whether or not the student has the ability to do satisfactory graduate work. Remaining

deficiencies, if any, can be made up after the student has been regularly admitted. The academic unit must be sure that any courses the student is required to take while provisionally admitted will, in fact, be offered during that period.

3. Make the following changes to the Probation, Disqualification, and Reinstatement section of the **College of Graduate Studies – General Graduate Regulations** page:

### **Probation, Disqualification, and Reinstatement**

Graduate students remain in good standing if the semester GPA and the cumulative GPA are 3.00 or higher. A graduate student is placed on academic probation after any semester or summer session in which a GPA of less than 3.00 is earned in courses placed on the graduate transcript, regardless of the student's cumulative GPA. Students on academic probation who attain a semester GPA of 3.00 or higher during the next or subsequent semester or summer session after being placed on probation, but whose cumulative GPA is still below a 3.00, will remain on academic probation until the cumulative GPA is a 3.00 or higher.

The student will be disqualified if a semester GPA of less than 3.00 (regardless of cumulative GPA) is earned on courses placed on the graduate transcript during the second, consecutive semester or summer session in which regular grades of A, B, C, D, or F are received.

~~If a graduate student who is on probation receives an Incomplete during a semester, the revert grade listed for the Incomplete will be used to calculate the GPA for that semester. If the calculated semester GPA is 3.00 or higher, the student will be allowed to register for a current or future semester. If the calculated semester GPA is less than a 3.00 GPA, the student will be disqualified and will not be allowed to register for current or future semesters or sessions. If the student has registered pending receipt of the revert grade, the student will be disenrolled. Once the work is completed and a final grade is given, the GPA will be automatically recalculated.~~

A graduate student may be reinstated after disqualification under the following conditions: the student may not enroll as a graduate student for at least one semester (fall or spring), ~~must get the positive recommendation of his or her program's administrator,~~ [must have a major professor and approved study plan, must get the positive recommendation of his or her department chair/program director and major professor,](#) and must get College of Graduate Studies permission. Reinstatement is granted for a specific semester only. The student must receive at least a 3.00 GPA the first semester back in the College of Graduate Studies. If a student does not register for that semester, he or she must again seek College of Graduate Studies permission for reinstatement. A student will remain on probation as long as the cumulative GPA is below a 3.00.

Attach. #5

**College of Agricultural and Life Sciences  
Proposed Catalog Changes  
Effective Summer 2021**

1. Create the following **M.S. in Dietetics**:

### **Master of Science in Dietetics (M.S.)**

Students seeking admission to the MSD program are required to complete the following undergraduate coursework. These courses can be completed during the fourth year of the BS Food and Nutrition major at the University of Idaho or will need to be completed as part of the first bridging year of the MSD.

*Undergraduate Course Requirements (26 credits)*

FCS 362	Intro. to Clinical Dietetics	3
FCS 389	Intro. to Clinical Nutrition Lab	1
FCS 463	Helping Skills in Dietetics	2
FCS 473	Community Nutrition	3
or HS 490	Health Promotion	
FCS 482	Quantity Food Production and Equipment	3
FCS 483	Quantity Food Production and Equipment Lab	2
FCS 486	Nutrition in the Lifecycle	3
FCS 492	Nutrition Education in the Lifecycle	3
FCS 491	Research Methods in Food and Nutrition	3
or PEP 455	Design and Analysis of Research in Mvmt Sciences	
STAT 431	Statistical Analysis	3

This degree will require 33 credits of 500-level courses and at least 1,200 hours of supervised experiential learning in nutrition and dietetics settings culminating in successful completion of a comprehensive final exam. It will be accredited through the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

*MSD Course Requirements (33 credits)*

FCS 501	Graduate Seminar	4
FCS 509	Nutrition and Dietetics Professional Skills	1
FCS 565	Nutrition Therapy and Disease	4
FCS 566	Applied Clinical Dietetics <i>with substantial supervised experiential learning</i>	7
FCS 573	Applied Community Nutrition <i>with substantial supervised experiential learning</i>	5
FCS 587	Management and Leadership in Diet	4
FCS 588	Applied Food and Nutrition Management <i>with substantial supervised experiential learning</i>	7
FCS 599	Non-thesis requirement	1

## Idaho State Board of Education

### Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	October 31, 2019
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Agricultural and Life Sciences
Name of Department(s) or Area(s):	Margaret Ritchie School of Family and Consumer Sciences

**Program Identification for Proposed New or Modified Program:**

Program Title:	Master of Science in Dietetics				
Degree:		Degree Designation		Undergraduate	<input checked="" type="checkbox"/> Graduate
Indicate if Online Program:			<input checked="" type="checkbox"/>	No	
CIP code (consult IR /Registrar):	51.3101				
Proposed Starting Date:	Summer 2021				
Geographical Delivery:	Location(s)	Idaho	Region(s)	Region 2	
Indicate (X) if the program is/has:			<input checked="" type="checkbox"/>	Professional Fee	Online Program Fee
Indicate (X) if the program is:	<input checked="" type="checkbox"/>	Regional Responsibility		Statewide Responsibility	

**Indicate whether this request is either of the following:**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> New Degree Program                            | <input type="checkbox"/> Consolidation of Existing Program            |
| <input type="checkbox"/> Undergraduate/Graduate Certificates (30 credits or more) | <input type="checkbox"/> New Off-Campus Instructional Program         |
| <input type="checkbox"/> Expansion of Existing Program                            | <input type="checkbox"/> 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.

*Effective January 1, 2024, the Commission on Dietetic Registration (CDR) will require a minimum of a master's degree to be eligible to take the credentialing exam to become a registered dietitian nutritionist (RDN). The Margaret Ritchie School of Family and Consumer Sciences (FCS) is proposing to offer a new degree program called the Master of Science in Dietetics (MS D). This degree will include 55 credit hours (32 credits of 500-level courses) and at least 1,200 hours of supervised experiential learning in nutrition and dietetics settings culminating in successful completion of a comprehensive final exam. It will be accredited through the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The purpose of the degree is to meet the requirements needed for graduates to take the credentialing exam to become RDNs (previously referred to as registered dietitians, RDs).*

*Currently, FCS offers a bachelor of science in family and consumer sciences (BS FCS) with a major in Foods and Nutrition. Within this major is an ACEND-accredited coordinated program in dietetics that includes 62 hours of undergraduate course work and at least 1,200 hours of supervised experiential learning in nutrition and dietetics. Students who complete a bachelor's degree and the accredited coordinated program in dietetics are currently eligible to take the CDR credentialing exam to become RDNs. However, beginning January 1, 2024, those wishing to become RDNs must have a master's degree and complete an ACEND-accredited program. As we wish to continue to educate future RDNs, we are proposing to close the existing ACEND-accredited coordinated program at the baccalaureate level and utilize current resources in food, nutrition, and dietetics to offer an ACEND-accredited MS D.*

*The current BS FCS major in foods and nutrition will remain and will function as an option for those students who wish to work as food and nutrition professionals. Some students will want to work as RDNs and will apply to the ACEND-accredited MS D. The current undergraduate enrollment of students in food and nutrition is expected to grow, as students will seek a seamless transition from the undergraduate to graduate degree. In fact, University of Idaho students will be encouraged to apply for the MS D in their junior year and begin the MS D in their senior year. Current students accepted into the program will complete the BS and MS within five years in this 3 + 2 program.*

*Students who already have a BS degree in another major or from another institution who wish to work as RDNs may apply for the two year (four semesters) ACEND-accredited MS D. Since the program will be accredited, students accepted with a BS degree will complete the entire four semesters in sequence.*

2. **Need for the Program.** Describe the student, regional, and statewide needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.
  - a. **Workforce need:** Provide verification of state workforce needs that will be met by this program. Include State and National Department of Labor research on employment

**Revised 10/27/17**

potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

List the job titles for which this degree is relevant:

1. *Dietitians and Nutritionists*

	State DOL data	Federal DOL data	Other data source
<b>Local (Service Area)</b>			
<b>State</b>	<a href="https://www.bls.gov/oes/current/oes_id.htm#29-0000">https://www.bls.gov/oes/current/oes_id.htm#29-0000</a>  May 2018 Idaho Employment RSE is 10%		<a href="https://projectionscentral.com/Projections/LongTerm">https://projectionscentral.com/Projections/LongTerm</a>  2016-2026 Long Term Occupational Projections in Idaho is 21.4% change with average annual openings of 30.
<b>Nation</b>		<a href="https://www.bls.gov/ooH/healthcare/dietitians-and-nutritionists.htm">https://www.bls.gov/ooH/healthcare/dietitians-and-nutritionists.htm</a>  2018-2028 Job Outlook is 11% (much faster and average) and Employment change is 8,000.	

*The workforce needs for dietitians and nutritionists are growing faster than average. Therefore, there will be adequate employment opportunities for graduates. Furthermore, the workforce needs will be met by the MS D in exactly the same manner as those currently met for the BS FCS with a major in Food and Nutrition. Employment data from 2018 graduates of the coordinated program in dietetics indicates that 95% of graduates were employed in nutrition and dietetics or related fields within 12 months of graduation.*

*Our EMSI analysis indicates a 21% increase in the job market in Idaho through 2028, which is much higher than the national change (16.8%).*

- b. Student need.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution. If a survey was used, please attach a copy of the survey instrument with a summary of results as **Appendix A**.

*The most likely source of students who will be applying for the ACEND-accredited MS D are current undergraduates in Food and Nutrition. In the academic year 2018, there were*



*a total of 116 students in this area; 15 were freshman and 20 were sophomores. These students are anticipated to graduate as early as May 2022 and May 2021, respectively. Since the majority of students currently interested in foods and nutrition wish to work as RDNs, they will apply to the ACEND-accredited MS D in order to have a seamless baccalaureate degree to a master's degree. We will also recruit transfer students from, for example, Boise State University, College of Southern Idaho, College of Western Idaho, and Northern Idaho College among others.*

*We are currently seeking accreditation for 18 placements in each MS D cohort. All students will be required to be enrolled full-time. As this would be a two-year program, there would be 36 total students in the ACEND-accredited MS D. We will work to identify additional facilities and preceptors to provide supervised experiential learning, in an effort to continuously increase enrollment.*

- c. Economic Need:** Describe how the proposed program will act to stimulate the state economy by advancing the field, providing research results, etc.

*The national mandate for entry-level RDNs to complete a graduate degree and an ACEND accredited program will advance the field of nutrition and dietetics. The proposed MS D will keep future RDNS in higher education in the State of Idaho.*

*Many RDNs work in preventive health care, which is well documented to reduce medical expenses. Improved health care of the population can lower the state- and federally-subsidized health care costs, thereby improving the economy.*

- d. Societal Need:** Describe additional societal benefits and cultural benefits of the program.

*There is a growing national trend to change the culture of health in the United States. For instance, the Robert Wood Johnson Foundation supports a multimillion-dollar funding initiative to develop community partnerships with health care coalitions and higher education. Similarly, the Association of Public and Land-Grant Universities' new initiative – Healthy Food Systems, Healthy People – is also building healthier communities. Clearly, optimal nutrition fits well within these and other like initiatives and ensuring adequate nutrition counseling and care via RDNs is an important piece of this complex puzzle.*

*A growing and aging population will increase the demand for health care, including meals, nutrition education and nutrition counseling in schools, community health programs, home-healthcare agencies, prisons, and nursing homes.*

- e. If Associate's degree, transferability:** NA

- 3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other in-state or bordering state colleges/universities.

Similar Programs offered <u>by Idaho public institutions</u> (list the proposed program as well)		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Idaho State University,	BS Dietetics	ACEND-accredited didactic program in dietetics (DPD) prepares students to complete a dietetic

<b>Pocatello</b>		<i>internship.</i>
<b>Idaho State University, Pocatello, Twin Falls and Meridian</b>	<i>MS/ Dietetic Internship</i>	<i>ACEND-accredited dietetic internship (DI) lasting 16 months, four semesters (fall, spring, summer, fall) that prepares students for careers as registered dietitian nutritionists. This program may only be completed AFTER an ACEND-accredited didactic program in dietetics.</i>

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
<b>Washington State University, Spokane</b>	<i>Master of Science Coordinated Program in Dietetics, Nutrition, and Exercise Physiology</i>	<i>ACEND-accredited coordinated program that combines course work and a minimum of 1200 supervised practice hours as part of master's program.</i>

4. **Justification for Duplication with another institution listed above.** (if applicable). If the proposed program is similar to another program offered by an Idaho public institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

*Idaho State University's didactic program in dietetics is currently offered at the baccalaureate level in Pocatello. Students who wish to pursue a career as a Registered Dietitian Nutritionist must first complete a four year undergraduate didactic program in dietetics and then be admitted to and complete a dietetic internship. Idaho State University offers a 16 month MS/ Dietetics Internship in Pocatello, Twin Falls and Meridian. Idaho State University offers the course work, the supervised experiential learning, and the degree that students in Southern Idaho need to be RDNs.*

*The MS D at the University of Idaho will offer didactic and supervised experiential learning in a two-year degree. It will follow the "future education model" that has been put forth by the ACEND. It will be accredited under ACEND accreditation standards for graduate degree programs in nutrition and dietetics (future education model) published June 2017.*

5. **Describe how this request supports the institution's vision and/or strategic plan.**

*A primary goal outlined in UI's strategic plan and process 2016-2025 is to increase enrollment. The MS D ACEND-accredited track will increase graduate enrollment initially by 36 full-time students pursuing a graduate degree in the MRSFCS within the College of Agricultural and Life Sciences (this would be a significant increase, as there were 17 graduate students in fall 2018 in the school). Enrollment of up to 42 students could easily be reached. Additional placements for supervised experiential learning will be identified in Regions 1, 2, and 3 in an effort to further increase enrollment to the communities' capacity. The ACEND-accredited track must incorporate supervised experiential learning, thereby allowing for the continuing effort this program provides in terms of outreach and engagement*

6. **Assurance of Quality.** Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

*This will be an accredited program through ACEND. The MS D was approved by ACEND in June, 2018 to be a "Demonstration Program." The MS D will be developed to meet the standards of the Graduate Degree Programs in Nutrition and Dietetics (Future Education Model) that incorporates course work and supervised experiential learning so that graduates are able to demonstrate competencies for entry-level practice. The director of the dietetics program in the Margaret Ritchie School of Family and Consumer Sciences will submit a self-study in November, 2019. A site-visit will be completed in February, 2020. The program will seek accreditation beginning fall 2021. Once accredited, the program will be reviewed for continuing accreditation every seven years.*

7. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix B.** NA
8. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) and approval from the Board.

Will this program lead to certification?

Yes \_\_\_\_\_ No x

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission? N/A

9. **Five-Year Plan: Is the proposed program on your institution's approved 5-year plan? Indicate below.**

Yes x No \_\_\_\_\_

*This program has been on our institution's approved 5-year plan as a "Master of Science in Nutrition and Dietetics or MSND." However, we would now like to call it a Master of Science in Dietetics or MS D.*

Proposed programs submitted to OSBE that are not on the five-year plan must respond to the following questions and meet at least one criterion listed below.

- a. **Describe why the proposed program is not on the institution's five year plan.**

When did consideration of and planning for the new program begin?

- b. **Describe the immediacy of need for the program.** What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the five-year planning cycle? What would be gained by an early consideration?

**Criteria.** As appropriate, discuss the following:

- i. How important is the program in meeting your institution's regional or statewide program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.
- ii. Explain if the proposed program is reliant on external funding (grants, donations)

- with a deadline for acceptance of funding.
- iii. Is there a contractual obligation or partnership opportunity to justify the program?
  - iv. Is the program request or program change in response to accreditation requirements or recommendations?
  - v. Is the program request or program change in response to recent changes to teacher certification/endorsement requirements?

## **Curriculum, Intended Learning Outcomes, and Assessment Plan**

### **10. Curriculum for the proposed program and its delivery.**

- a. **Summary of requirements.** Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	55
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	55

- b. **Curriculum.** Provide the curriculum for the program, including a listing of course titles and credits in each.

#### Courses that will be offered at the 300 and 400 level (23 credits)

*(These courses will be taken in the fourth year of the BS and include the courses required for the degree BS Food and Nutrition Major in Food and Nutrition that will be on the catalog 20-21. Or these courses can be taken in the first year of MS D.)*

*FCS 482: Quantity Food Production and Equipment (3)  
 FCS 483: Quantity Food Production and Equipment Lab (2)  
 FCS 463: Helping Skills in Dietetics (2)  
 FCS 473: Community Nutrition (3)  
 FCS 486: Nutrition in the Lifecycle (3)  
 FCS 492: Nutrition Education in the Lifecycle (3)  
 FCS 362: Intro. to Clinical Dietetics (3)  
 FCS 389: Intro. to Clinical Nutrition Lab (1)  
 FCS 491: Research Methods in Food and Nutrition (3)*

#### Courses that will be offered at the 500 level (32)

*(With the exception of FCS 599, these courses need to be added to the catalog for 2021. They have been previously offered at the undergraduate level, therefore course change forms will be submitted early fall 2020 along with the curriculum form to the college and university curriculum committees).*

*FCS 509: Professional Skills in Nutrition and Dietetics (2)  
 FCS 565: Medical Nutrition Therapy (4)  
 FCS 566: Applied Clinical Dietetics (7- with substantial supervised experiential learning)*

*FCS 587: Management and Leadership in Dietetics (4)  
 FCS 588: Applied Food and Nutrition Management (7- with substantial supervised*

*experiential learning)*

*FCS 573: Applied Community Nutrition (7- with substantial supervised experiential learning)*

*FCS 599: Non-thesis requirement (1)*

- c. Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

*Students will be required to demonstrate competency for entry-level practice as they complete “practicum” or “internship” in a variety of settings in community nutrition, clinical dietetics and food and nutrition management under the mentorship of a “preceptor.” This is referred to as supervised experiential learning. Students will complete 320 hours of supervised experiential Applied Community Nutrition in the third semester. Each student will be placed in a community nutrition setting and learn to work as a community nutritionist. By the end of the semester the student will be able to demonstrate competency as an entry-level community nutritionist. Students will complete Advanced Applied Clinical Dietetics in the first eight weeks of their final semester where they will be placed in a hospital working under the supervision of an RDN for 320 hours of supervised experiential learning. By the end of eight weeks, the student will be able to demonstrate competency as an entry-level clinical dietitian. The final eight weeks of the final semester, the students will complete Applied Food and Nutrition Management. They will be placed in a hospital or a school district to complete 320 hours of supervised experiential learning under a director. By the end of the experience, students must be able to demonstrate competency as an entry-level food service director. Competencies are created and required by ACEND’s Accreditation Standards for Graduate Degree Programs in Nutrition and Dietetics (Future Education Model).*

*In addition, at the completion of course work and supervised experiential learning, students will be required to successfully complete a comprehensive examination written and administered by graduate nutrition faculty in FCS. This will count as their MS project, and successful completion will be required for graduation. Students not passing the exam the first time will be offered a second chance within 4 weeks.*

## **11. Program Intended Learning Outcomes and Connection to Curriculum.**

- a. Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program.

*The ACEND accreditation standards for graduate degree programs in nutrition and dietetics (future education model) require that students demonstrate seven learning outcomes. Students in the MS D will:*

- 1. Apply foundational sciences to food and nutrition knowledge to meet the needs of individuals, groups and organizations.*
- 2. Apply and integrate client/ patient-centered principles and competent nutrition and dietetics practice to ensure positive outcomes.*
- 3. Apply food systems principles and management skills to ensure safe and efficient delivery of food and water.*
- 4. Apply community and populations nutrition health theories when providing support to community or population nutrition programs.*
- 5. Demonstrate leadership, business and management principles to guide practice and*

*achieve operational goals.*

*6. Integrate evidence-informed practice, research principles and critical thinking into practice.*

*7. Demonstrate professional behaviors and effective communication in all nutrition and dietetics interactions.*

## 12. Assessment plans

- a. Assessment Process.** Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program.

*Each of the learning outcomes have competencies associated with them. The competencies are created and required by the ACEND accreditation standards for graduate degree programs in nutrition and dietetics (future education model). Furthermore, the competencies have performance indicators associated with them. The curriculum is mapped to ensure that each performance indicator is covered and that formative and summative assessment is occurring at multiple times throughout the program. A competency assessment plan will be written, reviewed annually in the spring by the faculty and the advisory board and updated, as needed. The plan will include each competency, the course(s) and/or supervised learning activity the competency is assessed, and the assessment methods use. Targets for achieving the competencies will be set. The process for tracking individual student's demonstration of performance indicators and competencies will be through the program management software e-value or the University's assessment software Campus Labs. The formative and summative assessment data will be submitted by the student, instructor, or preceptor as it occurs throughout each semester. The data will be analyzed by the program director, faculty and advisory board annually in the spring as part of the formal curriculum review.*

- b. Closing the loop.** How will you ensure that the assessment findings will be used to improve the program?

*A formal curriculum review will occur annually in the spring by the faculty and stakeholders and will use the results of the competency assessment and the program evaluation (student's time to completion, number taking the CDR credentialing exam, number passing the CDR credentialing exam, employment rates, and employment satisfaction) to determine strengths and areas for improvement. The curriculum review will result in actions to maintain or improve student learning.*

- c. Measures used.** What direct and indirect measures will be used to assess student learning?

*Direct measures include formative and summative assessment tools such as exam questions, projects with rubrics, direct observation cards, preceptor evaluations, etc. will be developed by the faculty to assess performance indicators that have been matched with competencies, all of which are created and required by the ACEND accreditation standards for graduate degree programs in nutrition and dietetics (future education model). In addition, the program will collect indirect measures from survey data from the preceptors, graduates, and employers (student's time to completion, number taking the CDR credentialing exam, number passing the CDR credentialing exam, employment rates, and employment satisfaction). The final comprehensive exam scores will be used to assess overall student learning and preparation for the*

*CDR credentialing exam for dietitian nutritionists. The final comprehensive exam will consist of four domains that is aligned with the program's seven learning outcomes. The final comprehensive exam is also aligned with the CDR credentialing exam for dietitian nutritionist.*

- d. Timing and frequency.** When will assessment activities occur and at what frequency?

*Assessment activities will occur each semester in each course and supervised experiential learning setting. The final assessment will occur after the completion of course work and supervised experiential learning in the form of a final comprehensive exam.*

## **Enrollments and Graduates**

- 13. Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions. N/A

*There are no programs that currently offer an ACEND-accredited future education model future graduate program to prepare future RDNs to take the CRD credentialing exam at Idaho public institutions.*

*ISU offers a bachelor of science in dietetics. This is an ACEND-accredited didactic program in dietetics (DPD). Students then must apply for an ACEND-accredited dietetic internship (DI). ISU offers an ACEND-accredited Master of Science Dietetic Internship. Students must have a verification statement from a DPD and a verification statement from the DI to be eligible to take the CDR credentialing exam.*



Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY14	FY15	FY16	FY17 (most recent)	FY14	FY15	FY16	FY17 (most recent)
<b>BSU</b>								
<b>ISU (Bachelor's Degree in Dietetics)</b>	16	16	17	17	18	19	18	15
<b>UI</b>								
<b>LCSC</b>								
<b>CEI</b>								
<b>CSI</b>								
<b>CWI</b>								
<b>NIC</b>								

- 14. Projections for proposed program:** Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Master of Science in Dietetics											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates From Program					
FY 22 (first year)	FY 23	FY 24	FY 25	FY 26	FY 27	FY 22 (first year)	FY 23	FY 24	FY 25	FY 26	FY 27
18	36	36	36	36	36	0	18	18	18	18	18

*The first cohort of students in the MS D will be enrolled fall 2021 and graduate spring 2023. Assuming the fiscal year 2022 begins July 1, 2021 and ends June 30, 2022, then the first cohort will enroll during the fiscal year 2022 and they will graduate during the fiscal year 2023. The first cohort will be 18 students, as we currently accommodate and enroll 18 students in the ACEND-accredited program that prepares future RDNS. The subsequent cohorts may be up to 21 students. As placements in region 1, 2, and 3 for supervised experiential learning grow, enrollment in each cohort may exceed 21.*

- 15. Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 “Need” above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

*Currently, the ACEND-accredited coordinated program in dietetics that is offered at the baccalaureate level is accredited for 18 students. Accreditation is based on the program's capacity to meet the didactic and supervised experiential learning needs of students. The biggest factor in determining the number of students for which the program is accredited is the number of facilities and preceptors that can provide supervised experiential learning. The current facilities and preceptors will transition from working with the undergraduate students to working with the graduate students. We have sought accreditation for 18 students in the MS D, as we are confident in our capacity to meet the didactic and experiential learning needs of this number. Per ACEND policy, we may enroll up to 21 students in each new cohort in an effort to establish increased capacity.*

*There are many students who wish to work as RDNs. The current ACEND-accredited BS program is in demand. There are always more qualified applicants than there are seats. For example, in 2019 there were 30 qualified applicants. Therefore, enrollment in the MS D is expected to be at capacity. It is anticipated that 18 students will be accepted into and enrolled in the first cohort and every cohort after may see up to 21 students. Once the program is consistently able to meet the needs of 21 students, then the program will seek increased accreditation for 21 students in an effort to continuously increase enrollment up to the capacity of the communities that partner with the University of Idaho. The first cohort will graduate spring 2023.*

- 16. Minimum Enrollments and Graduates.**

- a. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the logical basis for those minimums?

*Historically, the minimum number of students in each University of Idaho cohort of future RDNs has been 12. A minimum of twelve students has proven to provide community that facilitates learning both inside and outside of the classroom.*

*The current undergraduate program preparing future RDNs requires teaching, advising, and program management from the equivalent of two full time faculty members. Since the current program will transition to the graduate level, the program needs can continue to be met with the equivalent of two full-time faculty members.*

- b.** What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

*Should the MS D degree not be successful after 7 years (as indicated by low enrollment), we will formally re-evaluate the basis of the issue via focus groups and surveys targeted to students, preceptors, and other stakeholders. If it is determined that there simply is insufficient need for the program, it will be phased out over a 2-year period so as to completing all students enrolled in the program.*

## **Resources Required for Implementation – fiscal impact and budget**

### **17. Physical Resources.**

- a. Existing resources.** Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

*Currently in the Niccolls Building, there is sufficient equipment to support the preparation of entry-level RDNs. Since preparation of entry-level RDNs will be transitioned from the undergraduate level to the graduate level there will continue to be adequate existing resources. The resources that are currently available are a computer lab, a newly-renovated (in 2014) foods lab, a dining room, and classrooms. In addition, there are contracts with facilities in which students are able to complete their supervised experiential learning in community nutrition, clinical dietetics, and food service management.*

- b. Impact of new program.** What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

*The existing undergraduate program that completely prepares future RDNs will be closed. Therefore, the new master's program that prepares future RDNs will not impact the existing program.*

- c. Needed resources.** List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

*There are no additional resources that will be needed at this time.*

### **18. Library resources**

- a. Existing resources and impact of new program.** Evaluate library resources, including personnel and space. Are they adequate for the operation of the present

program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

*The existing undergraduate program that prepares future RDNs will be closed. Therefore, the new master's program that prepares future RDNs will not impact the existing library resources.*

- b. Needed resources.** What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

*There are no additional library resources that will be needed at this time.*

## 19. Personnel resources

- a. Needed resources.** Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

*The personnel resources that will be needed to implement the MS D are two FTE of teaching, the same number that are needed to support the existing accredited two-year coordinated program in dietetics. Since the coordinated program in dietetics will close and the MS D will open, there will be no additional personnel resources to implement the program.*

*Personnel that must be hired to support the proposed program only include those that recently resigned before AY 2019-2020. Once the two tenure-track positions in Food and Nutrition are re-filled, the program will be sustained. Two tenure-track positions would be approximately one FTE of instruction.*

*There is no need for additional sections of existing courses.*

- b. Existing resources.** Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

*The existing instructions, support, and administrative resources that will be needed to implement the MS D are the same as those that are needed to support the existing accredited two year coordinated program in dietetics. Since the coordinated program in dietetics will close and the MS D dietetics will open, there will be no additional instructions, support, and administrative resources to implement the program.*

- c. Impact on existing programs.** What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained?

*The coordinated program in dietetics that is currently offered at the bachelors level will close and the MS D will open. Therefore, there will be no impact on existing programs.*

- d. Needed resources.** List the new personnel that must be hired to support the proposed program. Enter the costs of those personnel resources into the budget sheet.

*Personnel that must be hired to support the proposed program only include those that recently resigned before AY 2019-2020. Once the two tenure-track positions in Food and Nutrition are re-filled, the program will be sustained. Two tenure-track positions would be approximately one FTE of instruction.*

## 20. Revenue Sources

- a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

*Current food and nutrition faculty in FCS teach courses needed to complete a food and nutrition major in the Bachelor of Science in family and consumer science and the coordinated program in dietetics. Most of the courses required in MS Dietetics will be similar courses as those that are offered in the undergraduate coordinated program in dietetics. This program is being discontinued and replaced with the MS Dietetics. Therefore, course load will not change significantly for the current faculty members. Rather the courses will change to be at the graduate level and to meet increased competency expected of an entry-level RDN.*

- b) **New appropriation.** If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

N/A

- c) **Non-ongoing sources:**

- i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends? N/A
- ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds? N/A

- d) **Student Fees:**

- i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

*According to Board Policy V.R., 3.b., institutional local fees may be expended for professional fees to support the credentialing requirement, the accreditation requirement, and the extraordinary program costs. The anticipated costs of this program to maintain accreditation are \$2,125 annually and \$6,680 for the self-study/ site visit at the beginning of the program and then every seven years. These costs could be covered by charging a program fee of at least \$100 per student per year. In addition, ACEND accredited programs will be required to purchase and maintain program management software in order to demonstrate compliance with accreditation requirements. These programs cost approximately \$10,000 to implement and then average \$165 per student per year to maintain. A total program fee of \$265 per student per year would cover the costs associated with accreditation. This is indicated as student feeds under revenue on the budget template*

- ii. Provide estimated cost to students and total revenue for self-support programs and

for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

21. Using the budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

***Please see accompanying spreadsheet.***

**Program Resource Requirements.**

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

**I. PLANNED STUDENT ENROLLMENT**

	<u>FY 2022</u>		<u>FY 2023</u>		<u>FY 2024</u>		<u>FY 2025</u>	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	18	18	36	36	36	36	36	36
B. Shifting enrollments	0	0	0		0		0	
<b>Total Enrollment</b>	<b>18</b>	<b>18</b>	<b>36</b>	<b>36</b>	<b>36</b>	<b>36</b>	<b>36</b>	<b>36</b>

**II. REVENUE**

	<u>FY 2022</u>		<u>FY 2023</u>		<u>FY 2024</u>		<u>FY 2025</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds*	\$170,170.00		\$175,275.10		\$180,533.35		\$185,949.35	
3. Federal								
4. New Tuition Revenues from Increased Enrollments	\$141,552.00		\$291,597.12		\$300,345.03		\$309,355.38	
5. Student Fees	\$4,770.00		\$9,540.00		\$9,540.00		\$9,540.00	
6. Other (i.e., Gifts)								
<b>Total Revenue</b>	<b>\$316,492</b>	<b>\$0</b>	<b>\$476,412</b>	<b>\$0</b>	<b>\$490,418</b>	<b>\$0</b>	<b>\$504,845</b>	<b>\$0</b>

***Ongoing is defined as ongoing operating budget for the program which will become part of the base.***



*One-time is defined as one-time funding in a fiscal year and not part of the base.*

**III. EXPENDITURES**

	<u>FY 2022</u>		<u>FY 2023</u>		<u>FY 2024</u>		<u>FY 2025</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
<b>A. Personnel Costs</b>								
1. FTE	<u>2.0</u>		<u>2.0</u>		<u>2.0</u>		<u>2.0</u>	
2. Faculty	<u>\$130,000.00</u>		<u>\$133,900.00</u>		<u>\$137,917.00</u>		<u>\$142,054.51</u>	
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	<u>\$0.00</u>		<u>\$0.00</u>		<u>\$0.00</u>		<u>\$0.00</u>	
7. Administrative Support Personnel	<u>\$0.00</u>		<u>\$0.00</u>		<u>\$0.00</u>		<u>\$0.00</u>	
8. Fringe Benefits	<u>\$40,170.00</u>		<u>\$41,375.10</u>		<u>\$42,616.35</u>		<u>\$43,894.84</u>	
9. Other:								
<b>Total Personnel and Costs</b>	<u>\$170,170</u>	<u>\$0</u>	<u>\$175,275</u>	<u>\$0</u>	<u>\$180,533</u>	<u>\$0</u>	<u>\$185,949</u>	<u>\$0</u>

	<u>FY 2022</u>		<u>FY 2023</u>		<u>FY 2024</u>		<u>FY 2025</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
	<b>B. Operating Expenditures</b>							
1. Travel								
2. Professional Services								
3. Other Services								
4. Communications								
5. Materials and Supplies								
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
<b>Total Operating Expenditures</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	<u>FY 2022</u>		<u>FY 2023</u>		<u>FY 2024</u>		<u>FY 2025</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
	<b>C. Capital Outlay</b>							
1. Library Resources								
2. Equipment								
<b>Total Capital Outlay</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

	FY _____	FY _____	FY _____	FY _____	FY _____	FY _____	FY _____
<b>D. Capital Facilities Construction or Major Renovation</b>	_____	_____	_____	_____	_____	_____	_____
<b>E. Other Costs</b>							
Utilities	_____	_____	_____	_____	_____	_____	_____
Maintenance & Repairs	_____	_____	_____	_____	_____	_____	_____
Other	_____	_____	_____	_____	_____	_____	_____
<b>Total Other Costs</b>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
<b>TOTAL EXPENDITURES:</b>	<u>\$170,170</u>	<u>\$0</u>	<u>\$175,275</u>	<u>\$0</u>	<u>\$180,533</u>	<u>\$0</u>	<u>\$185,949</u>
<b>Net Income (Deficit)</b>	<u>\$146,322</u>	<u>\$0</u>	<u>\$301,137</u>	<u>\$0</u>	<u>\$309,885</u>	<u>\$0</u>	<u>\$318,895</u>

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

II.2	Currently allocated funds, no additional support requested
II.5	Annual program fee of \$265 (\$100 for accreditation + \$165 for management software) per student per year.
III.1	Requesting two faculty positions through faculty strategic hiring plan, as two food and nutrition faculty resigned just before AY 2019-2020.
III.2	Calculated using market rate of annual salary of \$65,000 for two FTE
III.8	Calculated using fringe rate of 30.9% for two annual salaries of \$65,000.

Attach. #6

**Office of the Registrar  
Proposed Catalog Changes  
Effective Summer 2020**

*Note for Faculty Senate: There will be a chart added under K-1-a, K-1-b, and K-1-c that contains the actual calculated GPA requirements for each college, for each honor. That calculation will be updated each year by the Office of the Registrar and will be based off the average institutional GPA from each college of the preceding five years (i.e., not counting the year the student will graduate). So for the 2020-2021 catalog, that calculation will include 2015-2020.*

## **K - Academic Honors**

### **K-1. Graduation with Honors**

Candidates for baccalaureate degrees are graduated with honors if they have earned at least 56 credits in UI courses and meet the cumulative UI grade-point average as specified in K-1-a, K-1-b, or K-1-c. No credits earned through bypassed courses, credit by examination, experiential learning, or technical competence may be counted among these 56 credits.

Candidates for the degree of Juris Doctor are graduated with honors under the same conditions as describe in K-1-2, K-1-b, or K-1-c; except the grade-point average considered is based exclusively on the student's record in the College of Law. Honors are not awarded with degrees earned through the College of Graduate Studies.

Note: Graduation with honors is determined at the point in time when the degree is posted to the student's academic record based upon the student's grade point average at that time. Grade corrections subsequent to the posting of the degree will be processed by the Registrar's Office but will not impact the honors designation for the student.

#### **K-1-a**

Candidates whose grade-point averages would place them within the top 3 percent of graduates from their respective colleges over the preceding five years are graduated *summa cum laude* (with highest distinction). See chart below for qualifying grade-point averages for 2021 graduates.

#### **K-1-b**

Candidates whose grade-point averages would place them within the top 6 percent (but below the top 3 percent) of graduates from their respective colleges over the preceding five years are graduated **magna cum laude** (with great distinction). See chart below for qualifying grade-point averages for 2021 graduates.

#### **K-1-c**

Candidates whose grade-point averages would place them within the top 10 percent (but below the top 6 percent) of graduates from their respective colleges over the preceding five years are graduated **cum laude** (with distinction). See chart below for qualifying grade-point averages for 2021 graduates.

**K-2. Dean's List**

Undergraduate students who are registered for at least 12 credits (10 in the College of Law) and attain a grade-point average of 3.50 (3.00 in the College of Law) for a given semester are placed on lists prepared for the college deans. [Note: The 3.50 GPA is based on 12 graded credit hours (GPA hours) and does not include courses graded pass/fail.] These lists are publicized within UI and are distributed to news agencies.

Attach. #7

**Office of the Registrar  
Proposed Catalog Changes  
Effective Summer 2020**

Existing Text:

**E-5-b. Replacing a Grade by Repeating a Course**

A student who has received a D or F in a course at UI may repeat the course at the UI provided credit has not been earned in a more advanced vertically related course in the same subject area. Although all grades remain on the record, the first repeat will replace the grade and credit earned initially in the course. The second and subsequent repeats of the same course will be averaged in the student's institutional GPA. See the College of Law section for the exception to this regulation applicable to students in that college.

Proposed Text:

**E-5-b. ~~Replacing a Grade by Repeating a Course~~ Repeating a Course for Grade and Grade Point Average Improvement**

An undergraduate student may repeat a course for grade and grade point average improvement. Although all grades remain on the record, the most recent grade received will be calculated within the student's grade point average and credit earned in the course. Courses taken at other institutions will not qualify for repeat status unless the student can provide the Registrar's Office written proof from the appropriate UI department that the courses involved were equivalent or the course has already been evaluated by the academic department as equivalent. Enrollment for a repeated course beyond the third attempt require permission by the student's college.

A graduate student may repeat a course in which a grade of 'C' or lower has been earned only upon specific recommendation by the student's advisory committee and with approval of the Dean of the College of Graduate Studies. All grades will remain on the student record. The grade earned in the repeated course will be used for grade point calculation. Enrollment will not be allowed for a third repeat attempt. Courses numbered 500, 501, 502, 503, 504, 597, 598, 599, 600, 601, 603, 604, and 698 may be repeated but not for grade replacement.

See the College of Law section for the exception to this regulation applicable to students in that college.

# University of Idaho

## POLICY COVER SHEET

(See Faculty Staff Handbook 1460 for instructions at UI policy website: [www.webs.uidaho.edu/uipolicy](http://www.webs.uidaho.edu/uipolicy))  
[3/09]

**Administrative Procedures Manual [APM]**  Addition  Revision\*  Deletion\*  Emergency  
Minor Amendment

**Chapter & Title:** APM 40.23 SOLID WASTE DISPOSAL

All policies must be reviewed, approved and returned by a policy sponsor, with a cover sheet attached to [apm@uidaho.edu](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu) respectively.

\*Note: If revision/deletion request original document from [apm@uidaho.edu](mailto:apm@uidaho.edu) or [fsh@uidaho.edu](mailto:fsh@uidaho.edu), all changes must be made using "track changes."

**Originator(s):**  
(Please see FSH 1460 C)

Charles Zillinger; Mary George – 9/27/17  
Name Date

**Telephone & Email:**

885-6633, [charlesz@uidaho.edu](mailto:charlesz@uidaho.edu), 885-5222, [maryg@uidaho.edu](mailto:maryg@uidaho.edu)

**Policy Sponsor:** (If different than originator.)

Brian Foisy  
Name Date

**Telephone & Email:**

5-6174, [brianfoisy@uidaho.edu](mailto:brianfoisy@uidaho.edu)

**Reviewed by General Counsel**  Yes  No Name & Date: Kent Nelson 10/11/19

**I. Policy/Procedure Statement:** Briefly explain the purpose/reason of proposed addition, revision, and/or deletion to the Faculty/Staff Handbook or the Administrative Procedures Manual.

**This new policy is derived from the portion of the former APM 40.22 LES services addressing solid waste disposal. (APM 40.22 has been reassigned to the new Nuisance Animals policy.)**

**II. Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
**There are no expected fiscal impacts from this policy. This policy was already in place. It has been edited to remove some extraneous language, but the main content remains intact.**

**III. Related Policies/Procedures:** Describe other policies or procedures existing that are related or similar to this proposed change.

**APM 35.11 – Biohazard Safety**  
**APM 35.40 – Hazardous Waste Management**

**IV. Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: \_\_\_\_\_

Policy Coordinator Appr. & Date:  [Office Use Only]
--

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)
--



## 40.232 ~~---~~ **Municipal Solid Waste Disposal**~~Landscaping & Exterior Services (LES)~~

~~July 20, 2018~~ ~~October 2019~~ ~~09~~

**Preamble:** Municipal solid waste disposal is heavily regulated by federal, state, and local agencies. Regulations change frequently requiring ongoing compliance. Waste receptacles are placed on campus and managed by University of Idaho (UI) Facilities Services for university-produced municipal solid waste.

### Contents:

- A. ~~Definitions~~
- B. ~~Policy~~
- C. ~~Scope~~
- D. ~~Contact Information~~
- E. ~~References~~

### A. ~~Definitions~~ A&B were put in 40-22 ~~--- nuisance animals:~~

**A-1E. ~~Recycling, Surplus and Municipal Solid Waste~~ ~~--- (RSSW) Programs:~~** Any solid waste produced by normal daily university activities, including residence halls, but excluding extraordinary/~~unacceptable, hazardous, or infectious waste. Recycling stations are located at over 300 sites on campus, including, classroom buildings, residence halls and housing areas that are serviced by outside collection stations. Recycling and solid waste crews make over 500 stops per week to service the campus. For questions concerning the type of wastes recycled please refer to the Recycling Quick Reference (available from Facilities Services). Any questions or concerns, contact RSSW at (209) 885-6222. [ed. 9-07, rev. 7-18]~~

**A-2. ~~Extraordinary/Unacceptable Waste~~ ~~--- Construction and remodeling waste and debris; furniture; metals; electronic waste; batteries; free liquids; sharps; concert and large events debris; and any waste produced outside of normal university business operations or residence hall activities.~~**

**A-3C4. ~~Hazardous Waste/Sharps Disposal.~~** Hazardous wastes are those materials that are ignitable, corrosive, reactive, or toxic. See APM 35.40. See APM 20.10, Requests for Collection of Hazardous Materials, or call the Environmental Health and Safety Office (EHS) at (209) 885-6524 for further information. [ed. 3-09]

**A-4. ~~Infectious Waste~~ ~~--- Waste that is capable of causing infectious disease; items contaminated with blood, saliva, or other body substances; or those items actually or potentially infected with pathogenic material. See APM 35.11.~~**

**A-5. ~~Sharps~~ ~~--- Any item having corners, edges, or projections capable of cutting or piercing the ~~---~~skin. (Usually related to bio-hazardous materials, but not necessarily.)~~**

**A-6. ~~Electronic Waste (E-waste)~~ ~~--- for this policy, electronic waste is any unit that has a plug, battery, or microchip, including but ~~and includes but it~~ not limited to televisions, computer screens, printers, printed circuit boards, and power supplies. ~~etc.~~~~**

**A-7. ~~Solid Waste Receptacles~~ ~~--- All containers (including tow units, totes, dumpsters, rolloffs, trash cans) placed on campus by the university or ~~by~~ the local municipal waste authority for deposit of university-produced municipal solid waste.~~**

**C-1. ~~Solid Waste Disposal~~** Solid Waste Disposal at UI is broken down into two major categories: (1) Normal day to day solid waste generation by campus buildings/departments, and (2) Extraordinary solid waste generation that comes from campus events; construction;

Formatted: Font: Bold

Formatted: Indent: Left: 0.5"

Formatted: Font: 9.5 pt

Formatted: Font: 9.5 pt

Formatted: Indent: Left: 0.75"

Formatted: Indent: Left: 0.5"

remodeling, building cleanouts, building upgrades, and other non-routine functions. Billings accrue for all non-general education building in Category 1 and for all Category 2 solid waste generation. Generating parties are required to pay the additional cost of the solid waste disposal for these situations. For more details about solid waste billing, contact RSSW at (208) 885-6222. Dumpster units located around campus are intended for disposal of normal non-hazardous materials generated on a daily basis. Use of these dumpsters for Category 2 functions is prohibited, and arrangements should be made with RSSW to handle these situations. ~~[ed. 9-07]~~

Formatted: Indent: Left: 0.5"

**B. Policy.** ~~Use of university waste receptacles for disposal of any refuse other than municipal solid waste is prohibited. Use of these receptacles without authorization or written permission is considered theft and is in violation of state laws. UI Residents are authorized users, and as such, are excluded from this provision. Use of university waste receptacles for disposal of extraordinary/unacceptable solid waste is prohibited. Arrangements must be made to handle these situations for disposal of waste other than municipal solid waste must be made prior to an event, situation, or project that will generate such waste.~~

~~**BC-12- Theft of Services.** All solid waste receptacles. Each dumpster located on campus are for the sole use of the UI. Use of these receptacles, is signed with the following: "This dumpster is the use of the University of Idaho." The unauthorized use of this container is prohibited. Anyone using this container without authorization or written permission is considered theft and is in violation of state laws. Idaho Code 18-2403, "Theft of Service" and anyone caught doing so can may be prosecuted. No contractor, vendor, or UI employee or staff/student/faculty member should shall dispose of private waste using any trash through UI solid waste receptacles/dumpsters. (UI Residents are "authorized" users, and as such, are excluded from this provision.)~~

Formatted: Font: Bold

Formatted: Font: Not Italic

**C. Scope.** This policy applies to all use of university solid waste receptacles.

**D. Contact Information.** UI Facilities Services is responsible for university waste management, except hazardous, chemical, radioactive, and biological/infectious waste. Information about waste management services and any potential costs are located on the Facilities website <http://www.uidaho.edu/infrastructure/facilities/les/solid-waste>.

Information on the disposal of hazardous materials can be found on the UI Public Safety and Security website <http://www.uidaho.edu/infrastructure/pss/ehs/safety-programs/hazmat>.

Information on the disposal of biological or infectious materials can be found on the UI Office of Research Assurances website <https://www.uidaho.edu/research/faculty/research-assurances/biosafety>.

**GE. —References.**

[Idaho Code 18-2403, Section 5 – Theft of Services](#)

[UI Administrative Procedures Manual – 35.11 Biohazard Safety](#)

[UI Administrative Procedures Manual – 35.40 Hazardous Waste Management](#)

Formatted: Font: Bold

~~**C-3. Recyclables and Hazardous Materials in the Solid Waste Stream.** Items that are recyclable or are considered to be a hazardous or toxic waste should not be disposed of through the solid waste disposal system. If there is any question about whether an item should be disposed of in the solid waste stream, please contact RSSW at (208) 885-6222 with your query. Certain items can and will be rejected by our waste haulers because of more stringent disposal regulations. The following list provides examples of recyclable or hazardous material items that should not go into the regular solid waste stream. ~~[ed. 9-07]~~~~

<ul style="list-style-type: none"> <li>▲ #1 and #2 Plastic</li> </ul>	<ul style="list-style-type: none"> <li>▲ Fluorescent tubes</li> </ul>
<ul style="list-style-type: none"> <li>▲ Aluminum cans</li> </ul>	<ul style="list-style-type: none"> <li>▲ Glass bottles</li> </ul>
<ul style="list-style-type: none"> <li>▲ Any UI equipment/property — Contact Surplus Property Office at (208) 885-2091.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Magazines</li> </ul>
<ul style="list-style-type: none"> <li>▲ Batteries — Alkaline, Lithium, Lead acid, or Rechargeable. Contact EHS at (208) 885-6524 for disposal.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Newspapers</li> </ul>
<ul style="list-style-type: none"> <li>▲ Chemicals — Contact EHS at (208) 885-6524 for disposal.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Oils — Contact EHS at (208) 885-6524 for disposal.</li> </ul>
<ul style="list-style-type: none"> <li>▲ Colored ledger paper</li> </ul>	<ul style="list-style-type: none"> <li>▲ Packing peanuts</li> </ul>
<ul style="list-style-type: none"> <li>▲ Computer monitors</li> </ul>	<ul style="list-style-type: none"> <li>▲ Phone books</li> </ul>
<ul style="list-style-type: none"> <li>▲ Computer paper</li> </ul>	<ul style="list-style-type: none"> <li>▲ Reusable office supplies</li> </ul>
<ul style="list-style-type: none"> <li>▲ Corrugated cardboard</li> </ul>	<ul style="list-style-type: none"> <li>▲ Solvents &amp; cleaners — Contact EHS at (208) 885-6524</li> </ul>
<ul style="list-style-type: none"> <li>▲ FAX &amp; Printer toner cartridges — Most manufacturers now provide return envelopes for reclaiming spent cartridges when a new one is purchased. Please follow manufacturer return guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Tin cans</li> </ul>
<ul style="list-style-type: none"> <li>▲ Federal property (UI red tagged items) — Contact Surplus Property Office at (208) 885-2091.</li> </ul>	<ul style="list-style-type: none"> <li>▲ White ledger paper</li> </ul>

**C-5. Surplus Property Office.** For further information or questions, please refer to APM 10-41, or contact Surplus Property Office at [surplus@uidaho.edu](mailto:surplus@uidaho.edu) or (208) 885-2091.

**D. Roof Leaks.** When a roof leak occurs, Facilities Services should be contacted at (208) 885-6246 immediately. A maintenance repair person will be dispatched to contain the water and minimize water damage. Maintenance personnel will attempt to determine the cause of the leak and take steps to stop the leak. [Note: Some repair work must be postponed for dry weather in order to properly fix the leak.] If the roof leak is discovered during non-working hours or on a holiday, call the Steam Plant at (208) 885-6271 for immediate response. Steam Plant personnel will dispatch maintenance workers to minimize damage to buildings and contents. [ed. 9-07]

**E. Snow Removal.** During normal working hours every effort is made to keep building entries and steps clear of snow and ice. Sanding is used as needed. When snow on sidewalks reaches one inch, teams are dispatched to remove the snow. Every weekday morning, sidewalks are checked for ice or frost. If needed, the tractor or hand crew will sand them. When an event is occurring on campus, the snow removal team clears and sands/rocks sidewalks, streets, and parking lots around the event site, prior to the event.

**E-1. Street and Parking Lot Snow Removal.** When two or more inches of snow have fallen, or a heavy frost or ice are present, street and parking lot snow removal and sanding/rocking begins.

**E-2. Disabled Parking and Walkway Area Snow Removal.** Parking spaces for the disabled in parking lots and streets are cleared as a priority while the major campus walkways are cleared. Class schedules of disabled students are distributed to sidewalk tractor

operators and grounds workers. Every effort is made to provide clear routes for disabled students.

**E-3. Information or Service Requests.** Any problems or requests concerning snow or ice removal, call the Customer Service Center at Facilities Services, (208) 885-6246. *[ed. 9-07]*

**F. Campus Storage.** Rental space for UI departments is available on a short or long term basis. Contact LES at (208) 885-6633 for current prices and space availability.

**G. Garage/LES Shops (GLS).** The UI Garage performs routine preventative maintenance and repairs for all UI vehicles as requested by the owning department. For major or highly technical repairs, vehicles are sent out to various specialized shops in the Palouse region. GLS technicians also repair and maintain all Facilities equipment from small engine work to road graders. For questions or service appointments contact GLS by email at [garage@uidaho.edu](mailto:garage@uidaho.edu) or call (208) 885-7104. *[rev. 9-07]*

**H. Parking Lot Problems.** Parking and Transportation Services determines the maintenance activities in the parking lots on campus and directs Facilities Services for work to be completed. To report parking lot problems, contact Parking and Transportation Services at (208) 885-6424 or by email at [parking@uidaho.edu](mailto:parking@uidaho.edu), or visit [www.uidaho.edu/parking](http://www.uidaho.edu/parking). *[ren. & ed. 9-07 (was B), ed. 7-09]*

**I. Site Lighting Problems.** Exterior lighting for streets and campus is maintained by the Electric Shop. All problems should be reported to Facilities Services at (208) 885-6246 or [facilities@uidaho.edu](mailto:facilities@uidaho.edu). *[ren. & ed. 9-07 (was B-2)]*

University of Idaho  
2019 – 2020 Faculty Senate Agenda

Meeting #28

Tuesday, April 21, 2020 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2019-2020 Faculty Senate Meeting #27 (April 14, 2020) **Attach. #1**
- III. Consent Agenda (Vote)
  - Committee Appointments from ConC **Attach. #2**
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
  - Committee on Committees (Vote)
    - FSH 1640.08 Admissions Committee (Barb Kirchmeier) **Attach. #3 & #4**
  - University Curriculum Committee (Vote)
    - UCC-20-070 v2 Admissions Committee (Terry Grieb, Barb Kirchmeier, and Lori Baker-Eveleth) **Attach. #5**
    - UCC-20-054 v2 Replacing a Grade by Repeating a Course (Lindsey Brown, Registrar) **Attach. #6**
- VII. Special Orders
  - APM 25.01 moving to FSH 3175 Financial Stewardship Responsibilities (Diane Whitney) (Vote) **Attach. #7**
  - APM 25.02, 25.03, 25.04, 25.05 Financial Balance Procedures (Diane Whitney) **Attach. #8**
  - FSH 3920 Edits to Dismissal and Discipline of Exempt Employees to come into compliance with State Board of Education policies (Diane Whitney) **Attach. #9**
- VIII. New Business
- IX. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting #27 (April 14, 2020)
- **Attach. #2** Committee Appointments from ConC
- **Attach #3** Context Statement for Changes to Admissions Committee
- **Attach #4** FSH 1640.08 cover and redline
- **Attach #5** UCC-20-070
- **Attach #6** UCC-20-054 v2
- **Attach #7** APM 25.01 and FSH 3175 cover and redline
- **Attach #8** APM 25.02, 25.03, 25.04, and 25.05 cover and redline
- **Attach #9** FSH 3920 cover and redline

University of Idaho

2019 – 2020 Faculty Senate – **Approved**

Meeting # 28

Tuesday, April 21, 2020, at 3:30 pm

Zoom only

**Present:** Bridges, Carter, Caplan, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hanigan, Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Meeuf, Paul, Raja, Rashed, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Torrey Lawrence (w/o vote), Kern, McKellar, Tenuto.

**Absent:**

**Guest/Presenters:** Lindsey Brown, Lori Baker-Eveleth, Diane Whitney, Trina Mahoney, Sean Quinlan, Mark Warner.

**Call to Order:** Chair Grieb called the meeting to order at 3:30 pm.

**Approval of Minutes (vote):**

There was a motion (Tibbals/Jeffery) to approve the minutes of the 2019-2020 Faculty Senate Meeting #27 (April 14, 2020). The following amendments were forwarded by the Faculty Secretary: 1) Hydee Backer requested to change “55 credit hours” to “59 credit hours” and “32 credits of 500-level courses” to “33 credits of 500-level courses” in the UCC-20-071 presentation regarding Dietetics; 2) Senator Cosens requested to add, on p.2, the language “*It was noted that it has been the practice for Emeriti (who were approved as graduate faculty prior to retirement) to be able to serve on graduate student committees and anyone needing a waiver prior to Graduate Council addressing this oversight should contact the Dean of the College of Graduate Studies.*”

At this point, Chair Grieb gave a brief background on the discussion leading to the proposed amendment by Senator Cosens. The current FSH 1565 policy on Emeriti does not prohibit an Emeritus faculty from serving on graduate student committees. On April 15, Graduate Council approved stronger language where Emeriti are encouraged to serve on graduate committees and can also be co-chairs with the approval of the Dean of the College of Graduate Studies. We had a brief exchange with the Interim Provost and Jerry McMurtry and decided we would wait until Fall to pursue these formal changes to FSH 1565.

The motion to approve the minutes as amended passed unanimously.

**Consent Agenda:** Committee Appointments from the Committee on Committees, attachment #2.

The Vice Chair of the Committee on Committees, Barbara Kirchmeier, presented the list of faculty appointed to the various Senate committees. A Senator asked whether there would be an additional list for staff members. It was replied that there will be updates to the list containing members appointed by Staff Council and student members appointed by ASUI. In response to a question, it was clarified that the first spreadsheet lists faculty members in alphabetical order, while the second is sorted by committees. The seconded motion from the Committee on Committees to approve the list of appointments carried.

**Chair’s Report:**



- The next University Faculty Meeting (UFM) will be on May 6<sup>th</sup> , 2020, 2:30-4:00
- Next week will be the first meeting of the 2020-2021 Faculty Senate. The tentative schedule is that 2019-2020 Senate will meet from 3:30-4:30 and 2020-2021 Senate will meet from 4:30-5:00.
- We will be discussing Academic Program Prioritization on April 28<sup>st</sup> and the Sustainable Financial Model white paper on May 5<sup>th</sup>. The incoming Senators will be asked to join us for those meetings.
- New Faculty Senate officers must be elected by the 2020-2021 senate. The election of officers is detailed in FSH 1580.IV. Here is the process:
  - The meetings will be chaired by Interim Provost Torrey Lawrence.
  - Nominations for both Chair and Vice Chair will be solicited at the April 28<sup>th</sup> meeting. Nominations are by secret ballot. Senators may self-nominate. It is standard practice that the nominations are read aloud, and nominees are given the courtesy of accepting or declining the nomination.
  - The election is held by secret ballot at the May 5<sup>th</sup> meeting and must be supported by a majority of the votes cast.
  - Senate may both nominate and elect officers at the same meeting if supported by a unanimous vote of the Senators in attendance.
  - No other official (i.e., voting) business may be held at the election meeting.
- The incoming Chair and Vice Chair take office in August with the start of classes, but it is long-standing practice that the new officers assume effective leadership during the summer with the exception of any items requiring Executive Committee or similar circumstance.
- President Green has requested input from Faculty Senate and Staff Council on the recommendation regarding outsourcing of facilities. Please respond by noon on April 23<sup>rd</sup>.

A Senator asked whether the newly appointed Senate members would receive appropriate instructions. Chair Grieb replied that FSL will indeed be reaching out to incoming Senators with a welcoming note and instructions.

**Provost's Report (delivered by Vice Provost/Interim Provost Torrey Lawrence):**

- CARE Act funds: \$6.9M of federal funds will be received, based on enrollment. One-half, about \$3.45M, is intended only for students and will be administered through the Financial Aid office. The other half will go to the University as cost-recovery for COVID-19 expenses, although our expenses far exceed that amount. At this time, it is not yet clear how these funds will be distributed. Most likely, the majority will go for housing and food refunds to students. More updates will come later.
- Promotion & Tenure (P&T) extension: the extension of the P&T timeline was approved yesterday by the President. This Emergency Policy provides opportunity for faculty to apply if they wish. The COVID-related changes to Spring 2020 and Summer 2020 course evaluations are still in progress.
- P&T training: in the past, we used to meet with specific colleges, whereas now we will do it via Zoom. Additional communications should go out soon. The audience is everyone involved in the P&T process (faculty, administrators, staff), and the training is about the new policy. We will offer the training twice, but the presentations will be recorded for those who are unable to attend.
- Long-term COVID-19 response: we are going to be online in the summer. There may be a few exceptions for programs needing face-to-face interactions in the summer. In the Fall, the plan is to be open as usual while we continue working with public health officials to monitor the situation. We will continue to be safe and prudent. We will be ready for changes, if necessary, and have contingency plans. Interim Provost Lawrence asked if there were any questions, and there were none.

- Budget update: we are all aware of the cuts for fiscal year 2021. We expect more cuts could come from the state. With COVID-19, we suffered lost revenue, additional costs, and are concerned about lower Fall enrollment, and more. The recent memo from President Green has informed everyone about a state-wide hiring moratorium. He encouraged faculty to work with their colleges on any enrollment efforts such as calling campaign or writing notes to prospective students. The most critical item is enrollment.
- University Communications & Marketing (UCM) has designed U of I-branded Zoom backgrounds.

#### Discussion:

Secretary Sammaruca asked whether the hiring freeze will apply to the Provost position as well. Interim Provost Lawrence replied that the President is the best person to ask. Chair Grieb noted that we will need to be nimble and responsive in the near future. Vice Chair Kirchmeier noted that most faculty are not on a contract in the summer. She asked whether there will be any sort of guidance/communication available before or through the summer. Interim Provost Lawrence noted that both are likely. There are no final decisions yet; there could be a “dual-mode” to accommodate those who do not want to come back to campus. As far as a major campus shift is concerned, Interim Provost Lawrence was hesitant to give any definite date. Certainly, we will not wait until mid-August to make decisions. Decisions for the Fall are likely to be made by mid-summer. We remain in constant contact with public health officials. It was noted that CETL will be offering seminars on how to be nimble and flexible while designing courses for the Fall.

#### **Committee Reports:**

- Committee on Committees (Voting item)  
FSH 1640.08 regarding Admissions Committee – Barb Kirchmeier, attachments #3 and #4.  
A brief background was provided. The Committee on Committees took a look at both the function and the structure of the Admissions Committee. As for the function, the Admissions Committee will evaluate and act on applications which require consideration of minimum qualifications. Regarding the structure, to account for the possible increase in the number of applications, two faculty members have been added, with one member of the American Language and Culture Program (ALCP). Chair Grieb proposed a friendly amendment consisting of replacing “...minimum qualifications *less* than... with “ ...minimum qualifications *lower* than...” for better clarity, as suggested by the Policy and Compliance Coordinator. Barb Kirchmeier had no objections as the amendment preserves the spirit of the proposed policy. There were no questions or comments. The vote was taken and the motion carried.
- University Curriculum Committee (Voting items)
  - UCC-20-070 v2 COGS regarding Admissions Committee – Terry Grieb, Barb Kirchmeier, and Lori Baker-Eveleth, attachment #5.  
(Chair Grieb noted that Dean Sean Quinlan and Mark Warner are present at the meeting.)  
Faculty Senate Leadership (FSL) asked UCC to consider three aspects: (1) Formally recognize the Vandal Gateway Program (VGP) in the Catalog. He noted that continuing VGP as a pilot program does not preclude the possibility of recruiting a second cohort. (2) Update the process for students petitioning the Admissions Committee the purpose of streamlining it. (3) Add the same language as in 1640.08 in the second paragraph of the Catalog Admissions Section. All VGP students would go through the Admissions Committee and provide written statements as shown in attachment #5.  
Lori Baker-Eveleth noted that part of the proposal presented to UCC was to add an interview as an optional replacement for the written statement. UCC had extensive discussion about this,

and had questions about the actual interview process—would it be by phone, face-to-face, how to store the information? Ultimately, UCC felt that they did not have enough information to include this item as part of the admission process. Chair Grieb recalled that another idea that had been discussed was the possibility of students submitting a video. However, this idea did not gain much traction either.

Discussion:

A Senator argued that he thought VGP was temporary, and he was therefore confused about what seems like a way to make it part of the regular admissions process. He knows of many faculty who are opposed to this becoming a normal practice. Chair Grieb replied that what FSL supported was the ability to matriculate students in the VGP for Fall 2020 through the previously approved emergency policy. What is being discussed now is different: if students do not meet standard admission requirements, they have to go through the Admissions Committee whether or not they qualify for a special program. Mark Warner noted that the basic idea of the VGP is to offer higher education opportunities to a broader demographics in the state. Vice-Chair Kirchmeier added that one of the reasons for including it in the Catalog was to publish our admissions standards, per accreditation requirements. But the emergency policy takes care of that, thus the inclusion of the additional language in the Catalog is actually unnecessary. Dean Quinlan reiterated that the program is a pilot and thus provisional. The Senator was still unclear as to the purpose of this action because it appears that we would be allowing another cohort when we don't even have any data from the first pilot cohort. Chair Grieb stressed that what is being proposed by UCC is only a clarification of the requirements to petition the Admissions Committee, regardless the existence of VGP or any special program. All students who do not regularly qualify must go through the same process. At this point, we still have more questions than answers. And those questions must be answered before VGP can actually be a recognized program in the Catalog. In the future, we will continue to review the program. Once again, it was reiterated that this is just a clarification of the expectations for someone going through the Admissions Committee. (The University Policy and Compliance Coordinator, Diane Whitney, confirmed this interpretation.)

Another Senator recalled that VGP was discussed earlier at Senate, and that funding problems were pointed out at that time. Now, with COVID-19, it will be even harder to support these students who need extra face-to-face time under the best of circumstances. As Mark Warner described it, "this is a ball that was already rolling downhill." There will be a program director and additional aspects will be known later. Right now, it is too late to suspend the program, with 170 students having already been contacted. Dean Quinlan explained that the program ended up in CLASS, and there were extensive discussions between himself, Mark Warner, Ginger Carney, and others about the seriousness of the commitment. With the pilot cohort, they will monitor and constantly assess. If the program fails, they may have to give up. They will take a serious look at how things are working.

Vote: The UCC motion carried (with one "nay" vote).

- o UCC-20-054 v2 regarding Replacing a Grade by Repeating a Course – Lindsey Brown, attachment #6.

Discussion:

The discussion continued from last week. Senator A. Smith reiterated his objection to the motion. He said he is part of Graduate Council, which voted for this proposal. But in his college (CNR), they do not understand the logic of taking the last grade instead of the highest. Given the present climate, there are many reasons why a student may earn a lower grade in a later attempt, such as a change of instructor or COVID-19-related problems. As representative of CNR, he will propose an amendment. The motion consists of replacing “*most recent*” with “*highest*” in the first paragraph. The second paragraph should read, “*the highest grade earned in the repeat course.*” Senator Mckellar seconded the motion to amend. Chair Grieb asked if there was any discussion on the amendment. A Senator argued that, in principle, he agrees with the amendment, but, if the highest grade were earned in a class taken many years ago, that could be a problem. He wondered whether time limits should be set. Lindsey Brown noted that enforcing time limits is technically difficult and we should go one way or the other. A Senator wanted to be sure about the following: if a student earns a D and then an F in a course, they would have to take it a third time to get a passing grade. Lindsey Brown confirmed that is currently the case and would remain so under the UCC approved changes. Currently, on the third attempt, they begin to average the grades. In the UCC approved version this would change to have only the most recent grade reflected in GPA.

The discussion moved to graduate students. A Senator wondered whether in the motion one should say “*Major Professor*” instead of “*Dean of the College of Graduate Studies*”. This would make it easier for a graduate student to retake a class. Senator A. Smith said that Graduate Council felt there should be higher standards for graduate students, which is not unusual for graduate students. Additional clarifications were asked about how the new grade would reflect in the overall GPA. Lindsey Brown reiterated that in the UCC approved version only the most recent grade counts, but all grades appear in the transcripts. “E” means excluded from the GPA, whereas “I” means included in the GPA. Chair Grieb said that, to his knowledge, most other schools in our region use the most-recent grade standard. This was confirmed by Lindsey Brown. To the question of how this issue is dealt with nationally, Lindsey Brown replied that it varies substantially, although community colleges tend to use the highest-grade standard. Several Senators agreed that it is important to support students as far as possible and to treat them fairly and consistently.

Moving back to the special COVID-related circumstances, a Senator noted that those cases should be dealt with on a case-by-case basis and should not interfere with the global look at this matter. Another Senator expressed opposition to the amendment because, if students have nothing to lose, they will naturally be less engaged. At the end of the discussion, some Senators agreed that one can argue on either side of the matter.

Vote: the vote on the amendment carried (there were three “nay” votes). The vote on the amended motion carried.

### Special Orders:

- APM 25.01 regarding moving to FSH 3175 Financial Stewardship Responsibilities (Vote) – Diane Whitney, Trina Mahoney, attachment #7.  
Trina Mahoney gave a brief background. The reason for the change is that APM 25.01 is more appropriate for FSH. Chair Grieb requested some more explanation about the background. Diane Whitney explained that, originally, APM and FSH were a single publication. However, there are items

that change more frequently than others. So for those, the University wanted to avoid the same lengthy approval process. Some policies snuck into APM, but all policies should be in FSH and all procedures should be in APM. There were no questions or comments. The motion carried.

- APM 25.02, 25.03, 25.04, 25.05 regarding Financial Balance Procedures – Diane Whitney, attachment #8  
The reason for these changes is to achieve more clarity and flexibility in managing our resources. The old policy was very prescriptive. 25.02 will be one unique set of clarified procedures, while the others will be removed. These are operational items, not policy items, which is why they belong in APM.
- FSH 3920 regarding Edits to Dismissal and Discipline of Exempt Employees to come into compliance with State Board of Education policies – Diane Whitney, attachment #9.  
Diane Whitney explained that this item is similar to the one (FSH 3910) discussed earlier at Senate. The revisions are intended to align language with SBOE requirements. A Senator wondered why this is a non-voting item although it belongs in FSH. Diane Whitney replied that there are only changes in the language for which we have no discretion because they are mandated by SBOE.

**New Business:**

A Senator asked for a clarification on the pass-fail (P/F) option, and exactly how that is working. Chair Grieb explained that a student must choose that option. The faculty member does not know until the time they go into the system to enter the final grades. At that point, they will know what the students' choices are.

**Adjournment:** There was a motion to adjourn (Tibbals). The meeting was adjourned at 5:05 pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

University of Idaho

2019 – 2020 Faculty Senate – **Pending Approval**

Meeting # 27

Tuesday, April 14, 2020 at 3:30 pm

Zoom only

**Present:** Bridges, Carter, Caplan, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hanigan, Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Meeuf, Paul, Raja, Rashed, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Wiencek (w/o vote), Kern, McKellar, Tenuto

**Absent:**

**Guest Speakers/Presenters:** Lindsey Brown, Alexandra Teague, Matthew Smitley, Jerry McMurtry, Hydee Becker, Diane Whitney, Charles Zillinger

**Call to Order:** Chair Grieb called the meeting to order at 3:33 pm.

**Approval of Minutes (vote):**

There was a motion (Lee-Painter/Hanigan) to approve the minutes of the 2019-2020 Faculty Senate Meeting #26 (April 7, 2020). The motion to approve the minutes passed unanimously.

**Consent Agenda:** None.

**Chair's Report:**

- The next University Faculty Meeting (UFM) will be on May 6<sup>th</sup>, 2020, 2:30-4:00 (PT).
- Chair Grieb expressed gratitude to the chairs of all standing committees, in particular: Alexandra Teague (Faculty Affairs Committee), Lori Baker-Eveleth (University Curriculum Committee), and Barb Kirchmeier (Senate Vice-Chair and chair of the Committee on Committees). While all chairs deserve equal appreciation, these three committees had an especially large volume of items to address. Thanks are also due to Aaron Johnson (Teaching and Advising committee), Cassidy Hall, who chaired both the IT committee and the University Committee on General Education, and Ralph Neuhaus, chair of Admissions Committee.
- FSH and Catalog items must be approved by next Tuesday, April 21<sup>st</sup>, in order to be presented at the May 6<sup>th</sup> UFM.
- Discussion on the Vandal Gateway Program (VGP) will be on the agenda next week.
- We have 3 more meetings, April 14<sup>th</sup>, 21<sup>st</sup>, and 28<sup>th</sup>. Based on what is typically done, on the 28<sup>th</sup> the 2019-20 Senate will retire, and the new Senate will hold their first meeting. We still have additional discussions/updates on the Academic Prioritization Program (APP) whose final report is currently with President Green for approval, the Sustainable Financial Model Working Group, and outsourcing. Therefore, we may need a meeting of the 2019-20 Senate on May 5<sup>th</sup> to wrap up any unfinished business.
- Many thanks to Joana Espinoza for her extensive and innovative work with the Committee on Committees.
- Lastly, an issue of continuity of Senate operations in the summer, see FSH 1580.VII which prescribes the function of an Executive Committee. If anything requiring a formal response from Senate cannot

be addressed *via* Emergency Policy FSH 6990, the 2019-20 Senators may need to meet during the summer.

### **Provost's Report (delivered by Torrey Lawrence):**

- The report from the APP Taskforce was provided to the Institutional Planning and Effectiveness Committee (IPEC). IPEC will forward its recommendation to the President for final decisions.
- Two new COVID-19 emergency policies have gone to FSL and other groups for comments and are about to be submitted. They concern: 1) extension of Promotion and Tenure timelines, which is not automatic but can be requested); and 2) course evaluations for Spring and Summer 2020. This created an implementation challenge because we were in the middle of moving from the current system (Banner) to Campus Labs. Due to COVID-related delays, we will stay with Banner for this spring and move to the new system in the summer.
- Three dean searches are underway, for the College of Education, Health and Human Sciences, where the search for an interim dean is being prepared, the College of Law, and the College of Arts and Architecture (for which finalists have been identified).
- The President's budget memo from the end of last week contains information on the challenges still ahead of us.
- COVID-19 update: The university's current plan is to be open in the Fall, pending state/federal orders and public health guidance.

In response to a question, Vice Provost Lawrence clarified that course evaluations will be collected as usual, but faculty will be able to "opt-out," in the sense that they can look at those evaluations and choose to have them dropped from their records. The deadline to opt-out may be sometime in September, but that needs to be confirmed.

### **Committee Reports:**

- Faculty Affairs Committee (Voting item)  
FSH 1565 Emeriti – Alexandra Teague, attachment #2.  
Alexandra Teague gave a brief overview on how these revisions came to be. Francesca Sammarruca, Faculty Secretary, asked FAC to look at 1565 E-1 (now E-3-b) to consider clarifying the term "exceptional circumstances." Once FAC began to look at the policy, they realized that not only did that terminology need clarification (which was done by referencing FSH 3910 A-1), but that the process for becoming Emeritus also needed to be clarified, as did the possibility that emeritus status could be revoked in exceptional circumstances (which current policy left no mechanism for). The committee also realized that information in E-2 through E-4 was sometimes unclear, redundant, and/or no longer accurate. The revised policy does not substantively change the privileges or employment opportunities of emeritus status; it only brings those into alignment with current employment policies in HR and helps to clarify policy—e.g. requiring 60 days' notice for revoking office or lab space allocation—to protect both emeritus faculty and the full university community.

#### Discussion:

A Senator raised the issue of whether Emeriti can serve as (non-chair) members at graduate committees. Dean of COGS Jerry McMurtry noted that engagement of Emeriti is encouraged. There was general agreement that this would be a great topic for Graduate Council to undertake in the Fall.



Senator A. Smith proposed a first amendment, which consisted of adding the language underlined below to the opening paragraph of section E-3 as approved by FAC:

*“Faculty must request consideration for emeritus status. This request may be made in the notice of resignation or in a request made directly to the provost. This request may be made along with or at any point following the submission of the letter of resignation. If a faculty member who is eligible for emeritus status under section E-2 does not request consideration for emeritus status in their resignation letter, then their college or department will send a notice to the faculty member asking if they wish to request emeritus status. The college or department will send a similar notice to any eligible faculty who receives a terminal contract due to program closure or similar circumstances.”*

[rev. 2-20]” This addition would prevent eligible faculty from “falling through the cracks”. The motion to amend was seconded by Senator Fairley. The chair of FAC noted that this is a great addition to the policy. The motion carried.

There was a second amendment. Senator A. Smith proposed to amend section E-3-b as approved by FAC to read as follows, where underlines and deletions represent changes to the section that was approved by FAC: *“In exceptional circumstances, the provost may suspend the above eligibility rules and award, deny, or revoke a faculty member’s emeritus status, with a written notification to the faculty member stating the reasons for the decision and notifying them of the ability to appeal. A faculty member may appeal this decision to the Faculty Senate Chair, Faculty Senate Vice Chair, and Faculty Secretary, where the provost’s decision must be upheld by a unanimous vote in order to be enacted. ~~to be affirmed or denied based on a majority vote.~~ Examples of exceptional circumstances include the reasons outlined in FSH 3910 A-1. [add. 1-12, rev. 2-20]”* The reason for this second amendment, which replaces “majority vote” with “unanimous vote,” as it was in the original policy, is to provide stronger protection to the prospective emeritus in the identification of exceptional circumstances. Chair Teague observed that FAC had chosen not to go that direction to avoid giving too much power to a single person. Both Chair Grieb and Secretary Sammarruca made comments in support of Senator A. Smith’s amendment. The motion was seconded by Senator Fairley. The motion carried.

A Senator moved back to the issue of Emeriti serving on graduate committees. This Senator is about to become Emerita and is currently serving on 7 such committees, for which it would be very difficult to find replacements for her. She will follow up with Dean McMurtry, who reiterated that Graduate Council does support Emeriti serving. Chair Grieb noted that we can come back to this should an additional vote be required. It was also noted that Emeriti can serve on UI committees per FSH 1565. Are graduate committees not included because they are not standing committees? Graduate Council will look into this question.

The vote was called on FSH 1565 as amended. The motion carried.

- University Curriculum Committee (Voting items)
  - UCC-20-069 COGS regarding Continuing Registration, Finishing Status, Provisional Admission Policy, and Probation, Disqualification, and Reinstatement – Jerry McMurtry, Attachment #4. All these items will be voted as a package.  
Dean McMurtry explained the rationale for the changes in the definition of “current” graduate student, which allows better consistency with many other institutions. There were no questions or comments on this item.

Moving to the second item, the new language sets some parameters around “Provisional Admission,” which was done informally up to this point. Provisional admission is available to students who are academically eligible but lack departmental requirements or are deficient in coursework necessary for full admission to the program. Their progress is monitored, and the students can then be moved to regular admission, if appropriate. Typically, this happens within one or two semesters.

The changes to Probation, Disqualification, and Reinstatement procedures have the advantage of streamlining the process, as there is no longer the need to search for reversion grades (a very time-consuming task).

Discussion:

There was a brief discussion on the meaning and consequences of disqualification, and under which circumstances it can occur. A student’s GPA must fall below 3.0 for two consecutive semesters. A grade of “P” which the student may earn doing research over the summer does not count towards raising the GPA to 3.0 during the second semester. However, even when disqualified, the student is still part of the university. They can be reinstated with the recommendation of the major professor and their department chair. After disqualification, they can petition so that they don’t have to sit out for one semester.

Back to Provisional Admission, a Senator asked why this option is not available to international students. Dean McMurtry explained that this is mandated by Homeland Security.

Another Senator suggested to look into regulation L11 to verify consistency of language with regard to Reinstatement.

Vote: The motion carried.

- UCC-20-064 PEP 495 as Senior Experience – Matthew Smitley, attachment #3.  
Matthew Smitley introduced himself as the Director of the MS in the Athletic Training program, which is housed in CEHHS. This is an 84-credit, two-year, six-semester MS degree that prepares for a national certification exam both for health care workers and athletic trainers. Within the degree pathway, no class was offered that would be suitable as a Senior Experience. After extensive discussion with UCGE and UCC, they proposed PEP 495, a one-unit practicum course. In this class, students gain experience in exercise science or a health science field. It requires 40 hours of participation in assigned sites and allows students to apply the knowledge they have acquired in their degree pathway while obtaining real-world experience. Thus this course meets the standards of a Senior Experience as students utilize what they have learnt in their coursework. Activities include active reflection, goal setting, and real-time participation at clinical sites.

Vote: the motion carried.

- UCC-20-071 regarding MS Dietetics and Related Courses – Hydee Becker, attachment #5.  
Effective January 1, 2024, the Commission on Dietetic Registration (CDR) will require a minimum of a master’s degree to be eligible to take the credentialing exam to become a registered dietitian nutritionist (RDN). The School of Family and Consumer Sciences (FCS) is proposing to offer a new degree program called the Master of Science in Dietetics (MS D). This degree will include 55 credit hours (32 credits of 500-level courses) and at least 1,200 hours of

supervised experiential learning in nutrition and dietetics settings culminating in the successful completion of a comprehensive final exam. The purpose of the degree is to meet the requirements needed for graduates to take the credentialing exam to become RDNs (previously referred to as registered dietitians, RDs). Currently, FCS offers a Bachelor of Science in family and consumer sciences (BS FCS) with a major in Foods and Nutrition. The current undergraduate enrollment of students in food and nutrition is expected to grow, as students will seek a seamless transition from the undergraduate to graduate degree. In fact, University of Idaho students will be encouraged to apply for the MS in their junior year and begin the MS D in their senior year. Current students accepted into the program will complete the BS and MS within five years in this 3 + 2 program. Students who already have a BS degree in another major or from another institution who wish to work as RDNs may apply for the two year (four semesters) ACNED-accredited MS D.

Discussion:

There was some discussion regarding how the program differs from the one at ISU. Hydee Becker explained that Dietetics is a field in transition. Historically, ISU offered an undergraduate degree to provide course work and a separate internship in dietetics. At U of I, both of these aspects will be coordinated. By going for an MS in Dietetics, they are moving to a new model, thus giving students more options. To meet accreditation requirements, ISU has now changed their internship into a master's degree. Thus it is similar to what we do, yet different.

A Senator asked whether the closure of the UG program was part of the Program Prioritization done this year. Hydee Becker noted that already some time ago they had taken the Dietetics option out of their UG degree, leaving the BS in Food and Nutrition.

Vote: the motion carried.

- UCC-20-014 regarding Honors Policy – Lindsey Brown, attachment #6.  
With these revisions, academic honors are based solely on U of I GPA (not GPAs from other institutions). Also, a chart is included in the Catalog which will make it easier to understand the requirements for the various levels of academic honors.  
Vote: the motion carried.
- UCC-20-054 v2 Replacing a Grade by Repeating a Course – Lindsey Brown, attachment #7.  
Currently, a student who has received a D or F in a course at UI may repeat the course at the UI provided credit has not been earned in a more advanced vertically related course in the same subject area. Although all grades remain on the record, the first repeat will replace the grade and credit earned initially in the course. The second and subsequent repeats of the same course will be averaged in the student's institutional GPA. The proposed policy would change this to keep all grades on the student's records, but the most recent grade received will be calculated within the student's GPA and credit earned in the course. See the College of Law section for the exception to this regulation applicable to students in that college.

Discussion:

A Senator said that the best grade should count as it applied to the credit earned in the course and was not supportive of UCC's choice. Chair Grieb proposed to postpone the possible presentation of an amendment until next week, after the interested parties have had a chance to discuss it.

Motion to postpone: Tibbals/Schwarzlaender. The motion carried.

**Special Orders:**

- Rescinding Friendly Amendment regarding “general” for UCC-20-032. (Terry Grieb)  
The friendly amendment from Meeting #26 to replace “Sociology” with “General” was due to a misunderstanding and should be revoked before presentation to UFM. The intent was to reflect that the Sociology major had two emphases as follows: Inequalities and Globalization, and General Sociology. There were no objections.
- APM 40.23 Municipal Waste Disposal – Charles Zillinger, attachment #8.  
These changes were actually made and implemented in 2013. Thus, this is just to formalize what is already being applied. The current policy is cleaner and simplified, and only deals with solid waste and no other kind of waste.  
There were no questions or comments.

**New Business:**

- Senator Hanigan reported that some students who use the Center for Disability Access and Resources (CDAR) as a resource asked for more visibility on campus as part of our diversity mission. ASUI is working to bring more light on that fraction of our student body as a diversity aspect. They are preparing a survey for faculty and students. Information on a survey (for which approval is pending) will be included in the Senate Talking Points as soon as it becomes available.
- A reminder that election results for 2020-2021 Senators must be in by Monday April 20<sup>th</sup> (later corrected to Tuesday April 21<sup>st</sup>.)

**Adjournment:** A motion to adjourn was made by Kirchmeier. The meeting was adjourned at 5:03pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

Attach. 2

Last name	First Name	Faculty	Employee Type	Last Yr. of Term	Department	College
Alessa	Lilian	Intellectual Property Committee	Faculty	2022-23	Landscape Architecture	CAA
Baker	Leslie	Radiation Safety Committee	Faculty/Dean or Dept. Chair	2022-23	Geology	COS
Balemba	Onesmo	University Security & Compliance Committee	Faculty	2022-23	Biology	COS
Barton	Ben	Faculty Appeals Hearing Board	Faculty/Department Chair/Alternate	2022-23	Psychology & Comm Studies	CLASS
Becker	Hydee	Classified Position Appeal Board	Faculty/Administrator	2022-23	FCS	CALS
Billing	Carol	University Budget & Finance Committee	Faculty/CEHHS	2022-23	Curriculum & Instruction	CEHHS
Borrelli	Robert	Radiation Safety Committee	Faculty/Technical	2022-23	Nuclear - Idaho Falls	ENGR
Bush	Sarah	Student Conduct Board	Faculty	2022-23	Ag & Extension Ed	CALS
Cannon	John	University Multi-Campus Communications Committee	Faculty/Boise	2022-23	Curriculum & Instruction	CEHHS
Cassel	Elizabeth	Radiation Safety Committee	Faculty/Technical	2022-23	Geology	COS
Chahine	Mireille	Faculty Appeals Hearing Board	Faculty/Off Campus/Alternate	2022-23	Research & Ext. Twin Falls	CALS
Chapman	Erin	University Committee for General Education	Faculty/CALS	2022-23	FCS	CALS
Charit	Indrajit	Sabbatical Leave Evaluation Committee	Faculty	2022-23	Chemical & Material ENGR	ENGR
Chen	Shiyi	Honors Program Committee	Faculty	2022-23	FCS	CALS
Choudhury	Samrat	Library Affairs Committee	Faculty	2022-23	Chemical & Materials Engr.	ENGR
Chung	Yunhyung	Commencement Committee	Faculty	2022-23	Business	CBE
Crepeau	John	Teaching Committee	Assoc. Dean	2022-23	Mechanical Engr.	ENGR
Cronan	Daniel	Campus Planning Advisory Committee	Faculty	2022-23	Landscape Architecture	CAA
Doumit	Stacey	Advising Committee	Faculty	2022-23	Animal & Vet Sciences	CALS
Dreikosen	Jesse	University Budget & Finance Committee	Faculty/CLASS	2022-23	Theater	CLASS
Ekins	James	University Multi-Campus Communications Committee	Faculty/CDA	2022-23	Northern District	CALS
Ely	Rob	Advising Committee	Faculty	2022-23	Math	COS
Eveleth	Daniel	Teaching Committee	Faculty	2022-23	Business	CBE
Fuerst	Peter	University Budget & Finance Committee	Faculty/At-Large	2022-23	WWAMI	WWAMI
Griffith	David	Borah Foundation Committee	Faculty	2021-22	Landscape Architecture	CAA
Gunder	Jessica	Americans with Disabilities Act Advisory Committee	Faculty/Disability exp./knowledge	2022-23	Law	LAW
Hall	Cassidy	Teaching Committee	Faculty	2022-23	Curriculum & Instruction	CEHHS
Hanley	Kalynn	University Curriculum Committee	Faculty/At-Large	2022-23	ALCP	IPO
Hansen	Robert	Student Conduct Board	Faculty	2022-23	CTC	CTC
Hatzenbuehler	Patrick	University Multi-Campus Communications Committee	Faculty/Twin Falls	2022-23	Ag Econ & Rural Soc	CALS
He	Bingjun	Advising Committee	Faculty	2022-23	Biological Engr.	ENGR
Holyoke	Laura	Ubuntu	Faculty	2022-23	Leadership & Counseling	CEHHS
Hong	Zonglie	Admissions Committee	Faculty/Alternate	2021-22	Plant Sciences	CALS
Hu	Xiao	Faculty Appeals Hearing Board	Faculty/Alternate	2022-23	Architecture	CAA
Hudiburg	Tara	Borah Foundation Committee	Faculty	2021-22	Forest, Rangeland & Fire	CNR
Jackson	Russell	Faculty Appeals Hearing Board	Faculty/Alternate	2022-23	Psychology & Comm Studies	CLASS
Johnson-Leung	Jennifer	Borah Foundation Committee	Faculty	2021-22	Math	COS
Johnston	Jason	Information Technology Committee	Faculty	2022-23	Music	CLASS
Jones	Patrick	Officer Education Committee	Faculty	2022-23	Music	CLASS
Kayler	Zach	Ubuntu	Faculty	2022-23	Soil & Water Systems	CALS
Kelly-Riley	Diane	Academic Petitions Committee	Faculty/Associate Dean	2022-23	English	CLASS
Kenyon	Jeremy	Borah Foundation Committee	Faculty	2021-22	Library	LIB

Kerr	Ashley	Student Financial Aid Committee	Faculty	2022-23	Modern Languages & Cultures	CLASS
Kirchmeier	Barbara	University Committee for General Education	Faculty/SBOE GEM - Written Comm.	2020-21	English	CLASS
Kolpan	Katharine	Advising Committee	Faculty	2022-23	Sociology & Anthro	CLASS
Lewis	Edwin	Faculty Affairs Committee	Faculty/Department Chair	2022-23	EPPN	CALS
Li	Feng	Admissions Committee	Faculty	2022-23	Electrical & Computer Engr.	ENGR
Liao	Haifeng Felix	Information Technology Committee	Faculty	2022-23	Geography	COS
Love	Renee	University Budget & Finance Committee	Faculty/COS	2022-23	Geology	COS
MacDonald	Tara	Student Financial Aid Committee	Faculty	2022-23	English	CLASS
Marshall	Anne	Committee on Committees	Faculty	2022-23	Architecture	CAA
McCollough	Michael	University Curriculum Committee	Faculty/CBE	2022-23	Business	CBE
McGuire	Michelle	Academic Hearing Board	Faculty/Administrator	2022-23	FCS	CALS
Nash	Scott	Faculty and Staff Policy Group	Faculty	2022-23	4-H Youth Dev.	CALS
Nielsen	Richard	Commencement Committee	Faculty	2022-23	Civil & Env. Engr.	ENGR
Patterson	Ronald	Dismissal Hearings Committee Panels	Faculty/Alternate	2022-23	Eastern District	CALS
Pilgeram	Ryanne	Faculty Affairs Committee	Faculty	2022-23	Sociology & Anthropology	CLASS
Quinlan	Sean	Dismissal Hearings Committee Panels	Faculty/Administrator	2022-23	History	CLASS
Radil	Steven	Honors Program Committee	Faculty	2022-23	Geography	COS
Rashed	Arash	Faculty Appeals Hearing Board	Faculty	2020-21	EPPN	CALS
Reid	James	Dismissal Hearings Committee Panels	Faculty/Alternate	2022-23	Music	CLASS
Rezamand	Pedram	Sabbatical Leave Evaluation Committee	Faculty/Natural Science	2022-23	Animal & Vet Sciences	CALS
Rumel	John	University Multi-Campus Communications Committee	Faculty/Alternate/Boise	2022-23	Law	LAW
Schab	Aaron	Student Conduct Board	Faculty	2022-23	English	CLASS
Scruggs	Philip	Faculty Affairs Committee	Faculty/Department Chair	2022-23	Movement Sciences	CEHHS
Seegmiller	Jeff	Honors Program Committee	Faculty/Academic Dean	2020-21	WWAMI	WWAMI
Shrestha	Dev	University Budget & Finance Committee	Faculty/ENGR	2022-23	Biological Engr.	ENGR
Sielert	Vanessa	Intellectual Property Committee	Faculty	2022-23	Music	CLASS
Smith	Bob	Safety and Loss-Control Committee	Faculty/COS	2022-23	Geology	COS
Sowards	Adam	Library Affairs Committee	Faculty/Social Sciences	2022-23	History	CLASS
Stanley	Jessica	Faculty Appeals Hearing Board	Faculty	2022-23	Geology	COS
Stoll	Sharon	University Committee for General Education	Faculty/CEHHS	2022-23	Movement Sciences	CEHHS
Sweet	Dawn	Academic Hearing Board	Faculty	2022-23	Psych & Comm Studies	CLASS
Vaughn	Margaret	Arts Committee	Faculty	2022-23	Curriculum & Instruction	CEHHS
Vos	Jaap	Committee on Committees	Faculty	2022-23	Natural Resources & Society	CNR
Wardropper	Chloe	Faculty Appeals Hearing Board	Faculty/Alternate	2022-23	Natural Resources & Society	CNR
Williams	Tom	University Committee for General Education	Faculty/SBOE GEM - Scientific	2022-23	Geology	COS
Williamson	Evan	Information Technology Committee	Faculty/Library	2022-23	Library	LIB
Wilson	Miranda	Admissions Committee	Faculty/Alternate	2022-23	Music	CLASS
Wolf	Brian	Safety and Loss-Control Committee	Faculty/CLASS	2022-23	Sociology & Anthropology	CLASS
Wray	Tobias	Advising Committee	Faculty	2022-23	English	CLASS



Faculty	Employee Type	Last name	First Name	Last Yr. of Term	Department	College
Academic Hearing Board	Faculty/Administrator	McGuire	Michelle	2022-23	FCS	CALS
Academic Hearing Board	Faculty	Sweet	Dawn	2022-23	Psych & Comm Studies	CLASS
Academic Petitions Committee	Faculty/Associate Dean	Kelly-Riley	Diane	2022-23	English	CLASS
Admissions Committee	Faculty/Alternate	Wilson	Miranda	2022-23	Music	CLASS
Admissions Committee	Faculty	Li	Feng	2022-23	Electrical & Computer Engr.	ENGR
Admissions Committee	Faculty/Alternate	Hong	Zonglie	2021-22	Plant Sciences	CALS
Advising Committee	Faculty	Doumit	Stacey	2022-23	Animal & Vet Sciences	CALS
Advising Committee	Faculty	He	Bingjun	2022-23	Biological Engr.	ENGR
Advising Committee	Faculty	Kolpan	Katharine	2022-23	Sociology & Anthro	CLASS
Advising Committee	Faculty	Wray	Tobias	2022-23	English	CLASS
Advising Committee	Faculty	Ely	Rob	2022-23	Math	COS
Americans with Disabilities Act Advisory Committee	Faculty/Disability exp./knowledge	Gunder	Jessica	2022-23	Law	LAW
Arts Committee	Faculty	Vaughn	Margaret	2022-23	Curriculum & Instruction	CEHHS
Borah Foundation Committee	Faculty	Griffith	David	2021-22	Landscape Architecture	CAA
Borah Foundation Committee	Faculty	Hudiburg	Tara	2021-22	Forest, Rangeland & Fire	CNR
Borah Foundation Committee	Faculty	Johnson-Leung	Jennifer	2021-22	Math	COS
Borah Foundation Committee	Faculty	Kenyon	Jeremy	2021-22	Library	LIB
Campus Planning Advisory Committee	Faculty	Cronan	Daniel	2022-23	Landscape Architecture	CAA
Classified Position Appeal Board	Faculty/Administrator	Becker	Hydee	2022-23	FCS	CALS
Commencement Committee	Faculty	Chung	Yunhyung	2022-23	Business	CBE
Commencement Committee	Faculty	Nielsen	Richard	2022-23	Civil & Env. Engr.	ENGR
Committee on Committees	Faculty	Marshall	Anne	2022-23	Architecture	CAA
Committee on Committees	Faculty	Vos	Jaap	2022-23	Natural Resources & Society	CNR
Dismissal Hearings Committee Panels	Faculty/Administrator	Quinlan	Sean	2022-23	History	CLASS
Dismissal Hearings Committee Panels	Faculty/Alternate	Patterson	Ronald	2022-23	Eastern District	CALS
Dismissal Hearings Committee Panels	Faculty/Alternate	Reid	James	2022-23	Music	CLASS
Faculty Affairs Committee	Faculty/Department Chair	Lewis	Edwin	2022-23	EPPN	CALS



Faculty Affairs Committee	Faculty	Pilgeram	Ryanne	2022-23	Sociology & Anthropology	CLASS
Faculty Affairs Committee	Faculty/Department Chair	Scruggs	Philip	2022-23	Movement Sciences	CEHHS
Faculty and Staff Policy Group	Faculty	Nash	Scott	2022-23	4-H Youth Dev.	CALS
Faculty Appeals Hearing Board	Faculty/Department Chair/Alternate	Barton	Ben	2022-23	Psychology & Comm Studies	CLASS
Faculty Appeals Hearing Board	Faculty/Off Campus/Alternate	Chahine	Mireille	2022-23	Research & Ext. Twin Falls	CALS
Faculty Appeals Hearing Board	Faculty/Alternate	Hu	Xiao	2022-23	Architecture	CAA
Faculty Appeals Hearing Board	Faculty/Alternate	Jackson	Russell	2022-23	Psychology & Comm Studies	CLASS
Faculty Appeals Hearing Board	Faculty	Rashed	Arash	2020-21	EPPN	CALS
Faculty Appeals Hearing Board	Faculty	Stanley	Jessica	2022-23	Geology	COS
Faculty Appeals Hearing Board	Faculty/Alternate	Wardropper	Chloe	2022-23	Natural Resources & Society	CNR
Honors Program Committee	Faculty	Chen	Shiyi	2022-23	FCS	CALS
Honors Program Committee	Faculty	Radil	Steven	2022-23	Geography	COS
Honors Program Committee	Faculty/Academic Dean	Seegmiller	Jeff	2020-21	WWAMI	WWAMI
Information Technology Committee	Faculty	Liao	Haifeng Felix	2022-23	Geography	COS
Information Technology Committee	Faculty	Johnston	Jason	2022-23	Music	CLASS
Information Technology Committee	Faculty/Library	Williamson	Evan	2022-23	Library	LIB
Intellectual Property Committee	Faculty	Sielert	Vanessa	2022-23	Music	CLASS
Intellectual Property Committee	Faculty	Alessa	Lilian	2022-23	Landscape Architecture	CAA
Library Affairs Committee	Faculty	Choudhury	Samrat	2022-23	Chemical & Materials Engr.	ENGR
Library Affairs Committee	Faculty/Social Sciences	Sowards	Adam	2022-23	History	CLASS
Officer Education Committee	Faculty	Jones	Patrick	2022-23	Music	CLASS
Radiation Safety Committee	Faculty/Technical	Borrelli	Robert	2022-23	Nuclear - Idaho Falls	ENGR
Radiation Safety Committee	Faculty/Technical	Cassel	Elizabeth	2022-23	Geology	COS
Radiation Safety Committee	Faculty/Dean or Dept. Chair	Baker	Leslie	2022-23	Geology	COS
Sabbatical Leave Evaluation Committee	Faculty	Charit	Indrajit	2022-23	Chemical & Material ENGR	ENGR
Sabbatical Leave Evaluation Committee	Faculty/Natural Science	Rezamand	Pedram	2022-23	Animal & Vet Sciences	CALS
Safety and Loss-Control Committee	Faculty/COS	Smith	Bob	2022-23	Geology	COS
Safety and Loss-Control Committee	Faculty/CLASS	Wolf	Brian	2022-23	Sociology & Anthropology	CLASS
Student Conduct Board	Faculty	Bush	Sarah	2022-23	Ag & Extension Ed	CALS

Student Conduct Board	Faculty	Hansen	Robert	2022-23	CTC	CTC
Student Conduct Board	Faculty	Schab	Aaron	2022-23	English	CLASS
Student Financial Aid Committee	Faculty	MacDonald	Tara	2022-23	English	CLASS
Student Financial Aid Committee	Faculty	Kerr	Ashley	2022-23	Modern Languages & Cultures	CLASS
Teaching Committee	Assoc. Dean	Crepeau	John	2022-23	Mechanical Engr.	ENGR
Teaching Committee	Faculty	Eveleth	Daniel	2022-23	Business	CBE
Teaching Committee	Faculty	Hall	Cassidy	2022-23	Curriculum & Instruction	CEHHS
Ubuntu	Faculty	Kayler	Zach	2022-23	Soil & Water Systems	CALS
Ubuntu	Faculty	Holyoke	Laura	2022-23	Leadership & Counseling	CEHHS
University Budget & Finance Committee	Faculty/CEHHS	Billing	Carol	2022-23	Curriculum & Instruction	CEHHS
University Budget & Finance Committee	Faculty/CLASS	Dreikosen	Jesse	2022-23	Theater	CLASS
University Budget & Finance Committee	Faculty/COS	Love	Renee	2022-23	Geology	COS
University Budget & Finance Committee	Faculty/At-Large	Fuerst	Peter	2022-23	WWAMI	WWAMI
University Budget & Finance Committee	Faculty/ENGR	Shrestha	Dev	2022-23	Biological Engr.	ENGR
University Committee for General Education	Faculty/SBOE GEM - Written Comm.	Kirchmeier	Barbara	2020-21	English	CLASS
University Committee for General Education	Faculty/SBOE GEM - Scientific	Williams	Tom	2022-23	Geology	COS
University Committee for General Education	Faculty/CEHHS	Stoll	Sharon	2022-23	Movement Sciences	CEHHS
University Committee for General Education	Faculty/CALS	Chapman	Erin	2022-23	FCS	CALS
University Curriculum Committee	Faculty/CBE	McCollough	Michael	2022-23	Business	CBE
University Curriculum Committee	Faculty/At-Large	Hanley	Kalynn	2022-23	ALCP	IPO
University Multi-Campus Communications Committee	Faculty/CDA	Ekins	James	2022-23	Northern District	CALS
University Multi-Campus Communications Committee	Faculty/Twin Falls	Hatzenbuehler	Patrick	2022-23	Ag Econ & Rural Soc	CALS
University Multi-Campus Communications Committee	Faculty/Boise	Cannon	John	2022-23	Curriculum & Instruction	CEHHS
University Multi-Campus Communications Committee	Faculty/Alternate/Boise	Rumel	John	2022-23	Law	LAW
University Security & Compliance Committee	Faculty	Balemba	Onesmo	2022-23	Biology	COS

## **Context Statement for FSH and Catalog Changes to Admissions Committee**

### *Background:*

On March 4<sup>th</sup>, 2020 President Green enacted Temporary Emergency Policy FSH 4345 Vandal Gateway Program that allowed the initial cohort of students (matriculating in the Fall 2020 semester) to be admitted by different standards than reflected in the catalog. This policy is effective for 180 days from its enactment and applies only to the Fall 2020 cohort of VGP students. The last paragraph of the approving memorandum reads as follows:

*It is my expectation that the Provost's Office and Faculty Senate Leadership will work with the Policy Coordinator to prepare and pass the appropriate adjustments to the admission standards of the University so as to continue the VGP into the future. In order to continue the VGP without interruption, and to assure the program continues for the students in the pilot cohort, the revised admissions must be adopted before the end of the spring semester 2020.*

Faculty Senate Leadership consulted with a number of faculty members and administrators. Based on that input, changes were suggested to both FSH 1640.08 Admissions Committee, and also to the 2020-2021 Catalog. These changes all applied to cohorts matriculating after Fall 2020. It was determined that the Temporary Emergency Policy FSH 4345 was sufficient to enable matriculation of a pilot cohort in the Fall 2020 semester.

### *Structure of Admissions Committee:*

It was proposed that Admissions Committee be expanded to increase capacity for considering petitions and doing so in a timely fashion. It was recommended that three faculty members be added to the committee with one being a faculty member from the American Language and Cultural Program. The ALCP faculty was added to enhance the ability to evaluate applications from applicants that are non-native English speakers. This represents an increase from three to six faculty members on the Admissions Committee. It was noted that the Admissions Committee currently has members who specializes in the needs of linguistically diverse applicants and other historically underserved populations. This includes the Ubuntu chair and a professional advisor. The proposal is detailed in the FSH 1640.08 document and was approved by the Committee on Committees.

### *Catalog Changes:*

Faculty Senate Leadership requested the UCC to consider changes to the catalog that would accomplish three things:

1. Add the Vandal Gateway Program to the catalog as a formal program.
2. Update the process of petitioning the Admissions Committee to streamline the process. The intent was to make it easier for students to apply and also for the committee to process the petitions.

3. Include language that would specifically recognize that the Admissions Committee has the authority and responsibility of considering students who do not qualify for regular admission to the university but are petitioning for admission via a special program.

After a extensive discussions, the UCC voted on the proposed catalog changes. They rejected the proposed changes and adopted new changes. The UCC-20-070 document shows the approved changes. Below is summary a the UCC's actions.

- The committee did not approve the addition of the section specific to the Vandal Gateway Program (5 no, 2 yes).
- The committee approved some of the changes to the first paragraph under "Applying to the Admissions Committee." They voted to remove the option of an interview (1 no, 6 yes). They also voted to clarify to content requirements for petition letters and to reinstate the requirement of three letters of recommendation (unanimous).
- The committee did not approve the proposed changes to the second paragraph under "Applying to the Admissions Committee" that would have specifically mentioned special programs (4 no, 3 yes).

A separate issue was brought up by the Registrar regarding the requirement by NWCCU that universities publish their admissions standards. This issue related specifically to the pilot cohort matriculating in Fall 2020 and was separate from the other considerations above. UCC considered a separate proposal which would have added the admissions requirements stated in the Temporary Emergency Policy FSH 4345. It was discussed that the requirements for the pilot cohort were already published as part of the Temporary Emergency Policy. The proposal was not approved. (5 no, 2 yes).

*Implications of the committee votes:*

The Vandal Gateway Program may continue as a pilot program, which does not require formal recognition in the catalog. After the Fall 2020 cohort, students must apply for admission to the VGP via the Admissions Committee using the standard process as detailed in the Catalog. The Admissions Committee has additional staffing and expertise to accommodate processing of these petitions, and to do so in a way that recognizes the needs of linguistically diverse applicants and other historically underserved populations.



# POLICY COVER SHEET

For instructions on policy creation and change, please see <https://sitecore.uidaho.edu/governance/policy>.

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu).

### Faculty Staff Handbook (FSH)

Addition X Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: \_\_\_\_\_

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Emergency x Minor Amendment

Chapter & Title: \_\_\_\_\_

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

### Originator (see FSH 1640.08)

Barb Kirchmeier 885-8326 [barbara@uidaho.edu](mailto:barbara@uidaho.edu) 4/16/20

### Policy Sponsor, if different from Originator:

Terry Grieb 885-7140 [tgrieb@uidaho.edu](mailto:tgrieb@uidaho.edu) 4/16/20

Reviewed by General Counsel \_\_\_Yes \_\_\_No Name & Date: \_\_\_\_\_

- 1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.

This is an update to the Admissions Committee to clarify its purpose and to increase the number of faculty members to provide additional capacity for processing student petitions. A member of the American Language and Culture Program faculty has also been added to improve the ability to assess petitions from non-native speakers of English.

- 2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

None.

- 3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

None.

- 4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: \_\_\_\_\_

Policy Coordinator  
Appr. & Date: \_\_\_\_\_  
[Office Use Only]

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 I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

### Section 1640: Committee Directory

---

#### UI FACULTY-STAFF HANDBOOK

#### CHAPTER ONE:

#### HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE

March 2020

---

#### 1640.08

#### ADMISSIONS COMMITTEE

**A. FUNCTION.** To act on applications for admission to UI in the cases of undergraduate applicants who do not meet minimum requirements for admission but who request a review ~~(the applicant must submit additional material that reflects real promise of success in a college-level curriculum)~~. The Admissions Committee also evaluates and acts on applications of undergraduate students to special UI programs requiring minimum qualifications less than those for regular admission to the University of Idaho The Admissions Committee also hears appeals from disenrollment when that disenrollment is the result of the presentation of incomplete or false information on initial application as an undergraduate at UI. Decisions of this committee may be appealed as stated in 2500. (Similar applications for admission to the College of Graduate Studies are acted on by the Graduate Council, and its decisions may be appealed as stated in 2500; those for admission to the College of Law are acted on by that college's Committee on Admissions, and its decisions may be appealed, in order, to the full faculty of the college and, when they consent to hear the appeal, to the president of the university and the regents.) *[ed. 7-00]*

**A-1.** This committee traditionally meets during the summer. *[add. 7-08]*

**B. STRUCTURE.** ~~Three-Five~~ members of the faculty, director of counseling and testing center or designee, chair of Ubuntu or designee, a member of the American Language and Culture Program~~ALCP~~ faculty, and the following without vote: director of admissions (or designee), and a Student Support Services designee and a professional advisor. To assure a quorum alternates for the faculty positions are appointed by the chair of the Admissions Committee from a list of those who have previously served on the Committee. *[rev. 7-97, 7-06, 7-08, 7-19 ed. 7-05, 4-12]*

<https://catalog.uidaho.edu/student-services/admission/>

## Admission to the University

- [Application and First Year Admission Requirements](#)
- [Transfer Admission](#)
- [Readmission and Petition](#)
- [Dual Credit and Non-degree](#)
- [International Admission](#)
- [Transfer Credit Evaluation](#)
- [General Education Requirements for Transfer Students](#)
- [Graduate Admission](#)
- [Graduate Admission Categories](#)
- [Additional Information for International Students](#)

Information about the undergraduate admission process and application forms are available from the Office of Admissions or online at [www.uidaho.edu/admissions](http://www.uidaho.edu/admissions). Applicants for admission to the university must present satisfactory evidence of good character.

## Application Procedures

All applicants for admission are required to submit:

1. The appropriate, completed application form (i.e., undergraduate, non-degree, or international). Failure to list all institutions attended or submission of inaccurate transcripts or other supporting documents as specified on the application form is considered fraud and subjects the applicant to immediate cancellation of his or her registration and/or dismissal from the university.
2. Official transcripts from the last high school and all colleges or universities attended. (See sections on first-year, transfer, non-degree, or international admission requirements for further details.) **Transcripts submitted in support of an application must be official and must be sent directly to the Office of Admissions by the issuing institution. Transcripts received become the property of the university and cannot be returned, copied, or forwarded.** Official transcripts must be signed by the registrar, superintendent, principal, or other authorized official of the school.
3. Applicants who are still in high school should apply during their senior year and should ask their high school counselor to send a copy of their current transcript and ACT or SAT scores to the Office of Admissions. If qualified, the applicant will be given an early notice of acceptance based on this record. Final acceptance will be granted when the university receives a final transcript mailed directly from the high school verifying that the applicant has graduated from a regionally accredited high school and has satisfied all admission requirements.
4. Scores from the College Board (SAT) or the American College Testing Program (ACT) if applying for admission to the freshman class. This includes transfer applicants with fewer than 14 transferable semester credits. International applicants are not required to submit ACT or SAT scores.
5. A non-refundable application fee of \$60 for domestic applicants, \$70 for international applicants, and \$30 for applicants seeking readmission. Review of the application will be delayed until this fee is received. This fee is not charged to students applying for non-degree admission.



**Application Deadlines.** To provide time for evaluation and for notice of acceptance to reach the applicant, applications and credentials should be submitted to the Office of Admissions at least three weeks prior to the beginning of classes. International applicants have different deadlines (see "International Admission Requirements").

## Priority Dates

Because funds are limited, to receive priority consideration for all available funds, student applicants must submit the Free Application for Federal Student Aid (FAFSA) to the federal processor by the priority date each year. The priority date for 2019-2020 is December 1. This priority date applies to incoming and continuing students, and students starting both fall and spring semesters. The link to the FAFSA page can be found on the Financial Aid homepage, <https://www.uidaho.edu/financial-aid>. In addition to the FAFSA, students who are new to the university must also have a complete application for admission on file by the December 1 priority date. Students who meet both priority dates will receive first consideration for funds for which they qualify. Students who do not meet both priority dates will still be considered for the guaranteed scholarship programs, Federal Pell Grants, and Federal Direct Loans which are available throughout the year.

## Enrollment

Financial aid during the academic year is usually awarded in expectation of full-time enrollment: 12 credits per semester for undergraduate students, 10 credits per semester for law students, and 9 credits per semester for graduate students. If a student is receiving aid as a full-time student, he or she must be registered as a full-time student to receive the aid on the first day of class. Students are required to enroll full-time to receive scholarships, unless the donor specifies special circumstances allowing part-time enrollment. All students must enroll at least half-time (6 credits per semester for undergraduate students or 5 credits per semester for graduate and law students) to be eligible for Direct Loans. Students must be enrolled in the required number of credits through the 10<sup>th</sup> day of classes (census date) of the semester to continue receiving financial aid and scholarships for the semester. For federal loan eligibility determinations, the following enrollment classifications will be used. Undergraduate enrollment will be 6-8 credits for half-time, 9-11 credits for three quarter time, and 12 or more credits for full time. Graduate enrollment will be 5-6 credits for half time, 7-8 credits for three quarter time, and 9 or more credits for full time. Law enrollment will be 5-6 credits for half time, 7-9 credits for three quarter time, and 10 or more credits for full time.

**Notification of Admission.** When all of an applicant's credentials have been received and he or she has been found eligible, a letter of acceptance will be sent. Acceptance is granted for a specified semester or summer session. If an applicant does not register for the term for which he or she applied and was accepted, it will be necessary to file a new application if entrance at a later time is desired.

## First-Year Admission Requirements

First-year applicants graduating from high school prior to 1995 must meet the requirements in effect for their graduation year. A degree-seeking applicant applying directly from high school or with fewer than 14 semester credits of transferable college work earned after high school graduation must:

1. Submit ACT or SAT scores.

2. Graduate from a regionally accredited high school with a combination of cumulative GPA<sup>1</sup> and test scores<sup>2</sup> as defined in the following table:

High School GPA	ACT Composite	SAT EBRW + Math (March 2016 and after)	SAT Critical Reading + Math (pre-March 2016)
3.00-4.00	Any test score	Any test score	Any test score
2.60-2.99	15-36	830-1600	740-1600
2.50-2.59	17-36	910-1600	830-1600
2.40-2.49	19-36	990-1600	910-1600
2.30-2.39	21-36	1070-1600	990-1600
2.20-2.29	23-36	1140-1600	1070-1600

<sup>1</sup> Unweighted

<sup>2</sup> Written sections of the test not required for admission.

4. Complete specified high school courses with a minimum 2.00 GPA as listed below. A credit is defined as a course taken with a minimum of 70 hours of classroom instruction. A high school credit can be counted in only one category.
- English:** A minimum of 8 credits (4 years), selected from composition and literature courses or courses that integrate composition, language, and literature.
  - Mathematics:** A minimum of 6 credits (3 years) including algebra I or applied math I, geometry or applied math II, and algebra II. An additional 2 credits are strongly recommended. Other courses may include probability, discrete math, analytic geometry, calculus, statistics, and trigonometry. **Four of the required mathematics credits must be taken in the 10th, 11th, and 12th grades.**
  - Social Science:** A minimum of 5 credits (2 ½ years), selected from American government (state and local), geography, U.S. history, world history, psychology, sociology, and economics (consumer economics courses approved by the Idaho State Board of Education may be counted toward this requirement).
  - Natural Science:** A minimum of 6 credits (3 years), selected from anatomy, biology, chemistry, geology, earth science, physical science, physiology, physics, zoology, and applied science courses jointly approved by the State Department of Education (SDOE) and the State Department of Professional-Technical Education (DSPTE) (maximum of two credits in this category). Ecology will count if SDOE approved. At least two credits must involve laboratory science experience. Note: A laboratory science course is defined as one in which at least one class period each week is devoted to providing students the opportunity to manipulate equipment, materials, or specimens; develop skills in observation and analysis; and discover, demonstrate, illustrate, or test scientific principles or concepts.
  - Humanities/Foreign Language:** A minimum of 2 credits (1 year), selected from literature, history, philosophy, foreign language, fine arts, and interdisciplinary humanities (related study of two or more of the traditional humanities disciplines). These courses should emphasize history, appreciation, theory, analysis, and/or critique. History courses beyond those required for state high school graduation may be counted. Foreign language study is strongly recommended. Native American language (five Idaho tribes) may meet this requirement if taught by certified high school faculty.
  - Other College Preparation:** A minimum of 3 credits (1 ½ years), of which no more than one credit may be in speech or debate (debate must be taught by a certified teacher). Other courses may

include studio/performing arts (art, dance, drama, and music) or foreign language (beyond any foreign language credit applied in the humanities/foreign language category). May include no more than two credits in SDPTE-approved classes in agricultural science and technology, business and office education, health occupations education, family and consumer sciences education, occupational family and consumer science education, trade, industrial, and technical education, and individualized occupational training.

Applicants with fewer than 14 semester hours of transfer credit completed after high school graduation must meet both first-year and transfer admission requirements, including submission of the required test scores. (See "First-Year Admission Requirements" above.)

Students who have participated in running start, dual credit or accelerated learning programs who concurrently enroll in college credit courses while still in high school need to meet first-year requirements for admission and submit all of the appropriate high school documentation regardless of the number of transferable credits completed. See First-Year Admission Requirements.

If a first-year applicant does not qualify for regular admission or satisfies one of the criteria below, he or she may apply to the Admissions Committee for consideration (see Applying to the Admissions Committee).

1. Graduates from a non-accredited high school,
2. Is home schooled,
3. Obtains a General Educational Development (GED) certificate,
4. Deserves consideration because of special circumstances (i.e. disadvantaged or minority status, delayed entry, returning veteran, a talented student wishing to enter college early, and/or similar situations).

## Transfer Admission Requirements

Applicants who have been enrolled in other colleges or universities accredited by one of the regional accrediting agencies, such as the Northwest Commission on Colleges and Universities, and who have satisfactorily accumulated 14 or more transferable credits after high school graduation may be admitted with advance standing as transfer students.

In addition to a completed undergraduate admission application form, transfer applicants must submit the following credentials to the Undergraduate Admissions Office:

1. Official transcripts from each college or university previously attended. To be considered official transcripts must be mailed directly to the University of Idaho Undergraduate Admissions Office by the issuing institution. **Transcripts received become the property of the university and cannot be returned, copied or forwarded.**
2. Applicants with fewer than 14 semester hours of transfer credit since high school graduation must meet both first-year and transfer admission requirements, including submission of the required test scores. (See "First-Year Admission Requirements".)

3. Students participating in running start, dual credit or accelerated learning programs who are concurrently enrolled in college credit courses while still attending high school need to meet first-year requirements for admission and submit all the appropriate high school documentation regardless of the number of transferable credits completed. See First-Year Admission Requirements.

Transfer students are selected from those applicants who present a cumulative grade-point average of at least 2.00 (C) for all college-level study attempted in all accredited colleges attended, exclusive of courses for which credits are not allowed. Students transferring from out-of-state schools into the College of Engineering must have a cumulative grade-point average of at least 2.80. Admission of transfer students to the landscape architecture program will be based on GPA (typically limited to 2.5 or above), test scores (ACT/SAT), and a portfolio with a letter of intent submitted to the department.

Students admitted to the University of Idaho from other collegiate educational institutions must have complied with the academic regulations for continuance in the institution(s) that they have attended in addition to the academic regulations that are applied to students enrolled in this institution.

An applicant with previous college work who does not qualify for regular admission may also seek provisional acceptance by applying to the Admissions Committee for consideration (see Applying to the Admissions Committee).

## Readmission Requirements

Students returning after two years from last attendance must complete an Application for Readmission and submit a \$30 application fee and official transcripts from all colleges or universities attended since last enrolling at UI. (Also see regulation B-1) Application forms are available online at [www.uidaho.edu/admissions](http://www.uidaho.edu/admissions).

Returning students who were not in good academic standing when they left the university need to submit the above materials and follow the appropriate reinstatement procedures as stated in regulation L-4. Contact the Admissions Office for more information (208-885-6326, [admissions@uidaho.edu](mailto:admissions@uidaho.edu)).

## Applying to the Admissions Committee

Applicants who do not qualify for admission to the University of Idaho may petition the Admissions Committee. Such applicants must submit to the Undergraduate Admissions Office an application for admission, the appropriate fee, all required official transcripts and test scores, three signed letters of recommendation, and a written statement from the student that includes the student's goals, educational and/or professional objectives, an explanation of past academic performance, information and/or documentation regarding any extenuating circumstances, and any other information the student wishes to have considered. ~~and a signed written statement of the student's objectives.~~ This information should be received in the Undergraduate Admissions Office by August 1 for fall semester and December 1 for spring semester.

Students admitted through the Admissions Committee may be granted regular or provisional admission and will be subject to the regulations on academic probation, disqualification, and reinstatement (see regulation L). The Admissions Committee may assign provisionally admitted students a primary advisor. These students, while on provisional status, will need this advisor's approval before registering and

when making any changes to their registration. They may be required to attend pre-academic planning within an office or a program of the University.

Freshmen admitted provisionally may change to regular admission status upon satisfactory completion of 14 credits, 12 of which must be in four different categories of the general education requirements (see regulation J-3). Regular admission status must be attained within three semesters or the student will be dismissed, subject to the Admissions Committee's appeal procedures.

Transfer students admitted provisionally must enroll on probation, meet all conditions imposed by the committee, and complete the first semester with at least a 2.00 grade-point average or they will be dismissed, subject to the Admissions Committee's appeal procedure.

***NOTE: THERE ARE NO CHANGES TO THE SUBSEQUENT SECTIONS OF THE ADMISSIONS SECTION OF THE CATALOG***

Attach. 6

**Office of the Registrar  
Proposed Catalog Changes  
Effective Summer 2020**

Existing Text:

**E-5-b. Replacing a Grade by Repeating a Course**

A student who has received a D or F in a course at UI may repeat the course at the UI provided credit has not been earned in a more advanced vertically related course in the same subject area. Although all grades remain on the record, the first repeat will replace the grade and credit earned initially in the course. The second and subsequent repeats of the same course will be averaged in the student's institutional GPA. See the College of Law section for the exception to this regulation applicable to students in that college.

Proposed Text:

**E-5-b. ~~Replacing a Grade by Repeating a Course~~ Repeating a Course for Grade and Grade Point Average Improvement**

An undergraduate student may repeat a course for grade and grade point average improvement. Although all grades remain on the record, the most recent grade received will be calculated within the student's grade point average and credit earned in the course. Courses taken at other institutions will not qualify for repeat status unless the student can provide the Registrar's Office written proof from the appropriate UI department that the courses involved were equivalent or the course has already been evaluated by the academic department as equivalent. Enrollment for a repeated course beyond the third attempt require permission by the student's college.

A graduate student may repeat a course in which a grade of 'C' or lower has been earned only upon specific recommendation by the student's advisory committee and with approval of the Dean of the College of Graduate Studies. All grades will remain on the student record. The grade earned in the repeated course will be used for grade point calculation. Enrollment will not be allowed for a third repeat attempt. Courses numbered 500, 501, 502, 503, 504, 597, 598, 599, 600, 601, 603, 604, and 698 may be repeated but not for grade replacement.

See the College of Law section for the exception to this regulation applicable to students in that college.



### POLICY COVER SHEET

For instructions on policy creation and change, please see <https://sitecore.uidaho.edu/governance/policy>.

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu).

**Faculty Staff Handbook (FSH)**

X Addition  Revision\*  Deletion\*  Emergency  Minor Amendment  
Chapter & Title: **FSH 3175 Financial Stewardship Responsibilities**

**Administrative Procedures Manual (APM)**

Addition  Revision\* X Deletion\*  Emergency  Minor Amendment  
Chapter & Title: **APM 25.01 Financial Stewardship Responsibilities**

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

Originator (see FSH 1460 C) Trina Mahoney 3/27/20  
Name Date

5-4387 tmahoney@uidaho.edu  
Telephone Email

Policy Sponsor, if different from Originator: Brian Foisy 3-30-2020  
Name Date

Telephone Email

Reviewed by General Counsel  Yes  No Name & Date: Kent Nelson 4/16/20

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.

Text revised to align with the current structure and expectations related to financial stewardship, and section moved from APM to FSH as part of ongoing effort to house policy in FSH and procedures in APM.

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?

None.

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

Part of comprehensive revision of APM 25.01 through 25.05

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: \_\_\_\_\_



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 3175

### 25.01 Financial Stewardship Responsibilities

Last updated August 3, 2005

**Preamble:** This section formerly resided in the Administrative Procedures Manual as APM 25.01. In 2020 it was moved to FSH 3175.

**A. General.** Unit administrators of the university's financial resources are identified as financial stewards. They are responsible for implementing, maintaining and following proper administrative and accounting procedures, and for complying with all relevant governmental and regulatory requirements. In addition, unit administrators are required to certify an understanding the UI's [Statement of University Financial Resource Stewardship](#). (See [Section B](#) below) (Also see APM Chapters 10.00, 20.00, 45.00, 50.00, 55.00, 65.00, and 70.00)

As financial stewards, fundamental oversight responsibilities include: As the Chief Financial Officer for the [University](#), the Vice President for Finance and Administration and his or her designees within the Division of Finance and Administration are responsible for managing the overall financial resources for the university. This includes providing leadership in budget and financial accountability, policy, systems and reporting, as well as internal controls in cooperation with [Internal Auditing Services](#).

All individuals involved with management of financial resources, including those within individual units, are responsible for:

**A-1. Complying with Policy and Procedures.** Learning, following and upholding financial policies and procedures established by the [University](#).

**A-2. Maintaining Adequate Records.** Maintaining processes and procedures in accordance with record-keeping requirements established by the [University](#).

**A-3. Creation of Budgets.** Contributing to or constructing budgets based on a thorough analysis of need while complying with any applicable guidelines and instructions issued by the Division of Finance and Administration.

**A-4. Ensure Budget Compliance.** Expending or committing any funds within approved [University](#) budgets using appropriate financial, accounting, purchasing and other approved

Formatted: Centered

Formatted: Font: Bold

Formatted: Font: Bold

Formatted: Font: Bold

Formatted: Indent: Left: 0.5"

Formatted: Font: Bold

Formatted: Font: Bold

Formatted: Indent: Left: 0.5"

Formatted: Font: Bold

University procedures, and maintaining records appropriate to these transactions.

**A-5.4. Monitoring Current Budget or Fund Status.** Monitoring current expenditures and revenues regularly for budgeting and accountability purposes.

Formatted: Font: Bold

Formatted: Font: Bold

**A-6.5. Ensure Ensuring Proper Salary and Wage Payments.** Reconciling reports of time and effort to assure correct payment of salaries and wages to employees, including leave and overtime.

Formatted: Font: Bold

Formatted: Font: Bold

~~**A-6. Substantiate Substantiating Creation of Budgets.**~~ Contributing to or constructing budgets based on a thorough analysis of need while complying with any applicable guidelines and instructions issued by the UI Institutional Planning and Budget Office. Division of Finance and Administration.

Formatted: Font: Bold

**A-7. Ensure Ensuring Adequate Internal Controls.** Implementing basic management controls, including segregation of duties to maintain appropriate checks and balances, in order to ensure that transactions are appropriately executed and recorded and expenditures-disbursements have a valid business purpose and are necessary and reasonable.

Formatted: Font: Bold

**A-8. Correcting Internal Control Weaknesses.** Correcting management internal control weaknesses that could lead to noncompliance with fiscal policies, waste, misuse, misappropriation, or destruction of assets, including data and data integrity.

Formatted: Font: Bold

**A-9. Reporting Improprieties.** Reporting to the Director of Internal Audit, Internal Audit Services, all suspected or known (a) misappropriation of assets, (b) misuses of University property, facilities or equipment, (c) falsification of financial records or reports, (d) unauthorized or improper destruction of assets (including data and data integrity) and (e) conflicts of interest.

Formatted: Font: Bold

**A-10. Ensure Ensuring Confidentiality and Safeguarding of Sensitive Information.** Maintaining the confidentiality of University University financial information as required.

Formatted: Font: Bold

**A-11. Ensuring Accountability and Compliance.** Performing periodic internal reviews to ensure continued compliance with University University financial policies and administrative and accounting procedures.

Formatted: Font: Bold

Formatted: Font: Bold

~~A-12. Ensure Proper Computer Security. Maintaining systems security and a secure computer environment for financial and other University records.~~

Formatted: Font: Bold

Formatted: Font: Not Bold

Formatted: Font: Bold

~~A-13. Monitor for Potential Conflict of Interest. Identifying potential conflicts of interest and taking effective action to avoid or prevent these conflicts.~~

Formatted: Font: Not Bold

Formatted: Font: Bold

**B. Procedure.** Unit administrators of the university's financial resources are responsible for familiarity with these particular financial stewardship responsibilities. In conjunction with these responsibilities is a requirement to certify understanding of such policy and procedures. Specifically, unit administrators will: The Division of Finance and Administration is responsible for developing and making available guidance on budget and financial accountability, policy, systems and reporting. -Unit administrators are responsible for familiarity with the above financial stewardship responsibilities and should ensure that introduction to these policies is included in the training of staff with financial duties. -The annual performance evaluation for individuals involved with management of financial resources should include an evaluation of compliance with this policy.

~~B-1. Certify Understanding of the Institution's 'Statement of University Financial Resource Stewardship'. Specifically, unit administrators having responsibility for a Departmental Code (roll-up), as identified in Banner (financial reporting system), are required to certify their understanding of Statement of University Financial Resource Stewardship.~~

Formatted: Font: Bold

Formatted: Font: Not Bold

Formatted: Font: Bold

Formatted: Font: Bold

Formatted: Font: Bold

~~B-2. Supervisory Review and Signature Required. Unit administrators will review the Statement of University Financial Resource Stewardship with their supervisor, sign, retain a personal copy, and file a copy in the departmental personnel file.~~

Formatted: Font: Not Bold

Formatted: Font: Bold

~~B-3. Annual Performance Review. The annual performance evaluation for the above identified responsible unit administrators will include an evaluation of compliance with the requirements of the Statement of University Financial Resource Stewardship.~~

Formatted: Font: Not Bold

Formatted: Font: Bold

~~C. Forms. See attached Statement of University Financial Resource Stewardship.~~

Formatted: Font: Not Bold

Formatted: Font: Bold

Formatted: Font: Bold

Formatted: Font: Bold

**DC. Information.** For additional information regarding financial stewardship responsibilities, contact the Office of the Vice President for Finance and

Formatted: Font: Bold

Administration at 885-6174. ~~In addition, the following references are provided for information purposes.~~

~~D-1. **UI Executive Council.** Executive Council agenda item 2003-0011, Improved Management Controls over Deficit Spending.~~

~~D-2. **UI Executive Council.** Executive Council agenda item 2003-0012, Transparent, Arms-length, Business-like with Ancillary and Auxiliary Services.~~

~~D-3. **Miscellaneous References.** There are other professional organizations that outline specific ethical conduct relative to the profession. Review of the following websites is encouraged:~~

~~i) **National Association of College and University Business Officers**, (NACUBO), <http://www.nacubo.org>~~

~~ii) **National Association of State Universities and Land-Grant Colleges** (NASULGC), <http://www.nasulgc.org/Default.htm>~~

~~iii) **Council on Governmental Regulations** (COGR), <http://www.cogr.edu>~~



# POLICY COVER SHEET

For instructions on policy creation and change, please see [www.uidaho.edu/governance/policy](http://www.uidaho.edu/governance/policy).

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to [uofi-policy@uidaho.edu](mailto:uofi-policy@uidaho.edu).

### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: \_\_\_\_\_

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: Current: 25.02 Controls over Deficit Spending  
Revised: 25.02 Financial Balance Management

\*Note: If revision or deletion, request original document from [uofi-policy@uidaho.edu](mailto:uofi-policy@uidaho.edu). All changes must be made using "track changes."

Originator (see FSH 1460 C) Trina Mahoney 10/30/2019  
Name Date

5-4387 t.mahoney@uidaho.edu  
Telephone Email

Policy Sponsor, if different from Originator [Signature] 2-10-20  
Name Date

Telephone Email

Reviewed by General Counsel X Yes No Name & Date: X Kent Nelson 4/5/20

deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion, as well as changes to the Chart of Accounts

2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
None

3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.

This revision addresses deficit and reserve policy formerly in APM sections 25.03, 25.04 and 25.05 so these are proposed to be deleted

4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.

If not a minor amendment forward to: \_\_\_\_\_

Policy Coordinator  
Appr. & Date:  
\_\_\_\_\_  
[Office Use Only]

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)

## 25.02 -- ~~Controls over Deficit Spending~~ Financial Balance Management

Last updated August 3, 2005

**A. General:** This procedure ~~is intended to prevent the accumulation of deficits from year to year~~ outlines responsibilities related to balance management including but not limited to deficits and reserve or other balance requirements as established by the ~~University~~. All fund types are subject to 'Controls Over Deficit Spending'. In addition, this procedure is based on the principle of materiality and a defined "material deficit," which directs the level of management oversight of the Responsibility Center Management (RCM). For further background please see Executive Council item EC-2003-0011. [Link TBP]

Formatted: Font: Bold

**A-1. Fund Types ~~Subject to Controls Over Deficits~~ Covered by This Policy.** All fund types are covered by this policy. Fund type generally is defined by its revenue source (e.g. appropriated revenue or local revenue). The method of control may vary depending on the fund type. Funds types include, but are not limited to the following: ~~All operating funds, with the exception of sponsored programs and service centers, as well as unexpended plant (capital project) and renewal and replacement funds are covered by this policy.~~

Formatted: Font: Bold

Formatted: Indent: Left: 0.5"

- ~~i) U1, D1, D2, D8, General Education and other State Appropriations~~
- ~~ii) X1 and X2, Auxiliary Enterprises~~
- ~~iii) U3, Local Service~~
- ~~iv) U7, Special Local Service~~
- ~~v) U4, Gift/Donations orgs.~~
- ~~vi) D3, Scholarship, restricted~~
- ~~vii) D4, Grants and Contracts~~
- ~~viii) U5, Scholarship, unrestricted~~
- ~~ix) Z3, Agency~~
- ~~x) Px, Plant and capital~~

Formatted: Font: Bold

**A-2. Definition of ~~Deficit~~ "Material Deficit" for Fund Types U1, D1, D2, D3, D4, and D8:** A negative budget balance for fund types managed by budget balance or a negative fund balance for fund types managed by fund balance. Please contact the University Budget and Planning Office if you have questions regarding how a particular fund type is managed.

**A-3. Definition of ~~Reportable~~ Material Reportable Deficit.:**

Formatted: Font: Bold

Formatted: Indent: First line: 0.5"

Formatted: Font: Bold



a. Any fiscal year--end deficit balance, regardless of amount, at the Level 3 Org level (as defined by the Banner organization hierarchy) for appropriated fund types (10, 20 and 24 as of this policy but please contact the University Budget and Planning Office to verify if needed) and the centrally allocated fund type (11). Any fiscal year--end deficit balance at the individual fund level in excess of \$5,000 for all other fund types, excluding Sponsored Programs (fund type 22).

Formatted: Indent: Left: 1"

b. Please see APM ~~Section~~Chapter 45 for policies and procedures related to Sponsored Programs (fund type 22).

Formatted: Font: Bold

c. Please see APM ~~Section~~ 20.20 for policies and procedures related to Service Centers (fund type 15).

Formatted: Font: Bold

~~**The accumulation of deficits within appropriated and/or grant and contract funds are not allowed and thus a material deficit cannot exist. The UI Institutional Planning and Budget Office (IPBO) is responsible for oversight of appropriated funds and Business and Accounting Services is responsible for oversight of grant and contract funds.**~~

Formatted: Font: Bold

Formatted: Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.5" + Indent at: 0.75"

~~**A-3. Definition of "Material Deficit" for Fund Types Px, X1, X2, U3, U4, and U7. For purposes of establishing 'controls' over deficit spending, material deficits are defined for Prior Accumulated Deficits (existing as of June 30, 2002), and Current Period Deficits (any fiscal period after June 30, 2003). Specifically,**~~

Formatted: Font: Not Bold

Formatted: Font: Bold

~~**i) Material Deficits at June 30, 2002, (Prior Accumulated Deficits). At the RCM level, a single fund with an accumulated deficit of \$25,000 or more is considered material. (See APM 25.03)**~~

Formatted: Font: Bold

Formatted: Font: Bold

~~**ii) Material Deficits after June 30, 2003, (Current Operating Deficits): A current fiscal year operating deficit is considered material if (a) it exceeds 5% of current year operating expenses; or (b) is greater than \$9,999.99. (See APM 25.04)**~~

Formatted: Font: Bold

Formatted: Font: Bold

~~**iii) Scholarship and Agency Funds. Scholarship and agency funds (D3, U5 and Z3) are addressed in separate sections of the APM [Link TBP].**~~

**B. ~~Process~~Procedure – Operating and Renewal and Replacement Funds**

**B-1. Individual Units.** It is the responsibility of each unit to routinely review fund or budget balances, to resolve deficit balances not due to timing within a reasonable timeframe and no later than fiscal year end, and to adhere to any reserve or other balance requirements as established by the university.

Formatted: Indent: Left: 0.5"

**B-2. Division of Finance and Administration.** It is the responsibility of the University Budget and Planning Office or the office designated by the Vice President for Finance and Administration to communicate to campus current expectations and procedures used to implement this policy. These communications may include deficit reporting plans and other university actions aimed at managing university financial resources, including but not limited to the establishment of minimum balances or reserve targets.

The University Budget and Planning Office or other designated office will run periodic mid-year and fiscal year--end balance reports and identify deficit balances or balances not meeting established balance or reserve requirements. These reports will be distributed to unit executives (vice presidents and president) with the expectation that units will work to resolve deficits prior to fiscal year end or to meet balance or reserve requirements. The frequency of mid-year report generation and distribution is at the discretion of the Vice President for Finance and Administration.

Final reports of all balances will be generated after fiscal year -end closing with remaining material reportable deficits or balances not meeting balance or reserve requirements highlighted. These reports will be distributed to the Vice President for Finance and Administration as well as the unit executives (vice presidents and president). Each executive office will be responsible for working with individual units to gather and approve the following:

—Explanation of timing issues, or

1. rResolution plans for all material reportable deficits not due to timing, and;
2. Resolution plans for all balances not meeting balance or reserve requirements should such requirements extend to the following fiscal year.

Formatted: Indent: Left: 0.75", Numbered + Level: 1 + Numbering Style: 1, 2, 3, ... + Start at: 1 + Alignment: Left + Aligned at: 0.25" + Indent at: 0.5"

The Vice President for Finance and Administration should be notified of any approved resolution plans which extend beyond the next fiscal year end. Failure on the part of responsible units to reach resolution in accordance with approved resolution plans will result in the

Formatted: Indent: Left: 0.5"

executive overseeing the unit being required to provide funding sources for the unresolved material reportable deficits or required balance or reserve.

### C. Procedure – Capital Project Funds (Fund Type 90)

**C-1. Individual Units.** It is the responsibility of the unit(s) sponsoring a capital project to provide project funding prior to any expenditures or expenditure commitments. A project may be funded in phases, but full funding for each phase must be in place prior to implementation. Exceptions must be approved by the Vice President for Finance and Administration or his/her designee.

**C-2. Division of Finance and Administration.** It is the responsibility of the University Budget and Planning Office or the office designated by the Vice President for Finance and Administration to review all capital project fund balances on a routine basis. The University Budget and Planning Office or other designated office will work with units throughout the fiscal year to ensure any material reportable deficits are resolved. The Vice President of Finance and Administration and the executive overseeing the unit will be notified of any unresolved material reportable deficit which does not have prior approval (see C.1).

**D. Information.** For additional information on budget management, reporting processes, or current reserve or balance requirements, please contact the University Budget and Planning Office at [budget@uidaho.edu](mailto:budget@uidaho.edu).

~~· Please reference APM 25.03 for instructions as to how to retire Prior Accumulated Deficits. Please reference APM 25.04 for instructions as to how to manage situations of Current Operating Deficits.~~

~~**C. Information and/or Training Support.** Upon implementation of new policies and procedures relating to controls over deficits, employee training will be provided for purposes of establishing controls over deficit spending. Recognizing that these policies and/or procedures are dynamic in their response to changing management practices, no specific training programs are outlined per se. The Division of Finance and Administration (DFA) and IPBO are responsible for delivering initial training programs, which will consist of, but not be limited to the following components:~~

~~Program training relating financial condition and stewardship and associated impacts of deficit spending.~~

Formatted: Indent: Left: 0.5"

~~Report interpretation (e.g., elements, math, and purpose).~~

~~Data mining, report generation, warehouse access, and Banner training.~~

~~Reporting timelines, due dates, etc.~~

~~Ongoing training and refresher sections.~~



# POLICY COVER SHEET

For instructions on policy creation and change, please see [www.uidaho.edu/governance/policy](http://www.uidaho.edu/governance/policy).

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to [uofi-policy@uidaho.edu](mailto:uofi-policy@uidaho.edu).

### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: \_\_\_\_\_

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: 25.03 Operating Deficits - Prior Accumulated Material Deficits

\*Note: If revision or deletion, request original document from [uofi-policy@uidaho.edu](mailto:uofi-policy@uidaho.edu). All changes must be made using "track changes."

Originator (see FSH 1460 C) Trina Mahoney 10/30/2019  
Name Date

5-4387 tmahoney@uidaho.edu  
Telephone Email

Policy Sponsor, if different from Originator [Signature] 2-10-20  
Name Date

Telephone Email \_\_\_\_\_

Reviewed by General Counsel X Yes  No Name & Date: Kent Nelson 4/15/20

- Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.  
part of revision to all deficit policy sections - revise and consolidate under 25.02 (no need for sep. policy for prior year, current year)
- Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
None
- Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.  
25.03, 25.04 + 25.05 will be deleted, with all deficit policy information in a revised version of 25.02
- 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)
--

## ~~25.03 --- Operating Deficits --- Prior Accumulated~~

~~Last updated August 3, 2005~~

~~A. **General.** This procedure establishes guidelines for developing a Prior Accumulated Material Deficit Retirement Plan (the Plan) and identifies procedures and accountability measures used to address the management of material deficits. For further policy information see Executive Council item EC 2003-0011. [Link TBP]~~

~~A-1. **Effective Period.** This procedure shall remain in effect until June 30, 2006, or until such time as all prior deficits are retired, whichever comes last.~~

~~B. **Procedure.** Responsibility Center (RC) Managers are responsible for developing a Prior Accumulated Material Deficit Retirement Plan. This Plan should address the following issues:~~

~~B-1. **Modification of Fiscal 2003 Deficit Plans.** During FY 2003, the Institutional Planning and Budget Office (IPBO) requested RC Managers to submit plans addressing deficits of \$25,000 or greater as of June 30, 2002. These plans should be modified and incorporated into the Prior Accumulated Material Deficit Retirement Plan as required by this section.~~

~~B-2. **FY 2004 Planning.** Procedures for preparing FY 2004 Prior Accumulated Material Deficit Retirement Plans are as follows:~~

~~i) **Purpose.** The purpose of the Plan is to provide formal documentation that defines repayment terms and the retirement of material deficits accumulated as of June 30, 2002, for each fund within each RC. At least one annual installment will be required to be made no later than May 31<sup>st</sup> of each fiscal year.~~

~~ii) **Plan elements:**~~

- ~~• **Date certain:** A deadline for final payment.~~
- ~~• **Revenue sources:** Identification of revenue sources for repayment.~~
- ~~• **Repayment periods:** Established periodic payment dates.~~

~~iii) **Deadline.** All material deficits must be retired no later than June 30, 2006.~~

~~iv) **Plan Resources.** Any unrestricted source of revenue may be identified to retire deficits. Multiple repayment sources may be identified~~

v) ~~**Plan Submission.**~~ Plans and accompanying documentation must be completed by January 31, 2004, and submitted to the IPBO. Plans will be reviewed and then forwarded to the Finance and Business Affairs Committee for their review.

vi) ~~**Plan Review.**~~ The Finance and Business Affairs Committee shall review all Plans for compliance with applicable criteria and provide feedback to the RCM. Plans may be returned to the RCM if unacceptable or additional information is needed.

vii) ~~**Plan Approval.**~~ The Finance and Business Affairs Committee shall forward approved plans to the President for their signature.

viii) ~~**Plan Format.**~~ See attached memorandum of understanding (MOU) sample, Prior Accumulated Material Deficit Retirement Plan.

### ~~**B-3. Monitoring the Retirement of Prior Accumulated Material Deficits.**~~

i) ~~**Assessment.**~~ The annual installment for retiring prior deficits will be transferred by each RC Manager no later than May 31<sup>st</sup> of each year.

ii) ~~**Progress Reports.**~~ Each RCM shall submit a yearly progress report to IPBO who will review and forward to the Finance and Business Affairs Committee. Plan progress reports shall be due August 15<sup>th</sup> of each year.

C. ~~**Accountability Measure.**~~ Each RC Manager's annual performance evaluation shall include an assessment of financial management performance. One indicator of performance is the progress made on retiring prior accumulated deficits and will be measured by the terms defined in each Plan.

D. ~~**Information.**~~ For additional information regarding preparation and submission of the Plan, contact IPBO at (208) 885-6718.





# University of Idaho

## POLICY COVER SHEET

For instructions on policy creation and change, please see [www.uidaho.edu/governance/policy](http://www.uidaho.edu/governance/policy).

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to [uofi-policy@uidaho.edu](mailto:uofi-policy@uidaho.edu).

### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: \_\_\_\_\_

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: 25.04 Operating Deficits - Current Year

\*Note: If revision or deletion, request original document from [uofi-policy@uidaho.edu](mailto:uofi-policy@uidaho.edu). All changes must be made using "track changes."

Originator (see FSH 1460 C) Trina Mahoney 10/30/2019  
Name Date

5-4387 tmahoney@uidaho.edu  
Telephone Email

Policy Sponsor, if different from Originator [Signature] 2-10-20  
Name Date

Telephone Email

Reviewed by General Counsel  Yes  No Name & Date: Kent Nelson 4/15/20

- Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.  
Part of revision to all deficit policy sections - revise and consolidate under 25.02
- Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
None
- Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.  
25.03, 25.04 and 25.05 will be deleted, with all deficit policies in a revised version of 25.02
- 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: _____ <i>[Office Use Only]</i>
--

APM F&A Appr.: _____ <i>[Office Use Only]</i>
---

FSH Appr. _____ FC _____ GFM _____ Pres./Prov. _____ <i>[Office Use Only]</i>
--

Track # _____ Date Rec.: _____ Posted: t-sheet _____ h/c _____ web _____ Register: _____ <i>(Office Use Only)</i>
---

## ~~25.04 --- Operating Deficits --- Current Year~~

~~Last updated August 3, 2005~~

~~A. **General.** This policy and procedure addresses (1) Individual organization (Org) deficits that occur within the fiscal year, (2) Reports used for executive level monitoring and oversight, and (3) The process for resolving operating deficits. This section applies to all current year operating deficits, in contrast to APM 25.03, which addresses the retirement of prior accumulated material deficits.~~

~~A-1. **Current Year Operating Deficits.** Current year operating deficits are not acceptable for any Fund within any Fund Type. Nevertheless, operating deficits may occur during the operations of a fiscal year. Exception reports will be created for monitoring by Responsibility Center and Executive level managers.~~

~~A-2. **Expense Patterns.** Since current year operations are dynamic, expense patterns of each Fund are used as the benchmark for identifying and reporting current operating deficits. There are two reporting thresholds:~~

~~i) Current-year operating deficits exceeding 5% of current year operating expenses.~~

~~ii) Any deficit less than 5% of current year operating expenses, but greater than \$9,999.99, i.e., \$10,000.00 and greater.~~

### ~~B. **Procedures.**~~

~~B-1. **Non-Sufficient Funds (NSF).** NSF checking through Banner is available for all Organizations and will continue to be the primary tool for checking expense budget availability. If expense budget is not available, the expenditure may not be allowed. Banner's capability for performing this check is facilitated through the Budget Office.~~

~~B-2. **Exception Reporting.** Exception reports are created based on criteria identified in the following sections and are available based on Organization. security from Banner at anytime. No further action is required if a Fund is not reported as an exception.~~

~~i) Exception Reports are not created for appropriated and grant funds (Fund Types U1, D1, D2, D4, D8). Appropriated funds are controlled by the Institutional Planning and Budget Office (IPBO) and by definition cannot be overspent. Business and Accounting Services (BAAS) is responsible for grant and contract funds oversight.~~

~~ii) Fund Balance Reporting, (Fund Types X1, X2, D3, U3, U4, U7). Individual fund balances will be monitored to assess each Fund's financial condition. This process compares current year actual revenues to actual expenses, which results in either a positive or negative contribution to the prior year ending fund balance. Only those meeting the 5% or \$10,000 threshold will be reported, (the exception). (Note, encumbrances are treated as expenses.)~~

~~iii) Revenue Monitoring, (Fund Types X1, X2, D3, U3, U4, U7). In addition to NSF checking and Fund Balance Reporting, these fund types, (auxiliary and local service), will have revenue budgets monitored against actual cash receipts. This process provides a clear view of revenue activity and whether enough revenues are being generated to support budgeted expenses.~~

~~**B-3. Impact of Reporting Inventory.** Units that book and carry a physical inventory, (e.g. Idaho Press & Chemistry Stores), may not recognize inventory as cash (liquid) for purposes of these reports.~~

~~**B-4. Remedial Actions.** The following actions are required for current operating deficits:~~

~~i) Correcting Deficits. RCs are expected to correct deficits without additional administrative action. RC's can decrease expenses or increase revenues, freeze the activity or take other actions within their control to eliminate a deficit.~~

~~ii) Bridging Fiscal Years. Any RC that has a revenue-timing situation in which revenues lag expenses and is expected to span fiscal years, must report this in the status report identified below.~~

~~iii) Exception Reports. All RCs for which an exception report (See B-2(ii) above) has been generated shall prepare a report regarding the RC's plan to eliminate the deficit by year-end. The report shall include the following elements:~~

~~a. Purpose, a brief description of the activity~~

~~b. Specific action, (e.g. decrease expenses or increase revenues)~~

~~c. Other courses of action including cessation of operation~~

~~d. Plan to carryover deficit, (receivables to cover, should be booked)~~

~~e. Include other supporting documentation as necessary~~

~~iv) Report Reviews. Reports are submitted to BAAS and IPBO who are responsible for reviewing RC reports on material operating deficits. BAAS and IPBO will appoint two member teams to meet with each responsibility center manager or designee to discuss remedial actions prior to forwarding to the Finance and Business Affairs Committee with recommendations.~~

~~B-5. **Clearing All Deficits.** In addition to material current year operating deficits, all deficits, regardless of size, (those under 5% or \$10,000), must be cleared by fiscal year end.~~

~~C. **Sample Form.** See attached Remediation Report – Current Year Operating Deficits.~~

~~D. **Information.** For additional information regarding current year operating deficits, contact either IPBO at (208) 885-6718, or BAAS at (208) 885-2719. Also, see Executive Council item EC 2003-0011.~~



# University of Idaho

## POLICY COVER SHEET

For instructions on policy creation and change, please see [www.uidaho.edu/governance/policy](http://www.uidaho.edu/governance/policy).

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to [uofi-policy@uidaho.edu](mailto:uofi-policy@uidaho.edu).

### Faculty Staff Handbook (FSH)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: \_\_\_\_\_

### Administrative Procedures Manual (APM)

Addition  Revision\*  Deletion\*  Emergency  Minor Amendment

Chapter & Title: 25.05 Establishing Required Cash Reserve Targets

\*Note: If revision or deletion, request original document from [uofi-policy@uidaho.edu](mailto:uofi-policy@uidaho.edu). All changes must be made using "track changes."

Originator (see FSH 1460 C) Trina Mahoney 10/30/2019  
Name Date

5-4387 tmahoney@uidaho.edu  
Telephone Email

Policy Sponsor, if different from Originator [Signature] 2-10-20  
Name Date

Telephone Email

Reviewed by General Counsel  Yes  No Name & Date: Kent Nelson 4/15/20

- Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual.  
Part of revision to all deficit policy sections - revise and consolidate under 25.02
- Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
None
- Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.  
25.03, 25.04 and 25.05 will be deleted, with all deficit policies in a revised version of 25.02
- 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)
--

## **25.05 -- Establishing Required Cash Reserve Targets**

Last updated August 3, 2005

**A. General:** Responsibility Center Managers shall establish appropriate cash reserves at the Responsibility Center (RC) level. Cash reserves are considered necessary because of the volatility in certain revenue generating activities to guard against economic downturns and other unexpected situations. Establishing a prudent reserve policy increases institutional net assets as well as creating greater financial strength and flexibility. (See APM 25.xx)

**A-1. Cash Reserves Should Relate to Expenses.** Annual expense activity demonstrates what is required for a unit to carry out its business. Expenses, rather than revenues, are better indicators of operating size or activity since they are typically less volatile and under direct management control. Accordingly, expense activity is the basis for determining appropriate cash reserve levels.

**A-2. Target Cash Reserves at Five Percent (5%) of Expenses.** Each RC cash reserve benchmark will be based on a rolling average of expenditures from the previous three years. The cash reserves should then be targeted at 5% of the average expenditure benchmark.

**B. Procedures.** Responsibility Centered Managers are responsible for developing cash reserves. These reserves should comply with the following criteria.

**B-1. General Education and Other State Appropriations** (Fund Types U1, D1, D2, D8). Unit administrators of appropriated funds are encouraged to maintain a level of cash reserve suitable for the unit for consideration of factors affecting state appropriations such as holdbacks, economic downturns and legislative decision making. This balance may exceed the recommended 5% of average expenditures.

**B-2. Gift/Donations (U4) Scholarships, Restricted (D3) and Grants and Contract (D4).** These fund types are not required to maintain cash reserves.

**B-3. Auxiliary and Local Services,** (Fund Types X1, X2, U3, U4, U7). These fund types will establish cash reserve balances as a sound business practice. Specifically, the following criteria is identified for adequate cash reserves:

i) **Rolling Average of Expenditures.** Each RC cash reserve is based on a rolling average of expenditures from the previous three years.

ii) **Required Cash Reserve.** The target reserve (benchmark) balance is established with cash, not inventory or accounts receivable not booked, (accruals).

iii) **Target Cash Reserve at 5%.** The minimum reserve is targeted at 5% of the previous three-year average expenditure benchmark.

iv) **Exceed Minimum Cash Reserves When Prudent.** A greater minimum reserve may be established if activities are exceptionally volatile or other circumstances justify such.

v) ~~Cash Reserves Required by June 30, 2006. Each RC shall be responsible for creating cash reserves at the 5% level by the end of fiscal year 2006.~~

vi) ~~Adjusting Cash Reserve Balances. Ensuing cash reserve benchmarks will be adjusted to reflect the impact that current year expenditures have to the rolling three-year average.~~

~~**B-4. Intervention and Remedial Actions:** Annually, the Institutional Planning and Budget Office (IPBO) will report progress to the President on cash reserves. Throughout the year the RCs shall monitor their cash reserve accumulation toward their respective targets.~~

~~i) **Required Reporting of Cash Reserve Deficiencies.** If an RC fails to make progress in meeting the target, the RC will provide a plan to the President identifying the method and date certain the reserve accumulation will be back on schedule, but the June 30, 2006, target deadline must be met.~~

~~**B-5. Annual Update of Average Expenditure Level.** IPBO will create an annual report re-calculating the rolling three-year average of expenses and advise each RC of their revised cash reserve target.~~

~~**C. Information.** For additional information regarding establishment of cash reserve budgets contact IPBO at (208) 885-6718. Also, see Executive Council item EC 2003-0011.~~





### POLICY COVER SHEET

For instructions on policy creation and change, please see <https://sitecore.uidaho.edu/governance/policy>.

All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu).

**Faculty Staff Handbook (FSH)**  
 Addition  Revision\*  Deletion\*  Emergency X Minor Amendment  
Chapter & Title: **FSH 3920 Dismissal and Discipline of Exempt Employees**

**Administrative Procedures Manual (APM)**  
 Addition  Revision\*  Deletion\*  Emergency x Minor Amendment  
Chapter & Title: **APM 40.29 Campus Advertising/Posting/Temporary Signage**

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

**Originator (see FSH 1460 C) Diane Whitney, Policy Coordinator** **4/14/20**

Name \_\_\_\_\_ Date \_\_\_\_\_  
5-6151 Telephone \_\_\_\_\_ Email [dwhitney@uidaho.edu](mailto:dwhitney@uidaho.edu)

**Policy Sponsor, if different from Originator:**

Name \_\_\_\_\_ Date \_\_\_\_\_  
Telephone \_\_\_\_\_ Email \_\_\_\_\_

**Reviewed by General Counsel** X Yes \_\_\_ No Name & Date: Kent Nelson 4/14/20

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion:  
*This revision is needed to bring FSH 3920 into alignment with RGP II.L. The most significant change is the deletion of provisions providing for appeal to the Board, which is explicitly prohibited by Board policy. Other changes were made for clarity, to add citations, eliminate redundant language, etc.*
  
2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have?  
*None.*
  
3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.  
*None.*
  
4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.  
*Effective immediately.*

If not a minor amendment forward to: \_\_\_\_\_

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)

3920

DISMISSAL AND DISCIPLINE OF EXEMPT EMPLOYEES

*PREAMBLE: This section outlines the procedures for the dismissal of exempt employees who are being dismissed before the end of their current term of appointment. For historical background, see 3910. Unless otherwise noted, the text is as of July 1996. The whole of the policy was substantially revised July 2002. Further information may be obtained from Human Resources (208-885-3638). [ed. 7-97, 7-01, 7-02, 9-06, 12-07]*

CONTENTS:

- A. Regents' Authority
- B. Administrative Leave
- C. Procedures Related to Discipline and Dismissal
- D. Regents Appeals

**A. REGENTS' AUTHORITY ~~AND DEFINITION OF ADEQUATE CAUSE.~~**

~~A-1-~~ All exempt employees of the regents university are subject to discipline, up to and including dismissal, for adequate cause. "Adequate cause" as defined by Board of Regents policy means one (1) or more acts or omissions which, singly or in the aggregate, have directly and substantially affected or impaired an employee's performance of his professional or assigned duties or the interests of the Board, institution, agency, school, or officer regents or the university. In addition, any conduct seriously prejudicial to the Board, an institution, agency, school or officer regents or the university may constitute adequate cause for discipline, up to and including dismissal. Examples include, but are not limited to, one or more instances of sexual harassment or other form of harassment prohibited by law; immorality; criminality; dishonesty; unprofessional conduct; actions in violation of policies, directives, or orders of the Board, an institution, agency, school, or officer regents or the university; unsatisfactory or inadequate performance of duties; or failure to perform duties. RGP ILL3.

**B. ADMINISTRATIVE LEAVE.** An exempt employee may be placed on administrative leave with pay until final action is taken by the department administrator or in the case of dismissal, by the president. [ed. 12-07]

**C. PROCEDURES RELATED TO DISCIPLINE AND DISMISSAL.** In each case, the issue of whether or not good adequate cause for discipline, termination or dismissal exists is to be determined by an equitable procedure, affording protection to the rights of the exempt employee and to the interests of the state of Idaho and its system of higher education regents and the university. [ed. 12-07]

**C-1. Departmental, Division, and College Action.** When reason arises to question the fitness of an exempt employee the question arises as to whether adequate cause exists for discipline or dismissal, the immediate supervisory officer discusses the matter with the employee in a confidential personal conference. It is the duty of the immediate supervisor and the exempt employee to make a good faith effort to correct any and all deficiencies in the exempt employee's performance. A good faith effort must be made to identify and resolve performance problems at the lowest administrative level. [ed. 12-07]

**C-2. University Action.** If problems are not resolved, disciplinary action may be initiated using the following procedure.

- a. The department administrator shall provide the employee with written notice of the contemplated discipline and specify a period of time during which the employee shall have the opportunity to respond in person or in writing.
- b. The employee may respond or decline to respond affirmatively or through inaction.
- c. After considering the employee's response, if any, the department administrator may impose discipline or, in the case of dismissal, recommend dismissal to the president.

**Commented [WD(1):** For consistency with FSH 3910 The language change is only intended to align the verbiage with FSH 3910, (eliminating Board of Regents terms that are not consistent with University usage) and not as a substantive change.

**Formatted:** Indent: Left: 0"

**Commented [NK(2):** This word is consistent with Board Policy.

**Commented [NK(3):** "termination" is not used in Board Policy – only "discipline up to and including dismissal..."

**Commented [NK(4):** This matches language with the board policy but does not change the substance of the policy since the Board policy controls. Board policy limits discipline to instances of adequate cause.

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF Section 3920: Dismissal and Discipline of Non-Faculty Exempt Employees 2006 (editorial)

---

d. If there is a recommendation to dismiss, the president or his or her designee must notify the employee in writing. Such notice may be personally served upon the employee, or be sent by first-class mail, postage pre-paid, to the employee at the last known address on file for the employee. If the disciplinary action is other than dismissal, the department administrator provides the notice in the same way. The notice must contain a concise statement of the reasons for and nature of the discipline.

e. An employee may use the grievance process described in FSH 3890 to grieve disciplinary action.

f. The notice to the employee imposing discipline is the final decision of the university. The effective date of the discipline is not affected by the filing of a grievance under FSH 3890.

~~**D. REGENTS' APPEALS.** A nonclassified employee may elect to petition the Board to review any final personnel related decision of the chief executive officer. Any written petition must be filed in the Office of the State Board of Education within fifteen (15) calendar days after the employee receives written notice of final action under the internal procedures of the institution, agency, school, or office. The Board may agree to review the final action, setting out whatever procedure and conditions for review it deems appropriate, or it may choose not to review the final action. The fact that a written petition has been filed does not stay the effectiveness of the final decision nor does it grant a petition for review unless specifically provided by the Board. Board review is not a matter of right. An employee need not petition the Board for review in order to have exhausted administrative remedies for the purposes of judicial review. (RGP HM).~~

**Commented [WD(5):** Discipline, up to and including dismissal, of an employee is not appealable to the Board. RGP ILL.4.b.

University of Idaho  
2019 – 2020 Faculty Senate Agenda

Meeting #29

Tuesday, April 28, 2020 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2019-2020 Faculty Senate Meeting #28 (April 21, 2020) **Attach. #1**
- III. Consent Agenda (Vote)
  - May 2020 Graduates **Attach. #2**
  - 2021-2022 Sabbaticals **Attach. #3**
- IV. Chair's Report
- V. Provost's Report
- VI. Committee Reports
- VII. Other Announcements and Communications
- VIII. Special Orders
  - Academic Program Prioritization Taskforce (APPT) and the Institutional Planning and Effectiveness Committee (IPEC) (Rachel Halverson, APPT Chair, and John Wiencek, Provost) **Attach. #4**
  - FSH 3930 Separation of Classified Employees (Diane Whitney, Policy Coordinator) **Attach. #5**
- IX. New Business
- X. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting #28 (April 28, 2020)
- **Attach. #2** Graduation list for Spring 2020
- **Attach #3** Sabbatical list for 2021-2022
- **Attach #4** Academic Program Prioritization Taskforce and the Institutional Planning and Effective Committee
- **Attach #5** FSH 3930 Separation of Classified Employees

University of Idaho

2019 – 2020 Faculty Senate – **APPROVED**

Meeting # 29

Tuesday, April 28, 2020, 3:30 pm – 4:30 pm

Zoom only

**Present:** Bridges, Caplan, Carter, Chapman, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hanigan, Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Meeuf, Paul, Raja, Rashed, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Torrey Lawrence (w/o vote), John Wiencek (w/o vote), Kern, McKellar, Hickman (incoming), Wargo (incoming), McIntosh (incoming), Quinnett (incoming), Ahmadzadeh (incoming), Cohn (incoming)

**Absent:** Chopin, Rinker (incoming senator)

**Guest/Presenters:** Rachel Halverson, Diane Whitney, Brandi Terwilliger

**Call to Order:** Chair Grieb called the meeting to order at 3:31 pm.

**Approval of Minutes (vote by 2019-2020 Senators):**

There was a motion (A. Smith/Lee-Painter) to approve the minutes of the 2019-2020 Faculty Senate Meeting #28 (April 21, 2020). Proposed amendments: on p.1, “April 7” should be “April 21”; on p.2, “April 21<sup>st</sup>” should be “April 28<sup>th</sup>” and, still on p.2, “April 28<sup>th</sup>” should be “May 5<sup>th</sup>”. The motion to approve the minutes as amended carried.

**Consent Agenda:**

- Approval of May 2020 Graduates
  - Approval of 2021-2022 Sabbaticals
- Chair Grieb opened the floor to discussion. There were no questions or comments.  
Vote: motion to approve May 2020 Graduates and 2021-2022 Sabbaticals carried.

**Chair’s Report:**

- The next University Faculty Meeting (UFM) will be on May 6<sup>th</sup>, 2020, 2:30-4:00
- Chair Grieb welcomed the new Faculty Senate members:
  - Jerry Fairley (COS), rejoining after replacing James Foster. He will be starting a full term in Fall 2020.
  - Amin Ahmadzadeh (CALs), replacing A. Caplan
  - Dan Hickman (CBE), replacing Terry Grieb
  - Elizabeth Wargo (CDA Center), replacing A. Kern
  - Kelly Quinnett (CLASS). Replacing J. DeAngelis
  - Bob Rinker (COE), replacing C. Jeffery
  - Deb McIntosh (LAW), finishing the term for B. Cosens
  - Teresa Cohn (CNR) , replacing A. Smith
- Congratulations to Faculty Senate members Arash Rashed, Dan Hickman, and frequent Faculty Senate guest Alexandra Teague, Faculty Affairs Committee Chair, who are recipients of the University Mid-Career Awards. Congratulations to all the outstanding faculty who are recipients of the award this year.

- A Faculty Senate volunteer is needed as Senate representative at the VandalStar Committee. He/she will replace outgoing Senator DeAngelis. Senator DeAngelis gave a brief overview of the typical tasks and commitment associated with this committee. He recalled that VandalStar is used extensively by professional advisors as well as many instructors. Although it was initially controversial and there are still challenges to be worked out, it is an important committee. The committee meets every other Wednesdays from 1:00 pm to 2:30 pm, including during the summer. At this time, no volunteers came forward. Chair Grieb said we will revisit this issue next time and thanked Senator DeAngelis again for all his service.
- Gratitude and farewell to Provost John Wiencek, who is attending today his last Senate meeting at U of I. Provost Wiencek has been at U of I for 5 years, during which time he has been an excellent provost. Under his leadership, the dialogue between faculty and administration has improved, and so has shared governance. John Wiencek has seen faculty, staff, and students as making up the institution in a holistic way. He has listened to people and treated them with respect. Provost Wiencek was presented with a University of Idaho clock as a token of everyone's appreciation.

There were no questions or comments following the Chair's report.

**Provost's Report (delivered by Provost Designate Torrey Lawrence):**

- An update on the CARE Act will probably be available next week. We hope to be able to get those funds to the students soon.
- P&T training: the dates have been moved (from Wednesday and Thursday) to Friday 9:30 am-11:00 am or 2:30 pm-4:00 pm. Anyone interested in learning about the process is invited to attend.
- COVID-19 update and Fall reopening: The Governor has published a 4-stage plan to reopen Idaho businesses, called "Idaho Rebounds". We are developing our own plans based on those stages. More should be known by the end of the week.
- The deadline for honorary degree nominations has been extended to May 15 from earlier in April. The degrees will be announced at the December Commencement. See FSH 4930 for the relevant policy on honorary degrees.
- This semester the planned combined award ceremony for staff and faculty will not take place due to COVID-19. However, our team has put together a great website with information, pictures, and acknowledgments about the awards (visit: <https://www.uidaho.edu/governance/faculty-staff/University-awards>).

**Committee Reports:** None

**Special Orders:**

- Academic Program Prioritization Taskforce (APPT) and the Institutional Planning and Effectiveness Committee (IPEC) – Rachel Halverson, APPT Chair, and John Wiencek, Provost, attachment #4

Before moving on to APPT and IPEC, Provost Wiencek said he enjoyed his time at U of I. Sometimes, things have been difficult, but he always tried to focus on what is best for the students and the institution. There has been productive dialogue and he leaves with mixed emotions, although he is happy to be moving to a location that is close to his family.



University of Idaho

2019 – 2020 Faculty Senate – **Pending Approval**

Meeting # 28

Tuesday, April 21, 2020, at 3:30 pm

Zoom only

**Present:** Bridges, Carter, Caplan, Chapman, Chopin, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hanigan, Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Meeuf, Paul, Raja, Rashed, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Torrey Lawrence (w/o vote), Kern, McKellar, Tenuto.

**Absent:**

**Guest/Presenters:** Lindsey Brown, Lori Baker-Eveleth, Diane Whitney, Trina Mahoney, Sean Quinlan, Mark Warner.

**Call to Order:** Chair Grieb called the meeting to order at 3:30 pm.

**Approval of Minutes (vote):**

There was a motion (Tibbals/Jeffery) to approve the minutes of the 2019-2020 Faculty Senate Meeting #27 (April 7, 2020). The following amendments were forwarded by the Faculty Secretary: 1) Hydee Backer requested to change “55 credit hours” to “59 credit hours” and “32 credits of 500-level courses” to “33 credits of 500-level courses” in the UCC-20-071 presentation regarding Dietetics; 2) Senator Cosens requested to add, on p.2, the language “*It was noted that it has been the practice for Emeriti (who were approved as graduate faculty prior to retirement) to be able to serve on graduate student committees and anyone needing a waiver prior to Graduate Council addressing this oversight should contact the Dean of the College of Graduate Studies.*”

At this point, Chair Grieb gave a brief background on the discussion leading to the proposed amendment by Senator Cosens. The current FSH 1565 policy on Emeriti does not prohibit an Emeritus faculty from serving on graduate student committees. On April 15, Graduate Council approved stronger language where Emeriti are encouraged to serve on graduate committees and can also be co-chairs with the approval of the Dean of the College of Graduate Studies. We had a brief exchange with the Interim Provost and Jerry McMurtry and decided we would wait until Fall to pursue these formal changes to FSH 1565.

The motion to approve the minutes as amended passed unanimously.

**Consent Agenda:** Committee Appointments from the Committee on Committees, attachment #2.

The Vice Chair of the Committee on Committees, Barbara Kirchmeier, presented the list of faculty appointed to the various Senate committees. A Senator asked whether there would be an additional list for staff members. It was replied that there will be updates to the list containing members appointed by Staff Council and student members appointed by ASUI. In response to a question, it was clarified that the first spreadsheet lists faculty members in alphabetical order, while the second is sorted by committees. The seconded motion from the Committee on Committees to approve the list of appointments carried.

**Chair’s Report:**

- The next University Faculty Meeting (UFM) will be on May 6<sup>th</sup> , 2020, 2:30-4:00
- Next week will be the first meeting of the 2020-2021 Faculty Senate. The tentative schedule is that 2019-2020 Senate will meet from 3:30-4:30 and 2020-2021 Senate will meet from 4:30-5:00.
- We will be discussing Academic Program Prioritization on April 21<sup>st</sup> and the Sustainable Financial Model white paper on May 5<sup>th</sup>. The incoming Senators will be asked to join us for those meetings.
- New Faculty Senate officers must be elected by the 2020-2021 senate. The election of officers is detailed in FSH 1580.IV. Here is the process:
  - The meetings will be chaired by Interim Provost Torrey Lawrence.
  - Nominations for both Chair and Vice Chair will be solicited at the April 28<sup>th</sup> meeting. Nominations are by secret ballot. Senators may self-nominate. It is standard practice that the nominations are read aloud, and nominees are given the courtesy of accepting or declining the nomination.
  - The election is held by secret ballot at the April 28<sup>th</sup> meeting and must be supported by a majority of the votes cast.
  - Senate may both nominate and elect officers at the same meeting if supported by a unanimous vote of the Senators in attendance.
  - No other official (i.e., voting) business may be held at the election meeting.
- The incoming Chair and Vice Chair take office in August with the start of classes, but it is long-standing practice that the new officers assume effective leadership during the summer with the exception of any items requiring Executive Committee or similar circumstance.
- President Green has requested input from Faculty Senate and Staff Council on the recommendation regarding outsourcing of facilities. Please respond by noon on April 23<sup>rd</sup>.

A Senator asked whether the newly appointed Senate members would receive appropriate instructions. Chair Grieb replied that FSL will indeed be reaching out to incoming Senators with a welcoming note and instructions.

**Provost's Report (delivered by Vice Provost/Interim Provost Torrey Lawrence):**

- CARE Act funds: \$6.9M of federal funds will be received, based on enrollment. One-half, about \$3.45M, is intended only for students and will be administered through the Financial Aid office. The other half will go to the University as cost-recovery for COVID-19 expenses, although our expenses far exceed that amount. At this time, it is not yet clear how these funds will be distributed. Most likely, the majority will go for housing and food refunds to students. More updates will come later.
- Promotion & Tenure (P&T) extension: the extension of the P&T timeline was approved yesterday by the President. This Emergency Policy provides opportunity for faculty to apply if they wish. The COVID-related changes to Spring 2020 and Summer 2020 course evaluations are still in progress.
- P&T training: in the past, we used to meet with specific colleges, whereas now we will do it via Zoom. Additional communications should go out soon. The audience is everyone involved in the P&T process (faculty, administrators, staff), and the training is about the new policy. We will offer the training twice, but the presentations will be recorded for those who are unable to attend.
- Long-term COVID-19 response: we are going to be online in the summer. There may be a few exceptions for programs needing face-to-face interactions in the summer. In the Fall, the plan is to be open as usual while we continue working with public health officials to monitor the situation. We will continue to be safe and prudent. We will be ready for changes, if necessary, and have contingency plans. Interim Provost Lawrence asked if there were any questions, and there were none.

- Budget update: we are all aware of the cuts for fiscal year 2021. We expect more cuts could come from the state. With COVID-19, we suffered lost revenue, additional costs, and are concerned about lower Fall enrollment, and more. The recent memo from President Green has informed everyone about a state-wide hiring moratorium. He encouraged faculty to work with their colleges on any enrollment efforts such as calling campaign or writing notes to prospective students. The most critical item is enrollment.
- University Communications & Marketing (UCM) has designed U of I-branded Zoom backgrounds.

#### Discussion:

Secretary Sammaruca asked whether the hiring freeze will apply to the Provost position as well. Interim Provost Lawrence replied that the President is the best person to ask. Chair Grieb noted that we will need to be nimble and responsive in the near future. Vice Chair Kirchmeier noted that most faculty are not on a contract in the summer. She asked whether there will be any sort of guidance/communication available before or through the summer. Interim Provost Lawrence noted that both are likely. There are no final decisions yet; there could be a “dual-mode” to accommodate those who do not want to come back to campus. As far as a major campus shift is concerned, Interim Provost Lawrence was hesitant to give any definite date. Certainly, we will not wait until mid-August to make decisions. Decisions for the Fall are likely to be made by mid-summer. We remain in constant contact with public health officials. It was noted that CETL will be offering seminars on how to be nimble and flexible while designing courses for the Fall.

#### **Committee Reports:**

- Committee on Committees (Voting item)  
FSH 1640.08 regarding Admissions Committee – Barb Kirchmeier, attachments #3 and #4.  
A brief background was provided. The Committee on Committees took a look at both the function and the structure of the Admissions Committee. As for the function, the Admissions Committee will evaluate and act on applications which require consideration of minimum qualifications. Regarding the structure, to account for the possible increase in the number of applications, two faculty members have been added, with one member of the American Language and Culture Program (ALCP). Chair Grieb proposed a friendly amendment consisting of replacing “...minimum qualifications *less* than... with “ ...minimum qualifications *lower* than...” for better clarity, as suggested by the Policy and Compliance Coordinator. Barb Kirchmeier had no objections as the amendment preserves the spirit of the proposed policy. There were no questions or comments. The vote was taken and the motion carried.
- University Curriculum Committee (Voting items)
  - UCC-20-070 v2 COGS regarding Admissions Committee – Terry Grieb, Barb Kirchmeier, and Lori Baker-Eveleth, attachment #5.  
(Chair Grieb noted that Dean Sean Quinlan and Mark Warner are present at the meeting.)  
Faculty Senate Leadership (FSL) asked UCC to consider three aspects: (1) Formally recognize the Vandal Gateway Program (VGP) in the Catalog. He noted that continuing VGP as a pilot program does not preclude the possibility of recruiting a second cohort. (2) Update the process for students petitioning the Admissions Committee the purpose of streamlining it. (3) Add the same language as in 1640.08 in the second paragraph of the Catalog Admissions Section. All VGP students would go through the Admissions Committee and provide written statements as shown in attachment #5.  
Lori Baker-Eveleth noted that part of the proposal presented to UCC was to add an interview as an optional replacement for the written statement. UCC had extensive discussion about this,

and had questions about the actual interview process—would it be by phone, face-to-face, how to store the information? Ultimately, UCC felt that they did not have enough information to include this item as part of the admission process. Chair Grieb recalled that another idea that had been discussed was the possibility of students submitting a video. However, this idea did not gain much traction either.

Discussion:

A Senator argued that he thought VGP was temporary, and he was therefore confused about what seems like a way to make it part of the regular admissions process. He knows of many faculty who are opposed to this becoming a normal practice. Chair Grieb replied that what FSL supported was the ability to matriculate students in the VGP for Fall 2020 through the previously approved emergency policy. What is being discussed now is different: if students do not meet standard admission requirements, they have to go through the Admissions Committee whether or not they qualify for a special program. Mark Warner noted that the basic idea of the VGP is to offer higher education opportunities to a broader demographics in the state. Vice-Chair Kirchmeier added that one of the reasons for including it in the Catalog was to publish our admissions standards, per accreditation requirements. But the emergency policy takes care of that, thus the inclusion of the additional language in the Catalog is actually unnecessary. Dean Quinlan reiterated that the program is a pilot and thus provisional. The Senator was still unclear as to the purpose of this action because it appears that we would be allowing another cohort when we don't even have any data from the first pilot cohort. Chair Grieb stressed that what is being proposed by UCC is only a clarification of the requirements to petition the Admissions Committee, regardless the existence of VGP or any special program. All students who do not regularly qualify must go through the same process. At this point, we still have more questions than answers. And those questions must be answered before VGP can actually be a recognized program in the Catalog. In the future, we will continue to review the program. Once again, it was reiterated that this is just a clarification of the expectations for someone going through the Admissions Committee. (The University Policy and Compliance Coordinator, Diane Whitney, confirmed this interpretation.)

Another Senator recalled that VGP was discussed earlier at Senate, and that funding problems were pointed out at that time. Now, with COVID-19, it will be even harder to support these students who need extra face-to-face time under the best of circumstances. As Mark Warner described it, "this is a ball that was already rolling downhill." There will be a program director and additional aspects will be known later. Right now, it is too late to suspend the program, with 170 students having already been contacted. Dean Quinlan explained that the program ended up in CLASS, and there were extensive discussions between himself, Mark Warner, Ginger Carney, and others about the seriousness of the commitment. With the pilot cohort, they will monitor and constantly assess. If the program fails, they may have to give up. They will take a serious look at how things are working.

Vote: The UCC motion carried (with one "nay" vote).

- o UCC-20-054 v2 regarding Replacing a Grade by Repeating a Course – Lindsey Brown, attachment #6.

Discussion:

The discussion continued from last week. Senator A. Smith reiterated his objection to the motion. He said he is part of Graduate Council, which voted for this proposal. But in his college (CNR), they do not understand the logic of taking the last grade instead of the highest. Given the present climate, there are many reasons why a student may earn a lower grade in a later attempt, such as a change of instructor or COVID-19-related problems. As representative of CNR, he will propose an amendment. The motion consists of replacing “*most recent*” with “*highest*” in the first paragraph. The second paragraph should read, “*the highest grade earned in the repeat course.*” Senator Mckellar seconded the motion to amend. Chair Grieb asked if there was any discussion on the amendment. A Senator argued that, in principle, he agrees with the amendment, but, if the highest grade were earned in a class taken many years ago, that could be a problem. He wondered whether time limits should be set. Lindsey Brown noted that enforcing time limits is technically difficult and we should go one way or the other. A Senator wanted to be sure about the following: if a student earns a D and then an F in a course, they would have to take it a third time to get a passing grade. Lindsey Brown confirmed that is currently the case and would remain so under the UCC approved changes. Currently, on the third attempt, they begin to average the grades. In the UCC approved version this would change to have only the most recent grade reflected in GPA.

The discussion moved to graduate students. A Senator wondered whether in the motion one should say “*Major Professor*” instead of “*Dean of the College of Graduate Studies*”. This would make it easier for a graduate student to retake a class. Senator A. Smith said that Graduate Council felt there should be higher standards for graduate students, which is not unusual for graduate students. Additional clarifications were asked about how the new grade would reflect in the overall GPA. Lindsey Brown reiterated that in the UCC approved version only the most recent grade counts, but all grades appear in the transcripts. “E” means excluded from the GPA, whereas “I” means included in the GPA. Chair Grieb said that, to his knowledge, most other schools in our region use the most-recent grade standard. This was confirmed by Lindsey Brown. To the question of how this issue is dealt with nationally, Lindsey Brown replied that it varies substantially, although community colleges tend to use the highest-grade standard. Several Senators agreed that it is important to support students as far as possible and to treat them fairly and consistently.

Moving back to the special COVID-related circumstances, a Senator noted that those cases should be dealt with on a case-by-case basis and should not interfere with the global look at this matter. Another Senator expressed opposition to the amendment because, if students have nothing to lose, they will naturally be less engaged. At the end of the discussion, some Senators agreed that one can argue on either side of the matter.

Vote: the vote on the amendment carried (there were three “nay” votes). The vote on the amended motion carried.

### Special Orders:

- APM 25.01 regarding moving to FSH 3175 Financial Stewardship Responsibilities (Vote) – Diane Whitney, Trina Mahoney, attachment #7.  
Trina Mahoney gave a brief background. The reason for the change is that APM 25.01 is more appropriate for FSH. Chair Grieb requested some more explanation about the background. Diane Whitney explained that, originally, APM and FSH were a single publication. However, there are items

that change more frequently than others. So for those, the University wanted to avoid the same lengthy approval process. Some policies snuck into APM, but all policies should be in FSH and all procedures should be in APM. There were no questions or comments. The motion carried.

- APM 25.02, 25.03, 25.04, 25.05 regarding Financial Balance Procedures – Diane Whitney, attachment #8  
The reason for these changes is to achieve more clarity and flexibility in managing our resources. The old policy was very prescriptive. 25.02 will be one unique set of clarified procedures, while the others will be removed. These are operational items, not policy items, which is why they belong in APM.
- FSH 3920 regarding Edits to Dismissal and Discipline of Exempt Employees to come into compliance with State Board of Education policies – Diane Whitney, attachment #9.  
Diane Whitney explained that this item is similar to the one (FSH 3910) discussed earlier at Senate. The revisions are intended to align language with SBOE requirements. A Senator wondered why this is a non-voting item although it belongs in FSH. Diane Whitney replied that there are only changes in the language for which we have no discretion because they are mandated by SBOE.

**New Business:**

A Senator asked for a clarification on the pass-fail (P/F) option, and exactly how that is working. Chair Grieb explained that a student must choose that option. The faculty member does not know until the time they go into the system to enter the final grades. At that point, they will know what the students' choices are.

**Adjournment:** There was a motion to adjourn (Tibbals). The meeting was adjourned at 5:05 pm.

Respectfully Submitted,

Francesca Sammaruca  
Secretary of the University Faculty & Secretary to Faculty Senate

## Attach. 2

LAST_NAME	FIRST_NAME	LEVL	COLLEGE	DEGREE	MAJOR_1
Alibrahim	Kawthar	UG	Agricultural & Life Sciences	B.S.F.C.S.	Apparel, Textiles, & Design
Altom	Ryan	UG	Agricultural & Life Sciences	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Aske	Amanda	UG	Agricultural & Life Sciences	B.S.F.C.S.	CFCS-Child Dev Family Rel
Balderrama	Tamara	UG	Agricultural & Life Sciences	B.S.Ag.Ed.	Agricultural Education
Baldwin	Daniel	UG	Agricultural & Life Sciences	B.S.Ag.L.S.	Sust Crp&Lndsc-Soil&Ld Use Emp
Ball	Eric	UG	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Ball	Eric	UG	Agricultural & Life Sciences	B.S.Pl.Sc.	Crop Management
Baughner	Christopher	GR	Agricultural & Life Sciences	Ph.D.	Soil & Land Resources
Benkula	Harlee	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Bevan	Jacob	GR	Agricultural & Life Sciences	M.S.	Plant Science
Bledsoe	Chloe	UG	Agricultural & Life Sciences	B.S.Erly.Chldhd.Dev.Ed.	Early Childhood Devel & Ed
Brown	Alison	UG	Agricultural & Life Sciences	B.S.Ag.Ed.	Agricultural Education
Brusseau	Chanelle	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Bull	Megan	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Buratto	Rebecca	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Burch	Nicole	UG	Agricultural & Life Sciences	B.S.F.C.S.	Food/Nutr-Dietetics Opt
Burke	JoAnne	UG	Agricultural & Life Sciences	B.S.Erly.Chldhd.Dev.Ed.	Early Childhood Devel & Ed
Buseman	Brianna	GR	Agricultural & Life Sciences	M.S.	Animal Science
Carbon	Heather	UG	Agricultural & Life Sciences	B.S.F.S.	Food Science-Food Sci Opt
Carter	Courtney	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Cendejas	Parker	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Chase	Travis	GR	Agricultural & Life Sciences	M.S.	Plant Science
Cline	Haley	UG	Agricultural & Life Sciences	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Coleman	Lillie	UG	Agricultural & Life Sciences	B.S.F.C.S.	CFCS-Family Dev & Aging Opt
Corpron	McKenzie	GR	Agricultural & Life Sciences	M.S.	Animal Science
Cosdon	Courtney	GR	Agricultural & Life Sciences	M.S.	Soil & Land Resources
Cox	Kathleen	UG	Agricultural & Life Sciences	B.S.F.C.S.	Apparel, Textiles, & Design
Crawford	Leslee	GR	Agricultural & Life Sciences	M.S.	Soil & Land Resources
Currier	Alisha	UG	Agricultural & Life Sciences	B.S.F.C.S.	Food and Nutrition
Cutler	Anna	UG	Agricultural & Life Sciences	B.S.F.S.	
Damele	Megan	UG	Agricultural & Life Sciences	B.S.F.S.	Food Science-Food Sci Opt
Danly	Mackenzie	UG	Agricultural & Life Sciences	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Davenport	Kristina	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Davis	Abby	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Day	Kathryne	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Delbar	Matthew	UG	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Doumit	Hannah	UG	Agricultural & Life Sciences	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Drollinger	Carly	GR	Agricultural & Life Sciences	M.S.	Agricultural Education
Dudunake	Taylor	GR	Agricultural & Life Sciences	M.S.	Water Resources-Engr & Sci Opt
Duff	Abigail	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Dunne	Taylor	UG	Agricultural & Life Sciences	B.S.F.C.S.	Food/Nutr-Dietetics Opt
DuRette	Kylee	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Ellinghaus	Makenna	UG	Agricultural & Life Sciences	B.S.Ag.Ed.	Agricultural Education
Elliot	Henry	UG	Agricultural & Life Sciences	B.S.Ag.L.S.	Agricultural Systems Mgmt
Elmore	Kylee	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Dairy Sci Opt
Feriansyah	Dhaulagiri	UG	Agricultural & Life Sciences	B.S.F.S.	Food Science-Food Sci Opt
Ferreya	Hannah	UG	Agricultural & Life Sciences	B.S.F.C.S.	Food/Nutr-Dietetics Opt
Foard	Meghan	GR	Agricultural & Life Sciences	Ph.D.	Water Resources-Sci & Mgmt Opt
Ford	McKenna	UG	Agricultural & Life Sciences	B.S.Ag.Ed.	Agricultural Education
Forster	Kirsten	UG	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Funk	Jaylan	UG	Agricultural & Life Sciences	B.S.Ag.Ed.	Agricultural Education
Goeckner	Lindsey	UG	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Goemmer	Colette	UG	Agricultural & Life Sciences	B.S.Pl.Sc.	Horticulture & Urban Agric
Goins	Jordan	UG	Agricultural & Life Sciences	B.S.F.C.S.	CFCS-Child & Youth Dev Opt
Goldman	Wesley	UG	Agricultural & Life Sciences	B.S.S.W.S.	Agricultural Systems Mgmt
Gross	Hannah	UG	Agricultural & Life Sciences	B.S.Pl.Sc.	Horticulture & Urban Agric
Gross	Samantha	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Gruwell	Lindsay	UG	Agricultural & Life Sciences	B.S.F.C.S.	CFCS-Child & Youth Dev Opt
Guetling	Christie	GR	Agricultural & Life Sciences	M.S.	Plant Science
Hall	Alexandra	UG	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Hamilton	Thomas	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Harvey	Allison	GR	Agricultural & Life Sciences	M.S.	Soil & Land Resources
Hawkins	Madigan	UG	Agricultural & Life Sciences	B.S.Pl.Sc.	Biotechnology & Plant Genomics
Hazeltine	Lisa	UG	Agricultural & Life Sciences	B.S.Erly.Chldhd.Dev.Ed.	Early Childhood Devel & Ed
Heikkila	Andrew	UG	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Heikkila	Andrew	UG	Agricultural & Life Sciences	Academic Certificate	Ag Commodity Risk Mgmt
Hellman	Ian	GR	Agricultural & Life Sciences	M.S.	Water Resources-Sci & Mgmt Opt
Henslee	Dillan	GR	Agricultural & Life Sciences	M.S.	Animal Science
Heron	Thomas	GR	Agricultural & Life Sciences	M.S.	Soil & Land Resources
Hetrick	Tasha	UG	Agricultural & Life Sciences	B.S.F.C.S.	Food and Nutrition
Hiltz	Rebecca	GR	Agricultural & Life Sciences	M.S.	Animal Science
Hollingshead	Andrew	GR	Agricultural & Life Sciences	Ph.D.	Plant Science



Howard	Alexander	UG	Agricultural & Life Sciences	Academic Certificate	Ag Commodity Risk Mgmt
Hubbard	Tyler	GR	Agricultural & Life Sciences	M.S.	Water Resources-Law,Mgt,Pol Op
Hughes	McKenna	UG	Agricultural & Life Sciences	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Jamison	Mitchell	UG	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Johnson	Myryda	UG	Agricultural & Life Sciences	B.S.F.C.S.	CFCS-Chld & Youth Dev Opt
Johnson	Kayla	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Johnson	Tyler	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Jones	Madison	UG	Agricultural & Life Sciences	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Kaufman	Gisselle	UG	Agricultural & Life Sciences	Minor Only	Minor Only
Kelly	Alexandria	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Kenworthy	Megan	GR	Agricultural & Life Sciences	Ph.D.	Water Resources-Engr & Sci Opt
Kindall	Bret	UG	Agricultural & Life Sciences	B.S.Ag.Ed.	Agricultural Education
Kindall	Bret	UG	Agricultural & Life Sciences	B.S.Pl.Sc.	Horticulture & Urban Agric
King	Clayton	UG	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Klaeui	Caitlin	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Klinker	Elizabeth	UG	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Kohntopp	Jessica	UG	Agricultural & Life Sciences	B.S.Pl.Sc.	Crop Science
Kranz	Jordan	UG	Agricultural & Life Sciences	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Krichbaum	Hannah	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Kuttler	Haille	UG	Agricultural & Life Sciences	B.S.F.C.S.	Food and Nutrition
LaFrance	Meredith	GR	Agricultural & Life Sciences	M.S.	Family and Consumer Sciences
Lehman	Connor	UG	Agricultural & Life Sciences	B.S.Ag.L.S.	Entomology
Lustig	Talys	UG	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Lustig	Talys	UG	Agricultural & Life Sciences	Academic Certificate	Ag Commodity Risk Mgmt
Lutz	Kayla	UG	Agricultural & Life Sciences	B.S.F.C.S.	Food and Nutrition
Lyons-Yerion	Claudia	GR	Agricultural & Life Sciences	Ph.D.	Entomology
Magana	Elias	UG	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Magana	Elias	UG	Agricultural & Life Sciences	Academic Certificate	Ag Commodity Risk Mgmt
Mann	William	UG	Agricultural & Life Sciences	B.S.Ag.L.S.	Agricultural Systems Mgmt
Martinez	Andrew	UG	Agricultural & Life Sciences	B.S.F.C.S.	CFCS-Family Dev & Aging Opt
McCauley	Dalyn	GR	Agricultural & Life Sciences	M.S.	Water Resources-Engr & Sci Opt
McCully	Jenna	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
McGrew	Brianna	UG	Agricultural & Life Sciences	B.S.F.C.S.	Apparel, Textiles, & Design
Meiler	Kristen	GR	Agricultural & Life Sciences	M.S.	Animal Science
Merino	Myah	UG	Agricultural & Life Sciences	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Meyers	Quinten	UG	Agricultural & Life Sciences	Academic Certificate	Ag Commodity Risk Mgmt
Mojarra	Jaime	UG	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Mojarra	Jaime	UG	Agricultural & Life Sciences	Academic Certificate	Ag Commodity Risk Mgmt
Moore	Toni	UG	Agricultural & Life Sciences	B.S.F.C.S.	CFCS-Chld & Youth Dev Opt
Moore	Elexus	UG	Agricultural & Life Sciences	B.S.Ag.Ed.	Agricultural Education
Morales	Malia	UG	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Moreland	Karina	UG	Agricultural & Life Sciences	B.S.F.C.S.	CFCS-Family Dev & Aging Opt
Murdock	Hattie	UG	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Murphy	Taylor	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Nielson	Elizabeth	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Business Opt
Ogren-O'Brien	Glory	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Olsen	Kyle	UG	Agricultural & Life Sciences	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Partridge	Cassandra	GR	Agricultural & Life Sciences	M.S.	Family and Consumer Sciences
Patarini	Kayla	UG	Agricultural & Life Sciences	B.S.F.C.S.	Food and Nutrition
Payne	Danielle	UG	Agricultural & Life Sciences	B.S.F.C.S.	Food/Nutr-Dietetics Opt
Peak	Joshua	GR	Agricultural & Life Sciences	M.S.	Agricultural Education
Peters	Joshua	GR	Agricultural & Life Sciences	M.S.	Animal Science
Peterson	Laura	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Peterson	Alexandria	UG	Agricultural & Life Sciences	B.S.F.C.S.	Food/Nutr-Dietetics Opt
Pfost	Derek	UG	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Pool	Jakob	UG	Agricultural & Life Sciences	B.S.Pl.Sc.	Crop Management
Pratt	Jordan	UG	Agricultural & Life Sciences	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Pulley	Kiah	UG	Agricultural & Life Sciences	B.S.F.C.S.	CFCS-Chld & Youth Dev Opt
Putzier	Zachery	UG	Agricultural & Life Sciences	B.S.Ag.Ed.	Agricultural Education
Rafferty	Matthew	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Raiyemo	Damilola	GR	Agricultural & Life Sciences	M.S.	Plant Science
Reyes Corral	Cesar	GR	Agricultural & Life Sciences	M.S.	Plant Pathology
Rhodes	Darcy	UG	Agricultural & Life Sciences	B.S.F.C.S.	Food and Nutrition
Robertson	Chad	UG	Agricultural & Life Sciences	Academic Certificate	Ag Commodity Risk Mgmt
Rodriguez	Janelle	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Root	Morgan	UG	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Ropski	Elizabeth	GR	Agricultural & Life Sciences	M.S.	Family and Consumer Sciences
Rose	Justine	UG	Agricultural & Life Sciences	B.S.Pl.Sc.	Crop Science
Russell	Micah	GR	Agricultural & Life Sciences	Ph.D.	Water Resources-Sci & Mgmt Opt
Ruud	Nolan	UG	Agricultural & Life Sciences	B.S.Ag.L.S.	Agricultural Systems Mgmt
Salisbury	Robi	UG	Agricultural & Life Sciences	B.S.Ag.Ed.	Agricultural Education
Salutregui	Adrianna	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Schleh	Daniel	UG	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph

Servoss	BreAnne	UG	Agricultural & Life Sciences	B.S.F.C.S.	Apparel, Textiles, & Design
Sievers	Carolyn	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Sindi	Abrar	GR	Agricultural & Life Sciences	Ph.D.	Food Science
Sisson	Mallery	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Business Opt
Smith	Sarah	UG	Agricultural & Life Sciences	B.S.PI.Sc.	Crop Science
Smith	Cade	UG	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Smith	Haley	UG	Agricultural & Life Sciences	B.S.F.C.S.	Food/Nutr-Dietetics Opt
Sparrow	Molly	UG	Agricultural & Life Sciences	B.S.Ag.Ed.	Agricultural Education
Sparrow	John	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Spaulding	Betsy	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Stouder	Leah	UG	Agricultural & Life Sciences	B.S.Ag.Ed.	Agricultural Education
Stubbers	Dean	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Business Opt
Takatori	Mika	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Tice	Stuart	UG	Agricultural & Life Sciences	B.S.Ag.L.S.	Ag Science, Comm, & Leadership
Topping	Melissa	GR	Agricultural & Life Sciences	M.S.	Water Resources-Sci & Mgmt Opt
Vega	Nallely	GR	Agricultural & Life Sciences	M.S.	Family and Consumer Sciences
Villalpando	Soledad	UG	Agricultural & Life Sciences	B.S.F.C.S.	Apparel, Textiles, & Design
Vines	Kya	GR	Agricultural & Life Sciences	M.S.	Agricultural Education
Walker	Brooklen	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Walker	Austin	UG	Agricultural & Life Sciences	B.S.F.S.	Food Science-Food Sci Opt
Weber	Tanya	GR	Agricultural & Life Sciences	M.S.	Animal Science
Weight	Isabella	UG	Agricultural & Life Sciences	B.S.F.C.S.	CFCS-Child & Youth Dev Opt
Whisman	Brianna	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
White	Meghan	UG	Agricultural & Life Sciences	B.S.F.C.S.	Food/Nutr-Nutrition Opt
Wibbels	Leo	UG	Agricultural & Life Sciences	B.S.Ag.L.S.	Sustainable Food Systems
Wickard	Rebecca	UG	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Wilson	Henry	GR	Agricultural & Life Sciences	M.S.	Applied Economics-Agribus Emph
Wolfe	Alison	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Sc/Prevot Opt
Wood	Erica	UG	Agricultural & Life Sciences	B.S.Ag.Ed.	Agricultural Education
Wyant	Mikayla	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Dairy Sci Opt
Yonko	Stephanie	UG	Agricultural & Life Sciences	B.S.Ag.Econ.	Ag Econ-Agribusiness Emph
Young	Katelyn	UG	Agricultural & Life Sciences	B.S.A.V.S.	Animal & Vet Sci-Productn Opt
Zad Bagher Seighalani	Fariba	GR	Agricultural & Life Sciences	Ph.D.	Food Science
Aiello-Coppola	Katherine	UG	Art & Architecture	B.S.Arch.	Architecture
Almohaish	Abdulaziz	UG	Art & Architecture	B.S.Arch.	Architecture
Armstrong	Harley	UG	Art & Architecture	B.S.	Virtual Technology & Design
Asker	Madalyn	UG	Art & Architecture	B.S.Arch.	Architecture
Bennett	Brady	UG	Art & Architecture	B.S.	Virtual Technology & Design
Berg	Tristan	UG	Art & Architecture	B.S.	Virtual Technology & Design
Birch	Lauren	UG	Art & Architecture	B.F.A.	Studio Art & Design
Brizee	Alexandra	UG	Art & Architecture	B.F.A.	Studio Art & Design
Brune	Isabel	UG	Art & Architecture	B.F.A.	Studio Art & Design
Bryan	Parker	UG	Art & Architecture	B.S.Arch.	Architecture
Burgess	Kelly	UG	Art & Architecture	B.F.A.	Studio Art & Design
Campbell	Regan	UG	Art & Architecture	B.S.Arch.	Architecture
Cantrell	Mars	UG	Art & Architecture	B.S.Arch.	Architecture
Carver	Amanda	GR	Art & Architecture	M.L.A.	Landscape Architecture
Correa	Karla	UG	Art & Architecture	B.S.	Virtual Technology & Design
Dale	Ethan	UG	Art & Architecture	B.S.	Virtual Technology & Design
Dalgliesh	Torin	GR	Art & Architecture	M.S.	Integrated Arch & Design
Diaz	Jennifer	UG	Art & Architecture	B.S.Arch.	Architecture
Dion	Trinity	UG	Art & Architecture	B.S.Arch.	Architecture
Doan	Mai Anh	GR	Art & Architecture	M.Arch.	Architecture
Dubois	Zethnouneay	GR	Art & Architecture	M.S.	Integrated Arch & Design
Finlinson	Mark	UG	Art & Architecture	B.S.Arch.	Architecture
Florenca	Giovanni	GR	Art & Architecture	M.Arch.	Architecture
Galindo III	Vincent	UG	Art & Architecture	B.S.Arch.	Architecture
Gilmore	Mary Hannah	UG	Art & Architecture	B.S.	Virtual Technology & Design
Goodyear	Kyle	GR	Art & Architecture	M.Arch.	Architecture
Grover	Nicholas	GR	Art & Architecture	M.Arch.	Architecture
Guo	ZiPeng	UG	Art & Architecture	B.S.L.A.	Landscape Architecture
Haener	Maggie	UG	Art & Architecture	B.F.A.	Studio Art & Design
Hager	George	UG	Art & Architecture	B.S.	Virtual Technology & Design
He	Shudan	GR	Art & Architecture	M.Arch.	Architecture
Helal	Riley	UG	Art & Architecture	B.F.A.	Studio Art & Design
Hicks	Ashley	UG	Art & Architecture	B.S.L.A.	Landscape Architecture
Higgins	Brandon	UG	Art & Architecture	B.S.Arch.	Architecture
Hughbanks	Grayson	UG	Art & Architecture	B.S.	Virtual Technology & Design
Huson	David	UG	Art & Architecture	B.S.Arch.	Architecture
Ixta	Laura	GR	Art & Architecture	M.Arch.	Architecture
Jones	Lexy	UG	Art & Architecture	B.I.A.D.	Interior Architecture & Design
Jones	Alison	UG	Art & Architecture	B.A.	Art
Keim	Gabrielle	UG	Art & Architecture	B.S.Arch.	Architecture

Kimball	Rachael	UG	Art & Architecture	B.I.A.D.	Interior Architecture & Design
Kinkead	Kayla	GR	Art & Architecture	M.S.	Bioregional Plng & Comm Dsgn
Kleeburg	Kiel	UG	Art & Architecture	B.F.A.	Studio Art & Design
Kleyn	Alyssa	UG	Art & Architecture	B.S.Arch.	Architecture
Lanier	Kadence	UG	Art & Architecture	B.F.A.	Studio Art & Design
Lerum	Phillip	UG	Art & Architecture	B.S.	Virtual Technology & Design
Lorentzen	Chad	GR	Art & Architecture	M.L.A.	Landscape Architecture
Madsen	Kyle	UG	Art & Architecture	B.S.Arch.	Architecture
Manis	Alexandra	UG	Art & Architecture	B.I.A.D.	Interior Architecture & Design
Mann	Robert	GR	Art & Architecture	M.F.A.	Art
Marcial	Ana	UG	Art & Architecture	B.S.L.A.	Landscape Architecture
McCurdy	Tyler	UG	Art & Architecture	B.S.Arch.	Architecture
McDonald	Elizabeth	UG	Art & Architecture	B.I.A.D.	Interior Architecture & Design
Metzger	Katelynn	UG	Art & Architecture	B.S.	Virtual Technology & Design
Miller	Jackson	GR	Art & Architecture	M.Arch.	Architecture
Mitchell	Joseph	UG	Art & Architecture	B.S.	Virtual Technology & Design
Moffitt	Cadence	UG	Art & Architecture	B.F.A.	Studio Art & Design
Monson	Morgan	UG	Art & Architecture	B.S.Arch.	Architecture
Moss	Griffin	UG	Art & Architecture	B.F.A.	Studio Art & Design
Ni	Jialing	UG	Art & Architecture	B.S.L.A.	Landscape Architecture
Olivares	Gabriela	UG	Art & Architecture	B.I.A.D.	Interior Architecture & Design
Pape	Megan	UG	Art & Architecture	B.S.Arch.	Architecture
Paris	Elisha McKenzie	UG	Art & Architecture	B.I.A.D.	Interior Architecture & Design
Partida	Fatima	UG	Art & Architecture	B.S.Arch.	Architecture
Peterson	Taylor	UG	Art & Architecture	B.I.A.D.	Interior Architecture & Design
Plew	Joshua	UG	Art & Architecture	B.S.	Virtual Technology & Design
Rheingans	Catherine	UG	Art & Architecture	B.I.A.D.	Interior Architecture & Design
Riggs	Kayli	UG	Art & Architecture	B.I.A.D.	Interior Architecture & Design
Ropp	Madeline	UG	Art & Architecture	B.S.	Virtual Technology & Design
Rowe	Harrison	UG	Art & Architecture	B.S.Arch.	Architecture
Rushing	Theresa	GR	Art & Architecture	M.F.A.	Art
Sahagun	Branden	UG	Art & Architecture	B.S.Arch.	Architecture
Saldana	Yanira	UG	Art & Architecture	B.S.Arch.	Architecture
Sawadogo	Somyalma	GR	Art & Architecture	M.Arch.	Architecture
Schacher	Jackson	UG	Art & Architecture	B.S.	Virtual Technology & Design
Schram	Tyler	UG	Art & Architecture	B.S.Arch.	Architecture
Sirani	Sabrina	UG	Art & Architecture	B.F.A.	Studio Art & Design
Smith	Kendyl	UG	Art & Architecture	B.I.A.D.	Interior Architecture & Design
Sorenson	Candace	UG	Art & Architecture	B.I.A.D.	Interior Architecture & Design
Spence	Trista	UG	Art & Architecture	B.S.Arch.	Architecture
Stewart	Erin	UG	Art & Architecture	B.F.A.	Studio Art & Design
Sun	Yi	GR	Art & Architecture	M.L.A.	Landscape Architecture
Swager	Deona	GR	Art & Architecture	M.Arch.	Architecture
Tomera	LaRae	UG	Art & Architecture	B.S.Arch.	Architecture
Tovar-Mayorga	Francisco	GR	Art & Architecture	M.Arch.	Architecture
Valdez	Hector	UG	Art & Architecture	B.S.Arch.	Architecture
Valdez Gonzalez	Keanna	UG	Art & Architecture	B.I.A.D.	Interior Architecture & Design
Vestal	Kayleigh	UG	Art & Architecture	B.S.	Virtual Technology & Design
Wheeless	John	UG	Art & Architecture	B.S.	Virtual Technology & Design
Wilde	Nathan	GR	Art & Architecture	M.Arch.	Architecture
Woodworth	Evan	UG	Art & Architecture	B.S.Arch.	Architecture
Yama	Aaron	UG	Art & Architecture	B.S.	Virtual Technology & Design
Zhao	Dongming	GR	Art & Architecture	M.F.A.	Art
Ahner	Deryk	UG	Business & Economics	Academic Certificate	Entrepreneurship
Al-khanji	Mohamed	UG	Business & Economics	B.S.Bus.	Bus Econ-General Opt
Alghubari	Ali	UG	Business & Economics	Academic Certificate	Entrepreneurship
Allen	Connor	UG	Business & Economics	B.S.Bus.	Bus Econ-General Opt
Almeida	Melanie	GR	Business & Economics	M.B.A.	General Management
Baalkhidr	Ahmed	UG	Business & Economics	B.S.Bus.	
Baheza	Marie	GR	Business & Economics	M.B.A.	General Management
Ball	Eric	UG	Business & Economics	Academic Certificate	Trading & Capital Management
Becker	Scott	UG	Business & Economics	B.S.Bus.	Operations Management
Behm	Samuel	UG	Business & Economics	B.S.Bus.	Mgmt & HR-Management Emph
Benjamin	Mitchell	UG	Business & Economics	B.S.Bus.	Finance
Billington	John	UG	Business & Economics	B.S.Bus.	Finance
Borton	Jack	UG	Business & Economics	B.S.Bus.	Mgmt & HR-Management Emph
Bosch	Rylee	UG	Business & Economics	B.S.Bus.	Mgmt & HR-Management Emph
Botts	Benjamin	UG	Business & Economics	B.S.Bus.	Management Information Systems
Bowen	Madeline	UG	Business & Economics	B.S.Bus.	Bus Econ-General Opt
Brandt	Coby	UG	Business & Economics	B.S.Bus.	Finance
Broden	Gabriela	UG	Business & Economics	B.S.Bus.	Operations Management
Browning	Philip	UG	Business & Economics	B.S.Bus.	Finance
Bullard	Kelsea	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph

Burton	Nicholas	UG	Business & Economics	B.S.Bus.	Operations Management
Butterfield	Shaylee	UG	Business & Economics	B.S.Bus.	Marketing-Entrepreneurship Emp
Buys	Devin	UG	Business & Economics	B.S.Bus.	Mgmt & HR-Management Emph
Cable	Zachary	GR	Business & Economics	M.Acct.	Accountancy
Carranza	Stone	UG	Business & Economics	B.S.Bus.	Marketing-Entrepreneurship Emp
Carrillo	Carol	GR	Business & Economics	M.Acct.	Accountancy
Case	Erica	UG	Business & Economics	B.S.Bus.	Finance
Cauvin	Cruise	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Caviezel	Braden	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Chadek	James	UG	Business & Economics	B.S.Bus.	Management Information Systems
Chen	Tzu-hui	UG	Business & Economics	B.S.Bus.	Accounting
Chughtai	Farjad Ahmad	GR	Business & Economics	M.Acct.	Accountancy
Cook	Deni	UG	Business & Economics	B.S.Bus.	Operations Management
Cuffe	Courtney	UG	Business & Economics	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Davis	Danica	GR	Business & Economics	M.Acct.	Accountancy
Davis	Cody	GR	Business & Economics	M.B.A.	General Management
Dennis	Zachary	UG	Business & Economics	B.S.Bus.	Information Systems
Dennis	Zachary	UG	Business & Economics	B.S.Bus.	Finance
Denniston	Madelaine	UG	Business & Economics	B.S.Bus.	Marketing-Entrepreneurship Emp
Dickson	Kevin	GR	Business & Economics	M.B.A.	General Management
Dingel	Jake	UG	Business & Economics	B.S.Bus.	Accounting
Dockter	Shea	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Dodson	Tyber	UG	Business & Economics	B.S.Bus.	Marketing-Entrepreneurship Emp
Eck	Sophia	UG	Business & Economics	B.S.Bus.	Finance
Emerson	Ilysa	UG	Business & Economics	B.S.Bus.	Accounting
Erickson	Ashley	GR	Business & Economics	M.Acct.	Accountancy
Estess	Natalie	UG	Business & Economics	B.S.Bus.	Operations Management
Estrada	Yadira	UG	Business & Economics	B.S.Bus.	Finance
Everett	Mary	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Fisher	Britton	UG	Business & Economics	B.S.Bus.	Finance
Fitzpatrick	Riley	UG	Business & Economics	B.S.Bus.	Bus Econ-General Opt
Funke	Isabel	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Gallegos Buitron	Antonio	UG	Business & Economics	B.S.Bus.	Operations Management
Gathercoal	Liz	UG	Business & Economics	B.S.Bus.	Bus Econ-Finan Econ Opt
Gerner	Laura	UG	Business & Economics	B.S.Bus.	Bus Econ-General Opt
Gillispie	Kaizer	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Gilmer	Kyle	GR	Business & Economics	M.Acct.	Accountancy
Griffin	Theodore	UG	Business & Economics	B.S.Bus.	Mgmt & HR-Management Emph
Gutierrez	Enrique	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Harms	Madison	UG	Business & Economics	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Harris	R.J.	UG	Business & Economics	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Hassinger	Tessa	UG	Business & Economics	B.S.Bus.	Marketing-Entrepreneurship Emp
Haylett	Cameron	UG	Business & Economics	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
He	Shudan	UG	Business & Economics	Minor Only	Minor Only
Heffner	Elizabeth	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Hernandez	Oscar	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Hibbs	Emmet	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Hightower II	Lloyd	UG	Business & Economics	Academic Certificate	Entrepreneurship
Hilbert	Matthew	GR	Business & Economics	M.Acct.	Accountancy
Hoerner	Cody	GR	Business & Economics	M.Acct.	Accountancy
Hoffman	Carol	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Honeycutt	Shianne	UG	Business & Economics	B.S.Bus.	Finance
HOU	RUOFAN	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Howard	Alexander	UG	Business & Economics	Academic Certificate	Trading & Capital Management
Howard	Alexander	UG	Business & Economics	B.S.Bus.	Finance
Hubbard	Kennedy	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Hughes	Morgan	UG	Business & Economics	B.S.Bus.	Mgmt & HR-Management Emph
Jenkins	Braydon	UG	Business & Economics	B.S.Bus.	Operations Management
Jerusal	Victoria	UG	Business & Economics	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Johnson	Noah	UG	Business & Economics	B.S.Bus.	Finance
Jordan	Tina	GR	Business & Economics	M.B.A.	General Management
Judy	Peyton	UG	Business & Economics	B.S.Bus.	Bus Econ-General Opt
Kabsha	Iman	GR	Business & Economics	M.Acct.	Accountancy
Kaiser	Emily	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Keene	Jacob	UG	Business & Economics	B.S.Bus.	Mgmt & HR-Management Emph
Keim	Christopher	GR	Business & Economics	M.B.A.	General Management
Kennedy	McKenzie	UG	Business & Economics	B.S.Bus.	Accounting
Kenow	Maggie	UG	Business & Economics	B.S.Bus.	Operations Management
Khayyat	Mohammed	UG	Business & Economics	B.S.Bus.	Operations Management
Khayyat	Mohammed	UG	Business & Economics	Academic Certificate	Entrepreneurship
Kiesbuy	Shawna	GR	Business & Economics	M.B.A.	General Management
Kline	Elaine	UG	Business & Economics	B.S.Bus.	Accounting
Koski	Jacob	UG	Business & Economics	B.S.Bus.	Finance

Krier	Samantha	UG	Business & Economics	B.S.Bus.	Finance
Langham	Sean	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Large	Samson	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Lewis	Jacob	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Lewis	Jacqueline	UG	Business & Economics	B.S.Bus.	Bus Econ-General Opt
Lindquist	Steven	UG	Business & Economics	B.S.Bus.	Mgmt & HR-Management Emph
Liquin	Madison	UG	Business & Economics	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Lombardi	Tyler	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Lund	Daniel	GR	Business & Economics	M.B.A.	General Management
Macomber	Benjamin	UG	Business & Economics	B.S.Bus.	Accounting
Mansour	Sumaya	GR	Business & Economics	M.Acct.	Accountancy
Matteson	Lawsen	UG	Business & Economics	B.S.Bus.	Accounting
Matthews	Ryan	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Mayer	Jenna	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Mayes	Anthony	UG	Business & Economics	B.S.Bus.	Management Information Systems
McKay	Tiffany	UG	Business & Economics	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
McLaughlin	Sarah	UG	Business & Economics	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Melton	Beau	UG	Business & Economics	B.S.Bus.	Finance
Mendez	Jesus	UG	Business & Economics	B.S.Bus.	Finance
Mickelson	Chad	UG	Business & Economics	B.S.Bus.	Finance
Miller	Amanda	GR	Business & Economics	M.B.A.	General Management
Mojica	Alejandra	UG	Business & Economics	B.S.Bus.	Accounting
Mojica	Alejandra	UG	Business & Economics	Academic Certificate	Trading & Capital Management
Murphy	Michael	UG	Business & Economics	B.S.Bus.	Marketing-Mrkt Analytics Emph
Nelson	Kimber	UG	Business & Economics	B.S.Bus.	Marketing-Entrepreneurship Emp
Nelson	Christian	UG	Business & Economics	B.S.Bus.	Accounting
Neville	Christopher	GR	Business & Economics	M.B.A.	General Management
Niehenke	Collin	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Nieto	Alexander	UG	Business & Economics	B.S.Bus.	Finance
Norton	Hannah	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Nuxoll	Mitchel	UG	Business & Economics	B.S.Bus.	Mgmt & HR-Management Emph
Onstott	Anne	GR	Business & Economics	M.Acct.	Accountancy
Orihuela	Edith	UG	Business & Economics	B.S.Bus.	Operations Management
Ortiz	Amy	UG	Business & Economics	B.S.Bus.	Finance
Oswald	Conner	UG	Business & Economics	B.S.Bus.	Accounting
Palmer	Kysen	GR	Business & Economics	M.Acct.	Accountancy
Payton	Garrett	UG	Business & Economics	B.S.Bus.	Marketing-PGA Golf Mgmt Opt
Pennisi	Ethan	UG	Business & Economics	B.S.Bus.	Management Information Systems
Perry	Kyle	UG	Business & Economics	B.S.Bus.	Finance
Petrei	Marianna	UG	Business & Economics	B.S.Bus.	Finance
Pickel	Sarah	UG	Business & Economics	B.S.Bus.	Marketing-Mrkt Analytics Emph
Pierson	Corri	UG	Business & Economics	B.S.Bus.	Operations Management
Rapoport	Christopher	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Ray	Coner	UG	Business & Economics	B.S.Bus.	Operations Management
Reed	Brent	UG	Business & Economics	B.S.Bus.	Operations Management
Reiman	Hannah	UG	Business & Economics	B.S.Bus.	Accounting
Richard	Connor	GR	Business & Economics	M.Acct.	Accountancy
Ringger	Braden	GR	Business & Economics	M.Acct.	Accountancy-Aud & Fraud Emph
Robbins	Kacie	UG	Business & Economics	B.S.Bus.	Accounting
Roberts	Loren	GR	Business & Economics	M.B.A.	General Management
Robertson	Chad	UG	Business & Economics	Academic Certificate	Trading & Capital Management
Robertson	Chad	UG	Business & Economics	B.S.Bus.	Finance
Root	Morgan	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Rourke	Megan	UG	Business & Economics	B.S.Bus.	Operations Management
Rowley	Logan	UG	Business & Economics	B.S.Bus.	Finance
Ryden	Matthew	UG	Business & Economics	B.S.Bus.	Marketing-Entrepreneurship Emp
Schleh	Daniel	UG	Business & Economics	Academic Certificate	Entrepreneurship
Schmidt	Alexis	UG	Business & Economics	B.S.Bus.	Bus Econ-General Opt
Skelton	Jacob	UG	Business & Economics	B.S.Bus.	Bus Econ-General Opt
Smith	Brandon	UG	Business & Economics	B.S.Bus.	Management Information Systems
Stagge	Jacob	UG	Business & Economics	B.S.Bus.	Finance
Stevens	Samuel	UG	Business & Economics	B.S.Bus.	Operations Management
Stuck	Shyanne	UG	Business & Economics	Academic Certificate	Entrepreneurship
Stuck	Shyanne	UG	Business & Economics	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Stypa	John	GR	Business & Economics	M.Acct.	Accountancy
Sullivan	Hailey	UG	Business & Economics	B.S.Bus.	Accounting
Sutherland	Michelle	GR	Business & Economics	M.B.A.	General Management
Switzer	Neil	UG	Business & Economics	B.S.Bus.	Finance
Symms	Richard	UG	Business & Economics	B.S.Bus.	Information Systems
Tester	Jon	UG	Business & Economics	B.S.Bus.	Bus Econ-General Opt
Timmerman	Andrea	GR	Business & Economics	M.B.A.	General Management
Todd	Mark	GR	Business & Economics	M.B.A.	General Management
Trovato	Steven	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph

Trovato	Steven	UG	Business & Economics	Academic Certificate	Entrepreneurship
Turner	Abigail	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Uhlenkott	Hailey	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Valverde Leon	Cinthia	UG	Business & Economics	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Van Idour	Robert	UG	Business & Economics	B.S.Bus.	Finance
Vanwoerkom	Peggy	GR	Business & Economics	M.B.A.	General Management
Viehweg	Joe	UG	Business & Economics	B.S.Bus.	Operations Management
Von Bargaen	Kaarin	UG	Business & Economics	B.S.Bus.	Mgmt & HR-Human Res Mgmt Emph
Vorse	Hannah	GR	Business & Economics	M.Acct.	Accountancy
Waechter	Heath	UG	Business & Economics	B.S.Bus.	Operations Management
Waite	Zachary	UG	Business & Economics	B.S.Bus.	Finance
Warth	Austin	UG	Business & Economics	Academic Certificate	Entrepreneurship
Welch	Brooke	UG	Business & Economics	B.S.Bus.	Finance
Weston	Louis	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Wiedmeier	Lyndsie	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Wilson	Meagan	UG	Business & Economics	B.S.Bus.	Marketing-Gen Marketing Emph
Wright	Britta	UG	Business & Economics	B.S.Bus.	
Xiao	Wen	UG	Business & Economics	B.S.Bus.	Finance
Xu	Guang	UG	Business & Economics	B.S.Bus.	Operations Management
Yan	Xiaodi	UG	Business & Economics	B.S.Bus.	Finance
Ackley	Douglas	GR	Education, Health & Human Sci	M.Ed.	Educational Leadership
Adami	Rebecca	UG	Education, Health & Human Sci	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-AT
Allen	Tanner	UG	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Anderson	Krista	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Andrade	Giselle	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Arana	Roy	UG	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Arnzen	Cindy	GR	Education, Health & Human Sci	M.Ed.	Educational Leadership
Arnzen	Amy	GR	Education, Health & Human Sci	M.S.A.T.	Athletic Training
Aumeier	Jordan	UG	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Badger	Kelsie	GR	Education, Health & Human Sci	M.Ed.	Educational Leadership
Baker	Jenny	GR	Education, Health & Human Sci	M.Ed.	Curr & Instr-Teacher Cert Emph
Baker	Kendall	UG	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Ball	Michelle	GR	Education, Health & Human Sci	M.Ed.	Educational Leadership
Barker	Emily Jo	UG	Education, Health & Human Sci	B.S.Rec.	Rec, Sport, & Tourism Mgmt
Barlow	Alyce	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Barron	Miranda	UG	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Barron	Jeremy	GR	Education, Health & Human Sci	M.S.	Adult/Org Learnng & Leadership
Bartholomew	Jason	GR	Education, Health & Human Sci	M.S.A.T.	Athletic Training
Bennett	Chantel	GR	Education, Health & Human Sci	M.Ed.	Educational Leadership
Bergman	Zach	GR	Education, Health & Human Sci	M.Ed.	Curriculum and Instruction
Bermingham	Elisabeth	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Bernier	Sean	GR	Education, Health & Human Sci	M.S.A.T.	Athletic Training
Berry	Bruce	GR	Education, Health & Human Sci	M.Ed.	Curr & Instr-Teacher Cert Emph
Bideganeta	Hannah	UG	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Bigham	Allison	GR	Education, Health & Human Sci	Ed.S.Ed.Ldrshp	Educational Leadership
Billing	Carol	GR	Education, Health & Human Sci	Ph.D.	Education
Blackstock	Kayla	GR	Education, Health & Human Sci	M.Ed.	Educational Leadership
Blake	Savannah	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Blau	Amy	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Bluemer	Morgan	UG	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Bridgewater	Becky	GR	Education, Health & Human Sci	Ed.S.Ed.Ldrshp	Educational Leadership
Briggs	Colin	GR	Education, Health & Human Sci	M.Ed.	Educational Leadership
Bright	Tenli	GR	Education, Health & Human Sci	M.S.A.T.	Athletic Training
Brocke	Kaitlin	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Brosseau	Samuel	GR	Education, Health & Human Sci	M.S.A.T.	Athletic Training
Bryant	Madeline	UG	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Buchanan	Caitlin	UG	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Byerlein	Julia	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Calderon	Brooke	GR	Education, Health & Human Sci	M.Ed.	Educational Leadership
Callahan	Karissa	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Cason	Jessica	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Charbonneau	Krishna	GR	Education, Health & Human Sci	Ed.D.	Education
Chavez Castrejon	Elmer	UG	Education, Health & Human Sci	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-Pre-PT
Chmelik	Sarah	GR	Education, Health & Human Sci	M.S.A.T.	Athletic Training
Christensen	E Sammy	GR	Education, Health & Human Sci	M.Ed.	Educational Leadership
Christiansen	Nicole	GR	Education, Health & Human Sci	M.Ed.	Educational Leadership
Christianson	Seth	GR	Education, Health & Human Sci	M.Ed.	Curriculum and Instruction
Clark	Corrie	GR	Education, Health & Human Sci	M.Ed.	Rehab Couns & Human Services
Clemens	Shea	GR	Education, Health & Human Sci	M.Ed.	Educational Leadership
Clements	Ashli	GR	Education, Health & Human Sci	M.Ed.	Curr & Instr-Teacher Cert Emph
Coleman	Lillie	UG	Education, Health & Human Sci	B.S.Ed.	Career & Tech Ed-Fam&Cons Sci
Contreras	Coby	UG	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Couchigian	Stephanie	GR	Education, Health & Human Sci	M.Ed.	Rehab Couns & Human Services

Crosby	Morgan	UG	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Culp	Katelyn	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Cushing	Cameron	GR	Education, Health & Human Sci	M.Ed.	Rehab Couns & Human Services
Daley	Lynn	GR	Education, Health & Human Sci	M.Ed.	Educational Leadership
Dann	Leanna	GR	Education, Health & Human Sci	M.S.	Adult/Org Learning & Leadership
Day	Heidi	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Dettman-Rablee	Lillian	GR	Education, Health & Human Sci	M.S.A.T.	Athletic Training
Diaz	Tiffanye	GR	Education, Health & Human Sci	M.Ed.	Curriculum and Instruction
Diskin	John	GR	Education, Health & Human Sci	M.Ed.	Rehab Couns & Human Services
Dobbs	Logan	UG	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Donohoe	Elaina	GR	Education, Health & Human Sci	M.Ed.	Rehab Couns & Human Services
DuRocher	Briana	GR	Education, Health & Human Sci	M.Ed.	Educational Leadership
Eddleston	Taylor	UG	Education, Health & Human Sci	B.S.Dan.	Dance
Ellenwood	Dean	UG	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Elston	Olivia	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Elven	Matthew	GR	Education, Health & Human Sci	M.Ed.	Educational Leadership
Fabian	Kurrel	GR	Education, Health & Human Sci	D.A.T.	Athletic Training
Flick	Rebecca	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Frahm	Patricia	GR	Education, Health & Human Sci	Ed.S.Ed.Ldrshp	Educational Leadership
Frederick	Paityn	UG	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Freeland	Dhani	UG	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Frey	Megan	GR	Education, Health & Human Sci	M.S.	Movement & Leisure Sciences
Fuller	Kathelyn	UG	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Galan	Sam	GR	Education, Health & Human Sci	M.Ed.	Rehab Couns & Human Services
Garcia-Ruiz	Mandolyn	GR	Education, Health & Human Sci	M.Ed.	Educational Leadership
Gildner	Margaret	UG	Education, Health & Human Sci	B.S.Rec.	Rec, Sport, & Tourism Mgmt
Gossi	Amy	UG	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Gott	Jared	UG	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Gower	Eric	GR	Education, Health & Human Sci	M.S.	Movement & Leisure Sciences
Green	Shelli	GR	Education, Health & Human Sci	D.A.T.	Athletic Training
Grove	Casey	GR	Education, Health & Human Sci	Ed.S.Ed.Ldrshp	Educational Leadership
Hale	Darcy	GR	Education, Health & Human Sci	M.Ed.	Educational Leadership
Hamilton	Caitlyn	UG	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Hanna	Samantha	GR	Education, Health & Human Sci	D.A.T.	Athletic Training
Harvey	Kaleena	UG	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Hauck	Kiara	UG	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Hegbloom	Callie	GR	Education, Health & Human Sci	M.Ed.	Physical Education
Hendley	Christa	GR	Education, Health & Human Sci	D.A.T.	Athletic Training
Hensley	Ashley	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Hettinga	Cassandra	UG	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Hite	Samantha	GR	Education, Health & Human Sci	M.Ed.	Curriculum and Instruction
Holman	Mackenzie	GR	Education, Health & Human Sci	D.A.T.	Athletic Training
Howe	Breanna	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Huckabee	Anna	UG	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Hughes	Katherine	GR	Education, Health & Human Sci	M.Ed.	Special Education
Jensen	Seneca	UG	Education, Health & Human Sci	B.S.Ed.	Secondary Education
John	Marcus	GR	Education, Health & Human Sci	M.Ed.	Rehab Couns & Human Services
Johnson	Benjamin	GR	Education, Health & Human Sci	M.S.A.T.	Athletic Training
Jones	Arden	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Judd	Brendon	GR	Education, Health & Human Sci	M.S.A.T.	Athletic Training
Kamphaus	Emily	GR	Education, Health & Human Sci	M.Ed.	Educational Leadership
Kennedy	Grace	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Kiebert	Leslie	UG	Education, Health & Human Sci	B.S.Rec.	Recreation
Kindall	Brenna	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Knopp	Chancey	GR	Education, Health & Human Sci	M.Ed.	Curr & Inst-Car & Tec Ed Emph
Krier	Karen	GR	Education, Health & Human Sci	M.S.	Adult/Org Learning & Leadership
Krier	Karen	GR	Education, Health & Human Sci	Academic Certificate	Human Resource Development
Laney	Shayla	GR	Education, Health & Human Sci	M.S.A.T.	Athletic Training
Langley	Erin	UG	Education, Health & Human Sci	B.S.E.S.H.S.	Exrc,Sprt,Hlth Sci-Fit/HI/HmPf
Larson	Jenae	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Lester	Kori	GR	Education, Health & Human Sci	M.S.	Adult/Org Learning & Leadership
Lewis	Traci	GR	Education, Health & Human Sci	M.Ed.	Curr & Instr-Teacher Cert Emph
Li	Fangyuan	GR	Education, Health & Human Sci	M.S.	Movement & Leisure Sciences
Limbong	Hammond	GR	Education, Health & Human Sci	M.S.	Adult/Org Learning & Leadership
Limbong	Hammond	GR	Education, Health & Human Sci	Academic Certificate	Human Resource Development
Linehan	Elizabeth	GR	Education, Health & Human Sci	M.Ed.	Curriculum and Instruction
Lloyd	Mackenzie	UG	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Lodge	Audrey	UG	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Loomis	Megan	GR	Education, Health & Human Sci	M.Ed.	Rehab Couns & Human Services
Mackie-Meuler	Aurora	UG	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Madrid	Benjamin	GR	Education, Health & Human Sci	M.S.	Movement & Leisure Sciences
Maslikowski	Roxanne	GR	Education, Health & Human Sci	M.S.	Movement & Leisure Sciences
McKain	Joshua	GR	Education, Health & Human Sci	M.Ed.	Educational Leadership



McLean	Kodi	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
McNeil	Valerie	UG	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Mead	Heidy	GR	Education, Health & Human Sci	M.Ed.	Rehab Couns & Human Services
Meier	Sarah	GR	Education, Health & Human Sci	M.S.	Adult/Org Learnng & Leadership
Milcic	Chelsea	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Mitchell	Esther	UG	Education, Health & Human Sci	B.S.Dan.	Dance
Moreno	Darci	GR	Education, Health & Human Sci	M.Ed.	Rehab Couns & Human Services
Morgan	Alexis	GR	Education, Health & Human Sci	M.S.	Adult/Org Learnng & Leadership
Morgen	Aaron	GR	Education, Health & Human Sci	M.Ed.	Rehab Couns & Human Services
Morogiello	Jenna	GR	Education, Health & Human Sci	D.A.T.	Athletic Training
Morris	Susan	GR	Education, Health & Human Sci	Ed.S.Ed.Ldrshp	Educational Leadership
Mulligan	James	GR	Education, Health & Human Sci	M.Ed.	Curr & Instr-Teacher Cert Emph
Mundell	Catherine	GR	Education, Health & Human Sci	M.Ed.	Rehab Couns & Human Services
Neal	Gail	GR	Education, Health & Human Sci	M.Ed.	Special Education
Nelson	Andrew	GR	Education, Health & Human Sci	M.Ed.	Educational Leadership
Nelson	Kassandra	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
North	Kyle	GR	Education, Health & Human Sci	M.S.A.T.	Athletic Training
Northcutt	Jordan	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
O'Brien	Morgan	UG	Education, Health & Human Sci	B.S.Rec.	Rec. Sport, & Tourism Mgmt
O'Donnell	Shawn	UG	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Ochoa	Jonathan	GR	Education, Health & Human Sci	M.S.A.T.	Athletic Training
ODaniel	Rebecca	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Olier	Cassandra	UG	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Ollar	Grayson	UG	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Olson	Molly	UG	Education, Health & Human Sci	B.S.E.S.H.S.	Exer, Sprt, Hlth Sci-PE Teach
Pancheri	Matthew	UG	Education, Health & Human Sci	B.S.Ed.	Career & Tech Ed-Egr&Tc Ed Opt
Patin	Heidi	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Patino	Paige	GR	Education, Health & Human Sci	M.S.A.T.	Athletic Training
Pearlstein	Quinn	UG	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Pellerin	Ivory	UG	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Pepper	Houston	GR	Education, Health & Human Sci	M.S.A.T.	Athletic Training
Perri	Michelle	GR	Education, Health & Human Sci	M.S.A.T.	Athletic Training
Pittsley	David	GR	Education, Health & Human Sci	M.S.	Adult/Org Learnng & Leadership
Pook	Morgan	GR	Education, Health & Human Sci	M.S.A.T.	Athletic Training
Povey	Briana	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Puckett	Jace	GR	Education, Health & Human Sci	M.S.A.T.	Athletic Training
Putman	Christine	GR	Education, Health & Human Sci	M.Ed.	Special Education
Rasmussen	Rachel	GR	Education, Health & Human Sci	M.Ed.	Rehab Couns & Human Services
Reeves	Janey	GR	Education, Health & Human Sci	M.S.	Adult/Org Learnng & Leadership
Robinson	Jessica	GR	Education, Health & Human Sci	M.Ed.	Educational Leadership
Romans	Trevor	UG	Education, Health & Human Sci	B.S.Rec.	Recreation
Salazar	Diana	GR	Education, Health & Human Sci	M.Ed.	Rehab Couns & Human Services
Santiago	Shayane	GR	Education, Health & Human Sci	M.S.A.T.	Athletic Training
Saslow	Tiffany	GR	Education, Health & Human Sci	M.S.	Adult/Org Learnng & Leadership
Saslow	Tiffany	GR	Education, Health & Human Sci	Academic Certificate	Human Resource Development
Schumaker	William	GR	Education, Health & Human Sci	Ed.S.Ed.Ldrshp	Educational Leadership
Seaman	Wyatt	UG	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Seubert	Shayne	GR	Education, Health & Human Sci	M.Ed.	Curriculum and Instruction
Shepard	Abigail	UG	Education, Health & Human Sci	B.S.Dan.	Dance
Shroll	Holly	GR	Education, Health & Human Sci	M.Ed.	Rehab Couns & Human Services
Skiles	Chad	GR	Education, Health & Human Sci	M.S.	Movement & Leisure Sciences
Snyder	Natalie	UG	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Sordello	Nicole	GR	Education, Health & Human Sci	M.S.A.T.	Athletic Training
Spence	Zachary	GR	Education, Health & Human Sci	M.Ed.	Curr & Instr-Teacher Cert Emph
Stevens	Sierra	UG	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Stewart	Riley	UG	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Stigall	Anastasia	GR	Education, Health & Human Sci	M.S.	Movement & Leisure Sciences
Stoneman	Jonathan	GR	Education, Health & Human Sci	M.S.A.T.	Athletic Training
Sumner	Whitney	UG	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Sumner	Whitney	UG	Education, Health & Human Sci	B.S.Dan.	Dance
Syeda	Shahbano	GR	Education, Health & Human Sci	M.S.A.T.	Athletic Training
Symonds	Bethany	UG	Education, Health & Human Sci	B.S.Ed.	Secondary Education
Tanner	Matthew	GR	Education, Health & Human Sci	M.Ed.	Educational Leadership
Tate	Joseph	GR	Education, Health & Human Sci	M.Ed.	Rehab Couns & Human Services
Taylor	Quentin	UG	Education, Health & Human Sci	B.S.Rec.	Recreation
Tetwiler	Kathleen	GR	Education, Health & Human Sci	M.Ed.	Educational Leadership
Thomas	Lucas	UG	Education, Health & Human Sci	B.S.Ed.	Physical Education
Tomchak	Jordan	GR	Education, Health & Human Sci	Academic Certificate	Human Resource Development
Topp	Irene	GR	Education, Health & Human Sci	M.Ed.	Rehab Couns & Human Services
Truesdell	Taylor	GR	Education, Health & Human Sci	M.S.A.T.	Athletic Training
Tzompa	Eli	UG	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Wallace	Bradley	GR	Education, Health & Human Sci	Ed.D.	Education
Watson	George	GR	Education, Health & Human Sci	M.S.	Adult/Org Learnng & Leadership

Weller	Cameron	UG	Education, Health & Human Sci	Academic Certificate	Athletic Leadership
Wenzel	Julia	GR	Education, Health & Human Sci	M.S.	Adult/Org Learnng & Leadership
White	Jordahn	GR	Education, Health & Human Sci	M.S.A.T.	Athletic Training
Whitling	Cotton	UG	Education, Health & Human Sci	B.S.E.S.H.	Exercise Science & Health
Williams	Timothy	GR	Education, Health & Human Sci	M.Ed.	Rehab Couns & Human Services
Wilson	Jerico	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Woodford	William	GR	Education, Health & Human Sci	Ed.S.Ed.Ldrshp	Educational Leadership
Yang	Ziqi	UG	Education, Health & Human Sci	B.S.Ed.	Elementary Education
Mathai	Jubin George	GR	Engineering	M.S.	Mechanical Engineering
Ravishankar	Ranjitha	GR	Engineering	M.S.	Electrical Engineering
Abuagreb	Mohamed	GR	Engineering	Ph.D.	Electrical Engineering
Adarapuram	Abhinav Prabhu	GR	Engineering	M.S.	Computer Science
Ageeli	Faisal	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Ahner	Deryk	UG	Engineering	B.S.M.E.	Mechanical Engineering
Ajao	Babatunde	GR	Engineering	Academic Certificate	Power Syst Protection & Relay
Al Fulaiti	Amani	UG	Engineering	B.S.Comp.E.	Computer Engineering
Al Tubi	Salim	UG	Engineering	B.S.M.E.	Mechanical Engineering
Alanazi	Ibtihaj	GR	Engineering	Ph.D.	Computer Science
Alasiri	Ahmed	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Aldawsari	Nasser	UG	Engineering	B.S.M.E.	Mechanical Engineering
Alghreeb	Yaser	UG	Engineering	B.S.M.E.	Mechanical Engineering
Alharbi	Lamyaa	GR	Engineering	M.S.	Computer Science
Allen	Jason	GR	Engineering	M.S.	Computer Science
Allen	Jason	GR	Engineering	Academic Certificate	Secure & Depend Computing Syst
Allred	Clay	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Almeshari	Saud	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Alqahtani	Mohammed	UG	Engineering	B.S.M.S.E.	Materials Science & Engr
Alsuyayqir	Rashed	UG	Engineering	B.S.C.E.	Civil Engineering
Alves Watanabe	Rafael Akio	GR	Engineering	M.S.	Electrical Engineering
Amodemo	Joseph	UG	Engineering	B.S.E.E.	Electrical Engineering
Anderson	Mason	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Anderson	Sean	UG	Engineering	B.S.C.S.	Computer Science
Anderson	Sean	UG	Engineering	Academic Certificate	Cybersecurity
Anderson	Austin	GR	Engineering	M.S.	Mechanical Engineering
Andrews	Shaun	UG	Engineering	B.S.E.E.	Electrical Engineering
Armour	William	GR	Engineering	M.Engr.	Nuclear Engineering
Arnold	Lucas	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Ashby	John	UG	Engineering	B.S.E.E.	Electrical Engineering
Ashby	Seth	UG	Engineering	B.S.Tech.	Industrial Technology
Atkinson	Michael	UG	Engineering	B.S.C.S.	Computer Science
Ballard	Thys	UG	Engineering	B.S.C.S.	Computer Science
Baqer	Mohammad	GR	Engineering	Ph.D.	Computer Science
Baran	Samantha	UG	Engineering	B.S.E.E.	Electrical Engineering
Barnes	Addyson	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Barrera	Jesus	UG	Engineering	B.S.M.E.	Mechanical Engineering
Bebee	Austin	GR	Engineering	M.S.	Mechanical Engineering
Beleed	Hussain	GR	Engineering	Ph.D.	Electrical Engineering
Bell	John	GR	Engineering	M.S.	Electrical Engineering
Benjamin	Jacob	GR	Engineering	Ph.D.	Computer Science
Benski	Kaed	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Beyer	Austin	UG	Engineering	B.S.M.E.	Mechanical Engineering
Binggeli	Mathew	GR	Engineering	M.Engr.	Electrical Engineering
Blair	Ryan	UG	Engineering	B.S.M.E.	Mechanical Engineering
Bogert	Melissa	GR	Engineering	M.S.	Mechanical Engineering
Bolanos	Robert	GR	Engineering	M.Engr.	Electrical Engineering
Bowlby	Kymberly	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Boyd	Andrea	UG	Engineering	B.S.C.E.	Civil Engineering
Brown	Jesse	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Brubaker	Nicholas	UG	Engineering	B.S.M.E.	Mechanical Engineering
Buch	Jonathan	GR	Engineering	M.S.	Computer Science
Buitron	Erik	UG	Engineering	B.S.C.E.	Civil Engineering
Butler	Emerson	UG	Engineering	B.S.E.E.	Electrical Engineering
Byrappa	Naveen	GR	Engineering	M.Engr.	Mechanical Engineering
Camerino	Michael	UG	Engineering	B.S.	Biological Engineering
Campbell	Alexandria	UG	Engineering	B.S.C.E.	Civil Engineering
Carlson	Amanda	UG	Engineering	B.S.C.E.	Civil Engineering
Carpenter	Aston	GR	Engineering	M.S.	Civil Engineering
Casanas	Brandon	UG	Engineering	B.S.C.E.	Civil Engineering
Cervino	Christopher	UG	Engineering	B.S.E.E.	Electrical Engineering
Chaita	Mario	GR	Engineering	M.Engr.	Engineering Management
Chintamani Nagararaja Rao	Bhargav	GR	Engineering	M.S.	Computer Science
Clark	Joshua	UG	Engineering	B.S.M.E.	Mechanical Engineering
Clemens	Jules	UG	Engineering	B.S.C.E.	Civil Engineering

Coad	Kaitlin	UG	Engineering	B.S.M.E.	Mechanical Engineering
Conner	Sean	UG	Engineering	B.S.C.E.	Civil Engineering
Connolly	Braden	UG	Engineering	B.S.M.E.	Mechanical Engineering
Corbett	Corey	GR	Engineering	M.Engr.	Mechanical Engineering
Counts	Jonathan	GR	Engineering	M.S.	Chemical Engineering
Courtright	Jeff	UG	Engineering	B.S.	Biological Engineering
Crawford	Jeff	UG	Engineering	B.S.C.S.	Computer Science
Croft	Chase	UG	Engineering	B.S.M.E.	Mechanical Engineering
Crozes	Alexandre	GR	Engineering	M.S.	Civil Engineering
Dahal	Archana	UG	Engineering	B.S.	Biological Engineering
Dai	Yuhang	UG	Engineering	B.S.E.E.	Electrical Engineering
Dai	Jialong	UG	Engineering	B.S.E.E.	Electrical Engineering
Davies	Alathia	UG	Engineering	B.S.Ch.E.	Chemical Engineering
de Anda Lopez	Miguel	GR	Engineering	M.Engr.	Computer Engineering
De La Cruz	Jesus	GR	Engineering	M.Engr.	Electrical Engineering
Deeter	Kyle	UG	Engineering	B.S.M.E.	Mechanical Engineering
Duggal	Yamini	UG	Engineering	B.S.C.S.	Computer Science
Dustin	Jeremiah	GR	Engineering	M.S.	Nuclear Engineering
Elliott	Jake	UG	Engineering	B.S.M.E.	Mechanical Engineering
Elsfelder	Topsana	UG	Engineering	B.S.C.E.	Civil Engineering
Enang	Carlet	GR	Engineering	Ph.D.	Electrical Engineering
Entwit	Thomas	UG	Engineering	B.S.M.E.	Mechanical Engineering
Farris	Katie	UG	Engineering	B.S.	Biological Engineering
Felps	Tyler	UG	Engineering	B.S.C.S.	Computer Science
Fetzer	John	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Flexer	Phillip	UG	Engineering	B.S.M.E.	Mechanical Engineering
Foss	Brandon	UG	Engineering	B.S.C.S.	Computer Science
Franklin	Pierce	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Frechette	Blakely	UG	Engineering	B.S.C.S.	Computer Science
Funderburg	Tarrin	UG	Engineering	B.S.M.E.	Mechanical Engineering
Funk	Donald	UG	Engineering	B.S.M.E.	Mechanical Engineering
Gallegos	Selso	GR	Engineering	M.S.	Mechanical Engineering
Gdeh	Tawfeeq	GR	Engineering	M.Engr.	Civil Engineering
George	Alby Joe	GR	Engineering	M.S.	Technology Management
Ghafari	Zeinab	GR	Engineering	Ph.D.	Computer Science
Giglio	Daryl	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Glasgow	Ian	UG	Engineering	B.S.M.E.	Mechanical Engineering
Goehring	Travis	UG	Engineering	B.S.M.E.	Mechanical Engineering
Gomez	Brandon	UG	Engineering	B.S.	Biological Engineering
Gonzalez	Ryan	UG	Engineering	B.S.M.E.	Mechanical Engineering
Gradin	Jared	UG	Engineering	B.S.Comp.E.	Computer Engineering
Grieve	Austin	UG	Engineering	B.S.M.E.	Mechanical Engineering
Gu	Xu Yue	UG	Engineering	B.S.E.E.	Electrical Engineering
Guiana	Brian	UG	Engineering	B.S.E.E.	Electrical Engineering
Hakami	Aref	UG	Engineering	B.S.M.E.	Mechanical Engineering
Hallman	Benjamin	UG	Engineering	B.S.C.S.	Computer Science
Hardy	Raymon	GR	Engineering	M.S.	Computer Science
Hardy	Raymon	GR	Engineering	Academic Certificate	Critical Infrastructure Resil
Hartman	Kyle	UG	Engineering	B.S.Comp.E.	Computer Engineering
Hayden	Bryan	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Hedine	Eric	UG	Engineering	B.S.E.E.	Electrical Engineering
Heist	Collin	UG	Engineering	B.S.E.E.	Electrical Engineering
Henningsen	John	GR	Engineering	M.S.	Technology Management
Hernandez	Elizabeth	GR	Engineering	M.S.	Computer Science
Hernandez	Elizabeth	GR	Engineering	Academic Certificate	Secure & Depend Computing Syst
Hill	Luke	UG	Engineering	B.S.C.S.	Computer Science
Hogan	Chelsea	UG	Engineering	B.S.C.S.	Computer Science
Hold	LeeAnn	UG	Engineering	B.S.	Biological Engineering
Hosahalli Ashwathnarayana	Chandan	GR	Engineering	M.Engr.	Mechanical Engineering
Hou	Boxiang	UG	Engineering	B.S.E.E.	Electrical Engineering
Hu	Wei	UG	Engineering	B.S.E.E.	Electrical Engineering
Huang	Yanqin	UG	Engineering	B.S.E.E.	Electrical Engineering
Hudson	Brannon	UG	Engineering	B.S.M.E.	Mechanical Engineering
Hwang	Jongin	UG	Engineering	B.S.M.E.	Mechanical Engineering
Jeffery	Scott	GR	Engineering	M.S.	Computer Science
Jelries Ferdinand	Jasper Sharon Ferdinand	GR	Engineering	M.Engr.	Mechanical Engineering
Jenkins	Loren	UG	Engineering	B.S.M.E.	Mechanical Engineering
Jennings	Mark	UG	Engineering	B.S.E.E.	Electrical Engineering
Jillepalli	Ananth	GR	Engineering	Ph.D.	Computer Science
Johnson	Luke	UG	Engineering	B.S.M.E.	Mechanical Engineering
Jones	Garrett	UG	Engineering	Academic Certificate	Fire Safety
Kalab	Amanda	UG	Engineering	B.S.C.E.	Civil Engineering
Karlin	Mareyna	GR	Engineering	M.S.	Biological Engineering

Kaschmitter	Kyle	GR	Engineering	M.Engr.	Civil Engineering
Kasper	Cody	UG	Engineering	B.S.M.E.	Mechanical Engineering
Keyes	Alyssa	UG	Engineering	B.S.M.E.	Mechanical Engineering
King	Wyatt	UG	Engineering	B.S.M.E.	Mechanical Engineering
Kitchen	Anthony	UG	Engineering	B.S.M.E.	Mechanical Engineering
Kleinkopf	Casey	UG	Engineering	B.S.C.S.	Computer Science
Krusemark	Jack	UG	Engineering	B.S.C.E.	Civil Engineering
Laan	Maggi	UG	Engineering	B.S.	Biological Engineering
Lanning	Jordan	GR	Engineering	M.Engr.	Engineering Management
Larson	Geoffrey	GR	Engineering	M.Engr.	Mechanical Engineering
Le	An	UG	Engineering	B.S.M.E.	Mechanical Engineering
Lee	Sangki	GR	Engineering	Ph.D.	Civil Engineering
Leister	Joseph	GR	Engineering	M.S.	Computer Science
Lejardi	Michael	UG	Engineering	B.S.Comp.E.	Computer Engineering
Leonard	Sean	UG	Engineering	B.S.M.E.	Mechanical Engineering
Li	Zhicai	UG	Engineering	B.S.E.E.	Electrical Engineering
Lightbourn	Mac	GR	Engineering	M.Engr.	Electrical Engineering
Linafelter	Shelby	UG	Engineering	B.S.E.E.	Electrical Engineering
Lingaraju	Kaushik	GR	Engineering	M.S.	Computer Engineering
Lou	Baoying	GR	Engineering	M.S.	Computer Science
Lu	Yikai	UG	Engineering	B.S.E.E.	Electrical Engineering
Lyon	Kevin	GR	Engineering	Ph.D.	Chemical Engineering
Ma	Yiqing	UG	Engineering	B.S.C.S.	Computer Science
Maas	Nicole	UG	Engineering	B.S.	Biological Engineering
Madrigal	Nestor	UG	Engineering	B.S.C.E.	Civil Engineering
Madsen	Michael	GR	Engineering	M.S.	Computer Science
Madsen	Austin	UG	Engineering	B.S.C.E.	Civil Engineering
Magana	Hector	UG	Engineering	B.S.M.E.	Mechanical Engineering
Malinowski	Adrien	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Malinowski	Samuel	UG	Engineering	B.S.M.E.	Mechanical Engineering
Mammen	Noah	UG	Engineering	B.S.Comp.E.	Computer Engineering
Marsing	Melissa	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Martinez-Alvarez	Jacquelin	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Marulanda Arias	Juan	GR	Engineering	Ph.D.	Computer Science
Mattson	Timothy	UG	Engineering	B.S.E.E.	Electrical Engineering
May	Karrie	GR	Engineering	M.S.	Technology Management
McCarty	Michael	GR	Engineering	M.S.	Computer Science
McDonnell	Connor	UG	Engineering	B.S.Ch.E.	Chemical Engineering
McGhie	Nicholas	GR	Engineering	M.Engr.	Electrical Engineering
McLenna	Amber	UG	Engineering	B.S.Ch.E.	Chemical Engineering
McNurlin	Alex	UG	Engineering	B.S.M.E.	Mechanical Engineering
McNurlin	Alex	UG	Engineering	B.S.C.S.	Computer Science
Meagher	Matthew	UG	Engineering	B.S.M.E.	Mechanical Engineering
Metter	Jacob	UG	Engineering	B.S.M.E.	Mechanical Engineering
Michaelis	Geoffrey	UG	Engineering	B.S.C.E.	Civil Engineering
Mills	Matthew	UG	Engineering	B.S.C.S.	Computer Science
Mitchell	Jubal	UG	Engineering	B.S.C.S.	Computer Science
Molvig	Courtney	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Mortensen	Steven	UG	Engineering	B.S.	Biological Engineering
Naughton	Shawn	UG	Engineering	B.S.E.E.	Electrical Engineering
Neill	John	UG	Engineering	B.S.C.S.	Computer Science
Nelson	Erik	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Nezakati Esmailzadeh	Hanieh	UG	Engineering	B.S.E.E.	Electrical Engineering
Nguy	Michael	UG	Engineering	B.S.E.E.	Electrical Engineering
Nii	Kathryn	GR	Engineering	M.S.	Technology Management
Nisson	Josh	UG	Engineering	B.S.	Biological Engineering
Okere	Ikechukwu	GR	Engineering	M.Engr.	Mechanical Engineering
Ostlind	Joshua	GR	Engineering	M.Engr.	Mechanical Engineering
Overby	Andrew	UG	Engineering	B.S.M.E.	Mechanical Engineering
Overfelt	Ethan	UG	Engineering	B.S.	Biological Engineering
Page	Christine	UG	Engineering	B.S.E.E.	Electrical Engineering
Park	Douglas	GR	Engineering	M.S.	Computer Science
Paulus	Patrick	GR	Engineering	M.S.	Mechanical Engineering
Peng	Kailiang	GR	Engineering	M.Engr.	Electrical Engineering
Perez-Gomez	Irven	UG	Engineering	B.S.C.S.	Computer Science
Peterson	Laura	UG	Engineering	B.S.Tech.	Industrial Technology
Pfaff	Dakota	UG	Engineering	B.S.E.E.	Electrical Engineering
Pierce	Daniel	UG	Engineering	B.S.M.E.	Mechanical Engineering
Postera	Avery	UG	Engineering	B.S.C.E.	Civil Engineering
Pothamsetty	Manasa	UG	Engineering	B.S.E.E.	Electrical Engineering
Qian	Ziyu	UG	Engineering	B.S.E.E.	Electrical Engineering
Rangel	Jorge	GR	Engineering	M.S.	Technology Management
Rathod	Abhishek	UG	Engineering	B.S.M.E.	Mechanical Engineering

Ray	Jazmyn	UG	Engineering	B.S.C.E.	Civil Engineering
Reichle	Jared	UG	Engineering	B.S.E.E.	Electrical Engineering
Richards	James	GR	Engineering	M.S.	Nuclear Engineering
Rigg	Kyle	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Riggs	Rory	GR	Engineering	M.Engr.	Electrical Engineering
Roach	Julia	UG	Engineering	B.S.	Biological Engineering
Rohr	Jesse	GR	Engineering	M.S.	Biological Engineering
Rountree	Cody	UG	Engineering	B.S.Tech.	Industrial Technology
Rumsey	Paden	GR	Engineering	M.S.	Computer Science
Saasita	Eric Leonard	GR	Engineering	M.Engr.	Civil Engineering
Sanabia	Michael	UG	Engineering	B.S.M.E.	Mechanical Engineering
Saptel	Kevin	GR	Engineering	M.S.	Computer Science
Sathu	Maadhavi	GR	Engineering	M.S.	Electrical Engineering
Schaumburg	Zachary	UG	Engineering	B.S.C.E.	Civil Engineering
Schueller	Corbin	UG	Engineering	B.S.C.S.	Computer Science
Schultz	Andrew	UG	Engineering	B.S.M.E.	Mechanical Engineering
Scott	Rennie	UG	Engineering	B.S.M.E.	Mechanical Engineering
Scripter	Chance	UG	Engineering	B.S.M.E.	Mechanical Engineering
Seegmiller	Kate	UG	Engineering	B.S.M.E.	Mechanical Engineering
Sexton	MacKenzie	UG	Engineering	B.S.M.E.	Mechanical Engineering
Sloan	Tanner	UG	Engineering	B.S.M.E.	Mechanical Engineering
Smith	Lauren	UG	Engineering	B.S.E.E.	Electrical Engineering
Smith	Jessica	UG	Engineering	B.S.C.E.	Civil Engineering
Solly	Nate	UG	Engineering	B.S.C.E.	Civil Engineering
Soltani	Morteza	GR	Engineering	Ph.D.	Electrical Engineering
Souvenir	Brandt	UG	Engineering	B.S.C.E.	Civil Engineering
Sowah	Winfred	GR	Engineering	M.S.	Nuclear Engineering
Stewart	Sesily	UG	Engineering	B.S.M.S.E.	Materials Science & Engr
Strombach	Gail	GR	Engineering	Ph.D.	Mechanical Engineering
Stucker	Dwain	UG	Engineering	B.S.M.E.	Mechanical Engineering
Subramanya Jyothi	Samarth	GR	Engineering	M.S.	Computer Science
Sweet	Michael	UG	Engineering	B.S.Tech.	Industrial Technology
Terrill	Holly	UG	Engineering	B.S.C.E.	Civil Engineering
Terrill	Kevin	GR	Engineering	M.S.	Mechanical Engineering
Thomsen	Simon	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Todd	James	UG	Engineering	B.S.C.S.	Computer Science
Townsend	Marshall	GR	Engineering	M.S.	Mechanical Engineering
Tran	Nikki	UG	Engineering	B.S.E.E.	Electrical Engineering
Tunncliff	Baylus	UG	Engineering	B.S.C.S.	Computer Science
Van Idour	Earl	UG	Engineering	B.S.C.E.	Civil Engineering
Walker	William	UG	Engineering	B.S.C.E.	Civil Engineering
Wang	Qingyun	UG	Engineering	B.S.E.E.	Electrical Engineering
Wang	Xueren	UG	Engineering	B.S.E.E.	Electrical Engineering
Watabe	Shion	UG	Engineering	B.S.C.E.	Civil Engineering
Waymire	Sahara	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Weber	Jacob	UG	Engineering	B.S.M.E.	Mechanical Engineering
Whipple	Brad	GR	Engineering	M.S.	Computer Science
White	Aspen	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Whitesell	Bradley	UG	Engineering	B.S.C.S.	Computer Science
Williams	Nicholas	GR	Engineering	M.Engr.	Mechanical Engineering
Williams	Kelly	GR	Engineering	M.S.	Technology Management
Wilson	Alexis	UG	Engineering	B.S.Comp.E.	Computer Engineering
Woffinden	Zachary	UG	Engineering	B.S.M.E.	Mechanical Engineering
Wood	Ian	UG	Engineering	B.S.Comp.E.	Computer Engineering
Xu	Qian	UG	Engineering	B.S.E.E.	Electrical Engineering
Yan	Quan	UG	Engineering	B.S.E.E.	Electrical Engineering
YANG	Tzu-Hua	GR	Engineering	M.S.	Computer Science
Yates	Kyle	UG	Engineering	B.S.	Biological Engineering
Young	James	GR	Engineering	M.S.	Computer Science
Yu	Louise Nicole	UG	Engineering	B.S.Ch.E.	Chemical Engineering
Yu	Jiawen	UG	Engineering	B.S.E.E.	Electrical Engineering
Zhao	Zhihao	GR	Engineering	M.S.	Technology Management
Zhao	Jun	GR	Engineering	M.Engr.	Engineering Management
Zhou	ZuHao	UG	Engineering	B.S.E.E.	Electrical Engineering
Zhu	Ziqing	UG	Engineering	B.S.E.E.	Electrical Engineering
Zillinger	James	UG	Engineering	B.S.M.S.E.	Materials Science & Engr
Acheson	Alyson	LA	Law	J.D.	Law
Aguilar	Paola	LA	Law	J.D.	Law
Ankrum	Kendra	LA	Law	J.D.	Law-Bus Law & Entreprnshp Emph
Askins	Nathan	LA	Law	J.D.	Law
Atkins	Thomas	LA	Law	J.D.	Law-Bus Law & Entreprnshp Emph
Azar-Farr	Ariana	LA	Law	J.D.	Law
Bartles	Katelin	LA	Law	J.D.	Law-Bus Law & Entreprnshp Emph

Barton	Taylor	LA	Law	J.D.	Law
Bateman	Jacob	LA	Law	J.D.	Law-Bus Law & Entreprnshp Emph
Bishop	Sam	LA	Law	J.D.	Law
Bowers	Michael	LA	Law	J.D.	Law
Bowes	Dana	LA	Law	J.D.	Law
Brown	Garrett	LA	Law	J.D.	Law-Native American Law Emph
Brusic	Amanda	LA	Law	J.D.	Law
Chavez Garcia	Betsaida	LA	Law	J.D.	Law
Chiang	I-An	LA	Law	J.D.	Law
Compton	Aspen	LA	Law	J.D.	Law
Cowley	Darby	LA	Law	J.D.	Law
Deleon Guerrero	Michael	LA	Law	J.D.	Law
Dizdarevic-Miller	Samir	LA	Law	J.D.	Law
Edmo	Gaylen	LA	Law	J.D.	Law-Native American Law Emph
Faunce	Audrey	LA	Law	J.D.	Law
Frank	Brice	LA	Law	J.D.	Law
George	Emily	LA	Law	J.D.	Law
Gilpatrick	Denise	LA	Law	J.D.	Law
Hahn	Keegan	LA	Law	J.D.	Law-Bus Law & Entreprnshp Emph
Hammond	Beau	LA	Law	J.D.	Law
Harlan	Christopher	LA	Law	J.D.	Law
Harrington	Lewis	LA	Law	J.D.	Law
Harrington	Monica	LA	Law	J.D.	Law
Haws	Dillon	LA	Law	J.D.	Law
Heninger	Kirsten	LA	Law	J.D.	Law-Bus Law & Entreprnshp Emph
Herring	Stephen	LA	Law	J.D.	Law-Bus Law & Entreprnshp Emph
Hoffman	Kyle	LA	Law	J.D.	Law
Honan	Colin	LA	Law	J.D.	Law-Bus Law & Entreprnshp Emph
Hosack	Cameron	LA	Law	J.D.	Law
Huber	Joshua	LA	Law	J.D.	Law
Im	Jae Hyuk	LA	Law	J.D.	Law
Johnson	Andrew	LA	Law	J.D.	Law
Kashirny	Elena	LA	Law	J.D.	Law
Kiesig	Valeri	LA	Law	J.D.	Law
Kjellander	Allison	LA	Law	J.D.	Law
Koglin	Timothy	LA	Law	J.D.	Law
Kopp	Rebecca	LA	Law	J.D.	Law
Koval	Alyssa	LA	Law	J.D.	Law
Lenz	Trevor	LA	Law	J.D.	Law
Mai	Kierra	LA	Law	J.D.	Law
Markuson	Lauren	LA	Law	J.D.	Law-Bus Law & Entreprnshp Emph
Marotz	Hayden	LA	Law	J.D.	Law
McGehee	Milo	LA	Law	J.D.	Law
McQuain	Courtney	LA	Law	J.D.	Law
Miller	Elizabeth	LA	Law	J.D.	Law
Miller	Matthew	LA	Law	J.D.	Law
Mitchell	Aaron	LA	Law	J.D.	Law
Montagnon	Nadege	LA	Law	J.D.	Law
Moriarty	Allan	LA	Law	J.D.	Law
Mort	Tanner	LA	Law	J.D.	Law-Bus Law & Entreprnshp Emph
Murray	Tishra	LA	Law	J.D.	Law
Newton	Riley	LA	Law	J.D.	Law
Ngalamulume	Patrick	LA	Law	J.D.	Law
O'Toole	Nicole	LA	Law	J.D.	Law-Bus Law & Entreprnshp Emph
Olson	Heather	LA	Law	J.D.	Law-Native American Law Emph
Papworth	Parker	LA	Law	J.D.	Law
Parsons	Casey	LA	Law	J.D.	Law
Patzer	Jazz	LA	Law	J.D.	Law
Pincock	Addam	LA	Law	J.D.	Law
Quinn	Abigail	LA	Law	J.D.	Law
Richter	Kayleen	LA	Law	J.D.	Law
Robite	Anthony	LA	Law	J.D.	Law
Roeske	Jordan	LA	Law	J.D.	Law-Bus Law & Entreprnshp Emph
Rojas	Jose	LA	Law	J.D.	Law
Rudd	Burkley	LA	Law	J.D.	Law
Ryan	Matthew	LA	Law	J.D.	Law
Scheibe	Charlene	LA	Law	J.D.	Law
Schoonover	Kylie	LA	Law	J.D.	Law
Sears	Sydney	LA	Law	J.D.	Law
Segovia Salgado	Ana	LA	Law	J.D.	Law
Smith	Autumn	LA	Law	J.D.	Law
Speck	Nohl	LA	Law	J.D.	Law
Tengono	Jennifer	LA	Law	J.D.	Law-Natural Res & Env Law Emph

Thorne	Audrey	LA	Law	J.D.	Law
Trott-Keller	Dawn	LA	Law	J.D.	Law-Native American Law Emph
Waddel	Meg	LA	Law	J.D.	Law
Wagner	Jack	LA	Law	J.D.	Law
Walter	Sydney	LA	Law	J.D.	Law
White	Joseph	LA	Law	J.D.	Law
Winkel	Mark	LA	Law	J.D.	Law
Young	Jaime	LA	Law	J.D.	Law
Zimmerman	Sarah	LA	Law	J.D.	Law
Abbott	Ashley	UG	Letters Arts & Social Sciences	B.S.	Advertising
Adams	Ashlie	UG	Letters Arts & Social Sciences	B.S.	Psychology
Adkins	Jessica	UG	Letters Arts & Social Sciences	B.S.	Sociology-Gen Sociology Emph
Aiman	Benjamin	GR	Letters Arts & Social Sciences	M.P.A.	Public Administration
Alamillo	Suleyma	UG	Letters Arts & Social Sciences	B.F.A.	Theatre Arts
Allen	Trevon	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Allen	Ethan	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Allen	Cody	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Andrade	Giselle	UG	Letters Arts & Social Sciences	B.A.	Spanish
Andrews	Noah	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Ankerson	Jamie	UG	Letters Arts & Social Sciences	B.S.	Sociology-Gen Sociology Emph
Arritt	Alexandria	UG	Letters Arts & Social Sciences	B.S.	Public Relations
Arvidson	Lacey	GR	Letters Arts & Social Sciences	M.P.A.	Public Administration
Ayres	Danielle	UG	Letters Arts & Social Sciences	B.S.	Advertising
Bachman	Kristin	UG	Letters Arts & Social Sciences	B.A.	English-Professional Wrtg Emph
Baker	Jonah	UG	Letters Arts & Social Sciences	B.A.	English-Professional Wrtg Emph
Baker	Sage	UG	Letters Arts & Social Sciences	B.S.	Political Science
Bangudu	Gborangbe Kehinde	GR	Letters Arts & Social Sciences	M.S.	Psychology
Barajas	Sadie	UG	Letters Arts & Social Sciences	B.S.	Sociology-Gen Sociology Emph
Barnhill	Lindsey	UG	Letters Arts & Social Sciences	B.S.	Organizational Sciences
Barron	Miranda	UG	Letters Arts & Social Sciences	B.F.A.	Theatre Arts
Basye	Malori	UG	Letters Arts & Social Sciences	B.S.	Psychology
Baugh	Samantha	UG	Letters Arts & Social Sciences	B.A.	English-Literature Emph
Baxter	Jacqueline	UG	Letters Arts & Social Sciences	B.S.	Psychology
Becker	Caitlyn	GR	Letters Arts & Social Sciences	M.P.A.	Public Administration
Benson	Brett	UG	Letters Arts & Social Sciences	B.S.	Economics
Bergner	John	GR	Letters Arts & Social Sciences	M.A.	Anthropology
Berry	Bruce	UG	Letters Arts & Social Sciences	Minor Only	Minor Only
Berube	Kailey	UG	Letters Arts & Social Sciences	Academic Certificate	Archaeological Technician
Berube	Kailey	UG	Letters Arts & Social Sciences	B.S.	Anthropology
Bishop	Jeffrey	UG	Letters Arts & Social Sciences	B.A.	English-Professional Wrtg Emph
Blackeagle	Jenny	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Blanch	Elyse	UG	Letters Arts & Social Sciences	B.S.	Public Relations
Blood	Darrick	UG	Letters Arts & Social Sciences	B.Mus.	Music Ed-Instrumental Emph
Boatright	Aarron	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Bornstedt	Mariah	UG	Letters Arts & Social Sciences	B.S.	Public Relations
Boston	Jante	UG	Letters Arts & Social Sciences	B.S.	Organizational Sciences
Brainard	Lee	UG	Letters Arts & Social Sciences	B.S.	Interdisciplinary Studies
Brannan	Joseph	UG	Letters Arts & Social Sciences	B.S.	Psychology
Bravo	Karla	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Brewster	Tracy	UG	Letters Arts & Social Sciences	B.A.	Psychology
Brizee	Alexandra	UG	Letters Arts & Social Sciences	B.S.	Journalism
Broden	Gabriela	UG	Letters Arts & Social Sciences	B.A.	Modern Language Business
Brogioitti	Nick	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Brown	Emily	UG	Letters Arts & Social Sciences	B.S.	Psychology
Brown	Emily	UG	Letters Arts & Social Sciences	Academic Certificate	Diversity & Stratification
Brown	Alexis	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Brown	Parker	UG	Letters Arts & Social Sciences	B.S.	Psychology
Bruce	Alex	UG	Letters Arts & Social Sciences	B.S.	Psychology
Bryan	Claire	UG	Letters Arts & Social Sciences	B.A.	International Studies
Bullers	Elizabeth	GR	Letters Arts & Social Sciences	M.P.A.	
Burningham	Quintessa	GR	Letters Arts & Social Sciences	M.A.	Anthropology
Burns	Porsche	UG	Letters Arts & Social Sciences	B.S.	Psychology
Byars	Breanna	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Calderon	Sebastian	UG	Letters Arts & Social Sciences	B.S.	Psychology
Cameron	Joshua	UG	Letters Arts & Social Sciences	B.S.	Psychology
Campbell	Zach	UG	Letters Arts & Social Sciences	B.A.	History-General Emph
Cantrell	Mars	UG	Letters Arts & Social Sciences	Academic Certificate	Diversity & Stratification
Carey	Michael	UG	Letters Arts & Social Sciences	B.S.	Psychology
Carey	Michael	UG	Letters Arts & Social Sciences	Academic Certificate	Diversity & Stratification
Carpenter	Bailey	UG	Letters Arts & Social Sciences	B.A.	International Studies
Carpenter	Trinity	UG	Letters Arts & Social Sciences	B.S.	Psychology
Carpenter	Bailey	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Carter	Emily	UG	Letters Arts & Social Sciences	Academic Certificate	Diversity & Stratification

Carter	Emily	UG	Letters Arts & Social Sciences	B.S.	Psychology
Casten	April	UG	Letters Arts & Social Sciences	B.S.	Sociology-Ineq & Gblztn Emph
Castillo	Jose	UG	Letters Arts & Social Sciences	B.S.	Advertising
Chaffee	Morgan	UG	Letters Arts & Social Sciences	B.A.	Political Science
Chandler	Madison	UG	Letters Arts & Social Sciences	B.S.	Sociology-Gen Sociology Emph
Chenoweth	Sean	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Choske	Andrew	UG	Letters Arts & Social Sciences	B.A.	English-Ling & Literacy Emph
Clark	Mable	UG	Letters Arts & Social Sciences	B.S.	Psychology
Clements	Samuel	UG	Letters Arts & Social Sciences	B.S.	Psychology
Clow	Madeleine	UG	Letters Arts & Social Sciences	B.A.	English-Creative Writing Emph
Collins	Brooklyn	UG	Letters Arts & Social Sciences	B.S.	Psychology
Colson	Rhys	UG	Letters Arts & Social Sciences	B.F.A.	Theatre Arts
Cortez-Grande	Edwin	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Crawford	Rahsaan	UG	Letters Arts & Social Sciences	B.S.	Broadcasting & Digital Media
Crump	Keaton	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Curtright	Madeleine	UG	Letters Arts & Social Sciences	B.S.	Political Science
Daugharty	Jackson	UG	Letters Arts & Social Sciences	B.S.	Psychology
Daugherty	Elaine	GR	Letters Arts & Social Sciences	M.F.A.	Theatre Arts
Davis	Emily	UG	Letters Arts & Social Sciences	B.S.	Film & Television Studies
Day	Gary	UG	Letters Arts & Social Sciences	B.S.	Psychology
Delos Santos	Rochelle	UG	Letters Arts & Social Sciences	B.S.	Public Relations
Dennison	Laura	UG	Letters Arts & Social Sciences	B.A.	Sociology-Criminology Emph
deTar	Juliana	UG	Letters Arts & Social Sciences	B.S.	Psychology
Dinning	Tyson	UG	Letters Arts & Social Sciences	B.S.	History
Dodd	KyMBER	UG	Letters Arts & Social Sciences	B.F.A.	Theatre Arts
Downum	Ryan	GR	Letters Arts & Social Sciences	M.F.A.	Creative Writing
Duff	Melissa	UG	Letters Arts & Social Sciences	B.S.	Organizational Sciences
Einess	Alexander	UG	Letters Arts & Social Sciences	B.S.	History
Eldredge	Kaitlyn	GR	Letters Arts & Social Sciences	M.A.	
Elliott	Jenna	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Enos	Samantha	UG	Letters Arts & Social Sciences	B.S.	Interdisciplinary Studies
Enriquez Jr.	Israel	GR	Letters Arts & Social Sciences	M.P.A.	Public Administration
Estey	Savanna	UG	Letters Arts & Social Sciences	B.S.	Journalism
Estrada	Yadira	UG	Letters Arts & Social Sciences	B.A.	Spanish
Etchemendy	Nicole	UG	Letters Arts & Social Sciences	B.A.	English-Creative Writing Emph
Falk	Andrea	UG	Letters Arts & Social Sciences	B.Mus.	Music Ed-Vocal Emph
Finney	Logan	UG	Letters Arts & Social Sciences	B.S.	Broadcasting & Digital Media
Fischer	Natalie	UG	Letters Arts & Social Sciences	B.S.	Communication
Flagg	Jaime	GR	Letters Arts & Social Sciences	M.A.	English
Ford	Ashley	UG	Letters Arts & Social Sciences	B.S.	Public Relations
Foster	Tanner	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Fraser	Marquell	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
French	Emma	UG	Letters Arts & Social Sciences	B.S.	Psychology
French	Emma	UG	Letters Arts & Social Sciences	B.A.	Philosophy
Friesz	Jake	UG	Letters Arts & Social Sciences	B.S.	Organizational Sciences
Frongner	Jadin	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Gal	Alexandra	UG	Letters Arts & Social Sciences	B.A.	Spanish
Garcia	Griselda	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Garcini	Marian	UG	Letters Arts & Social Sciences	B.A.	
Garcini	Marian	UG	Letters Arts & Social Sciences	B.A.	International Studies
Garvin	Danielle	UG	Letters Arts & Social Sciences	B.S.	Psychology
Gautam	Samragyee	UG	Letters Arts & Social Sciences	B.A.	International Studies
Geslani	Erin	UG	Letters Arts & Social Sciences	B.S.	Sociology-Ineq & Gblztn Emph
Gibbs	Mitchell	UG	Letters Arts & Social Sciences	B.Mus.	Music: Performance-Instrmt Opt
Gibbs	Mitchell	UG	Letters Arts & Social Sciences	B.S.	Music-Theory Emph
Gibbs	Mitchell	UG	Letters Arts & Social Sciences	B.Mus.	Music Ed-Instrumental Emph
Gier	Kortni	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Glazier	Dylan	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Gonelli	Tyler	GR	Letters Arts & Social Sciences	M.Mus.	Music
Gonzalez	Jacqueline	UG	Letters Arts & Social Sciences	B.A.	English-Ling & Literacy Emph
Gowey	Bryce	UG	Letters Arts & Social Sciences	B.F.A.	Theatre Arts
Hadden	Isabelle	UG	Letters Arts & Social Sciences	B.S.	Broadcasting & Digital Media
Hafer	Tristin	UG	Letters Arts & Social Sciences	B.S.	History
Halferty	Keelyn	UG	Letters Arts & Social Sciences	B.S.	Psychology
Hall	Katelyn	UG	Letters Arts & Social Sciences	Academic Certificate	Archaeological Technician
Hall	Katelyn	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Hallowell	Drew	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Halsell	Simon	UG	Letters Arts & Social Sciences	B.A.	Anthropology
Hamilton	Stephanie	GR	Letters Arts & Social Sciences	M.F.A.	Creative Writing
Hannon	Laura	UG	Letters Arts & Social Sciences	B.S.	Psychology
Hardy	Madison	UG	Letters Arts & Social Sciences	B.S.	Broadcasting & Digital Media
Harley	James	UG	Letters Arts & Social Sciences	B.S.	Journalism
Harley	Angela	UG	Letters Arts & Social Sciences	Academic Certificate	Diversity & Inclusion



Harrington	Brittany	GR	Letters Arts & Social Sciences	M.A.	History
Hatfield	Carla	UG	Letters Arts & Social Sciences	B.S.	Psychology
Hayes	Gwendolyn	UG	Letters Arts & Social Sciences	B.S.	Psychology
Haylett	Cameron	UG	Letters Arts & Social Sciences	B.S.	Philosophy
Hebert	Joshua	UG	Letters Arts & Social Sciences	B.Mus.	Music: Performance-Instrmnt Opt
Hensley	Emily	UG	Letters Arts & Social Sciences	B.A.	Philosophy
Hertzberg	Deborah	GR	Letters Arts & Social Sciences	M.F.A.	Theatre Arts
Hibler	Grace	UG	Letters Arts & Social Sciences	B.S.	Political Science
Hilpert	Drayke	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Hollenbeck	Mary	UG	Letters Arts & Social Sciences	B.S.	Psychology
Howard	Shelby	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Hull	Seth	GR	Letters Arts & Social Sciences	M.Mus.	Music
Hull	Seth	UG	Letters Arts & Social Sciences	B.A.	Spanish
Hunsaker	Hagen	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Hutchison	Janaye	UG	Letters Arts & Social Sciences	B.S.	Psychology
Hyde	Romana	UG	Letters Arts & Social Sciences	B.S.	Psychology
Izucar	Cinthya	UG	Letters Arts & Social Sciences	B.S.	Political Science
James	Joseph	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Jayasinghe	Lakna	GR	Letters Arts & Social Sciences	M.S.	Psychology
John	Kalissa	UG	Letters Arts & Social Sciences	B.A.	English-Creative Writing Emph
Johnson-Corlett	Cole	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Johnston	Jack	UG	Letters Arts & Social Sciences	B.A.	English-Literature Emph
Jones	Josephine	UG	Letters Arts & Social Sciences	B.Mus.	Music: Performance-Vocal Opt
Jones	Danielle	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Juarez	Ramon	UG	Letters Arts & Social Sciences	B.A.	International Studies
Kaplan	Julia	UG	Letters Arts & Social Sciences	B.S.	Psychology
Keele	Amber	UG	Letters Arts & Social Sciences	B.A.	International Studies
Keele	Wylie	UG	Letters Arts & Social Sciences	B.S.	Film & Television Studies
Kemble	Britnee	UG	Letters Arts & Social Sciences	B.S.	Psychology
Kendall	Quinn	UG	Letters Arts & Social Sciences	Academic Certificate	Diversity & Stratification
Kendall	Quinn	UG	Letters Arts & Social Sciences	B.S.	Sociology-Ineq & Gblztn Emph
Keo	Shiloh	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Kesler	Baylie	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Kilroy	Madelaine	UG	Letters Arts & Social Sciences	B.S.	Advertising
King	Jacky	UG	Letters Arts & Social Sciences	B.S.	Psychology
King	Seth	UG	Letters Arts & Social Sciences	B.A.	English-Teaching Emph
Kirkland	Brendon	UG	Letters Arts & Social Sciences	B.S.	Political Science
Knudson	Kyley	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Kohlman	Matthew	UG	Letters Arts & Social Sciences	B.S.	Economics
Krahn	Katie	GR	Letters Arts & Social Sciences	M.A.	English
Kwiatkowski	Erin	UG	Letters Arts & Social Sciences	B.A.	International Studies
Lamberto	Jheanillette	UG	Letters Arts & Social Sciences	B.S.	Psychology
Lardie	Alex	UG	Letters Arts & Social Sciences	B.Mus.	Music Ed-Instrumental Emph
LeBard	Brady	UG	Letters Arts & Social Sciences	B.S.	Interdisciplinary Studies
Legg	Symone	GR	Letters Arts & Social Sciences	M.P.A.	Public Administration
Leonard	Aidan	UG	Letters Arts & Social Sciences	B.F.A.	Theatre Arts
Levine	Lindsay	GR	Letters Arts & Social Sciences	M.F.A.	Theatre Arts
Lewis	Misty	UG	Letters Arts & Social Sciences	B.S.	Organizational Sciences
Lewis	Jacqueline	UG	Letters Arts & Social Sciences	B.S.	History
Lima	Brianna	UG	Letters Arts & Social Sciences	B.S.	Psychology
Linares Vega	Stephanie	UG	Letters Arts & Social Sciences	B.A.	Psychology
Lockhart	Jacob	UG	Letters Arts & Social Sciences	B.S.	Political Science
Longin	Olivia	UG	Letters Arts & Social Sciences	B.F.A.	Theatre Arts
Longley	Brandy	UG	Letters Arts & Social Sciences	B.S.	Psychology
Lopez Rodriguez	Juan	UG	Letters Arts & Social Sciences	B.S.	Psychology
Lydon	Keera	UG	Letters Arts & Social Sciences	B.A.	English-Professional Wrtg Emph
Maas	Joseph	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Mallard	Kenneth	UG	Letters Arts & Social Sciences	B.S.	Political Science
Mashburn	Nicole	UG	Letters Arts & Social Sciences	B.S.	Advertising
Matlock	Rachel	UG	Letters Arts & Social Sciences	B.A.	English-Literature Emph
Matthews	Ryan	UG	Letters Arts & Social Sciences	B.S.	Psychology
Maurer	Andrew	GR	Letters Arts & Social Sciences	M.Mus.	Music
MBoune NGono	Jack	UG	Letters Arts & Social Sciences	B.A.	International Studies
McGrath	Sophie	UG	Letters Arts & Social Sciences	B.S.	Psychology
McInnis	Mary	GR	Letters Arts & Social Sciences	M.S.	Psychology
McKenzie	Robert	GR	Letters Arts & Social Sciences	M.F.A.	Theatre Arts
Meckel	Madison	UG	Letters Arts & Social Sciences	B.A.	French
Mei	Paula	UG	Letters Arts & Social Sciences	B.S.	Philosophy
Meyers	Quinten	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Miller	Marie	UG	Letters Arts & Social Sciences	B.S.	Psychology
Miller	Baylie	UG	Letters Arts & Social Sciences	B.S.	Advertising
Minter	Emily	UG	Letters Arts & Social Sciences	B.S.	Psychology
Misaizu	Rie	GR	Letters Arts & Social Sciences	Ph.D.	History

Moffis	Katlin	UG	Letters Arts & Social Sciences	B.S.	Psychology
Moffis	Katlin	UG	Letters Arts & Social Sciences	Academic Certificate	Diversity & Stratification
Montenegro	Jaida	GR	Letters Arts & Social Sciences	M.S.	Psychology
Montoya	Robin	UG	Letters Arts & Social Sciences	B.S.	Organizational Sciences
Moore	Jakob	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Mortensen	Isabella	UG	Letters Arts & Social Sciences	B.S.	Advertising
Mosman	Maria	UG	Letters Arts & Social Sciences	B.S.	Public Relations
Moulton	Faustine	UG	Letters Arts & Social Sciences	B.A.	Political Science
Mullins	Krystal	UG	Letters Arts & Social Sciences	B.S.	Broadcasting & Digital Media
Murn	Zachary	UG	Letters Arts & Social Sciences	B.A.	International Studies
Murphy	Chase	UG	Letters Arts & Social Sciences	B.S.	Economics
Murphy	Megan	UG	Letters Arts & Social Sciences	B.S.	Advertising
Myers	Autumn	UG	Letters Arts & Social Sciences	B.S.	Film & Television Studies
Myrberg	Margaret	UG	Letters Arts & Social Sciences	B.A.	English-Professional Wrtg Emph
Naccarato	Anthony	UG	Letters Arts & Social Sciences	B.S.	Political Science
Nelson	Joseph	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Nezakati Esmailzadeh	Hanieh	UG	Letters Arts & Social Sciences	B.A.	International Studies
Nguy	Michael	UG	Letters Arts & Social Sciences	B.S.	Economics
Nolan	Katherine	UG	Letters Arts & Social Sciences	B.S.	Advertising
Nolan	Cassandra	UG	Letters Arts & Social Sciences	B.S.	Psychology
Nygaard	Rokell	UG	Letters Arts & Social Sciences	B.S.	Psychology
Nyima	Tenzin	UG	Letters Arts & Social Sciences	B.A.	International Studies
O'Berry	Marissa	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
O'Brien	Molly	UG	Letters Arts & Social Sciences	B.A.	Political Science
O'Farrell	Patrick	UG	Letters Arts & Social Sciences	B.A.	Film & Television Studies
Oakeson	Amy	GR	Letters Arts & Social Sciences	M.F.A.	Theatre Arts
Ochoa	Rylee	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Older	Caitlin	UG	Letters Arts & Social Sciences	B.S.	Psychology
Oldham	Lisa	UG	Letters Arts & Social Sciences	B.A.	International Studies
Oleynik	Ilana	GR	Letters Arts & Social Sciences	M.P.A.	Public Administration
Oleynik	Svetlana	UG	Letters Arts & Social Sciences	B.S.	Psychology
Olmos Ceja	Frederick	GR	Letters Arts & Social Sciences	M.P.A.	Public Administration
Orozco	Jeanette	UG	Letters Arts & Social Sciences	Academic Certificate	Diversity & Stratification
Orozco	Jeanette	UG	Letters Arts & Social Sciences	B.A.	Spanish
Orozco	Jeanette	UG	Letters Arts & Social Sciences	B.A.	Sociology-Gen Sociology Emph
Orozco	Jamie	UG	Letters Arts & Social Sciences	B.A.	International Studies
Orr	Tyler	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Osika	Jocie	UG	Letters Arts & Social Sciences	B.S.	Anthropology
Owens	Shae	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Owens	Kelly	UG	Letters Arts & Social Sciences	B.A.	English-Literature Emph
Pankopf	Christian	UG	Letters Arts & Social Sciences	B.F.A.	Theatre Arts
Pankopf	Christian	UG	Letters Arts & Social Sciences	B.S.	Film & Television Studies
Parry	Jessica	UG	Letters Arts & Social Sciences	B.A.	English-Creative Writing Emph
Paskus	Alexandra	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Patterson	Mary	UG	Letters Arts & Social Sciences	B.Mus.	Music Ed-Instrumental Emph
Patzner	Makendra	UG	Letters Arts & Social Sciences	B.A.	
Paul	Alex	UG	Letters Arts & Social Sciences	B.A.	Anthropology
Payne	Heidi	UG	Letters Arts & Social Sciences	B.A.	English-Creative Writing Emph
Peavey	Ciceley	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Peck	Gerrrod	UG	Letters Arts & Social Sciences	B.Mus.	Music Ed-Instrumental Emph
Petersen	Alyssa	GR	Letters Arts & Social Sciences	M.P.A.	Public Administration
Petersen	Macy	UG	Letters Arts & Social Sciences	B.A.	Spanish
Petersen	Macy	UG	Letters Arts & Social Sciences	B.A.	International Studies
Pfannenstiel	Kyle	UG	Letters Arts & Social Sciences	B.S.	Journalism
Phillips	Christina	GR	Letters Arts & Social Sciences	M.A.	Anthropology
Pincock	Chelsea	GR	Letters Arts & Social Sciences	M.A.	Anthropology
Pinney	Christine	UG	Letters Arts & Social Sciences	B.A.	English-Ling & Literacy Emph
Piver	Dakota	UG	Letters Arts & Social Sciences	B.A.	English-Professional Wrtg Emph
Plyler	Melanie	UG	Letters Arts & Social Sciences	B.S.	Advertising
Poblete	Jennifer	UG	Letters Arts & Social Sciences	B.A.	International Studies
Porter	Dylan	UG	Letters Arts & Social Sciences	B.A.	International Studies
Portue	Tiffany	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Pressnall	Danielle	UG	Letters Arts & Social Sciences	B.S.	Psychology
Prevo	Nadia	UG	Letters Arts & Social Sciences	B.S.	Public Relations
Price	Benjamin	GR	Letters Arts & Social Sciences	M.Mus.	Music
Pryor	Matthew	UG	Letters Arts & Social Sciences	B.S.	Advertising
Quinn	Kaitlyn	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Ramirez	Valeria	UG	Letters Arts & Social Sciences	B.A.	English-Literature Emph
Rausch	Megan	UG	Letters Arts & Social Sciences	B.S.	Psychology
Reese	Jennifer	UG	Letters Arts & Social Sciences	B.S.	Political Science
Reiber	Courtney	UG	Letters Arts & Social Sciences	B.S.	Advertising
Rench	Laurel	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Riggs	Moir	UG	Letters Arts & Social Sciences	B.S.	Anthropology

Rivas	Julissa	UG	Letters Arts & Social Sciences	Academic Certificate	Diversity & Inclusion
Robertson	Rylee	UG	Letters Arts & Social Sciences	B.S.	Anthropology
Robinson	Morgan	UG	Letters Arts & Social Sciences	Academic Certificate	Diversity & Stratification
Robinson	Morgan	UG	Letters Arts & Social Sciences	B.S.	Psychology
Robinson	Alexis	UG	Letters Arts & Social Sciences	B.A.	International Studies
Robles	Isabel	UG	Letters Arts & Social Sciences	B.A.	International Studies
Rodriguez	Omar	UG	Letters Arts & Social Sciences	B.A.	Sociology-Criminology Emph
Rogers	JayLynn	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Rogers	Breelyn	UG	Letters Arts & Social Sciences	B.S.	Advertising
Romero	Alexsander	UG	Letters Arts & Social Sciences	B.A.	Anthropology
Ross	Michelle	UG	Letters Arts & Social Sciences	B.S.	Psychology
Ryan	Penelope	UG	Letters Arts & Social Sciences	B.S.	Psychology
Saintz	Kelsey	GR	Letters Arts & Social Sciences	M.P.A.	Public Administration
Salinas	Oscar	UG	Letters Arts & Social Sciences	B.S.	Psychology
Saline	Richard	GR	Letters Arts & Social Sciences	M.F.A.	Theatre Arts
Sanders	Alyssa	UG	Letters Arts & Social Sciences	B.S.	Psychology
Scheffelmaier	Kimberly	UG	Letters Arts & Social Sciences	B.S.	Psychology
Scheffelmaier	Kimberly	UG	Letters Arts & Social Sciences	Academic Certificate	Diversity & Stratification
Schneider	Rylee	UG	Letters Arts & Social Sciences	B.A.	English-Ling & Literacy Emph
Schofield	Elisha	UG	Letters Arts & Social Sciences	B.S.	Psychology
Servoss	BreAnne	UG	Letters Arts & Social Sciences	B.F.A.	Theatre Arts
Shaffer	Jaime	UG	Letters Arts & Social Sciences	B.A.	International Studies
Shane	Ben	GR	Letters Arts & Social Sciences	M.F.A.	Creative Writing
Shatravka	Oleksandr	UG	Letters Arts & Social Sciences	B.S.	Philosophy
Sherlock	Zachary	UG	Letters Arts & Social Sciences	B.Mus.	Music Ed-Instrumental Emph
Sholler	Kimberly	GR	Letters Arts & Social Sciences	M.S.	Psychology
Short	Jeffery	GR	Letters Arts & Social Sciences	M.F.A.	Creative Writing
Sichmeller	Mecarte	GR	Letters Arts & Social Sciences	M.A.	History
Sichmeller	Kelli	GR	Letters Arts & Social Sciences	M.A.	History
Simmons	Melodie	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Skinner	Ryan	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Skvarla	Stephen	UG	Letters Arts & Social Sciences	B.S.	Broadcasting & Digital Media
Slattery	Sabrina	UG	Letters Arts & Social Sciences	B.S.	Public Relations
Smith	Brendan	UG	Letters Arts & Social Sciences	B.S.	Psychology
Smith	Lara	UG	Letters Arts & Social Sciences	B.Mus.	Music: Performance-Vocal Opt
Smith	Lara	UG	Letters Arts & Social Sciences	B.S.	Music-Theory Emph
Smith	Ashly	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Smith	Ashly	UG	Letters Arts & Social Sciences	Academic Certificate	Diversity & Stratification
Smith	Marlan	GR	Letters Arts & Social Sciences	M.A.	English
Smith	Sandra	UG	Letters Arts & Social Sciences	B.S.	Economics
Smith	Brendan	UG	Letters Arts & Social Sciences	B.A.	Spanish
Smith	Emma	UG	Letters Arts & Social Sciences	B.A.	French
Smith	LaRissa	UG	Letters Arts & Social Sciences	B.S.	Organizational Sciences
Smith	Alexandrea	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Smith	Mikaela	UG	Letters Arts & Social Sciences	B.A.	International Studies
Smith	Christopher	UG	Letters Arts & Social Sciences	B.S.	Journalism
Smith	Jennifer	GR	Letters Arts & Social Sciences	M.P.A.	Public Administration
Smith	Jesse	UG	Letters Arts & Social Sciences	B.S.	Philosophy
Smotherman	Jesse	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Snyder	Kyle	GR	Letters Arts & Social Sciences	M.P.A.	Public Administration
Solberg	Danielle	UG	Letters Arts & Social Sciences	B.S.	Organizational Sciences
Sonas	Katharine	UG	Letters Arts & Social Sciences	B.F.A.	Theatre Arts
Sorenson	Jared	GR	Letters Arts & Social Sciences	M.F.A.	Theatre Arts
Soucy	Claire	UG	Letters Arts & Social Sciences	B.S.	Public Relations
Spain	Allison	UG	Letters Arts & Social Sciences	B.S.	Journalism
Stein	Jonathan	GR	Letters Arts & Social Sciences	M.Mus.	Music
Steiner	Ryan	UG	Letters Arts & Social Sciences	B.A.	International Studies
Stevenson	Morgan	UG	Letters Arts & Social Sciences	B.S.	Psychology
Stewart	Anna	UG	Letters Arts & Social Sciences	B.S.	Political Science
Stith	Jason	UG	Letters Arts & Social Sciences	B.S.	Organizational Sciences
Storm	Harrison	UG	Letters Arts & Social Sciences	B.Mus.	Music: Performance-Instrmt Opt
Styhl	Gabrielle	GR	Letters Arts & Social Sciences	M.S.	Psychology
Sully	Thornton	UG	Letters Arts & Social Sciences	B.A.	English-Professional Emph
Swetz	Thomas	GR	Letters Arts & Social Sciences	M.F.A.	Theatre Arts
Tarvin-Slater	Alexcia	UG	Letters Arts & Social Sciences	B.S.	Organizational Sciences
Taylor	Mary Alice	UG	Letters Arts & Social Sciences	B.S.	Economics
Taylor	Megumi	GR	Letters Arts & Social Sciences	M.Mus.	Music
Terracciano	Francesca	UG	Letters Arts & Social Sciences	B.S.	Psychology
Terry	Lucas	GR	Letters Arts & Social Sciences	M.S.	Psychology
Thibodeau	Chatney	UG	Letters Arts & Social Sciences	B.S.	Psychology
Thoulion	Ariane	UG	Letters Arts & Social Sciences	B.A.	English-Creative Writing Emph
Tibayan	Brian	GR	Letters Arts & Social Sciences	M.F.A.	Theatre Arts
Tollefson	Aleksander	UG	Letters Arts & Social Sciences	B.S.	Psychology

Tollefson	Johanna	GR	Letters Arts & Social Sciences	M.A.	English
Tomchak	Jordan	GR	Letters Arts & Social Sciences	M.P.A.	Public Administration
Toryanski	Marshall	UG	Letters Arts & Social Sciences	B.A.	Political Science
Tovar	Alina	UG	Letters Arts & Social Sciences	B.S.	Psychology
Trayford	James	UG	Letters Arts & Social Sciences	B.S.	Advertising
Trombly	Lindsay	UG	Letters Arts & Social Sciences	B.S.	Journalism
Trout	Rowan	UG	Letters Arts & Social Sciences	B.S.	Psychology
Trumble	Sarah	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Tulette	Sean	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Valdivieso	Yesenia	UG	Letters Arts & Social Sciences	B.A.	Sociology-Criminology Emph
Valdivieso	Yesenia	UG	Letters Arts & Social Sciences	Academic Certificate	Diversity & Stratification
Valentine	Savannah	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
VanGundy	Sarah	GR	Letters Arts & Social Sciences	M.F.A.	Creative Writing
Vargas	Ramiro	UG	Letters Arts & Social Sciences	B.A.	Broadcasting & Digital Media
Vazquez	Carlos	UG	Letters Arts & Social Sciences	B.A.	Organizational Sciences
Vazquez	Carlos	UG	Letters Arts & Social Sciences	B.S.	Organizational Sciences
Velez	Chelsea	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Vitek	Madison	UG	Letters Arts & Social Sciences	B.S.	Sociology-Criminology Emph
Votava	Jennaka	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Vrba	Conner	UG	Letters Arts & Social Sciences	B.S.	Psychology
Wade	Grant	UG	Letters Arts & Social Sciences	B.S.	Advertising
Wagner	Darrell	GR	Letters Arts & Social Sciences	M.F.A.	Theatre Arts
Walker	Christa	GR	Letters Arts & Social Sciences	M.Mus.	Music
Wang	Donghui	UG	Letters Arts & Social Sciences	B.S.	Psychology
Ward	Michael	GR	Letters Arts & Social Sciences	M.F.A.	Theatre Arts
Wargi	Johnathan	GR	Letters Arts & Social Sciences	M.P.A.	
Waters	Kendra	GR	Letters Arts & Social Sciences	M.A.	English
Wesseling	Emily	UG	Letters Arts & Social Sciences	B.A.	International Studies
Weygint	Conner	UG	Letters Arts & Social Sciences	B.S.	Anthropology
White	Charles	UG	Letters Arts & Social Sciences	Academic Certificate	Diversity & Stratification
White	Charles	UG	Letters Arts & Social Sciences	B.A.	Sociology-Gen Sociology Emph
White	Charles	UG	Letters Arts & Social Sciences	B.A.	Anthropology
Wiese	Grace	UG	Letters Arts & Social Sciences	B.S.	Advertising
Williams	Suzanne	UG	Letters Arts & Social Sciences	B.S.	Psychology
Wilson	Tabitha	UG	Letters Arts & Social Sciences	B.S.	Public Relations
Wilson	Falin	UG	Letters Arts & Social Sciences	B.S.	Sociology-Gen Sociology Emph
Winder	Joseph	UG	Letters Arts & Social Sciences	B.F.A.	Theatre Arts
Windsor	Kimberly	UG	Letters Arts & Social Sciences	B.S.	Psychology
Wright	Donovan	GR	Letters Arts & Social Sciences	M.S.	Psychology
Wurst	Sara	UG	Letters Arts & Social Sciences	B.S.	Psychology
Yang	William	UG	Letters Arts & Social Sciences	B.S.	Psychology
Zhang	Cheng	UG	Letters Arts & Social Sciences	B.S.	Economics
Zollinger	Alexander	GR	Letters Arts & Social Sciences	M.P.A.	Public Administration
Zylstra	Jesse	UG	Letters Arts & Social Sciences	B.G.S.	General Studies
Alexander	Dillon	UG	Natural Resources	B.S.Forestry	Forestry
Alexander	Dillon	UG	Natural Resources	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Alfrey	Lauren	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Antell	William	GR	Natural Resources	M.N.R.	Natural Res-Integrated Nat Res
Arnett	Stephen	GR	Natural Resources	M.S.	Environmental Science
Balsizer	Austin	UG	Natural Resources	B.S.Rangeland.Consv.	Rangeland Conservation
Balsizer	Austin	UG	Natural Resources	Academic Certificate	Restoration Ecology
Barden	Travis	UG	Natural Resources	B.S.Forestry	Forestry
Behrens	Emily	UG	Natural Resources	B.S.Forestry	Forestry
Bening	Cassandra	UG	Natural Resources	B.S.Env.S.	Env Sc-Biological Science Opt
Bhusal	Manoj	GR	Natural Resources	M.S.	Environmental Science
Billings	Joy	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Birdsall	Benjamin	UG	Natural Resources	B.S.Fish.Res.	Fishery Resources
Boyd	Madison	UG	Natural Resources	B.S.Fish.Res.	Fishery Resources
Brantley	Brady	UG	Natural Resources	B.S.Env.S.	Env Sc-Social Science Opt
Brewer	Taylor	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Bridenbecker	Mekensie	GR	Natural Resources	M.S.	Environmental Science
Bright	Justin	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Butterfield	Andrew	GR	Natural Resources	M.N.R.	Natural Res-Fire Ecol & Mgmt
Buzzard	Quinn	UG	Natural Resources	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-N Rs Ecol Opt
Cano Perez	Abigain	UG	Natural Resources	B.S.Env.S.	Env Sc-Social Science Opt
Chen	Jui-Ting	GR	Natural Resources	M.S.	Natural Resources
Chessman	Alexandra	GR	Natural Resources	M.S.	Environmental Science
Clark	Joshua	GR	Natural Resources	M.S.	Natural Resources
Close	Jesse	UG	Natural Resources	B.S.Forestry	Forestry
Connelly	Cherish	UG	Natural Resources	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Crawford	Heather	UG	Natural Resources	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-N Rs Ecol Opt
Danly	Hailey	UG	Natural Resources	B.S.Forestry	Forestry
Davis	Dawn	GR	Natural Resources	Ph.D.	Natural Resources

Davis	Britt	UG	Natural Resources	B.S.Forestry	Forestry
Davis	Leah	UG	Natural Resources	Academic Certificate	Restoration Ecology
Davis	Leah	UG	Natural Resources	B.S.Rangeland.Consv.	Rangeland Conservation
Deebel	Robert	GR	Natural Resources	M.S.	Environmental Science
Delbar	Matthew	UG	Natural Resources	Academic Certificate	Restoration Ecology
Delbar	Matthew	UG	Natural Resources	B.S.Rangeland.Consv.	Rangeland Conservation
Dellisola	Anne	GR	Natural Resources	M.S.	Environmental Science
Domka	Zachary	UG	Natural Resources	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Durnin	Brooke	GR	Natural Resources	M.S.	Natural Resources
Ekins	James	GR	Natural Resources	Ph.D.	Natural Resources
Everson	Jordan	UG	Natural Resources	B.S.Fish.Res.	Fishery Resources
Fanok	Lily	GR	Natural Resources	M.S.	Natural Resources
Fineran	Kaily	UG	Natural Resources	Academic Certificate	Remote Sensing of Environment
Fineran	Kaily	UG	Natural Resources	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Fineran	Kaily	UG	Natural Resources	B.S.Forestry	Forestry
Fogleman	Bryce	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Ford	Brady	UG	Natural Resources	B.S.Nat.Resc.Conserv.	Nat Resc Cons-Cnsv Sci Emph
Forge	Brett	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Franke	Olivia	GR	Natural Resources	M.S.	Natural Resources
Fraze	Brianna	UG	Natural Resources	B.S.Fish.Res.	Fishery Resources
Gabrielsen	Matthew	UG	Natural Resources	B.S.Forestry	Forestry
Gardner	Jacob	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Gardner	Jacob	UG	Natural Resources	B.S.Rangeland.Consv.	Rangeland Conservation
Garnett	Courtney	GR	Natural Resources	M.S.	Environmental Science
Garro	Brenna	UG	Natural Resources	B.S.Env.S.	Env Sc-Social Science Opt
Garza	Alicia	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Gentry	William	GR	Natural Resources	M.S.	Natural Resources
Goemaat	Mikayla	GR	Natural Resources	M.S.	Environmental Science
Good	Emily	UG	Natural Resources	B.S.Nat.Resc.Conserv.	Nat Resc Cons-CnsvPln&Mgt Emph
Graves	Breanna	UG	Natural Resources	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-Cons Biol Opt
Groth	Kayte	GR	Natural Resources	M.S.	Natural Resources
Groves	Tessa	GR	Natural Resources	M.S.	Environmental Science
Guthrie	John	GR	Natural Resources	M.S.	Natural Resources
Hamilton	Sierra	UG	Natural Resources	B.S.Nat.Resc.Conserv.	Nat Resc Cons-CnsvPln&Mgt Emph
Hammond	Darcy	GR	Natural Resources	Ph.D.	Natural Resources
Hampton	Layne	UG	Natural Resources	B.S.Nat.Resc.Conserv.	Nat Resc Cons-CnsvPln&Mgt Emph
Hanchett	Sarah	GR	Natural Resources	M.S.	Natural Resources
Harper	Natalie	UG	Natural Resources	B.S.Nat.Resc.Conserv.	Nat Resc Cons-Cnsv Sci Emph
Hart	Justin	UG	Natural Resources	B.S.Nat.Resc.Conserv.	Nat Resc Cons-CnsvPln&Mgt Emph
Hazen-McCreary	Krystal	GR	Natural Resources	M.N.R.	Natural Res-Fire Ecol & Mgmt
Hemingway	Halli	GR	Natural Resources	M.S.	Natural Resources
Hernandez	Sergio	GR	Natural Resources	M.S.	Environmental Science
Hess	Nate	UG	Natural Resources	B.S.Forestry	Forestry
Hester	Donald	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Higens	Todd	GR	Natural Resources	M.S.	Environmental Science
Higheagle	Sierra	GR	Natural Resources	M.S.	Natural Resources
Hodgson	Dylan	UG	Natural Resources	B.S.Forestry	Forestry
Howard	Joshua	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Husfloen	Ariah	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Huston	Courtney	GR	Natural Resources	M.S.	Environmental Science
Jacobsen	Sarah	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Janowski	Cole	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Jensen	Rylee	UG	Natural Resources	B.S.Env.S.	Env Sc-Social Science Opt
Johnston	Abigail	UG	Natural Resources	B.S.Forestry	Forestry
Johnston	Abigail	UG	Natural Resources	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Karl	Jeffrey	GR	Natural Resources	M.N.R.	Natural Res-Fire Ecol & Mgmt
Kearsley	Alexandria	UG	Natural Resources	Academic Certificate	Restoration Ecology
Kearsley	Alexandria	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Kegley	Gabriel	UG	Natural Resources	B.S.Fish.Res.	Fishery Resources
Kincaid	Dylan	UG	Natural Resources	B.S.Fish.Res.	Fishery Resources
King	Dylan	UG	Natural Resources	B.S.Forestry	Forestry
Lachman	Deo	GR	Natural Resources	M.S.	Natural Resources
Laurence-Traynor	Alexander	GR	Natural Resources	M.S.	Natural Resources
Lauritzen	Dan	UG	Natural Resources	B.S.Rangeland.Consv.	Rangeland Conservation
Lauritzen	Dan	UG	Natural Resources	Academic Certificate	Restoration Ecology
Lavoie	Avery	GR	Natural Resources	M.S.	Environmental Science
Lewallen	Jenae	UG	Natural Resources	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Lobban	Ivan	GR	Natural Resources	M.S.	Environmental Science
Lothspeich	Benjamin	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Maine	Alexa	GR	Natural Resources		
Marlin	Nathaniel	UG	Natural Resources	B.S.Env.S.	Env Sc-Physical Science 2 Opt
Martinez	Audrey	GR	Natural Resources	M.S.	Environmental Science
Matthews	Kathryn	GR	Natural Resources	M.S.	Natural Resources

McFarland	Benjamin	UG	Natural Resources	B.S.Fish.Res.	Fishery Resources
McGuigan	Isabel	UG	Natural Resources	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-Cons Biol Opt
McGuigan	Isabel	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
McQuay	Austin	UG	Natural Resources	B.S.Env.S.	Env Sc-Biological Science Opt
Mead	Adria	GR	Natural Resources	M.S.	Environmental Science
Melchiorre	Andrea	GR	Natural Resources	Ph.D.	Natural Resources
Meyer	Karl	UG	Natural Resources	B.S.Nat.Resc.Conserv.	Nat Resc Cons-CnsvPln&Mgt Emph
Miley	Caleb	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Mullaly	Caitlin	UG	Natural Resources	B.S.Env.S.	Env Sc-Biological Science Opt
Murphy	Theodore	UG	Natural Resources	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-N Rs Ecol Opt
Murray	Alexis	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Nakamura	Kenneth	UG	Natural Resources	B.S.Rangeland.Consv.	Rangeland Conservation
Nate	Jordan	UG	Natural Resources	B.S.Forestry	Forestry
Nelson	Janelle	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Nelson	Joseph	UG	Natural Resources	B.S.Nat.Resc.Conserv.	Nat Resc Cons-CnsvPln&Mgt Emph
Nelson	Janelle	UG	Natural Resources	B.S.Rangeland Ecol.-Mgt.	Rangeland Ecology & Management
Nelson	Janelle	UG	Natural Resources	Academic Certificate	Restoration Ecology
North	Tasia	UG	Natural Resources	Academic Certificate	Remote Sensing of Environment
North	Tasia	UG	Natural Resources	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-Cons Biol Opt
Olson	Rylee	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Overton	Amy	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Parini	Madison	UG	Natural Resources	B.S.Fish.Res.	Fishery Resources
Parkinson	Sarah	GR	Natural Resources	M.S.	Natural Resources
Parsons	Jared	UG	Natural Resources	B.S.Nat.Resc.Conserv.	Nat Resc Cons-Cnsv Sci Emph
Perless	Gary	GR	Natural Resources	Academic Certificate	Restoration Ecology
Petersen	Terren	UG	Natural Resources	B.S.Nat.Resc.Conserv.	Nat Resc Cons-CnsvPln&Mgt Emph
Peterson	Erick	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Peterson	Erick	UG	Natural Resources	B.S.Rangeland.Consv.	Rangeland Conservation
Petrini	Micaela	GR	Natural Resources	M.S.	Natural Resources
Pinkham	Levi	UG	Natural Resources	B.S.Fish.Res.	Fishery Resources
Polzin	Zachariah	GR	Natural Resources	M.N.R.	Natural Res-Integrated Nat Res
Putzier	Katelyn	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Putzier	Katelyn	UG	Natural Resources	B.S.Rangeland Ecol.-Mgt.	Rangeland Ecology & Management
Quarry	Nathan	UG	Natural Resources	B.S.Env.S.	Env Sc-Biological Science Opt
Rabon	Jordan	GR	Natural Resources	M.S.	Natural Resources
Ranger	Benjamin	UG	Natural Resources	B.S.Forestry	Forestry
Robbert	Bryce	GR	Natural Resources	M.S.	Environmental Science
Roth	Philip	GR	Natural Resources	M.S.	Natural Resources
Rounds	Bethany	UG	Natural Resources	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-Cons Biol Opt
Rudfelt	Christopher	UG	Natural Resources	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Rueppel	Talbot	UG	Natural Resources	B.S.Renew.Mat.	Renewable Materials
Ryan	Jacob	UG	Natural Resources	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
Sanchez	Cristian	UG	Natural Resources	B.S.Forestry	Forestry
Sanchez	Zachary	UG	Natural Resources	B.S.Ecol.Cons.Biol.	Ecol & Cons Biol-N Rs Ecol Opt
Schneider	Kasey	UG	Natural Resources	B.S.Forestry	Forestry
Shaber	Jonathon	UG	Natural Resources	B.S.Env.S.	Env Sc-Physical Science Opt
Smith	Cody	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Smith	Colton	UG	Natural Resources	B.S.Forestry	Forestry
Swanson	Gaige	UG	Natural Resources	B.S.Env.S.	Env Sc-Biological Science Opt
Taylor	Michael	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Taylor	Michael	UG	Natural Resources	B.S.Rangeland Ecol.-Mgt.	Rangeland Ecology & Management
Taylor	Angela	UG	Natural Resources	B.S.Env.S.	Env Sc-Social Science Opt
Thomas	Tyler	UG	Natural Resources	B.S.Rangeland.Consv.	Rangeland Conservation
Viltz	Payton	UG	Natural Resources	B.S.Fish.Res.	Fishery Resources
Walters	Morgan	UG	Natural Resources	B.S.Env.S.	Env Sc-Biological Science Opt
Warren	Logan	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Watson	Skylar	GR	Natural Resources	M.S.	Environmental Science
Watson	Keith	GR	Natural Resources	M.S.	Environmental Science
Weaver	Ryan	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Wheeler	Matthew	UG	Natural Resources	B.S.Rangeland.Consv.	Rangeland Conservation
Whittington	David	GR	Natural Resources	M.S.	Environmental Science
Wiedmeier	Cody	UG	Natural Resources	B.S.Wildl.Res.	Wildlife Resources
Williams	Traci	GR	Natural Resources	M.S.	Environmental Science
Wittell	Samantha	UG	Natural Resources	B.S.Forestry	Forestry
Woods	Hannah	UG	Natural Resources	B.S.Nat.Resc.Conserv.	Nat Resc Cons-Cnsv Sci Emph
Woody	Justin	UG	Natural Resources	B.S.Fire.Ecol.Mgmt.	Fire Ecology & Management
York	Justis	UG	Natural Resources	B.S.Nat.Resc.Conserv.	Nat Resc Cons-CnsvPln&Mgt Emph
Abbott	Eric	UG	Science	B.S.	Biology
Alqahtani	Mohammed	UG	Science	B.S.	
Annan	Sasha	GR	Science	M.S.	Statistical Science
Beier	Rachel	UG	Science	B.S.	Biology
Benson	Brett	UG	Science	B.S.	Statistics-General
Bland	Colby	GR	Science	M.S.	Statistical Science

Boateng	Ernestina	GR	Science	M.S.	Statistical Science
Bodley	Lilian	UG	Science	B.S.	Chemistry-Forensics Opt
Bonney	Kirk	UG	Science	B.S.	Mathematics-General Opt
Brewer	Maizy	UG	Science	B.S.	Medical Sciences
Brubaker	Nicholas	UG	Science	B.S.	Physics-Applied Physics Emph
Brusseau	Chanelle	UG	Science	B.S.Microbiol.	Microbiology
Buchanan	Caitlin	UG	Science	B.A.	Physics
Bumgardner	Emalie	UG	Science	B.S.	Medical Sciences
Cano Perez	Abigail	UG	Science	Academic Certificate	Geographic Information Systems
Canul	Amrah	GR	Science	Ph.D.	Physics
Cendejas	Parker	UG	Science	B.S.	Biology
Chenoweth	Sean	UG	Science	Academic Certificate	Climate Change
Clark	Nina	UG	Science	B.S.M.B.B.	Molecular Biol & Biotechnology
Clark	Nina	UG	Science	B.S.Microbiol.	Microbiology
Cloud	John	UG	Science	B.S.	Mathematics-App Computatn Opt
Conlon	Christian	UG	Science	B.S.	Biology
Connelly	Trevar	UG	Science	B.S.Microbiol.	Microbiology
Cook	Isaac	UG	Science	B.S.	Geological Sci-Gen Geol Opt
Cornett	Cory	UG	Science	B.S.	Geography
Cukurs	Max	UG	Science	B.S.	Medical Sciences
Dallas	Cassie	UG	Science	B.S.	Medical Sciences
Davies	Luke	UG	Science	B.S.	Chemistry-General Opt
Decock	Doug	GR	Science	Ph.D.	Mathematics
Dillon	Nathaniel	UG	Science	B.S.	Mathematics-General Opt
Dimico	Ren	UG	Science	B.S.M.B.B.	Molecular Biol & Biotechnology
Dominguez	Alexander	UG	Science	B.S.	Biology
Donadio	Adriana	UG	Science	B.S.	Biology
Durnin	Brooke	GR	Science	Academic Certificate	Statistics
Ealy	Cameron	UG	Science	B.S.Microbiol.	Microbiology
Edwards	Gunnar	UG	Science	B.A.	Physics
Elliott	Abigail	UG	Science	B.S.	Mathematics-App Statistics Opt
Ellis	Harrison	UG	Science	B.S.	Biology
Ellis	Harrison	UG	Science	Academic Certificate	Geographic Information Systems
Flores	Alexandra	UG	Science	B.S.Biochem.	Biochemistry
Flowers	Stephen	UG	Science	Academic Certificate	Geographic Information Systems
Flowers	Stephen	UG	Science	B.S.	Geography
Franco	Luis	UG	Science	B.S.Microbiol.	Microbiology
Fredericks	Lance	UG	Science	B.S.M.B.B.	Molecular Biol & Biotechnology
Fredericks	Lance	UG	Science	B.S.Microbiol.	Microbiology
Furman	Daniel	GR	Science	M.S.	Mathematics
Gal	Alexandra	UG	Science	B.S.	Medical Sciences
Garrett	Cole	UG	Science	B.S.	Medical Sciences
Garro	Brenna	UG	Science	Academic Certificate	Geographic Information Systems
Ghielmetti	Victoria	UG	Science	B.S.	Chemistry-Professional Opt
Goodrich	Randy	GR	Science	M.S.	Statistical Science
Gossi	Amy	UG	Science	B.S.	Mathematics-General Opt
Hall	Lauren	UG	Science	B.S.Microbiol.	Microbiology
Halmo	Monika	UG	Science	Academic Certificate	Geographic Information Systems
Hanchett	Sarah	GR	Science	Academic Certificate	Statistics
Hawley	Jordan	UG	Science	B.S.Microbiol.	Microbiology
Hendrickson-Rose	Corey	UG	Science	B.S.	Biology
Herbenson	Natasha	UG	Science	B.S.Microbiol.	Microbiology
Hettinga	Cassandra	UG	Science	B.S.	Mathematics-General Opt
Hight	Lucas	UG	Science	Academic Certificate	Climate Change
Hopen	Delaney	UG	Science	B.S.	Geological Sci-Gen Geol Opt
Huang	Li	GR	Science	Ph.D.	Geography
Hull-Nye	Dylan	GR	Science	M.S.	Statistical Science
Hyde	Romana	UG	Science	B.S.Biochem.	Biochemistry
Icardo	Niko	UG	Science	B.S.	Mathematics-General Opt
Iwamoto	Aimee	UG	Science	B.S.	Mathematics-General Opt
Jaeger	Natalie	UG	Science	B.S.Biochem.	Biochemistry
Johnson	Samuel	UG	Science	B.S.	Mathematics-App ActSci&Fin Opt
Johnson	Andrew	UG	Science	B.S.Biochem.	Biochemistry
Johnson	Jennell	UG	Science	B.S.Microbiol.	Microbiology
Jung	Brianna	UG	Science	B.S.	Biology
Kelly	Brooke	UG	Science	B.S.Microbiol.	Microbiology
Kennedy	Jacob	UG	Science	B.S.Microbiol.	Microbiology
Kenow	Maggie	UG	Science	Academic Certificate	Climate Change
Khanal	Lokendra	GR	Science	Ph.D.	Physics
Kleinkopf	Casey	UG	Science	B.S.	Mathematics-App Computatn Opt
Knight	Amanda	UG	Science	B.S.	Geography
Kreyche	Steven	GR	Science	M.S.	Physics
Kyes	Emily	UG	Science	B.S.	Biology

Lapp	Jeffrey	GR	Science	M.S.	Physics
Larimer	Jeffrey	GR	Science	Ph.D.	Geology
Larsen	Brandon	UG	Science	B.S.Microbiol.	Microbiology
Larsen	Brandon	UG	Science	B.S.M.B.B.	Molecular Biol & Biotechnology
Line	Abigail	UG	Science	B.S.	Biology
Martin	Dylan	UG	Science	B.S.	Physics-General Emph
Martin	Kyle	GR	Science	Ph.D.	Physics
Martinez	Audrey	UG	Science	Academic Certificate	Geographic Information Systems
May	Cassandra	UG	Science	B.S.	Biology
McCarthy	Kelly	UG	Science	B.S.	Medical Sciences
McCormick	Megan	UG	Science	B.S.	Medical Sciences
McDonnell	Connor	UG	Science	B.S.	Chemistry-General Opt
McNurlin	Alex	UG	Science	B.S.	Mathematics-App Computatn Opt
Mei	Paula	UG	Science	B.S.	Chemistry-Professional Opt
Mills	Matthew	UG	Science	B.S.	Mathematics-General Opt
Molvig	Courtney	UG	Science	B.S.	Chemistry-General Opt
Montoya	Lucas	UG	Science	B.S.	Mathematics-App Computatn Opt
Morgan	Alexis	UG	Science	B.S.	Biology
Morlan	Samantha	UG	Science	B.S.	Biology
Morrison	Ezekiel	UG	Science	B.S.	Mathematics-General Opt
Myers	Samuel	UG	Science	B.S.	Mathematics-App Quant Mod Opt
Myers	Samuel	UG	Science	B.S.	Physics-General Emph
Nesbitt	Kristin	UG	Science	B.S.Microbiol.	Microbiology
Nesbitt	Kristin	UG	Science	B.S.	Biology
Nguy	Kevin	UG	Science	B.S.Microbiol.	Microbiology
Nguy	Kevin	UG	Science	B.S.M.B.B.	Molecular Biol & Biotechnology
Nguyen	Chi	UG	Science	B.S.	Mathematics-App Statistics Opt
Nunn	Kenetta	GR	Science	Ph.D.	Bioinformatics & Comptnl Biol
Nutter	Laura	UG	Science	B.S.M.B.B.	Molecular Biol & Biotechnology
Nutter	Laura	UG	Science	B.S.Microbiol.	Microbiology
Painter	McKenna	UG	Science	B.S.	Statistics-Actuarial Sci & Fin
Parkinson	Sarah	UG	Science		
Pearson	Shaelyn	UG	Science	B.S.Microbiol.	Microbiology
Pippins	Johnny	GR	Science	M.S.	Statistical Science
Porter	Dylan	UG	Science	Academic Certificate	Climate Change
Porter	Dylan	UG	Science	B.S.	Geography
Ramos	Karen	UG	Science	B.S.	Chemistry-General Opt
Rankin	Dylan	UG	Science	B.S.	Geological Sci-Gen Geol Opt
Reeder	Adrienne	GR	Science	M.S.	Geology
Reich	Kylie	GR	Science	M.S.	Statistical Science
Roberts	Megan	UG	Science	B.S.	Biology
Robinson	Eric	UG	Science	B.S.Biochem.	Biochemistry
Roseborough	Alexander	UG	Science	B.S.	Chemistry-Professional Opt
Roslund	Cooper	UG	Science	B.S.Microbiol.	Microbiology
Roslund	Cooper	UG	Science	B.S.M.B.B.	Molecular Biol & Biotechnology
Ruffley	Megan	GR	Science	Ph.D.	Bioinformatics & Comptnl Biol
Sandlin	Wesley	GR	Science	M.S.	Geology
Santibanez Luna	Esteban	UG	Science	B.S.	Mathematics-App ActSci&Fin Opt
Scheffellaier	Kimberly	UG	Science	B.S.	Medical Sciences
Schreiner	Courtney	UG	Science	B.S.	Math:Applied-Mathematical Biol
Sentenn	Samantha	UG	Science	B.S.Microbiol.	Microbiology
Sentenn	Samantha	UG	Science	B.S.	Medical Sciences
Shatravka	Oleksandr	UG	Science	B.S.	Physics-General Emph
Shiple	Mason	UG	Science	B.S.Biochem.	Biochemistry
Shiple	Mason	UG	Science	B.S.M.B.B.	Molecular Biol & Biotechnology
Shiple	Mason	UG	Science	B.S.Microbiol.	Microbiology
Small	Alexandra	UG	Science	B.S.	Medical Sciences
Smith	Mackinnon	UG	Science	B.S.	Math:Applied-Mathematical Biol
Soderling	James	UG	Science	B.S.M.B.B.	Molecular Biol & Biotechnology
Soderling	James	UG	Science	B.S.Microbiol.	Microbiology
Soltani	Morteza	GR	Science	M.S.	Mathematics
Stanley	Kayla	UG	Science	B.S.	Biology
Stucker	Tristie	UG	Science	B.S.	Mathematics-General Opt
Stutzman	Nickolaus	GR	Science	M.S.	Statistical Science
Taylor	Mary Alice	UG	Science	Academic Certificate	Climate Change
Taylor	Michael	UG	Science	Academic Certificate	Geographic Information Systems
Tesnohlidek	Lucas	UG	Science	B.S.Microbiol.	Microbiology
Tiger	Kathryn	UG	Science	B.S.	Medical Sciences
Tiger	Kathryn	UG	Science	B.S.Microbiol.	Microbiology
Todd	James	UG	Science	B.S.	Mathematics-App Computatn Opt
Turner	Chance	UG	Science	B.S.	Medical Sciences
Turner	Chance	UG	Science	B.S.Microbiol.	Microbiology
Tuschhoff	Beth	UG	Science	B.S.	Math:Applied-Mathematical Biol



Wagers	Kade	UG	Science	B.S.	Medical Sciences
Webb	Lijun	GR	Science	M.S.	Statistical Science
Week	Robert	GR	Science	Ph.D.	Bioinformatics & Comptnl Biol
Weller	Cameron	UG	Science	Academic Certificate	Geographic Information Systems
Weller	Cameron	UG	Science	B.S.	Geography
Wesseling	Emily	UG	Science	Academic Certificate	Climate Change
White	Aspen	UG	Science	B.S.	Chemistry-General Opt
Whitesitt	Gavin	GR	Science	M.S.	Statistical Science
Williams	Alexander	UG	Science	B.S.	Chemistry-Forensics Opt
Williams	Alexander	UG	Science	B.S.Biochem.	Biochemistry
Williams	Alexander	UG	Science	B.S.Microbiol.	Microbiology
Wischnowski	Jonathan	UG	Science	B.S.Biochem.	Biochemistry
Wright	Anthony	UG	Science	B.S.	Physics-Applied Physics Emph
Young	Matthew	UG	Science	B.S.	Mathematics-App Quant Mod Opt
Young	Tyler	UG	Science	B.S.Biochem.	Biochemistry
Young	Matthew	UG	Science	B.S.	Physics-General Emph
Yu	Louise Nicole	UG	Science	B.S.	Chemistry-General Opt
Zuiderveld	Case	UG	Science	B.S.	Biology



**MEMORANDUM**

**TO:** Terry Grieb, Chair, Faculty Senate  
Francesca Sammarruca, Vice Chair, Faculty Senate

**FROM:** Torrey Lawrence  
Vice Provost for Faculty

**DATE:** April 22, 2020

**SUBJECT:** Items for Faculty Senate

---

Please see the below table with the faculty members who were approved for a sabbatical in the 2021-22 Academic Year.

NAME	COLLEGE	DEPARTMENT	SABB. TERM
Tara MacDonald	CLASS	English	Spring 2022
David Pimentel	LAW	Law	AY 21-22
Dilshani Sarathchandra	CLASS	Sociology & Anthropology	AY 21-22
JD Wulfhorst	CNR	Natural Resources & Society	AY 21-22

April 23, 2020

To: Faculty Senate

From: Institutional Planning and Effectiveness Committee (IPEC)

Re: Update of the almost Final State of Academic Program Prioritization

**Background:** IPEC was charged by President Green on November 22, 2019 to update and implement the next round of program prioritization. His priority was to refresh the academic program prioritization first with all other non-academic areas to follow. IPEC, in turn, charged a taskforce of nine faculty, three staff and two deans to conduct this update consistent with President Green's charge. The President's charge and IPEC's charge are attached. The taskforce members were selected by faculty senate and staff council. An update of this process was provided by the taskforce chair, Professor Rachel Halverson, at the February 25, 2020 meeting of the faculty senate. The provost provided additional information in response to questions about the process at the March 31, 2020 faculty senate meeting.

**Completed work:** The taskforce implemented a two-step evaluation process consistent with the charge given by IPEC. The first step was effectively focused on quantifying sources of revenue and contrasting revenue with expenditures, summarized by a metric referred to as "Return on Budget Allocated" or RBA. For programs with large and negative RBA, additional analysis was conducted in a second step. Step two included an initial opportunity for deans and programs to self-identify programs for closure or significant change in curriculum or structure. In addition, some programs were nascent, having only recently been established and, thus, not producing degree conferrals that were vital to the calculation of RBA. There were three program areas that were asked to participate in this second step. These programs were asked to come to meet with the taskforce and tell their story. The opportunity allowed for discussion of qualitative issues, contribution to the University of Idaho's mission and other mitigating factors.

The taskforce has concluded its process and meetings. IPEC discussed the taskforce's final recommendations and have forwarded those recommendations to President Green along with additional recommendations. The taskforce recommended that many fifth quintile programs that have self-identified for various actions including mergers, closures and restructuring move forward with those actions. Three programs were passed on to step two. Two of those three were asked to reduced costs and pursue restructuring and mergers while the third program was recommended for closure with some interest in moving the graduate programs to another location. These actions enable the Colleges to meet their assigned budget reductions in a strategic manner. IPEC approved the taskforce recommendations on a vote of 9 in favor, 1 against.

All fifth quintile programs were assessed for disposition after consulting with the appropriate dean and program director. Disposition options for fifth quintile programs include: closure, merger, recently discontinued, newly formed program, built on pre-existing courses, remove/merge emphasis, and other approved rationale to allow more time to evaluate (watch list):

- The ten closures include degree programs and certificates; with eight programs being closed voluntarily. Any academic program recommended for closure by the president will move through normal processes (both University of Idaho process and State Board of Education process) once this review process concludes.
- Mergers allow multiple programs to come together to share overhead costs or build unique offerings more attractive to potential students. Five mergers were underway already, with the

programs proactively attempting to improve their enrollment. The remaining two programs were the bachelors and doctorate in a single disciplinary area. This APP prompted the recommendation for a merger of this disciplinary area with another that is related.

- Seven programs were recently discontinued in principle but were not yet processed and, thus, will now be formally closed.
- There were 15 programs that were formed within the last three years and, thus, did not yet have enough data to allow an accurate RBA assessment.
- There were eight programs with low utilization but offering important interdisciplinary options and that are built from pre-existing courses (no savings if closed). A good example is the MA/MS in Interdisciplinary Studies within the College of Graduate Studies.
- Two program emphasis areas will be merged with other emphasis areas or closed.
- There were an additional 17 programs that provided sufficient written justification for ongoing monitoring that the taskforce decided not to pass them on to Step Two. These programs will be informed that they are on a watch status and be asked to improve their RBA going forward.

**Current status of process:** IPEC accepted these recommendations as noted above, but also added some additional program-specific actions. President Green received the Taskforce and IPEC recommendations and has formulated his decision. He has communicated his decision to the three impacted programs which participated in step two of the evaluation. Those programs have three days to request a meeting to appeal President Green's decision. We anticipate that the entire process will be concluded by May 1, 2020. Shortly thereafter, a communication will be issued to the broad University of Idaho community which will give access to the full report of the Taskforce as well as communications from IPEC to President Green. Until the process is complete, it is premature to share this information.

**Next steps for Faculty Senate and Staff Council:** The non-academic units will need to develop and run the next version of program prioritization for those areas starting next Fall. Senate and Council should work with IPEC as appropriate to get this work into the schedule for next year, perhaps even selecting membership now. In addition, IPEC and the Taskforce recommend that the RBA data set be shared only on a need to know basis. It may be helpful for our shared governance bodies to provide a recommendation to the President on data sharing. This recommendation could clarify what data should be shared or not, how to do so, and provide a recommended timeline (now or after all program prioritization processes are complete?).



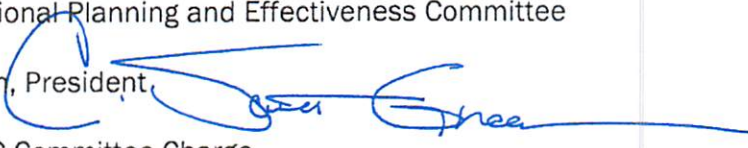
OFFICE OF THE PRESIDENT  
875 Perimeter Drive MS 3151  
Moscow ID 83844-3151

208-885-6365  
president@uidaho.edu  
uidaho.edu/president

## MEMORANDUM

Date: November 22, 2019

To: John Wiencek, Provost and Executive Vice President  
Chair, Institutional Planning and Effectiveness Committee

From: C. Scott Green, President 

Subject: 2019-20 IPEC Committee Charge

---

Provost Wiencek please share the information below with the members of the Institutional Planning and Effectiveness Committee (IPEC):

Thank you for serving in this important role to help guide our planning processes on campus. This year we will have a few activities requiring your guidance. As an advisory committee to me, please provide recommendations for action that I can consider. In particular, we are in need of a refresh to our program prioritization process. Please work quickly to refresh the academic program evaluation portion of the program prioritization process within the coming weeks so that we can consider academic programs that may no longer be viable. I also would appreciate it if all non-academic areas refresh and rerun the program prioritization process by the end of this academic year. Beyond program prioritization, we will need your assistance with some adjustments to our definition of mission fulfillment and strategic goals as required for the new NWCCU accreditation standards.

We have a white paper that describes our recent efforts on program prioritization, I am attaching it for your review and to also consider the work of the REAPP (Re-Envisioning Another Program Prioritization) committee, comprised by IPEC with faculty and staff, to suggest revisions to the process. The key revisions will be to criteria one and two. With respect to measures of productivity and contribution to strategic goals, metrics should reward enrollment, graduation and tangible measures of research productivity (e.g. program majors, student credit hours taught, research expenditures, F&A generation, degree production, etc.). I would anticipate that these measures will inform the work of our Sustainable Finance Budget workgroup. I also encourage a triage approach to allow a strict quantitative assessment that provides an initial binning into relative priorities followed by a focused process on those programs on the lower end of the evaluation scale for qualitative measures (quality, national reputation, potential for redirection, and future growth). A final step would be an appeal process to myself before any programs are recommended for closure.

For non-academic units, I encourage an approach that builds off of the program review process developed within the Provost's office for non-academic units. This process may need a few years to provide sufficient longitudinal data but should commence this year and be integrated into our larger accreditation process of continuous improvement.

In closing, I thank you for agreeing to serve on IPEC and look forward to hearing about your progress in the coming weeks. Provost Wiencek can answer any questions regarding deliverables and timelines. Again, I am grateful for your service.

Attachment: *Update on Program Prioritization at the University of Idaho Final*

MOSCOW      BOISE      COEUR D'ALENE      IDAHO FALLS      STATEWIDE RESEARCH AND EXTENSION

To: Program Prioritization (Academic Departments) Taskforce

From: Institutional Planning and Effectiveness Committee (IPEC)

Thank you for your leadership in updating and improving the University of Idaho's program prioritization process for academic programs. As you know, this process is mandated by the State Board of Education and is intended to identify programs that should be considered for closure. Our objective is to use the revised program prioritization process to suggest programs that might be closed in response to our reduced budget allocation for FY2021 and beyond. Thus, we are moving at an assertive pace to implement recommendations provided to IPEC by the REAPP ad-hoc committee (Re-envisioning Another Program Prioritization).

Please know that the work of this taskforce will be a sensitive matter and one vital to the long-term viability and sustainability of the University of Idaho. All matters discussed in the taskforce are confidential. The taskforce will communicate only its final recommendations. Everyone on the taskforce should respect each other and allow open-minded ideas to come forward. The intention is to have a safe place where a wide range of ideas, no matter how contentious or "out there," can be considered. Tantamount to our success is the requirement that the taskforce members set aside local interests of their units and focus on the larger body – the University of Idaho as a whole.

IPEC met in FY2019, and again more recently, to consider REAPP's suggested improvements. The recommendations were overlaid with President Green's charge to IPEC to arrive at the following guidelines for your deliberations on **Friday, December 13** and beyond (if needed):

1. Refresh your understanding of the most recently used process.
2. Improve Criterion One Assessment: This criteria gives appropriate recognition and weight to programs that are distinctive and vital to our mission. REAPP's suggestion is to assemble a small group of UI leaders and faculty, including the President, the Provost, at least one Dean and at least one faculty member to review and revise this assessment. This should be an evolutionary step and not a completely new ranking. The taskforce is charged to recommend the small committee membership (not specific people but appropriate positions in the University structure) and provide any additional guidance on this matter.
3. Improve Criterion Two Assessment: Define a two-step process by which programs can be evaluated and grouped "into quintiles based on relative cost efficiency":
  - a. Step One - define a way to assess the relative cost efficiency of programs using **quantitative measures** (these measures are suggested in President Green's memo, attached) relative to general education funding. REAPP supports quantitative approaches to assessment.
  - b. Step Two - define a way to assess other **important measures** like external demand (e.g. employment demand), quality of the program (national rankings, unique designations or capability), and potential for the program to grow with an incremental investment. SBOE policy should drive additional measures to be assessed. The assessment should deploy a rubric or Likert measurement to allow for delineation of the program's relative performance.

The information generated by the two steps above will be integrated and used to arrive at a list of potential program closures that will be forwarded to President Green.

4. Develop an appeal method for those programs recommended for closure: The President will consider appeals and then make the final decision on program closures. Please develop the appeal process.

In closing, the members of IPEC thank you for this important work. If possible, please complete at least items 1, 2, and 3a by **Friday, December 13** (yes, tomorrow). For item 3a, we need a selection of the quantitative measures to be utilized in assessing relative cost efficiency. Completing 3a tomorrow will allow our institutional research staff to do this assessment over the break. The taskforce can reconvene shortly after winter break to complete and communicate the final procedure and process to the University of Idaho community.



# POLICY COVER SHEET

For instructions on policy creation and change, please see <https://sitecore.uidaho.edu/governance/policy>.

**All policies must be reviewed, approved, and returned by the policy sponsor, with a cover sheet attached, to [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu).**

**Faculty Staff Handbook (FSH)**  
 Addition  Revision\*  Deletion\*  Emergency X Minor Amendment  
 Chapter & Title: **FSH 3930 SEPARATION OF CLASSIFIED EMPLOYEES**

**Administrative Procedures Manual (APM)**  
 Addition  Revision\*  Deletion\*  Emergency  Minor Amendment  
 Chapter & Title:

\*Note: If revision or deletion, request original document from [ui-policy@uidaho.edu](mailto:ui-policy@uidaho.edu). All changes must be made using "track changes."

**Originator (see FSH 1460 C) Diane Whitney, Policy Coordinator** **4/24/20**  
 Name Date

5-6151 \_\_\_\_\_ [dwhitney@uidaho.edu](mailto:dwhitney@uidaho.edu) \_\_\_\_\_

Telephone \_\_\_\_\_ Email \_\_\_\_\_

**Policy Sponsor, if different from Originator:**

Name \_\_\_\_\_ Date \_\_\_\_\_  
 Telephone \_\_\_\_\_ Email \_\_\_\_\_

**Reviewed by General Counsel** X Yes \_\_\_ No Name & Date: Kent Nelson 4/17/20

1. **Policy/Procedure Statement:** Briefly explain the reason for the proposed addition, revision, and/or deletion to the Faculty Staff Handbook or the Administrative Procedures Manual. Minor edit per FSH 1460 to make policy consistent with controlling legal authority, IDAPA 15.04.01, and to make some minor clerical changes.
2. **Fiscal Impact:** What fiscal impact, if any, will this addition, revision, or deletion have? None.
3. **Related Policies/Procedures:** Describe other UI policies or procedures related or similar to this proposed change, or that will be impacted by it.
4. **Effective Date:** This policy shall be effective on July 1, or January 1, whichever arrives first after final approval (see FSH 1460 D) unless otherwise specified in the policy.  
  
Effective immediately.

If not a minor amendment forward to: \_\_\_\_\_

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)*



3930

SEPARATION OF CLASSIFIED EMPLOYEES

*PREAMBLE: This section outlines procedures for the separation, by resignation or dismissal, of classified employees. It underwent significant revisions in 2002. In January 2017 revisions to C-3 were made to address a contradiction discovered in FSH 3360 B-2. Further information may be obtained from Human Resources (208-885-3609). [ed. 7-97, 6-09, rev. 7-02]*

CONTENTS:

- A. Resignations
- B. Layoffs
- C. Discipline Up To and Including Dismissal

**A. RESIGNATIONS.** Full-time classified employees who wish to resign are expected to give at least two weeks' notice.

**B. LAYOFFS.** [See also [FSH 3970](#).]

**B-1.** ~~For purposes of this section 3930 B, the term "unit" as used herein means an organizational unit determined by the Office of the President, or designee for layoff purposes. In the absence of sufficient work or sufficient funds or in the event of a reorganization of a unit that results in the elimination of one or more positions, employees may be laid off according to the following procedure:~~

Formatted: Indent: Left: 0"

Commented [WD(1)]: This change to conform with IDAPA 15.04.01.141.05 Layoff Unit.

a. The ~~departmental-unit~~ administrator determines which position classification is to be reduced.

b. ~~Departmental-Unit~~ employees in that classification are categorized as follows: ~~(1) disabled war veterans, (2) employees who are certified in the identified classification with permanent status [see 3360 A-3] in the class, (3) probationary employees who have permanent-certified status in a lower-prior position with a different classification, and (4) probationary employees without permanent-certified status in any prior position with the University class.~~

Commented [WD(2)]: "Veterans" (not "war veterans") are given preference through retention points, not through order of reduction in force. See IDAPA 15.04.01.141.03 and 143.03. KN Note: "War" Veterans does not appear in IDAPA either; Recommended correction is to delete "disabled war veteran" from B-1.a and place "veterans" in B-1.c

Material change is removal of "war veterans" - remaining changes are clarifications of the types of employees without any material change in ranking.

c. ~~Departmental employees in the classification are awarded retention points as follows: (1) one point for each month-hour of state-UI service that meets expectations or its prior equivalent ranking (or higher), (2) one additional point for each month-hour of state-UI service rated exceeds expectations or its prior equivalent ranking (or higher)satisfactory, and (3) one-half additional point for each month-hour of state-UI service rated above satisfactoryoutstanding or its prior equivalent ranking. In addition, veterans as defined in Idaho Code § 65-501 +++++ are awarded additional points equivalent to 3 years of service that meets expectations.~~

Commented [WD(3)]: Compare to IDAPA 15.04.01.141

Formatted: Not Highlight

Commented [NK(4)]: This is much more aligned to the veterans preference under IDAPA, but much broader than the "disabled war veterans"

d. Employees in category (4) are to be laid off before any in category (3) are laid off, and so on, with highest priority for retention assigned to those in category (1). Within each category, the employee with the lowest number of retention points is the first to be laid off.

Commented [WD(5)]: Point system changed to conform with IDAPA 15.04.01.141 and current UI annual evaluation terminology.

**B-2.** In every case of layoff, except as provided in 3970 G-2, the ~~departmental-unit~~ administrator must give two weeks' notice to the employee and concurrently to the ~~assistant vice president for human resources~~ senior Human Resources executive. [rev. 7-02]

Commented [WD(6)]: For consistency with usage within FSH, to avoid having to revise when titles change.

**B-3.** ~~The assistant vice president for human resources will make every effort to place an employee being laid off in a position of the same classification and pay grade. If another position is not available, the~~The laid-off employee's name is placed on a "layoff roster." An employee whose name is on this roster and who is qualified for ~~the a vacant~~

Commented [NK(7)]: Needs clarification or removal

Commented [WD(8R7)]: Per last conversation with Brandi, my understanding is that the practical result is identical whether worded as it is currently or edited as shown, but the edited version aligns more closely to IDAPA and is procedurally cleaner.

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF Section 3930: Separation of Classified Employees

position of the same classification or pay-grade assigned by the current class/comp system must be offered reinstatement to in that vacant position in the classification from which he or she was laid off, or in a lower class in the same series, or in a class in which the employee has held permanent status with UI, before any other person may be promoted, transferred, reinstated, or hired for that class by any UI unit. Preference for reemployment from layoff rosters is determined as in B-1, i.e., those in category (1) are to be reemployed before any in category (2) and so on, and, within a category, the employee with the largest number of retention points is the first to be reemployed.

**B-4.** Names of employees laid off remain on the layoff roster until they decline three qualifying offers of employment or for one year, whichever occurs first. A qualifying offer is one that is in the same UI classification(s), BLS SOC code or CUPA code, relative value, market and duties for which the employee was laid off (based on current class/comp system) or for which the employee has been certified, is permanently funded, and is within 70 miles of the location worked at the time of the layoff. [rev. 7-02]

Formatted: Font: Bold

**B-54.** An employee who resigns voluntarily, is terminated for cause, or fails to satisfactorily complete the required probationary period is not eligible to be placed on the layoff roster.

Commented [WD(9)]: Edited to conform with our actual practice and with the guidelines published by HR. IDAPA 15.04.01.104 lists numerous other triggers for removal of employees from layoff roster, but our practice is more generous and recognizes only decline of three qualifying offers or expiration of one year.

#### C. DISCIPLINE UP TO AND INCLUDING DISMISSAL.

**C-1. Adequate cause.** The regents have defined adequate cause for discipline up to and including dismissal: "Adequate cause" means one (1) or more acts or omissions which, singly or in the aggregate, have directly and substantially affected or impaired an employee's performance of his professional or assigned duties or the interests of the Board, institution, agency, school, or office. In addition, any conduct seriously prejudicial to the Board, an institution, agency, school or office may constitute adequate cause for discipline, up to and including dismissal. Examples include, but are not limited to, one or more instances of sexual harassment or other form of harassment prohibited by law; immorality; criminality; dishonesty; unprofessional conduct; actions in violation of policies, directives, or orders of the Board, an institution, agency, school, or office; unsatisfactory or inadequate performance of duties, or failure to perform duties. [ed. 7-02]

**C-2.** Specific examples of behaviors that constitute adequate cause for discipline up to and including dismissal are: [ed. 7-02]

- a. Failure to perform the duties and carry out the obligations imposed upon him or her by the state constitution, state statutes, or UI rules and regulations.
- b. Inefficiency, incompetence, or negligence in the performance of duties.
- c. Physical or mental incapability of performing assigned duties.
- d. Refusal to accept a reasonable and proper assignment from an authorized superior.
- e. Insubordination, conduct unbecoming an employee, or conduct detrimental to good order and discipline in his or her department.
- f. Intoxication on duty.
- g. Careless, negligent, or improper use or unlawful conversion of UI property, equipment, or funds.
- h. Use of any influence that violates the principles of the merit system in an attempt to secure a promotion or privileges for individual advantage.
- i. Conviction of official misconduct in office, conviction of any felony, or conviction of any other crime involving moral turpitude.
- j. Acceptance of gifts in exchange for influence or favors given in his or her official capacity.

## UI FACULTY-STAFF HANDBOOK

### Chapter III: EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF Section 3930: Separation of Classified Employees

---

- k. Habitual pattern of failure to report for duty at the assigned time and place.
- l. Habitual improper use of sick-leave privileges.
- m. Unauthorized disclosure of confidential information.
- n. Absence without leave.
- o. Misstatement or deception in his or her application for UI employment.
- p. Failure to obtain or maintain a current license or certification lawfully required as a condition for performing his or her duties.
- q. Prohibited participation in political activities [see 6220 C].

**C-3. Disciplinary Procedures.** These procedures apply to discipline up to and including dismissal. Whenever a department administrator considers it necessary to discipline a classified employee, the administrator must provide the employee with written notice of the contemplated discipline and provide the employee an opportunity to respond and be heard. Such notice should also be sent to the assistant vice president for human resources. The notification is to clearly set forth the specific reasons for the contemplated disciplinary action. After the employee has exercised the opportunity to respond, or declined either affirmatively or through inaction, the department administrator may impose the discipline. If the discipline is dismissal the president or his designee must notify the employee in writing either personally served on the employee or sent by first-class mail, postage pre-paid to the employee at the last known address on file for the employee. When practical, notice of dismissal will be given at least two weeks' in advance of the effective date of dismissal. During the period between notification and effective date, the department administrator may require the employee to use accrued annual leave. [rev. 1-17]

#### **C-4. Administrative Leave or Suspension.** [ed. 7-02]

- a. **Suspension Defined.** Suspension means an enforced period of absence from the workplace, with or without pay, for disciplinary purposes or pending investigation of allegations about employee behavior. All disciplinary actions including suspension and dismissal are matters that may be considered under employee grievance procedures [see 3860].
- b. A departmental administrator may place a classified employee on administrative leave or suspension, with pay, immediately upon notice to the employee of contemplated disciplinary action, or pending investigation of charges that, if substantiated, would constitute adequate cause for dismissal.
- c. **Suspension on Felony Charges.** A departmental administrator may place a classified employee on suspension, with pay, upon the issuance of an indictment for felony charges relating to conduct outside his or her employment and upon concurrent notification of the employee and the assistant vice president for human resources. Such suspensions may remain in effect during the time such charges are pending. Full reinstatement of all benefits and salary to which the employee would have otherwise been entitled will be provided to the employee upon a subsequent finding that the charges or information were without grounds or were dismissed.
- d. **Disciplinary Suspension.** A departmental administrator may place a classified employee on suspension, without pay, for discipline, upon concurrent notification of the employee and the assistant vice president for human resources. Such suspensions must not exceed 30 calendar days.

University of Idaho  
2019 – 2020 Faculty Senate Agenda

Meeting #30

Tuesday, May 5, 2020 at 3:30 pm  
Zoom Only

- I. Call to Order
- II. Approval of Minutes (Vote)
  - Minutes of the 2019-2020 Faculty Senate Meeting #29 (April 28, 2020) **Attach. #1**
- III. Chair's Report
- IV. Provost's Report
- V. Special Orders
  - Sustainable Financial Model Working Group White Paper April 2020 (Scott Green, UI President, and Brian Foisy, Vice President of Finance) **Attach. #2**
- VI. New Business
- VII. Adjournment

Attachments:

- **Attach. #1** Minutes of the 2019-2020 Faculty Senate Meeting #29 (April 28, 2020)
- **Attach. #2** Sustainable Financial Model Working Group White Paper April 2020

University of Idaho

2019 – 2020 Faculty Senate – **Pending Approval**

Meeting # 29

Tuesday, April 28, 2020, 3:30 pm – 4:30 pm

Zoom only

**Present:** Bridges, Caplan, Carter, Chapman, Cosens, DeAngelis, Dezzani, Fairley, Grieb (Chair), Hanigan, Hill, Jeffery, Keim, Kirchmeier (Vice-Chair), Lee-Painter, Meeuf, Paul, Raja, Rashed, Sammarruca (w/o vote), Schwarzlaender, A. Smith, R. Smith, Tibbals, Torrey Lawrence (w/o vote), John Wiencek (w/o vote), Kern, McKellar, Hickman (incoming), Wargo (incoming), McIntosh (incoming), Quinnett (incoming), Ahmadzadeh (incoming), Cohn (incoming)

**Absent:** Chopin, Rinker (incoming senator)

**Guest/Presenters:** Rachel Halverson, Diane Whitney, Brandi Terwilliger

**Call to Order:** Chair Grieb called the meeting to order at 3:31 pm.

**Approval of Minutes (vote by 2019-2020 Senators):**

There was a motion (A. Smith/Lee-Painter) to approve the minutes of the 2019-2020 Faculty Senate Meeting #28 (April 21, 2020). Proposed amendments: on p.1, “April 7” should be “April 21”; on p.2, “April 21<sup>st</sup>” should be “April 28<sup>th</sup>” and, still on p.2, “April 28<sup>th</sup>” should be “May 5<sup>th</sup>”. The motion to approve the minutes as amended carried.

**Consent Agenda:**

- Approval of May 2020 Graduates
  - Approval of 2021-2022 Sabbaticals
- Chair Grieb opened the floor to discussion. There were no questions or comments.  
Vote: motion to approve May 2020 Graduates and 2021-2022 Sabbaticals carried.

**Chair’s Report:**

- The next University Faculty Meeting (UFM) will be on May 6<sup>th</sup>, 2020, 2:30-4:00
- Chair Grieb welcomed the new Faculty Senate members:
  - Jerry Fairley (COS), rejoining after replacing James Foster. He will be starting a full term in Fall 2020.
  - Amin Ahmadzadeh (CALs), replacing A. Caplan
  - Dan Hickman (CBE), replacing Terry Grieb
  - Elizabeth Wargo (CDA Center), replacing A. Kern
  - Kelly Quinnett (CLASS). Replacing J. DeAngelis
  - Bob Rinker (COE), replacing C. Jeffery
  - Deb McIntosh (LAW), finishing the term for B. Cosens
  - Teresa Cohn (CNR) , replacing A. Smith
- Congratulations to Faculty Senate members Arash Rashed, Dan Hickman, and frequent Faculty Senate guest Alexandra Teague, Faculty Affairs Committee Chair, who are recipients of the University Mid-Career Awards. Congratulations to all the outstanding faculty who are recipients of the award this year.

- A Faculty Senate volunteer is needed as Senate representative at the VandalStar Committee. He/she will replace outgoing Senator DeAngelis. Senator DeAngelis gave a brief overview of the typical tasks and commitment associated with this committee. He recalled that VandalStar is used extensively by professional advisors as well as many instructors. Although it was initially controversial and there are still challenges to be worked out, it is an important committee. The committee meets every other Wednesdays from 1:00 pm to 2:30 pm, including during the summer. At this time, no volunteers came forward. Chair Grieb said we will revisit this issue next time and thanked Senator DeAngelis again for all his service.
- Gratitude and farewell to Provost John Wiencek, who is attending today his last Senate meeting at U of I. Provost Wiencek has been at U of I for 5 years, during which time he has been an excellent provost. Under his leadership, the dialogue between faculty and administration has improved, and so has shared governance. John Wiencek has seen faculty, staff, and students as making up the institution in a holistic way. He has listened to people and treated them with respect. Provost Wiencek was presented with a University of Idaho clock as a token of everyone's appreciation.

There were no questions or comments following the Chair's report.

**Provost's Report (delivered by Provost Designate Torrey Lawrence):**

- An update on the CARE Act will probably be available next week. We hope to be able to get those funds to the students soon.
- P&T training: the dates have been moved (from Wednesday and Thursday) to Friday 9:30 am-11:00 am or 2:30 pm-4:00 pm. Anyone interested in learning about the process is invited to attend.
- COVID-19 update and Fall reopening: The Governor has published a 4-stage plan to reopen Idaho businesses, called "Idaho Rebounds". We are developing our own plans based on those stages. More should be known by the end of the week.
- The deadline for honorary degree nominations has been extended to May 15 from earlier in April. The degrees will be announced at the December Commencement. See FSH 4930 for the relevant policy on honorary degrees.
- This semester the planned combined award ceremony for staff and faculty will not take place due to COVID-19. However, our team has put together a great website with information, pictures, and acknowledgments about the awards (visit: <https://www.uidaho.edu/governance/faculty-staff/University-awards>).

**Committee Reports:** None

**Special Orders:**

- Academic Program Prioritization Taskforce (APPT) and the Institutional Planning and Effectiveness Committee (IPEC) – Rachel Halverson, APPT Chair, and John Wiencek, Provost, attachment #4

Before moving on to APPT and IPEC, Provost Wiencek said he enjoyed his time at U of I. Sometimes, things have been difficult, but he always tried to focus on what is best for the students and the institution. There has been productive dialogue and he leaves with mixed emotions, although he is happy to be moving to a location that is close to his family.

Moving back to APP: The initial intention was to come with final recommendations, but those will be finalized this week. The report will become available once the process is concluded. The Provost said that he is speaking on behalf of IPEC, a committee that he chaired. IPEC oversees integrated planning which involves reallocation of resources, with APP being one of the tools used to reallocate resources. The document in attachment #4 contains a brief history of how IPEC was charged by the President in Fall 2019. A nine-faculty taskforce was, in turn, charged by IPEC to update and implement the next program prioritization. The background document contains more detail on the composition of the taskforce, whose members were by and large selected by Faculty Senate. The taskforce (APPT) implemented a two-step evaluation process, also described in the attached document. The first step was mainly focused on comparing sources of revenue with expenditures. In the second step, APPT mostly met with program representatives. Provost Wiencek was not very involved in this second phase. APPT has completed its tasks and presented its recommendations to IPEC. IPEC discussed and approved (with 9 votes in favor and one opposed) the APPT recommendations, which are presently with the President. Of the ten recommended closures of degree programs and certificates, eight were being closed voluntarily. In the end, programs recommended for closure could appeal to the President, but no appeals were submitted. Thus, the expectation is to have a final report in a few days.

A Senator said that not everyone is aware of which programs have been recommended for closing. Chair Grieb noted that the information will be available on a password-protected site, to ensure privacy and sensitivity.

Rachel Halverson, chair of APPT, was present and available to answer questions. She noted that APPT gave careful thoughts to recommendations for the next iterations of the taskforce.

There were no more questions or comments.

- FSH 3930 Separation of Classified Employees – Diane Whitney, Policy Coordinator, attachment #5  
Diane Whitney and Brandi Terwilliger gave a brief background on the revisions. They consist of minor edits per FSH 1460 to ensure that the policy is consistent with controlling legal authority, IDAPA 15.04.01, and to make some minor clerical and language changes.  
There was no discussion.

**New Business:** A reminder that the white paper from the Sustainable Financial Model Working Group will be presented and discussed at the next meeting, May 5<sup>th</sup>, 2020. The paper will be shared with all Senators shortly.

**Adjournment:** There was a motion to adjourn (A. Smith/DeAngelis). The meeting was adjourned at 4:09pm.

# Sustainable Financial Model Working Group



University  
of Idaho

**DRAFT**

## CONTEXT

Since 1889, the University of Idaho has provided a transformative educational experience that prepares Idaho's citizens to solve real-world problems and achieve success in their lives and careers. Beginning with our beautiful residential campus in Moscow, the University's reach extends throughout Idaho, serving nearly 12,000 students with educational centers in Boise, Coeur d'Alene and Idaho Falls; nine Research and Extension centers; and Extension offices in 42 counties. One of the nation's land-grant research universities, the U of I is a national leader in student-centered learning and interdisciplinary research that promotes public service. Our work serves businesses and communities, advancing the pursuit of diversity, citizenship, and global outreach.

The U of I faces significant financial challenges that cut across all funding sources and affect all of our operations. At the same time, students, their families, and legislators across the country are focused on the cost of a college education. External and internal stakeholders are demanding better financial controls to minimize increases in tuition and to maximize the return on investment.

Over the past several years, varying levels of state support, declining enrollment and rising expenditures (as a result of optimistic enrollment growth projections) have caused the University to deplete its cash reserves. In addition, a change in accounting for post-retirement health benefits in FY18 caused an immediate \$33 million non-cash increase in the University's liabilities. This, combined with operations deficit in FY18 and FY19, led to the

reporting of negative unrestricted reserves in fiscal year 2019, well below the 5% operating expenditures reserve required of all public higher education institutions by the Idaho State Board of Education (SBOE). Further financial strain resulting from a tuition freeze for all higher education institutions in Idaho for FY21, additional cuts of \$2M for FY20 and an expected \$5M for FY21 requested by the state have all combined to create a financial situation that is not sustainable.

The University has already implemented efforts to address its immediate challenges. But a more effective way of managing the University's financial resources is needed to address long-term objectives. To that end, President Green invited a group of faculty, staff, students and external experts to review our budget model to inform a new way of doing business with the goal of protecting the transformative student experience we offer while elevating excellence in teaching and research.

The Sustainable Financial Model (SFM) Working Group launched in October 2019 and was charged with recommending a new financial model to guide the budget process.

The University of Idaho's current incremental model has not proven to be the ideal tool to support achieving our two primary financial goals:

- **Balanced Budget** — We must align our annual expenditures with our revenues.
- **Positive Cash Balance** — The SBOE requires the University to have 5% of our net position in unrestricted reserves.



## THE SFM WORKING GROUP'S CHARTER

The Sustainable Financial Model Working Group was asked to recommend the best model to guide University of Idaho financial decisions in the future. The ideal model rewards performance and incorporates the ability to adjust to changes in its operating environment. The new model should prepare U of I to face future budget challenges and provide the institution with the tools to invest in strategic areas that support the key priorities of student success, research and telling our story.

## PROCESS

The SFM Working Group spent time together during fall 2019 and early 2020 with a goal of forming actionable recommendations to address the recent and ongoing financial challenges facing the University of Idaho.

In addition to internal representation from faculty, students, staff, and administration, the group included external representatives

chosen for their professional background in accounting and finance.

**October** - Provost John Wiencek and VP Brian Foisy provided a detailed history of the University of Idaho's financial performance. This added context and perspective for the group and answered the question: How did we get to where we are today?

**November** - The group focused on potential models and how they fit into our history and culture. This included a debate on the Guiding Principles for making financial decisions at the U of I.

**January** - The group answered an anonymous, detailed questionnaire to further focus the discussion on the preferred model. Each participant recommended a model and identified potential challenges, opportunities, and next steps.

**February** - The group reviewed questionnaire results and shared feedback with President Green related to the challenges and opportunities going forward. In addition, the group highlighted key actions to enable success.

## SFM WORKING GROUP PARTICIPANTS

**Scott Green**  
*President*

**Chandra Zenner Ford**  
*President's Office Executive Sponsor*

**John Wiencek**  
*Provost and EVP co-chair*

**Brian Foisy**  
*VP Finance and Administration co-chair*

**Annette Elg**  
*retired CFO Simplot*

**Sharon Allen**  
*retired Chairman Deloitte*

**Craig Olson**  
*retired CFO Albertsons*

**Todd Kilburn**  
*CFO SBOE*

**Brad Ritts**  
*AVP Research*

**Jerry Long**  
*Dean College of Law*

**Terry Grieb**  
*Chair, Faculty Senate  
College of Business and  
Economics*

**Patrick Hrdlicka**  
*Chemistry Faculty*

**Brian Johnson**  
*Engineering Faculty*

**Toni Broyles**  
*President's Office*

**Cari Espenschade**  
*Vice Chair Staff Council*

**Stephanie Fox**  
*Manager, Facilities and Operations  
UI Boise*

**Margarita Cardona**  
*Director Admin Services, College  
of Agriculture and Life Sciences*

**Jacob Lockhart**  
*ASUI President*

**Alexis Murray**  
*SArb President*

**Recorder: Patty Houle**  
*retired staff*

## GUIDING PRINCIPLES

The SFM Working Group focused on the following general themes as guiding principles for making its recommendations.

- **Mission Alignment** - The model must help us achieve our land grant mission, support student success, and promote research and discovery.
- **Transparency** - The model, and its implementation, must be accessible to the entire University community.
- **Agility and Adaptability** - The model must allow university leadership to correct and guide, support continuous improvement, enable U of I to respond to the State's educational needs and provide training for in-demand jobs.
- **Incentive Based** - The model must promote efficiencies and encourage entrepreneurial and interdisciplinary ideas.

The ultimate goal is for the University of Idaho to adopt a budget model that improves our financial strength and allows for more flexibility to invest strategically and react to changes in the educational needs of our students and the State. The group agreed that for the Guiding Principles to be put into practice, we will need a periodic process to monitor outcomes of the budget model implementation and ensure the outcomes match these principles. In addition, a strong university-wide communications plan will need to be developed to convey the correlation between the Guiding Principles and the budget model implementation and outcomes. Linking the budget process to the overall vision and mission of the University of Idaho will be key to a successful implementation.

## BUDGET MODELS CONSIDERED

The SFM Working Group considered the following budget models:

1. **Incremental** – Currently in use at the U of I with budget allocations based on the previous year's budget
2. **Activity-based** – Allocates funding based on specific activities and metrics
3. **Performance-based** – Awards funding based on performance, defined by outcomes and standards (e.g., student credit hours taught, degrees conferred, graduation rates)
4. **Responsibility Centered Management (RCM)** – Assigns decision-making authority to academic units to manage their own budgets, increases accountability, assigns all costs (like central services and facilities) to units and motivates revenue generation and expense reduction

The group unanimously rejected the idea of continuing with the current incremental model as it is no longer sufficient to meet all of the Guiding Principles. A model with a performance-based focus was clearly favored with the other options all having some level of performance driven emphasis. Cultural realities, our land grant mission, implementation considerations and history all factored into the budget model recommended by the group.

## **RECOMMENDED MODEL:**

### **The Vandal Hybrid**

#### *Overview*

The Vandal Hybrid model primarily combines elements of incremental with movement to performance-based budgeting. Accountability, incentives for growth, efficiency, entrepreneurial thinking, and improving financial strength are all key components of the Vandal Hybrid model.

It is important to note the model does not apply to self-sustaining operations, such as Auxiliary Services, nor charitable donations or grants or other outside funding sources. This model is for the general education funding from the state and the tuition and fee revenues.

In the incremental model the university budgeted their next fiscal year to a forecasted enrollment number and all anticipated funds were distributed accordingly. If the actual enrollments met or exceeded the forecasted projections, then the budgets held up. If actual enrollment did not meet the forecasted projection, the university was in a deficit position and with the budgets already set for the fiscal year it was difficult to pivot.

The Vandal Hybrid model will budget to a lower fixed enrollment number chosen because we have high confidence in achieving it year in and year out. The enrollment number will be evaluated annually, but the frequency of the adjustment is expected to be closer to every three years. One of the goals of the SFM working group is a model that allows leadership to know their funding level for multiple years at a time for strategic planning. For purposes of illustration, 9,500 students is used for the infographic on page 6.

#### *University Operations*

Historically some of the university operations were base funded in the incremental model including Information Technology Services (ITS) while others such as University Communications and Marketing (UCM) and Strategic Enrollment Management (SEM) were not. Meaning the university had to find one-time funding each year from different places for these core university operations. The university's reserves were often used for this purpose if other funding sources could not be found. The Vandal Hybrid model will provide a reasonable amount of consistent base funding for all key university operations. The cost of doing business will be built into the annual budget.

After base funding, it is expected for Advancement and the UI Foundation to fund their growth through their gift and endowment fees. The more money we fundraise and grow our endowment we can then expand those operations. Similarly, research is a presidential priority and will be funded; however, future growth in the Office of Research and Economic Development budget will be aligned with research growth at the institution.

All other university operations will also have metrics. Their funding will now expand and contract based on enrollment, performance to increase operating efficiencies, span of control and collaboration.

## ***Central & Fixed Costs***

There are many centralized and fixed costs for the university system (i.e. utilities and student financial aid). Under the incremental model these were base funded and will continue to follow the incremental model under the Vandal Hybrid.

The main difference with the Vandal Hybrid is all the university's operational expenses will be incorporated into the base budgeting which will decrease the pressure on the reserves. The Vandal Hybrid will put a fixed amount of money into reserves every year until the 5% SBOE requirement is met. Once the 5% requirement has been satisfied, the fixed amount will be reallocated to the overall budget for the university.

## ***Provost Office***

The non-instruction areas under the Provost Office are primarily focused on student services such as the library, and Student Affairs. Depending on the unit, some of the areas have been base funded historically while others have not, and the university had to find one-time monies for support.

The Vandal Hybrid model will provide base funding while also ensuring all required core non-instructional student services budgets are tied directly to the size of the student population they are serving. It will be based on a three-year rolling average of enrollment. For example, when there are less students there is less demand on the library, the student rec center, and counseling services for example. The converse is also true. As enrollment grows, we will need to add resources accordingly for the larger population.

For the areas of instruction, under the incremental model there is no direct incentive for performance and no reward system for growing enrollment. In the Vandal Hybrid model a large percentage of academic operating budgets will be base funded as it was with the incremental model. Also, an increasing percentage will be attributed to achieving the performance driven metrics.

The performance driven metrics should align with the Guiding Principles and could include enrollment, student credit hours taught, degrees conferred, graduate job placement, service to other programs, research output, collaboration, and others. Performance could also include some measure of centrality to our land grant mission, given that some small programs are integral to who we are as a University and for that reason are a priority to ensure our success as a community. The ultimate performance metrics will be developed with input from faculty, staff, and students.

## ***Enrollment Increase***

As mentioned in the overview, the Vandal Hybrid model base budgets to a high confidence enrollment number versus a forecasted projection. So what happens to the additional funds generated when the actual enrollments are higher than 9,500 students? Whether it is 9,501 or 10,000 or more, those funds are used for strategic growth and to reward performance.

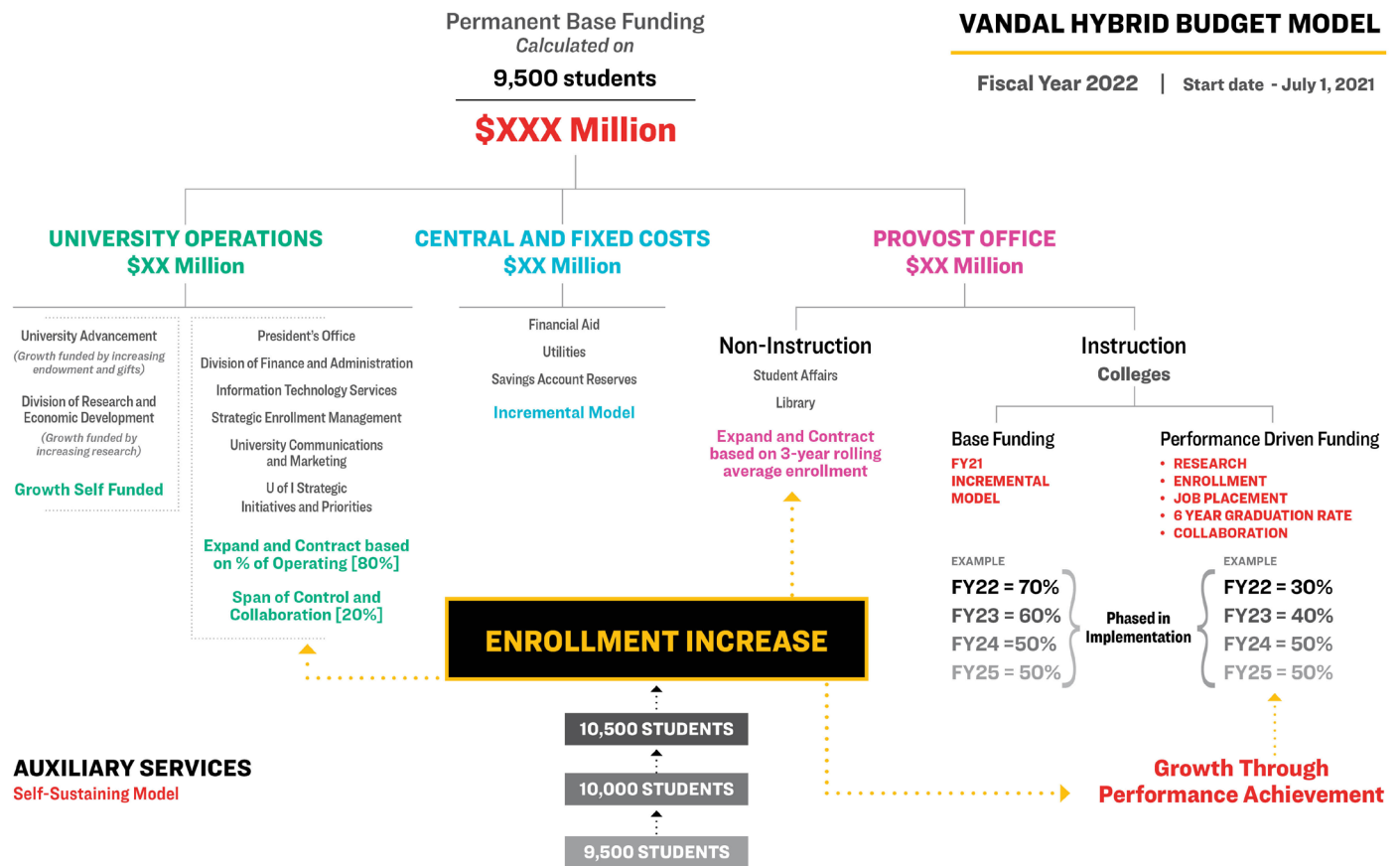
The additional funding will be flowing to the instructional areas meeting their performance driven metrics, the non-instructional student support services experiencing increased demand and university core operations.

A portion of funds from increased enrollment going to university core operations will be used for UI Strategic Initiatives and Priorities. This will create the flexible pool of funds the university has sorely been missing to fuel innovation and entrepreneurial thinking. Examples could include investment in quick response research, such as the recent Covid-19 pandemic; necessary infrastructure for new programs; sustainable funding for market-based salary targets; and many other strategic opportunities that will present themselves. The use of the funds will follow the Guiding Principles and presidential priorities.

## Summary

In the past with the incremental model areas received the same amount of funding regardless if their area increased enrollment and were high performing, or experienced enrollment contraction. Creating tension in areas trying to keep up with their growth juxtaposed to the areas enjoying the consistent funding with decreased demand. It also allowed little flexibility to adjust to state holdbacks or enrollment swings and did little to incentivize innovation or performance.

The Vandal Hybrid model seeks a more strategic perspective, providing funds to invest in programs that attract students with an educational experience that is relevant to employers in an ever-evolving workplace. It also ensures that impactful research continues to be a focus at the University of Idaho. Finally, the model addresses the need to regain fiscal strength including aligning expenses with revenues, providing a permanent funding plan for operations and infrastructure, and re-establishing an adequate reserve position.





## TIMELINE

The ideal timeline for the Vandal Hybrid implementation assumes FY21 budget allocations will be developed from the adjusted budget in place following the recent cuts. FY21 will be a year for the colleges to model the Vandal Hybrid and prepare for the transition beginning July 1, 2021.

The transition from the current incremental budget model to the Vandal Hybrid will occur beginning in FY22 but full implementation could take multiple years.

This will allow for a managed evolution in programs and priorities. As indicated on the Infographic above, over the transition period, ever increasing percentages of available resources will be shifted away from incremental-based to performance-based allocations. The performance metrics shown in the model are examples only and will be finalized in the next phase of this process.

## COMMUNICATION PLAN

ASUI President Jacob Lockhart developed a statement of values during the SFM Working Group's second session. The group agreed this was insightful and could be used to help communicate to the U of I community and provide some visioning and inspiration for now and into the future. The "Circle of Success" infographic depicts a statement of purpose and values showing Jacob's input with the inner circle of **Ingenuity, Discovery, Accountability, Harmony, Optimism**.

**I Ingenuity** – Imagining new possibilities for student success by empowering students to meet the market and social needs of today and tomorrow. In doing so, we will remain a premier institution dedicated to serving state, country, world and beyond.

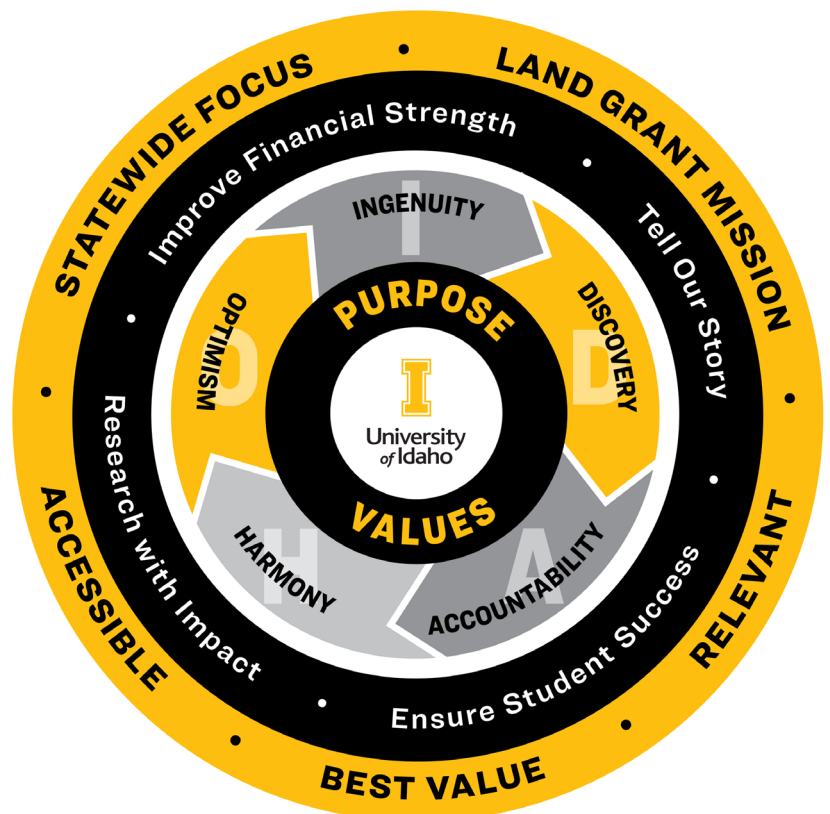
**D Discovery** – Breaking through dated metrics and embracing the future of higher education will help us inspire new innovation, research, and discovery.

**A Accountability** – Acting as informed and involved leaders gives each of us a stake in our shared success.

**H Harmony** – Joining together in the promotion of interdisciplinary practices will forge an even stronger sense of institutional unity.

**O Optimism** – Continually cultivating an environment that values the contribution of students, faculty, and staff guarantees a future of endless possibilities and boundless opportunity.

The "Circle of Success" infographic points to President Green's priorities and higher-level mission references for the University of Idaho. The goal is to use information like this to help communicate and support University-wide communications around the new model, positioning it as a tool to help us move forward in an optimistic way.



## **CONCLUSION AND NEXT STEPS:**

### **U of I Community Feedback**

The SFM Working Group agrees we should over communicate the plan and the rationale behind it. The group also agrees the University of Idaho community will get behind a budget model with an increased focus on performance if we provide an optimistic vision for the future this new model can help create. Our future should include the ability to invest in strategic areas of emphasis and an improved ability to weather variances in our resource base.

A credible roadmap to execute on this model over time will need to be widely shared and transparent. The group desires input from the U of I community on the conclusions reached and to that end, Provost's Council, Faculty Senate and Staff Council will engage in a feedback process beginning in April and over the summer where comments and input will be considered and incorporated as appropriate in the final draft of this document. A site for comments and input will also be made available to the entire U of I community.

The next phase of this process will be for President Green to appoint a group to finalize the metrics and implementation steps. The charge will be to create an outline and guidelines for colleges and departments to move the University of Idaho's budget process to be in alignment with the recommendations in this white paper.